

Safeguarding and Child Protection Policy

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Policy Owner:	Simon Clark

Glossary of Abbreviations and Acronyms used in this Policy

Abbreviation/Acronym	Meaning
KCSIE	Keeping Children Safe in Education
HSB	Harmful Sexual Behaviour
DSL	Designated Safeguarding Lead
GDPR	General Data Protection Regulation
DPA	Data Protection Act
ECHR	European Convention on Human Rights
PSED	Public Sector Equality Duty
FGM	Female Genital Mutilation
SEND	Special Educational Needs and Disabilities
EHCP	Education, Health and Care Plan
MIS	Management Information System
RSHE	Relationships, Sex and Health Education
LGBTQ+	Lesbian, Gay, Bisexual, Trans and Queer/Questioning and Others
MASH	Multi-Agency Safeguarding Hub
CCE	Child Criminal Exploitation
CSE	Child Sexual Exploitation
HBA	So Called Honour Based Abuse
DBS	Disclosure and Barring Service
PFI	Private Finance Initiative
LADO	Local Authority Designated Officer
DoS/DDos	Denial of Service/Distributed Denial of Service
SCR	Single Central Record
CEO	Chief Executive Officer
IICSA	Independent Inquiry into Child Sexual Abuse

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Named Personnel with Designated Responsibility for Safeguarding

Each school within Orbis Education Trust will maintain the following designated personnel:

Kingsthorpe College	
Designated Safeguarding Lead (DSL)	Ms Courtney Prince
Deputy Designated Safeguarding Lead(s)	Miss Molly Martindale
Trust Safeguarding Lead	Mr Simon Clark
Safeguarding Governor and Chair of Governors/Trustees	Mr Chris Drake
Southfield School	
Designated Safeguarding Lead (DSL)	Mrs Jyoti Pankhania
Deputy Designated Safeguarding Lead(s)	Mrs Julie Tailby
Trust Safeguarding Lead	Mr Simon Clark
Safeguarding Governor and Chair of Governors/Trustees	Mr Chris Drake
Hunsbury Park Primary School	
Designated Safeguarding Lead (DSL)	Rosie Brocklehurst
Trust Safeguarding Lead	Mr Simon Clark
Safeguarding Governor and Chair of Governors/Trustees	Mr Chris Drake
Specialist Roles	
Trust Data Protection Officer	Mr Christopher Roberts

1. Aim of Policy

- 1.1. Orbis Education Trust recognises our statutory responsibility to safeguard and promote the welfare of all pupils across our family of schools. We will endeavour to provide safe and welcoming environments where children are respected and valued. We will be alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.
- 1.2. Safeguarding is everyone's responsibility. We recognise that our schools are part of a wider safeguarding system and work closely with local Safeguarding Children Partnerships and other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider the wishes of, and always, what is in the best interests of each child.
- 1.3. We understand that children can be abused by adults or by other children. We are committed to creating a culture of safety, that minimises the opportunity for any form of abuse (including all forms of child-on-child abuse) through training, education and robust response procedures.
- 1.4. The aim of this policy is to:
 - 1.4.1. promote safeguarding and child protection and to provide information about how we work to keep children safe.
 - 1.4.2. ensure that all staff are aware of and clearly understand their statutory safeguarding responsibilities.
 - 1.4.3. provide all members of staff with the information required to meet their safeguarding duty and protect children from harm.
 - 1.4.4. provide stakeholders with clear information relating to our safeguarding and child protection procedures; and
 - 1.4.5. ensure that we are protecting children from maltreatment or harm.

2. Scope

- 2.1. This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, trustees, volunteers working in or on behalf of Orbis Education Trust schools. All references in this document to 'staff' or 'members of staff'

3. Definitions

- 3.1. Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education (KCSIE) 2026 as:
 - 3.1.1. protecting children from maltreatment.
 - 3.1.2. preventing impairment of children's mental and physical health or development.
 - 3.1.3. ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and

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

3.2. For the purposes of this policy, the term 'safeguarding' refers to everything that our schools do to keep children safe and promote their welfare, including (but not limited to):

3.2.1. Supporting pupils' health, safety and well-being, including their mental health.

3.2.2. Meeting the needs of children with special educational needs and/or disabilities.

3.2.3. The use of reasonable force.

3.2.4. Meeting the needs of children with medical conditions.

3.2.5. Providing first aid.

3.2.6. Educational visits.

3.2.7. Intimate care and emotional wellbeing.

3.2.8. Online safety and associated issues.

3.2.9. Appropriate arrangements to ensure school security, considering the local context.

3.2.10. Keeping children safe from risks, harm and exploitation.

3.2.11. Child protection.

3.3. Child Protection

3.3.1. Child protection is part of safeguarding and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

3.4. Abuse

3.4.1. Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. It can be perpetrated by an adult or adults known or unknown to a child, or a child or children known or unknown to the child. It can happen in person or online. Where abuse is perpetrated by another child, it is known as 'child on child' abuse.

3.5. Neglect

3.5.1. Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

3.6. Child On Child Abuse

3.6.1. Child on child abuse refers to the abuse of a child or children perpetrated by another child or children.

3.6.2. Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers.
- 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);

- 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);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- 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.
- the making or sharing of nudes or semi-nudes (including those generated using AI), whether consensual or non-consensual;
- up skirting, 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; and
- serious physical assault and harm, or the threat of harm with a weapon;
- 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).

3.6.3. Children include everyone under the age of 18.

3.7. Within this policy:

3.7.1. 'Parent' refers to birth parents and other adults in a parenting role for example adoptive parents, stepparents and foster carers.

3.7.2. 'Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, trustees, volunteers working in or on behalf of Orbis Education Trust schools.

3.7.3. Keeping Children Safe in Education (2026) may be abbreviated to 'KCSIE'.

3.8. Victim

3.8.1. Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

3.9. Alleged perpetrator(s) and perpetrator(s)

3.9.1. These are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

4. Statutory Guidance and Legislation

4.1. Guidance:

- 4.1.1. Keeping Children Safe in Education (2026)
- 4.1.2. Working Together to Safeguard Children (2026)
- 4.1.3. Multi-agency statutory guidance on female genital mutilation (July 2020)

4.2. Legislation

- 4.2.1. The Children Act 1989 and The Children Act 2004
- 4.2.2. Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015
- 4.2.3. The Rehabilitation of Offenders Act 1974
- 4.2.4. Safeguarding Vulnerable Groups Act 2006
- 4.2.5. Counter-Terrorism and Security Act 2015 (and the Prevent Duty guidance)
- 4.2.6. The Crime and Policing Act 2026, which removes the 'supervision exemption' from the definition of regulated activity (see Appendix 3: Safer Recruitment)
- 4.2.7. The Data (Use and Access) Act 2025, which amends UK data protection law and is effective from January 2026
- 4.2.8. The Children's Wellbeing and Schools Act 2026, which (amongst other things) provides for education to become a fourth statutory safeguarding partner alongside local authorities, the police and Integrated Care Boards; the Trust will update this policy as commencement dates and local arrangements are confirmed
- 4.2.9. The Education Act 2002
- 4.2.10. The School Staffing (England) Regulations 2009
- 4.2.11. The Equality Act (2010)
- 4.2.12. The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- 4.2.13. The Equality Act 2010, which makes it unlawful to discriminate against people regarding protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteachers should carefully consider how they are supporting their pupils regarding these characteristics. The Act allows our schools to take positive action to deal with disadvantages affecting pupils (where we can show it is proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there is evidence that they are being disproportionately subjected to sexual violence or harassment
- 4.2.14. The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils

may be more at risk of harm from issues such as sexual violence; homophobic, or transphobic bullying; or racial discrimination

4.3. Our schools also have regard to relevant non-statutory guidance relating to safeguarding, including:

4.3.1. What to do if you are worried a child is being abused (2015)

4.3.2. Guidance for safer working practice for those working with children and young people in education settings (2025)

4.4. This policy links with other Trust and school policies and procedures, including:

4.4.1. Behaviour Policy

4.4.2. Staff Code of Conduct

4.4.3. Complaints policy

4.4.4. Health and safety policy

4.4.5. Attendance policy

4.4.6. Online safety policy

4.4.7. SEND policy

4.4.8. Equality policy

4.4.9. Sex and relationship education policy

4.4.10. First aid policy

4.4.11. Curriculum policy

4.4.12. Designated teacher for looked-after and previously looked-after children policy

4.4.13. Privacy notices

4.4.14. Whistle-Blowing policy

4.4.15. Anti-bullying policy

4.4.16. IT Acceptable use Policy

5. Equality Statement

5.1. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. Some children are at an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We ensure that all children have the same protection, regardless of any barriers they may face.

5.2. Please see Section 11 for further details about how we work to support children with special educational needs and disabilities (SEND).

6. Confidentiality and Information Sharing

6.1. Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes. The General Data Protection Regulation (GDPR) does not prevent, or limit, the sharing of information for the

purposes of keeping children safe. Lawful and secure information sharing between schools, Children's Social Care, and other local agencies, is essential for keeping children safe and ensuring they get the support they need.

- 6.2. Our schools adhere to the Data Protection Act (2018) (as amended by the Data (Use and Access) Act 2025, effective from January 2026) and the UK General Data Protection Regulation. Please see individual school Data Protection Policies and Privacy Notices for more information.

6.3. Sharing Information with Parents

- 6.3.1. Orbis Education Trust schools will ensure the Safeguarding and Child Protection Policy is available publicly via school websites.
- 6.3.2. Where appropriate, we will discuss any concerns about a child with the child's parents. The Designated Safeguarding Lead (DSL) will normally do this in the event of a concern, suspicion or disclosure. Other staff will only talk to parents about any such concerns following consultation with the DSL.
- 6.3.3. If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so. In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

6.4. Consent

- 6.4.1. The Data Protection Act 2018 introduced 'safeguarding' as a reason to be able to process sensitive, personal information, even without consent (DPA, Part 2, 18; Schedule 8, 4). All relevant information can be shared without consent if to gain consent would place a child at risk. Fears about sharing information must not be allowed to stand in the way of promoting the welfare and protecting the safety of children. All professionals responsible for children should not assume that someone else will pass on information that they think may be critical to keeping a child safe.
- 6.4.2. As with all data sharing, appropriate organisational and technical safeguards are in place and will be adhered to when processing safeguarding and child protection information.
- 6.4.3. When considering whether, or not, to share safeguarding information (especially with other agencies), our schools will record who they are sharing that information with and for what reason. If we have taken a decision not to seek consent from the data subject and/or parent that should also be recorded within the safeguarding file.
- 6.4.4. All staff in our schools will be made aware of their duties in relation to Data Protection and safeguarding, particularly in respect of confidentiality. This includes the following:
- Staff should never promise a child that they will not tell anyone about an allegation, as this may not be in the child's best interests.
 - Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

- Timely information sharing is essential to effective safeguarding.
- Information must only be shared on a 'need-to-know' basis, but consent is not required to share information if a child is suffering, or at risk of, serious harm.

7. Roles and Responsibilities

7.1. Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and governors in our schools and is consistent with the procedures of local safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

7.2. Trust Board and Local Governing Bodies

7.2.1. The Trust Board and Local Governing Bodies have a strategic leadership responsibility for safeguarding arrangements. Each governing body will appoint a senior board level (or equivalent) Governor Safeguarding Led to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.

7.2.2. Governors/trustees will ensure that there are mechanisms in place to assist staff in understanding and discharging their statutory safeguarding roles and responsibilities. Governors will ensure that schools are working with local safeguarding partners and that schools contribute to multi-agency working, adhering to Working Together to Safeguard Children (2018). All governors will read KCSIE (2026) and a record will be kept of this.

7.2.3. Part 2 of KCSIE (2026) sets out the responsibilities of governing bodies and our governors will always adhere to this guidance. As part of these responsibilities the governors will:

- ensure that they comply with their duties under statutory guidance and legislation including obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and local multi-agency safeguarding arrangements.
- work to facilitate a whole school approach to safeguarding, by ensuring that safeguarding and child protection underpin all relevant aspects of policy and process.
- ensure that policies, procedures and training at schools are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner.
- ensure that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.
- ensure that schools consider local criteria for action and protocol for assessment and supply information as requested by safeguarding partners.

- ensure that schools have effective child protection policies, which are published on school websites and/or available by other means and review these annually.
- ensure that schools have systems in place to allow children to raise concerns, which are well promoted, well-understood and easily accessible.
- ensure that schools take safeguarding concerns seriously and take the wishes and feelings of children into account.
- ensure that there are systems in place for young people to safely express their views and give feedback on safeguarding practice.
- ensure that schools have suitable behaviour policies for pupils and staff behaviour policies or Codes of Conduct.
- ensure that all staff undergo safeguarding and child protection training on induction.
- consider a whole-school approach to online safety, including the use of mobile technology in school.
- ensure that there are clear systems and processes in place for identifying when children may be experiencing mental health problems.
- ensure that children are taught about safeguarding, including online safety.
- ensure that appropriate safeguarding responses for children who go missing from education are in place.
- appoint appropriate members of staff from senior leadership teams to the role of Designated Safeguarding Lead and ensure that DSLs have the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support.
- ensure that appropriate filters and monitoring systems are in place to keep children safe online and that governing bodies regularly review the effectiveness of school filters and monitoring systems. They should ensure that leadership teams and relevant staff are:
 - aware of and understand the systems in place
 - manage them effectively
 - know how to escalate concerns when identified
- ensure that there are appropriate procedures in place to manage safeguarding concerns, or allegations against staff including allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors);
- respond to allegations of abuse against headteachers. The Chair of Governors will act as the 'case manager' if an allegation of abuse is made against the headteacher, where appropriate.

7.3. The Headteacher

7.3.1. The headteacher is responsible for the implementation of this policy. The headteacher will:

- ensure that this policy is reviewed annually and ratified by the governing body.
- ensure that this policy and associated procedures are adhered to by all staff and take action as necessary if not.
- ensure that staff (including temporary staff) and volunteers are informed of systems that support safeguarding, including this policy, as part of their induction.
- ensure that all staff are made aware of the named governor for safeguarding and the Designated Safeguarding Lead.
- ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description, that they have appropriate time, funding, training and resources and that there is always adequate cover if the DSL is absent.
- decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead.
- organise appropriate cover for the role of Designated Safeguarding Lead for any out of hours/out of term activities.
- ensure robust cover arrangements are in place for periods when the DSL is unavailable due to illness, leave or other circumstances (for example, a confidential shared mailbox or equivalent system), so that safeguarding concerns continue to be received, monitored and acted upon without delay.
- appoint a 'Designated Teacher for Looked After and Previously Looked After Children' to promote the educational achievement of children looked after and previously looked after. appoint a lead for online safety (usually the DSL);
- ensure that all recruitment follows the safer recruitment guidance (see Part 3 of KCSIE) and a single, central record is maintained with details of all members of staff who are in contact with children.
- respond to allegations of abuse against all other members of staff and act as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- make decisions regarding all low-level concerns.
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- ensure that schools work with social care, the police, health services and other services to promote the welfare of children; provide a co-ordinated offer of early help when need is identified; contribute to inter-agency plans for children subject to child protection plans and to protect children from harm.
- safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012);
- ensure that children's social care (from the host local authority or placing authority) have access to schools to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (2026).

7.4. The Designated Safeguarding Lead

7.4.1. The full responsibilities of the DSL are set out in Annex B, KCSIE (2026).

- 7.4.2. The DSL is a member of the Senior Leadership Team in each school.
- 7.4.3. The DSL takes lead responsibility for child protection and wider safeguarding including Online safety.
- 7.4.4. When the DSL is absent, the Deputy will act as cover.
- 7.4.5. If the DSL and Deputy are not available, the Headteacher will act as cover.
- 7.4.6. Any deputies will be trained to the same standard as the designated safeguarding lead.
- 7.4.7. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead; this lead responsibility should not be delegated.
- 7.4.8. The Designated Safeguarding Lead will:
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty.
 - Advise on the response to safeguarding concerns.
 - Liaise with the Local Authority and work with other agencies in line with 'Working Together to Safeguard Children (2018);
 - Identify if children may benefit from early help.
 - Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
 - Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel.
 - Support schools with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation.
 - Refer cases to the police where a crime may have been committed.
 - Be available during school hours for staff to discuss any safeguarding concerns. If they are not available, a deputy will be made available.
 - Undertake training to equip them with the skills to carry out the role and update every two years.
 - Ensure all staff, whether or not they work directly with children, have read and understood Part 1 of Keeping Children Safe in Education (2026) in full, and record that this has been done; KCSIE 2026 has withdrawn the condensed 'Annex A' version used in previous years, so there is no longer an abridged version of Part 1 for staff who do not work directly with children;
 - Ensure that, in addition, the DSL and any deputy DSLs have read and understood Annex B (Role of the Designated Safeguarding Lead) of Keeping Children Safe in Education (2026).

- Update their knowledge and skills regularly and keep up with any developments relevant to their role.
- Provide staff in school with the knowledge, skills and support required to safeguard children. Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files. Take responsibility for the transfer of safeguarding files when a child leaves the school.
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings.
- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded.
- Help to promote educational outcomes of children who have experienced or are experiencing safeguarding or child protection issues by sharing relevant information with teachers and school leadership teams.
- Promote a 'culture of safeguarding', in which every member of the school community acts in the best interests of the child.
- Regularly meet with the safeguarding link governor and/or Chair of Governors to review safeguarding at the school.
- Liaise with the headteacher regarding safeguarding cases and issues.
- Have a good understanding of harmful sexual behaviour.
- Know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment and be confident as to how to access this support.
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search.

7.4.9. DSLs can also be contacted out of school hours, if necessary, via the contact details specified in each school's local arrangements.

7.5. All Staff

7.5.1. Staff play a particularly important role because they can identify concerns to provide help for children.

7.5.2. All staff:

- have a responsibility to provide a safe environment, where children can learn.
- will be trained so that they know what to do if a child tells them that he/she is being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- will be able to identify indicators of abuse and neglect.
- will be made aware of systems in schools that support safeguarding and child protection.

- will be made aware of safeguarding issues that put children at risk of harm and behaviours associated with these risks.
- should ensure that they know what to do if a child makes a disclosure of abuse and never promise confidentiality when a child makes a disclosure.
- will be made aware of and should be clear on school policies and procedures with regards to child-on-child abuse and the important role they must play in preventing it and responding where they believe a child may be at risk from it.
- will be made aware of the early help process and understand their role in it.
- should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance.
- may be required to support social workers and other agencies following a referral.
- will be made aware of the process for making referrals to Children's Social Care, understand statutory assessments and the role that they may be expected to play in such assessments.
- should be prepared to make referrals to local Multi-Agency Safeguarding Hubs if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments.
- will receive regularly updated safeguarding and child protection training to cover all the above, as well as online safety.
- will receive safeguarding updates throughout the year as part of continuous professional development.
- will be encouraged to contribute to the development of safeguarding policy and practice.
- should always seek advice from the Designated Safeguarding Lead if they are unsure.
- all teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012);
- Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online.
- Provide a safe space for pupils who are LGBT to speak out and share their concerns.

7.5.3. All staff will be aware of:

- The fact that children can be at risk of harm inside and outside of their home, at school and online.
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children.
- What to look for to identify children who need help or protection.

7.5.4. All staff will be made aware of our systems and documents that support safeguarding, including this policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and any deputies, the behaviour policy and the safeguarding response to children who go missing from education.

- 7.5.5. All staff, whether or not they work directly with children, will be provided with a copy of, and must read, Part 1 of Keeping Children Safe in Education (2026) in full, annually, and will receive annually updated training on their safeguarding roles and responsibilities.
- 7.5.6. The DSL and any deputy DSLs will also be provided with a copy of, and must read, Annex B (Role of the Designated Safeguarding Lead) of Keeping Children Safe in Education (2026).
- 7.5.7. All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.
- 7.5.8. Although there are extensive mechanisms in place to support staff understanding in relation to safeguarding and child protection, there is an expectation that if staff are unclear on any aspects of school safeguarding policy or practice, they speak to the Designated Safeguarding Lead without delay, so that additional training can be put in place.

8. Recognising Abuse: Training

- 8.1. Our schools are committed to continuous professional development and all staff undergo rigorous and ongoing safeguarding training. We strive to ensure that staff fully understand their safeguarding responsibilities, that training promotes a culture of safeguarding and equips staff with the skills to identify any signs of abuse, neglect or harm.

8.2. All Staff

- 8.2.1. All staff members will undertake safeguarding and child protection training at induction (including online safety and whistle-blowing procedures) to ensure they understand school safeguarding systems, their responsibilities and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from local safeguarding partners.
- 8.2.2. All staff will have training on the government's anti-radicalisation strategy Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
- 8.2.3. Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.
- 8.2.4. Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.
- 8.2.5. Volunteers will receive appropriate training, as applicable.
- 8.2.6. Teachers will receive training to ensure that they can manage behaviour effectively to ensure good and safe educational environments, and they should have a clear understanding of the needs of all pupils.

8.3. DSL and Deputy DSLs

- 8.3.1. The DSL and Deputy DSLs will undertake child protection and safeguarding training at least every 2 years.
- 8.3.2. In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).
- 8.3.3. They will also undertake Prevent awareness training and online safety training.

8.4. Governors

- 8.4.1. All governors receive safeguarding training (including online safety) at induction, which is regularly updated, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities including providing strategic challenge and ensuring there is a whole school approach to safeguarding.
- 8.4.2. As chairs of governors may be required to act as the 'case manager' if an allegation of abuse is made against the headteacher, they should receive training in managing allegations for this purpose.

8.5. Recruitment – Interview Panels

- 8.5.1. At least one person conducting any interview for a post in our schools will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, KCSIE (2026), and will be in line with local safeguarding procedures.

8.6. Specific Safeguarding Issues

- 8.6.1. Staff will also receive specific training on the following issues and action will be taken if schools suspect that a child is at risk of or is the victim of:
 - physical abuse.
 - sexual abuse.
 - child sexual exploitation.
 - emotional abuse.
 - neglect.
 - child criminal exploitation (including involvement in county lines);
 - domestic abuse.
 - fabricated or induced illness.
 - faith-based abuse.
 - female genital mutilation.
 - forced marriage.
 - gangs or youth violence.
 - gender-based violence.
 - hate.
 - online safety.

- child on child abuse.
- radicalisation.
- relationship abuse.
- serious violence.
- sexual violence or sexual harassment (including child on child abuse);
- sexting or sharing of youth produced sexual imagery.
- so-called 'honour-based' abuse.
- trafficking and modern slavery.

8.6.2. All staff will be made aware that safeguarding incidents and/or behaviours can be associated with factors outside schools and/or can occur between children outside of these environments. All staff will be expected to consider whether children are at risk of abuse or exploitation in situations outside their families (extra-familial harm).

8.6.3. Staff will also be made aware of the additional safeguarding vulnerabilities of:

- children in the court system.
- children missing from education.
- children with family members in prison.
- children who are homeless.
- children who have or have had a social worker.
- children who are young carers.
- children looked after or previously looked after;
- children with mental health problems.

9. Recognising and Responding to Abuse: How to Take Action

9.1. If a member of staff, parent or member of the public is concerned about a pupil's welfare, they should report it to the DSL as soon as possible. On occasions when the DSL is not available, it should be reported to the deputy safeguarding lead/s without delay. If in exceptional circumstances, the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care.

9.2. Although any member of staff can make a referral to children's social care, where possible there should be a conversation with the DSL. All staff must follow the procedures set out below in the event of a safeguarding issue.

9.3. All staff will be alert to indicators of abuse (including child on child abuse) and will report any of the following to the Designated Safeguarding Lead immediately:

9.3.1. any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play.

9.3.2. any concerning behaviours exhibited by children that may indicate that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.

9.3.3. any significant changes in attendance or punctuality.

9.3.4. any significant changes in a child's presentation.

9.3.5. any indicators that a child may be experiencing child on child abuse.

9.3.6. any concerns relating to people who may pose a risk of harm to a child;

9.3.7. any disclosures of abuse that children have made.

9.4. More information about our approach to child-on-child abuse (including sexual violence and sexual harassment) can be found at Appendix A.

9.5. The following procedures are in line with statutory guidance and local Safeguarding Children Partnership's Threshold Guidance. Referral procedures can be found in section [9.5](#).

9.6. If a child discloses that they are suffering or at risk of suffering abuse

9.6.1. If a child discloses that he or she has been abused in some way, the member of staff/volunteer will:

- listen to what is being said without displaying shock or disbelief.
 - accept what is being said.
 - allow the child to talk freely.
 - reassure the child, but do not make promises which it might not be possible to keep.
 - never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.
 - reassure him or her that what has happened is not his or her fault.
 - stress that it was the right thing to tell.
 - listen, only asking questions when necessary to clarify.
 - not criticise the alleged perpetrator.
 - explain what has to be done next and who must be told.
 - make a written record (see Record Keeping); and
 - pass the information to the Designated Safeguarding Lead without delay.
- Alternatively, if appropriate, make a referral to children's social care and/or the police directly, and tell the DSL as soon as possible that you have done so.

9.6.2. All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment, nor should a victim ever be made to feel ashamed for making a report.

9.6.3. Bear in mind that some children may:

- Not feel ready or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful

- Feel embarrassed, humiliated or threatened.

9.6.4. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

9.6.5. None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

9.7. If a child is suffering or likely to suffer harm, or in immediate danger:

9.7.1. If you think that a child is suffering or at risk of suffering significant harm, you must report this to the designated safeguarding lead immediately. On occasions when the designated safeguarding lead is not available, it should be reported to the deputy safeguarding lead without delay or a senior member of staff.

9.7.2. Where possible, there should be a conversation with the Designated Safeguarding Lead, but a referral must be made if a child may be suffering or at risk of suffering harm. Anyone can make a referral to children's social care. If anyone other than the DSL makes a referral to children's social care or to the police, they should inform the DSL as soon as possible.

9.8. If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

9.8.1. Where possible, speak to the DSL first to agree a course of action.

9.8.2. The DSL will decide on the most appropriate course of action and whether the concerns should be referred to children's social care, using local Thresholds Guidance. If it is decided to make a referral to children's social care the parent will be informed, unless to do so would place the child at further risk or undermine the collection of evidence.

9.8.3. All concerns, discussions and decisions will be recorded in writing.

9.8.4. The DSL will provide guidance on the appropriate action. Options will include:

- managing any support for the child internally via the school's own pastoral support processes.
- seeking advice from local early help co-ordinators.
- an Early Help Assessment; or
- a referral for statutory services where the child is or might be in need or suffering or likely to suffer significant harm.

9.9. Early Help

9.9.1. All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up

an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse. Timelines of interventions will be monitored and reviewed.

9.9.2. All staff will be made aware of the early help process, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Safeguarding Lead any ongoing/escalating concerns so that consideration can be given to a referral to children's social care if the child's situation does not appear to be improving.

9.9.3. We recognise that any child can be the victim of abuse and may benefit from early help. However, we will be particularly vigilant to potential need for early help if a child:

- is disabled or has certain health conditions and has specific additional needs.
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan).
- has a mental health need.
- is a young carer.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- is frequently missing/goes missing from care or from home.
- is at risk of modern slavery, trafficking, sexual or criminal exploitation.
- is at risk of being radicalised or exploited.
- has a family member in prison 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 drugs or alcohol themselves.
- has returned home to their family from care.
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day.

9.10. Referrals

9.10.1. If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so. If you make a referral directly, you must tell the DSL as soon as possible.

9.10.2. Children's social care assessments should consider where children are being harmed in contexts outside the home, so schools will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

9.10.3. The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

9.10.4. If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

9.10.5. The DSL should refer all cases of suspected abuse or neglect to the local Multi Agency Safeguarding Hub (MASH), police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern. Safeguarding Referrals must be made according to local arrangements, typically including:

- Telephone contact to the Multi-Agency Safeguarding Hub (MASH)
- Online referral forms where available
- In emergencies outside office hours, contact children's social care out of hours teams or the Police
- If a child is in immediate danger at any time, left alone or missing, contact the police directly and/or an ambulance using 999.

10. Specific Safeguarding Issues

10.1. For more information relating to specific safeguarding issues, please see Appendix B. For more information about child-on-child abuse, please see Appendix A.

10.2. Female Genital Mutilation (FGM)

10.2.1. Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have good reason not to, they should also discuss the case with the DSL and involve children's social care as appropriate. Any other member of staff who discovers that an act of FGM

appears to have been carried out on a pupil under 18 must speak to the DSL and follow local safeguarding procedures.

10.2.2. The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

10.2.3. Any member of staff who suspects a pupil is at risk of FGM or suspects that FGM has been carried out must speak to the DSL and follow local safeguarding procedures.

10.3. Radicalisation and Extremism

10.3.1. All schools are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 in the exercise of their functions to have "due regard" to the need to prevent people from being drawn into terrorism. If concerns are raised relating to radicalisation and extremism, the DSL should be informed immediately.

10.4. Children potentially at greater risk of harm

10.4.1. Our schools recognise that some children need a social worker due to abuse, neglect or family circumstances and that abuse and trauma can leave children vulnerable to further harm, as well as educational disadvantage.

10.4.2. The DSL will hold information relating to social workers working with children at schools. This information will inform decisions about safeguarding and promoting welfare (including the provision of pastoral and/or academic support).

10.4.3. We will also take action to promote the educational outcomes of and to protect:

- Children missing education.
- Children missing from home or care.

10.4.4. There are other familial issues that can have a detrimental impact on children. We work with other agencies in line with Keeping Children Safe in Education (2026) to support children and families in the following circumstances:

- Children facing court procedures and/or children in the court system.
- Children with family members in prison.
- Children who are homeless.
- Children who need a social worker.

10.5. Mental Health

10.5.1. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

10.5.2. Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this

can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

10.5.3. If staff have a mental health concern about a child we will respond to the concern, inform and discuss our concerns with parents/carers and seek ways to support the child in and out of school.

10.5.4. If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in Section 9.

10.5.5. If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.

10.5.6. Only appropriately trained professionals should attempt to make a diagnosis of a mental health concern. However, our schools will provide information and signposting services to children and parents and assist with the teaching of emotional health and wellbeing to children in our curriculum.

10.6. Child on Child Abuse

10.6.1. Our schools take all reports and concerns about child-on-child abuse, including child on child sexual violence and harassment, very seriously. This includes any reports or concerns that have occurred outside of school premises, or online.

10.6.2. To ensure that our policy on child-on-child abuse is well-promoted, easily understood and accessible, we have included information about our approach to minimising and responding to child-on-child abuse as an appendix. Full details of how schools prevent, respond to and support victims of child-on child abuse can be found at Appendix A.

10.7. Young Carers

10.7.1. We are alert to the needs of young carers, recognising that caring responsibilities at home can affect a pupil's attendance, attainment, behaviour and wellbeing. We aim to identify young carers early so that support can be put in place at the right time, drawing on additional support from external partners, or local authority and health services, where appropriate.

10.8. Pupils with Medical Conditions

10.8.1. An incident relating to the management of a pupil's medical condition (including allergies) does not, in itself, warrant a referral to local safeguarding partners. A safeguarding referral will only be considered where an incident raises concern that a pupil may be at increased risk of neglect, abuse or exploitation because of their medical condition – for example, where relevant medical information has not been shared with the school, or where a pupil is repeatedly sent to school without essential medication, putting them at risk.

10.9. Pupils Questioning Their Gender

10.9.1. We recognise that it is common for children to question how they feel about being a boy or a girl, particularly during adolescence, and that for most pupils this will not continue into adulthood. It is not for our schools to initiate discussion or action in this area; our approach is to respond sensitively where a pupil or their parent raises a question relating to social transition. In every case, the DSL (or a deputy) will be involved and will consider the individual needs, wishes and feelings of the child, including the possibility of associated mental health needs, and will seek expert advice where there is any doubt.

10.10. Mobile Phones

10.10.1. In line with DfE guidance on mobile phones in schools, our schools operate a mobile phone-free environment by default; pupils do not have access to their mobile phone during the school day, including lesson time, time between lessons, and breaktimes and lunchtime, other than by exception. Further detail on how this is implemented is set out in individual school Behaviour Policies.

10.11. Online Safety

10.11.1. Our Online Safety policies are set out in separate documents and more information can be found in Appendix E of this policy. We ensure that we have effective mechanisms to identify, intervene in, and escalate any incident where appropriate. Online safety is included in our curriculum at all levels and information is also provided to parents/carers.

10.11.2. All staff are made aware of school policies on Online Safety which set our expectations relating to:

- creating safer online environments -- including training requirements, filters and monitoring.
- giving everyone the skills, knowledge and understanding to help children and young people stay safe on-line.
- inspiring safe and responsible use and behaviour.
- safe use of mobile phones both within school and on school trips/outings.
- safe use of camera equipment, including camera phones; and
- what steps to take if you have concerns and where to go for further help.

10.11.3. Staff must read the Online Safety Policy in conjunction with our Code of Conduct in relation to personal online behaviour.

11. Pupils with Special Educational Needs and Disabilities (SEND)

11.1. We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- 11.1.1. assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- 11.1.2. pupils being more prone to peer group isolation than other pupils.
- 11.1.3. the potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- 11.1.4. communication barriers and difficulties in overcoming these barriers.

11.2. We offer extra pastoral support for pupils with SEN and disabilities. This may include:

- 11.2.1. Specialist SEN staff to aid and prepare students for mainstream education.
- 11.2.2. Targeted intervention.
- 11.2.3. A range of EHCP support.

11.3. More information can be found about local support for children with SEND through local authority websites and local offers.

12. Pupils with a Social Worker and Those That Have Previously Needed a Social Worker

- 12.1. Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health. We work with local authorities to ensure that we are providing effective support for this group of children.
- 12.2. The role of virtual school head now includes a non-statutory responsibility for oversight of the attendance, attainment and progress of children with a social worker.
- 12.3. The DSL and all members of staff will work with and support social workers to help protect vulnerable children.
- 12.4. Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:
 - 12.4.1. responding to unauthorised absence or missing education where there are known safeguarding risks; and
 - 12.4.2. the provision of pastoral and/or academic support.

13. Looked After and Previously Looked After Children

- 13.1. We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. We will ensure that:
- 13.2. Appropriate staff have relevant information about children looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care

arrangements. The DSL has details of children's social workers and relevant virtual school heads.

13.2.1. We have appointed designated teachers who are responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

13.2.2. The designated teachers are appropriately trained and have the relevant qualifications and experience to perform the role.

13.3. As part of their role, the designated teachers will:

13.3.1. Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.

13.3.2. Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans.

14. Record-Keeping

14.1. All safeguarding concerns must be recorded on our MIS system MyConcern. If in doubt about recording requirements staff should discuss this with the DSL.

14.2. When a child has made a disclosure, the member of staff/volunteer should:

14.2.1. record as soon as possible after the conversation.

14.2.2. not destroy the original notes in case they are needed by a court.

14.2.3. record the date, time, place and any noticeable non-verbal behaviour and the words used by the child.

14.2.4. record statements and observations rather than interpretations or assumptions.

14.3. The Designated Safeguarding Lead will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005. All concerns, discussions and decisions made, and the reasons for those decisions, will be logged on our MIS system myConcern. Information will be kept confidential and stored securely.

14.4. Records will include:

14.4.1. a clear and comprehensive summary of the concern.

14.4.2. details of how the concern was followed up and resolved; and

14.4.3. a note of any action taken, decisions reached and the outcome.

14.5. Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them. We will hold records in line with our records retention schedules.

- 14.6. If a child for whom a school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file.
- 14.7. To allow the new school to have support in place when the child arrives, this should be within: a. 5 days for an in-year transfer, or within b. The first 5 days of the start of a new term
- 14.8. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.
- 14.9. When transferring a child protection file, the DSL will include a clear, structured summary identifying current safeguarding concerns, relevant context and any ongoing support needs. Particular care will be taken to distinguish between current safeguarding concerns and historic information, so that past issues are presented with appropriate context rather than transferred as unstructured records; the transfer will be by secure means, separate from the main pupil file, and confirmation of receipt will be obtained.
- 14.10. When our schools receive a child protection file from another setting, the DSL (or an appropriately trained member of staff) will review it promptly so that current risks and needs are clearly understood, will seek clarification from the previous setting where information is unclear or incomplete, and will ensure that key staff such as the SENCo are made aware as required.
- 14.11. Appendix C sets out our policy on record-keeping specifically with respect to recruitment and preemployment checks. Appendix D sets out our policy on record-keeping with respect to allegations of abuse made against staff.

15. Relationships and Health Education (RSHE)

- 15.1. Please see individual school Relationships, Sex and Health Education Policies.

16. Safer Working Practice

- 16.1. We work to create and embed a culture of openness, trust and transparency, in which our schools' values and expected behaviour (as set out in staff codes of conduct) are constantly lived, monitored and reinforced by all staff.
- 16.2. We expect all staff to always act with professionalism. To reduce the risk of unsafe or harmful practice, all staff should receive training on safer working practice and should be familiar with the guidance contained in staff handbooks/school codes of conduct and Safer Recruitment Consortium Document Guidance for safer working practice for those working with children and young people in education settings (2025).
- 16.3. Governors/trustees and senior leaders will ensure that this policy is adhered to by:

- 16.3.1. ensuring staff are clear about what appropriate behaviour is and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others through effective training.
- 16.3.2. empowering staff to share any low-level safeguarding concerns.
- 16.3.3. addressing unprofessional behaviour and supporting the individual to correct it at an early stage; and
- 16.3.4. providing a responsive, sensitive and proportionate handling of such concerns when they are raised.
- 16.4. Governors/trustees will help to identify any weakness in school safeguarding systems.
- 16.5. Staff are expected to adhere to staff Codes of Conduct at all times. In the event of any concerns or allegations, schools will deal with them promptly, in line with local guidance and KCSIE (2026).

17. Safe Recruitment

- 17.1. It applies to all recruitment, volunteering and DBS vetting decisions across the Trust's settings, including for paid staff, volunteers, students on placement, and casual helpers.
- 17.2. Activity meets the threshold — described in guidance as the "period condition" — where it occurs:
 - 17.2.1. on more than 3 days in any 30-day period, or
 - 17.2.2. once overnight, between 2am and 6am.
- 17.3. Where either threshold is met, the person is in regulated activity and, where they are not barred, will be asked to undergo an Enhanced DBS check with Children's Barred List information.
- 17.4. All paid staff with contact with children are already in regulated activity, and this position is unchanged. Volunteers, including:
 - 17.4.1. regular parent or community volunteers (for example, reading helpers or PTA members who help frequently)
 - 17.4.2. students on placement
 - 17.4.3. assistant coaches, club helpers, and outdoor activity or trip staff who were previously exempted through supervision by a qualified colleague
 - 17.4.4. anyone accompanying an overnight trip or residential, where a single overnight stay is now sufficient to trigger the requirement regardless of frequency
 - 17.4.5. Parents or carers who help out only occasionally — for example, at a one-off PTA event or a single day trip — are not affected and can continue on an Enhanced DBS check without barred list information, if one is requested.
- 17.5. Where a person volunteers in more than one setting, each occasion of teaching, training, instructing, caring for or supervising a child counts towards the 3-days-in-30 threshold, even

where the settings are different. Where this applies across more than one Orbis school, the schools involved will agree between them which will lead on obtaining the DBS check, with the volunteer able to share the outcome with each setting involved.

17.6. Where a person's role changes, or the way it is carried out changes, DBS eligibility will be reassessed.

18. Safeguarding Concerns About and Allegations Against Members of Staff

18.1. Allegations that may meet the harms threshold

18.1.1. In the event that there is an allegation of abuse against a member of staff, we will adhere to Part 4, Section 1 of KCSIE (2026) and local Safeguarding Children Partnership guidance. See Appendix D for more details.

18.1.2. Allegations that may indicate that a person will pose a risk of harm if they continue to work in their present position or in any capacity with children in a school include:

- staff having behaved in a way that has harmed a child, or may have harmed a child;
- staff possibly committing a criminal offence against or related to a child;
- staff behaving towards a child or children in a way that indicates they may not be suitable to work with children; and/or
- staff behaving or possibly behaving in a way that indicates they may not be suitable to work with children.

18.1.3. This includes behaviour or incidents that have occurred both in school and outside of school.

18.2. Allegations Against the Headteacher

18.2.1. If an allegation is made against the Headteacher, it must be reported to the CEO or the Chair of Governors or the Chair of Trustees.

18.3. Allegations Against Staff

18.3.1. If a concern or allegation of abuse arises against any member of staff, supply teacher or volunteer other than the Headteacher, it must be reported to the Headteacher without delay. This includes supply staff, volunteers and anyone working in or on behalf of schools, whether paid or unpaid. Allegations of abuse against staff must be reported to the Headteacher or Chair of Governors as appropriate and not discussed directly with the person involved.

18.3.2. The Headteacher or Chair of Governors should consider if the concern or allegation meets the threshold for Designated Officer intervention.

18.3.3. Allegations against staff relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours. If a child has suffered or may have

suffered abuse or harm, a MASH referral will also be made, and the police will be contacted if necessary.

18.3.4. A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post because of safeguarding concerns or would have been removed if they had not resigned.

18.4. Safeguarding concerns that do not meet the harm threshold (low level concerns)

18.4.1. In the event that there is a safeguarding concern about a member of staff, we will adhere to guidance outlined in Part 4, Section 2 of KCSIE (2026) and local Safeguarding Children Partnership guidance. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms threshold. 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 a school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

18.4.2. It is essential that low level concerns are reported. Such behaviours can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

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

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed-door
- Humiliating pupils

18.4.4. We will act quickly, proportionately and appropriately in the event of a low-level concern, to prevent abuse or harm of a child and to promote a culture of safeguarding. Dealing with low level concerns also protects those working in or on behalf of schools from potential false allegations or misunderstandings.

18.4.5. Staff will receive training about what may constitute a low-level concern.

18.4.6. More information can be found in Part 4 of KCSIE (2026).

18.5. Reporting Low Level Concerns

18.5.1. Low level concerns should be reported to the headteacher.

18.5.2. All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible. These records will be kept with the headteacher.

18.5.3. The headteacher may:

- Speak directly to the person who raised the concern (unless it has been raised anonymously).
- Speak to the individual involved and/or witnesses.

18.5.4. The headteacher will then categorise the type of behaviour and decide on an appropriate course of action. This will be recorded, along with rationale for any decisions made and details of action taken. Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. In the event that patterns and/or wider cultural issues within schools are identified, schools will either:

- take action through disciplinary procedures.
- refer behaviour to local authority designated officers where a pattern of behaviour moves from a concern to meeting the harms threshold; and/or
- revise policies or implement extra training as appropriate, to minimise the risk of behaviour happening again.

18.5.5. We will retain low level concerns information until 6 months after the end of employment.

18.6. Supply Staff

18.6.1. Although schools do not directly employ supply teachers, we will ensure that any concerns or allegations against supply teachers are handled properly. We will never cease to use a supply teacher for safeguarding reasons without finding out the facts and liaising with the Local Authority Designated Officer to reach a suitable outcome.

18.6.2. The Headteacher will liaise with the supply agency to determine whether to suspend or redeploy the supply teacher whilst they carry out their investigation.

18.6.3. Schools will inform supply agencies of their process for managing allegations and will take account of the agency's policies and their duty to refer to the DBS as personnel suppliers. Informing supply agencies of our process for managing allegations includes inviting the agency's human resource manager (or equivalent) to meetings and regularly updating agencies on relevant school policies.

19. Complaints and Concerns About School Safeguarding Policies

19.1. Complaints Against Staff

19.1.1. Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with low level concerns or allegations of abuse made against staff (see Section 17).

19.2. Other Complaints

19.2.1. Any pupils reporting safeguarding concerns will be listened to and given appropriate forms to complete so that we can follow up any investigation that is required.

19.3. Whistleblowing

19.3.1. Please refer to individual school Whistle-blowing Policies.

20. How we Safeguard Pupils Attending Alternative Provision

20.1. Orbis Education Trust schools are committed to ensure that regular contact is maintained via regular updates between schools and alternative provision, including emails and phone calls, to ensure attendance and punctuality standards are being met. All alternative provision is checked and approved by school leadership teams.

20.2. Before placing a pupil, we will obtain written information from the alternative provider confirming the safeguarding and recruitment checks that have been carried out on individuals working there. We will continue to carry out safeguarding checks throughout the placement, will ensure we know the location of pupils placed at alternative provision at all times, and will hold placement reviews at least half-termly. Where safeguarding concerns arise, the placement will be reviewed without delay. We will not allow anyone on the barred list to work, in any capacity, with our pupils at an alternative provision setting.

21. Safer Sleep

21.1. This section sets out Orbis Education Trust's requirements for the safe sleeping of babies and young children in any Trust setting registered on the Early Years Register, including nursery provision, wraparound care, and any setting caring for children under two years old. It applies to all staff, volunteers and agency workers responsible for children's care during rest or sleep periods.

21.2. Sleep Position and Sleep Space

21.2.1. Children under two years old must be placed on their back to sleep, in their own separate sleep space, on a firm, flat surface.

21.2.2. For babies aged 12 months and under, the sleep space must be a cot — a term covering cots, carrycots, Moses baskets and travel cots — meeting the relevant British Safety Standards.

21.2.3. The sleep space must contain only a firm, flat, waterproof mattress and lightweight bedding tucked in firmly below the child's shoulders. A well-fitted baby sleep bag may be used instead of bedding, in line with manufacturer guidance.

21.2.4. Where blankets are used, the child must be positioned feet-to-foot at the bottom of the cot, with blankets tucked in below shoulder height.

21.2.5. Children's heads must never be covered while sleeping.

21.2.6. Cots must not contain toys, pillows, loose bedding, cot bumpers, wedges or straps.

21.2.7. Sleep comforters may only be given to children over 12 months old.

21.3. Room Temperature

21.3.1. The recommended room temperature for babies aged 12 months and under during sleep is 16–20°C.

21.3.2. Staff should check a child is not too hot or cold by feeling their chest or the back of their neck (hands and feet are normally cooler and this is not itself a concern). If skin feels clammy or sweaty, a layer of clothing or bedding should be removed.

21.3.3. Staff must be alert to signs of overheating and heatstroke, particularly in warmer weather.

21.4. Supervision During Sleep

21.4.1. Babies under six months old must always have an adult present in the same room for every sleep.

21.4.2. All children must be checked frequently while sleeping and must remain within sight and hearing of staff at all times.

21.4.3. A baby monitor may only be used for children over six months old, and only where it allows the child to be both seen and heard continuously. A monitor does not remove the requirement for regular physical checks.

21.5. Recording and Monitoring

21.5.1. Staff must record each sleep, including the time the child fell asleep, the time they woke, and any relevant observations (e.g. sleep position, any concerns noted during checks).

21.5.2. Sleep records form part of the child's daily care record and should be available to parents/carers and, where relevant, to safeguarding leads and inspectors.

21.6. Staff Responsibilities and Training

21.6.1. All staff working with children under two must receive training on safer sleep practice as part of induction, refreshed regularly and whenever guidance is updated.

21.6.2. Managers are responsible for ensuring sleep equipment meets current safety standards and for auditing sleep spaces and practice periodically.

21.6.3. Any concerns about non-compliant sleep equipment or practice must be reported to the designated safeguarding lead without delay.

22. Policy Implementation, Monitoring and Review

- 22.1. This policy will be reviewed annually by governing bodies. It will be implemented through school induction and training programmes, and as part of day-to-day practice. Compliance with the policy will be monitored by Designated Safeguarding Leads and through staff performance measures.

Appendix 1: Child on Child (Peer on Peer) Abuse

Child on child abuse is any abuse of a child or children that is perpetrated by another child or children. This includes all forms of sexual harassment, sexual violence and abuse. We strive to create a culture of safety, where children are free from harassment or abuse of any kind. We take a zero-tolerance approach to sexual violence and sexual harassment -- it is never acceptable and it will not be tolerated.

We know that even if we do not receive any reports relating to child on child abuse, it does not mean that it is not happening. We support and encourage anyone -- especially our pupils -- to come forward to share any concerns about child on child abuse so that we can take action to keep all children safe.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- 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);
- 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);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- 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;
- the making or sharing of nudes or semi-nudes (including those generated using AI), whether consensual or non-consensual;
- up skirting, 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; and
- serious physical assault and harm, or the threat of harm with a weapon;
- 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).

All children are capable of abusing their peers and we recognise that girls are more likely to be the victims of child-on-child abuse and boys' perpetrators. All child-on-child abuse is unacceptable and will be taken seriously.

Staff training

All staff are made aware that children can abuse other children, that this can happen online or in person, at school or outside of school. All staff will receive training so that they can confidently recognise the indicators and signs of child-on-child abuse in order to identify it and respond

appropriately to reports. All staff will be made aware of school policies and procedures with regards to child-on-child abuse and the crucial role that they play in preventing it and responding to it as necessary. It will be made clear that addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Procedures for minimising opportunities for child-on-child abuse

We recognise that a crucial part of our safeguarding responsibility is to minimise the opportunity for child-on-child abuse to occur. In order to do this, and to establish safe environments for all children, we:

- have robust behaviour policies, which make it clear that we have a zero-tolerance approach to any kind of child-on-child abuse.
- ensure staff understand what is meant by child-on-child abuse and school policies on child on-child abuse through staff training.
- train staff thoroughly so that they challenge inappropriate behaviour (even if it appears to be relatively innocuous).
- train staff thoroughly so that they are confident to challenge inappropriate behaviours between peers, that are abusive in nature.
- never downplay certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys", as this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it; and
- recognise that sexual harassment and sexual violence, as well as other forms of child-on-child abuse, may be happening even if they are not reported.

How we address child on child abuse within the curriculum and across schools

As part of our curriculum, we address child on child abuse including consent, pornography and the making or sharing of nudes or semi-nudes.

We ensure that our systems for reporting all safeguarding concerns are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously. We ensure that children are aware of our safeguarding and child protection procedures, including how to raise concerns about child-on-child abuse, by having pastoral support that students can discuss their concerns with, as well as appropriate reporting mechanisms.

Additional Vulnerabilities

We recognise that some children may be more vulnerable to child-on-child abuse than others. For example, children who have already experienced abuse, those that have special educational needs or disabilities (SEND), children living in care and children who are LGBTQ+, may be more likely to face child on child abuse than other children. We recognise that girls are more likely to be the victims of

child-on-child abuse than boys. Some children may face additional barriers to telling anyone about abuse because of their vulnerability, disability, sex, ethnicity and/or sexual orientation.

How to report concerns

Our pupils

If a young person witnesses or experiences any form of child-on-child abuse, we strongly encourage them to speak to a trusted member of staff, parent or trusted adult about it. If a child discloses to an adult outside of school, the adult should contact the Designated Safeguarding Lead without delay to report the issue.

All victims will be taken seriously, regardless of how long it has taken them to come forward and they will be supported and kept safe. Abuse that occurs online or outside of school will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting child on child abuse, including sexual violence or sexual harassment. A victim will never be made to feel ashamed for making a report or have their experience minimised.

In school, pupils can report concerns through established pastoral support systems and reporting mechanisms as detailed in individual school arrangements.

All these methods can be used to report any form of harm or abuse or can be used by pupils to share worries or concerns about any issue, including child on child abuse.

If a pupil reports or discloses child on child abuse, we will take their report seriously, take prompt action to respond and to safeguard the child or children involved and we will ensure that we are listening to the voice of the child when deciding on the best course of action to take. We will always act in the best interests of children. Following any disclosures or reports of child-on-child abuse, we will review our school systems, training and policies to determine if any learning can be derived from the situation to further strengthen our approach to this issue. We will always encourage our pupils to safely express their views and give feedback on how they have been supported following a safeguarding concern.

Our staff

Any member of staff that has concerns about child-on-child abuse should follow the procedure set out in Section 9 and must report concerns immediately.

Others

We encourage everyone to report any form of abuse or harm perpetrated by or against our pupils. Any concerns should be reported to the Designated Safeguarding Lead, using the details specified in individual school arrangements.

Wider concerns

We strive to create safe and welcoming environments for all children. If you have any concerns about our culture of safeguarding, policy or procedures, please direct these to the safeguarding lead immediately, or follow school Complaints Policies.

What happens when an allegation of child-on-child abuse is made?

We will adhere to Keeping Children Safe in Education (2026) when responding to incidents of child on-child abuse. Our schools take child on child abuse seriously and will respond to all concerns or disclosures of child-on-child abuse, including those that have occurred outside of school and online, immediately.

Upon receiving a concern, report or disclosure of abuse, the Designated Safeguarding Lead will decide what further action is necessary.

Our starting point regarding any report of child-on-child sexual harassment or violence should always be that there is a zero-tolerance approach, it is never acceptable, and it will not be tolerated. It is especially important not to pass off any sexual violence or sexual harassment as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

The subsequent action taken will vary depending on the type of child-on-child abuse and the severity of the incident/s disclosed. The Designated Safeguarding Lead will take contextual factors into account when managing the report.

The Designated Safeguarding Lead will always consider the following:

- the wishes of the victim in terms of how they want to proceed. The victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered.
- the nature of the alleged incident(s), including: the level of coercion or threat, whether a crime may have been committed and consideration of harmful sexual behaviour.
- both the chronological ages and developmental stages of the children involved.
- any power imbalance between the children, including consideration of the age of children and whether children have special educational needs or disabilities.
- the impact on the victim.
- that sexual violence and sexual harassment can take place in intimate personal relationships between peers.
- if the alleged incident is a one-off or a sustained pattern of abuse.
- if there are ongoing risks to the victim, other children, adult students or school staff; and
- Other related issues and wider context, such as links to child criminal or child sexual exploitation.

Depending on the nature of the incident/s, the Designated Safeguarding Lead may:

- Seek further information from those involved and witnesses.
- Undertake a risk assessment and needs assessment to ascertain steps necessary to safeguard the victim, alleged perpetrator, adults and other children.

- Decide to manage the concern internally.
- Organise a meeting with relevant staff and agencies to assess risk and agree a safety plan.
- Refer the victim and/or the perpetrator to local services for Early Help.
- Refer the case to Children's Services via a MASH referral.
- Liaise with social workers working with children involved (if applicable).
- Make a report to the police.
- Liaise with specialist services.

In the event of a disclosure of child-on-child sexual violence, we will make an immediate risk and needs assessment. The risk and needs assessment will consider:

- the victim, especially their protection and support; This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s).
- whether there may have been other victims.
- the alleged perpetrator(s); and
- all the other children, (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

More information about these options in relation to sexual violence and sexual harassment can be found in Part 5 of KCSIE (2026).

Recording procedures

Members of staff will follow the procedures for recording a disclosure as outlined in Section 14 of this policy.

How we support victims of child-on-child abuse

Our schools recognise that child on child abuse has a significant impact on young people and victims are likely to need ongoing support. Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. Appropriate support will be put in place for victims of child-on-child abuse whilst investigation is taking place and following the initial response. Support will continue for as long as it is needed and will be reviewed regularly to ensure the victim is receiving appropriate care. Schools will do everything we can to maintain the victim's normal routine. We will do everything we can to protect the victim from further bullying, harassment or abuse because of their disclosure.

If a victim of child-on-child abuse moves to a new setting, the Designated Safeguarding Lead will share the necessary information to ensure that support for the child continues in their new placement with details of actions that have been taken to help and support the child.

How we will support alleged perpetrators and perpetrators of child-on-child abuse

We have a responsibility to safeguard and support all children. We will adhere to KCSIE (2026) when managing reports of child-on-child abuse and decide on action and support on a case-by-case basis. Schools have a responsibility to ensure that an alleged perpetrator continues to receive a suitable

education and will consider a range of options in continuing educational provision if they are unable to attend school. Options may include:

- work being sent home via post.
- Online platforms such as teams/century.

We recognise that children who perpetrate child on child abuse may be being abused themselves. Schools will continue to safeguard the alleged perpetrator and provide them with support.

A plan to reduce the risk posed by the alleged perpetrator will be put in place as part of the risk assessment made following the alleged abuse. The Designated Safeguarding Lead will take advice from children's social care, specialist services and the police as necessary.

Schools may choose to impose a sanction or punishment on the alleged perpetrator following an incident of child-on-child abuse. In this case, we will follow school Behaviour Policies in determining the level and severity of sanction.

If the alleged perpetrator moves to another setting, the Designated Safeguarding Lead will share information as necessary to safeguard the individual and other children at the new setting.

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

How we will support other children who may have been affected by child-on-child abuse

Our schools will provide support via pastoral support, mentoring, counselling or other methods that suit the individual child on a case-by-case basis.

Local Safeguarding Arrangements and making referrals

Our schools adhere to local safeguarding arrangements, as outlined by local Safeguarding Children Partnerships.

For further details of how schools work with partner agencies in responding to safeguarding incidents (including incidents of child-on-child abuse), please see the main body of this policy.

Parents

Parents will be informed of incidents unless sharing information puts a child at greater risk of harm. Children will always be encouraged to speak to parents about child-on-child abuse unless it puts them at greater risk of harm.

Whole school response

We will keep detailed records of any incidents of child-on-child abuse and will look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, we will

take appropriate action. Consideration will be given to whether there are wider cultural issues that enabled the inappropriate behaviour to occur and to minimise it happening again, we may:

- Dedicate more teaching time to a particular issue or topic.
- Deliver additional staff training

Appendix 2: Types of Abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of 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 oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- 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 (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate caregivers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Children missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

We will always follow up with parents/carers when pupils are not at school. This means we need to have at least two, up to date, contacts for parents/carers. Parents/carers should remember to update schools as soon as possible where these contact details change.

This includes informing the local authority if a child leaves school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Serious violence

Signs that a child is at risk from, or involved with serious violent crime include:

- increased absence from school.
- a change in friendships or relationships with older individuals or groups.
- a significant decline in performance.
- signs of self-harm or a significant change in wellbeing.
- signs of assault or unexplained injuries; and/or
- unexplained gifts or new possessions, which could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

There are a range of risk factors which increase the likelihood of involvement in serious violence, such as:

- being male.
- having been frequently absent or permanently excluded from school; and/or
- having experienced child maltreatment and having been involved in offending, such as theft or robbery.

If a member of staff suspects a child is involved in or at risk of serious violent crime, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in

exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

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. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Children and young people often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

In the event that anyone has concerns about child abduction or community safety incidents, they should speak to the Designated Safeguarding Lead immediately.

Cybercrime

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

Cyber-dependent crimes include:

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

Children with skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If we have concerns about a child and possible risk of being drawn into cybercrime, the designated safeguarding lead (or a deputy) will consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. We may also refer to children's social care if we think a child is suffering or is at risk of suffering harm.

Domestic abuse

Domestic Abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse.

The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Domestic abuse can impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims. Older children may also experience domestic abuse and/or violence in their own personal relationships. See Appendix A: Child on child abuse for more details.

Our schools work in partnership with local councils and police forces to identify and provide appropriate support to pupils who have experienced domestic abuse in their household through schemes such as Operation Encompass where operational. Where such schemes operate, councils share police information with Designated Safeguarding Leads of all domestic incidents where one of our pupils has been affected. On receipt of any information, the Designated Safeguarding Lead will decide on the appropriate support the child requires, this could be silent or overt.

All information sharing and resulting actions will be undertaken in accordance with local protocols for Domestic Abuse -- Notifications to Schools. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

The DSL will provide support according to the child's needs and update records about their circumstances.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. DSLs will be aware of contact details and referral routes to local housing authorities so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

Female Genital Mutilation

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 10 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out

- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period
 - Demonstrating increased emotional and psychological needs -- for example, withdrawal or depression, or significant change in behaviour
 - Being reluctant to undergo any medical examinations
 - Asking for help, but not being explicit about the problem
 - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practicing FGM (this is the biggest risk factor to consider)
- FGM being known to be practiced in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation -- for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - Being unexpectedly absent from school
 - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes halfsiblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to schools, we will take steps to verify the relationship of the adults to the child who is being registered.

Preventing radicalisation

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

Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Terrorism is 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 of terrorism 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.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our schools being drawn into terrorism. This assessment will be based on an understanding of the potential risk in local areas, in collaboration with local safeguarding partners and local police forces.

We will ensure that suitable internet filtering is in place and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour. Signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities, they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger

- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online.
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem or may be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour - staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in Section 9 of this policy, including discussing their concerns with the DSL. Staff should always take action if they are worried.

Further information on school measures to prevent radicalisation are set out in other school policies and procedures.

Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible.

Non-collection of children

If a child is not collected at the end of the session/day, we will:

Try all contacts that we have on our systems including other family members, contact Police whilst this is taking place the student will remain in school to keep them safe until the matter is resolved. The incident will be recorded and if necessary, report to the relevant authorities.

Appendix 3: Safer Recruitment

We adhere to Part 3 of Keeping Children Safe in Education at all times. We consider safeguarding throughout the recruitment process, including when defining and advertising roles.

We will record all information on the checks carried out in school single central records (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

Pre-appointment safer recruitment

We will include the following in all job advertisements:

- our commitment to safeguarding and promoting the welfare of children.
- clear confirmation that safeguarding checks will be undertaken.
- the safeguarding responsibilities of the post as per the job description and personal specification; and
- whether the post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

Where a role involves engaging in regulated activity relevant to children, we will include a statement in the application form or elsewhere in the information provided to applicants that it is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.

All applicants will be provided with a copy of the school's child protection policy.

Applicants

We require applicants to provide:

- personal details, current and former names, current address and their national insurance number.
- details of their present (or last) employment and reason for leaving.
- full employment history, (since leaving school, including education, employment and voluntary work) including reasons for any gaps in employment.
- qualifications, the awarding body and date of award.
- details of referees/references; and
- a statement of the personal qualities and experience that the applicant believes are relevant to their suitability for the post advertised and how they meet the person specification.

We will not accept copies of curriculum vitae in place of an application form.

Shortlisting and selection

Shortlisted candidates will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children. For more details of what this will contain, please see Part 3 of Keeping Children Safe in Education (2026).

At least two people will carry out shortlisting and they will explore any potential concerns, including inconsistencies and/or gaps in unemployment.

We will seek references on all shortlisted candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

When asked to provide references, we will ensure the information confirms whether we are satisfied with the applicant's suitability to work with children and provide the facts of any substantiated safeguarding allegations.

We will also consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online.

New staff

When appointing new staff, we will:

- verify a candidate's identity. This includes demonstrating an awareness for the potential for individuals changing their name. Best practice is checking the name on their birth certificate, where this is available.
- obtain (via the applicant) an enhanced DBS check (including children's barred list information, for those who will be engaging in regulated activity with children);
- obtain a separate children's barred list check if an individual will start work in regulated activity with children before the DBS certificate is available.
- verify the candidate's mental and physical fitness to carry out their work responsibilities.
- verify the person's right to work in the UK, including EU nationals.
- If the person has lived or worked outside the UK, make any further checks the school considers appropriate.
- verify professional qualifications, as appropriate, using the DfE's 'Check a teacher's record' service to confirm qualified teacher status (QTS) and completion of induction/probation; and
- where an individual is self-employed, either obtain the DBS check ourselves or ask to see their own certificate, ensuring it is at the level our post requires; and
- obtain the DBS certificate from the candidate before, or as soon as practicable after, their appointment, or within 30 calendar days of the issue date on the certificate where the DBS Update Service is used; and
- ensure that an applicant to be employed to carry out teaching work is not subject to a prohibition order.
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the Secretary of State.
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. These could include, where available: a. For all staff, including teaching positions: criminal records check for overseas applicants b. For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has

worked, confirming that they have not imposed any sanctions or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to teach

Regulated activity means a person who will be:

- Responsible, on a frequent basis (more than 3 days in a 30-day period), for teaching, training, instructing, caring for or supervising children, or providing advice or guidance on their physical, emotional or educational wellbeing; or
- Carrying out paid or unpaid work regularly in a school where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not.

Important change from 1 September 2026: the Crime and Policing Act 2026 removes the previous 'supervision exemption' from the definition of regulated activity. This means that being supervised by another appropriately checked adult no longer prevents a role from being regulated activity. Any volunteer whose role involves teaching, training, instructing or supervising children frequently (on more than 3 days in a 30-day period) or overnight is now in regulated activity, whether or not they are supervised, and must have an enhanced DBS check with children's barred list information. Schools will check the barred list status of any existing volunteer who becomes newly in scope of regulated activity as a result of this change.

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in relevant conduct; or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that

the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at schools has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children
- We will obtain the DBS check for self-employed contractors.
- We will not keep copies of such checks for longer than 6 months.
- Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.
- We will check the identity of all contractors and their staff on arrival at schools.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity.
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity.
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment.
- Where a volunteer meets the frequency threshold for regulated activity (more than 3 days in a 30-day period, or overnight) by volunteering across more than one setting, we will work with the other setting(s) to agree who applies for the enhanced DBS check with barred list information, and that check will then be shared with each setting; volunteers may also join

the DBS Update Service, which is free for volunteers, to allow their check to be ported between settings.

- Check the barred list status of any existing volunteer who becomes newly in scope of regulated activity as a result of the Crime and Policing Act 2026 removing the supervision exemption (see Regulated Activity, above), by obtaining an enhanced DBS check with children's barred list information, or a standalone barred list check where the volunteer is to continue in the role while the full check is obtained.

Governors

All governors will have:

- An enhanced DBS check without barred list information.
- An enhanced DBS check with barred list information if working in regulated activity.
- A section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).
- For academy trusts, the chair of the board will have their DBS check countersigned by the secretary of state.
- Identity verification
- Right to work in the UK verification
- Other checks deemed necessary if they have lived or worked outside the UK

Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Checking the identity and suitability of visitors All visitors will be required to verify their identity.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign in and be given appropriate identification to indicate whether they are DBS checked or not.

Visitors to schools who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and the organisation sending the professional, such as the LA or educational psychology service, will provide annually written confirmation that an enhanced DBS check with barred list information has been carried out.

All other visitors, including visiting speakers, will be always accompanied by a member of staff. We will not invite into schools any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Appendix 4: How Schools Respond to Allegations that May Meet the Harms Threshold

This section of this policy applies to all cases in which it is alleged that a current member of staff, including a supply teacher, trainee teacher, volunteer or contractor, has:

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

It applies regardless of whether the alleged abuse took place in school or elsewhere. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

If we're in any doubt as to whether a concern meets the harm threshold, we will consult local authority designated officers (LADO).

We will deal with any allegation of abuse against a member of staff or volunteer quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation. Our procedures for dealing with allegations will be applied with common sense and judgement.

For more information about how schools respond to low-level concerns (concerns do not meet the harms threshold) please see Section 17 of this policy.

Suspension of the accused until the case is resolved

Suspension will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative. We will seek views from local authority designated officers, the police and/or Children's Social Care (as appropriate).

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned.
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children.
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted.
- Temporarily redeploying the individual to another role in a different location.

Definitions for outcomes of allegation investigations

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

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the headteacher (or chair of governors where the headteacher is the subject of the allegation) -- the 'case manager' -- will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police before consulting the designated officer -- for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police).
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies.
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate.
- If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details.
- If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated

officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation.

- If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or Children's Social Care services as appropriate.
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice.
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence).
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child.
- If schools are made aware that the Secretary of State has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.
- Where the police are involved, wherever possible we will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply staff and all contracted staff

If there are concerns or an allegation is made against someone not directly employed by schools, such as supply staff provided by an agency, we will take the actions below in addition to our standard procedures.

We will never cease to use a supply teacher for safeguarding reasons without first finding out the facts and liaising with the Local Authority Designated Officer to reach a suitable outcome. The governing board will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, while the school carries out the investigation.

We will involve the agency fully, but schools will take the lead in collecting the necessary information and providing it to the local authority designated officer as required.

We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are considered (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary).

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week.
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days.
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days.

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, considering information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required. If they think that the individual has engaged in conduct that has harmed (or is likely to harm) a child, or if they think the person otherwise poses a risk of harm to a child, they must make a referral to the DBS.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the headteacher, or other appropriate person in the case of an allegation against the headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

Confidentiality

Schools will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

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

- Who needs to know about the allegation and what information can be shared.
- How to manage speculation, leaks, and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality.
- What, if any, information can be reasonably given to the wider community to reduce speculation.
- How to manage press interest if, and when, it arises.

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation.
- Details of how the allegation was followed up and resolved.
- Notes of any action taken and decisions reached (and justification for these, as stated above).

If an allegation or concern is not found to have been malicious, schools will retain the records of the case on the individual's confidential personnel file and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer. The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

Learning lessons

After any cases where the allegations are substantiated, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to school procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For referrals regarding adults in education and other information on the role of the Designated Officer (formerly LADO) please consult local authority guidance.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via school internal procedures.

Appendix 5: Online Safety

Teaching pupils to stay safe online and keeping children safe online in schools is a crucial part of safeguarding. It is essential that children are safeguarded from potentially harmful and inappropriate online material. We take a whole school approach to online safety to protect and educate pupils, students, and staff in their use of technology and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.

Our approach to online safety runs through every aspect of our work with children, including (but not limited to):

- curriculum planning and RSHE.
- teacher training.
- the role and responsibilities of the designated safeguarding lead; and
- parental engagement.

This Appendix complements and should be read alongside individual school Online Safety policies. Staff must read Online Safety Policies in conjunction with our Codes of Conduct in relation to personal online behaviour. All staff receive online safety training at induction, with regular updates and formal annual training thereafter.

The Designated Safeguarding Lead (DSL) takes lead responsibility for online safety. The DSL attends training regularly to ensure that they understand the unique risks associated with online safety and to ensure that they are confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.

Risks to children

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate, or harmful content, for example:
 - pornography, fake news, racism, misogyny/misandry, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, and misinformation, disinformation and conspiracy theories.
- contact: being subjected to harmful online interaction with other users; for example:
 - peer to peer pressure, commercial advertising and adults (or generative AI applications simulating this) posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example,
 - making, sending, and receiving explicit images (e.g. the making or sharing of nudes or semi-nudes, including those generated using AI, and/or pornography), sharing other explicit images, and online bullying; and
- commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

We refer to these four areas of risk when planning our approach to online safety and ensuring that we are safeguarding children against a broad spectrum of potential online harms.

Filtering and monitoring

To keep children safe when using school IT equipment, please view individual school Online Safety policies. In line with KCSIE (2026), our schools ensure a review of the effectiveness of filtering and monitoring systems is carried out at least once every academic year. This review is carried out by the senior leader responsible for filtering and monitoring, with support from the DSL and IT support, and includes checks that filtering is working appropriately on all internet-connected devices in all relevant locations; a record of these checks is kept.

Our approach to online safety also considers the safe and effective use of Generative AI in education, in line with DfE guidance, and reflects our mobile phone-free approach as set out in Section 10 of this policy and individual school Behaviour Policies.

How to report online safety concerns

If pupils, parents, or staff have any concerns about online safety, or need to make a disclosure, they should speak to the Designated Safeguarding Lead or deputy without delay. The contact details for these members of staff can be found in individual school arrangements.

Regular review of our approach to online safety

We recognise that technology, and risks and harms related to it evolve and change rapidly.

We carry out annual reviews of our approach to online safety, supported by annual risk assessments that consider and reflect the risks children face. This is informed by local and national training and regular updates.

More information

For more information about online safety, please see the 'Online safety' section of Part two of Keeping Children Safe in Education (2026).