

United Learning – Safeguarding Children and Child Protection Policies and Procedures: AKS Lytham

Document Control	
Document Title:	Safeguarding Children and Child Protection Policies and Procedures
Summary of Changes from Previous Version:	Limited changes due to the DfE confirming there would only be technical changes/updates made to the 2024 version of 'Keeping Children Safe in Education'.
Name of Originator/Author (including job title):	Frazer Smith – Head of Safeguarding (United Learning)
Target Audience:	Designated Safeguarding Leads
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1. Scope

This policy applies to AKS Lytham (“the school”) which includes the EYFS setting. United Learning Trust requires the School’s Local Governing Body to review and update this policy annually (as a minimum). This policy is available on the school website. This policy is ratified annually by the United Learning Group Board.

This policy has regard to the following guidance and advice, as amended from time to time (and any supplemental guidance/advice referred to therein):

- Keeping Children Safe in Education (DfE, 2025)
- Disqualification under the Childcare Act 2006 (August 2018)
- What to do if you're worried a child is being abused: advice for practitioners (HM Government, 2015)
- UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (updated 2024)
- Mental Health and Behaviour in Schools (DfE, November 2018)
- Preventing and Tackling Bullying (DfE, July 2017)
- Working Together to Safeguard Children (Current edition/publication)
- Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE, May 2024)
- Revised Prevent Duty Guidance: for England and Wales (Home Office, April 2023)
- The Prevent duty: safeguarding learners vulnerable to radicalisation (DfE, updated September 2023)
- Relationships education, relationships and sex education (RSE) and health education (DfE, 2025)
- Statutory Framework for the Early Years Foundation Stage (DfE, 2025)
- The Independent School Standards (DfE, 2019)
- Equality Act (2010)
- The Human Rights Act (1998)

This policy also takes into account the procedures and practice of Blackburn with Darwen, Blackpool and Lancashire Safeguarding Children Strategic Partnership Board, hereafter referred to as the Children’s Safeguarding Assurance Partnership (CSAP), and the published safeguarding arrangements set out by the three local safeguarding partners.

The Local Governing body, and their senior leadership teams, especially their designated safeguarding leads, will:

- make themselves aware of and follow their local arrangements (including the local criteria for action and the local protocol for assessment)
- ensure this is reflected in their own policies and procedures
- supply information as requested by the three safeguarding partners
- work with social care, the police, health services and other services to promote the welfare of children and protect them from harm

2. Implementation

Date of last central office review:	01 July 2025	Review Period:	1 year (minimum)
Date of next central office review:	01 July 2026	Owner:	Phil Hayden
Date of next school level review:	July 2026		
Type of policy:	United Learning Policy	Local Governing Body	Recommends school policy for Group Board approval
		Group Board:	Group Board approves United Learning Policy

REVIEW TIMETABLE

The Policy will be reviewed annually, as set out below:	
Policy reviewed centrally	01 July 2025
Policy tailored by individual schools	August 2025
Policy ratified by Local Governing Bodies	September 2025
Policy approved by the Group Board	01 July 2025
Implementation of Group Policy	01 September 2025

3. Summary of Requirements

Schools are requested to redact this template policy, personalising and localising it as indicated.

4. Main content of the policy

UNITED LEARNING TRUST

AKS Lytham

1st September 2025

CHILD PROTECTION AND SAFEGUARDING POLICY

KEY EXTERNAL CONTACT DETAILS

Local Authority Designated Officer	Mr Tim Booth (Lancashire) TEL: 01772 536694 EMAIL: lado.admin@lancashire.gov.uk Tim.booth@lancashire.gov.uk
Local Authority Children's Social Services	TEL: 03001236720 EMAIL: csc.acscustomerservices@lancashire.gov.uk OUT OF HOURS EMERGENCY DUTY TEAM TEL: 03001236722
Multi-Agency Safeguarding Hub	School Safeguarding Helpline- 01772531196 mash.education@lancashire.gov.uk urgent referral as above
Support and Advice about Extremism	Police Police Prevent Team 01282472320 TEL: 01282472320 EMERGENCY: 999 NON-EMERGENCY NUMBER: 101 Local Authority Local Authority Prevent and Channel Team: TEL: 01254585260 EMAIL: prevent.team@blackburn.gov.uk PREVENT LEAD: Laura Gornall Department for Education NON-EMERGENCY NUMBER: 020 7340 7264 EMAIL: counter.extremism@education.gov.uk CONTACT FORM: https://report-extremism.education.gov.uk/
NSPCC's what you can do to report abuse dedicated helpline	TEL: 0808 800 5000 EMAIL: help@nspcc.org.uk

Disclosure and Barring Service	<p>Disclosure Service</p> <p>ADDRESS: DBS customer services, PO Box 3961, Royal Wootton Bassett, SN4 4HF, United Kingdom TEL: 03000 200 190 EMAIL: customerservices@db.gov.uk</p> <p>Barring Service</p> <p>ADDRESS: DBS customer services, PO Box 3961, Royal Wootton Bassett, SN4 4HF, United Kingdom TEL: 03000 200 190</p>
Teaching Regulation Agency	<p>TEL: 0207 593 5393 EMAIL: misconduct.teacher@education.gov.uk</p>
OFSTED (Concerns)	<p>TEL: 0300 123 4666 EMAIL: CIE@ofsted.gov.uk</p>

KEY SCHOOL CONTACT DETAILS

United Church Schools Trust (UCST)	<p>Chair of UCST Dr Rosalind Given-Wilson EMAIL: company.secretary@unitedlearning.org.uk</p> <p>Director of Trust Safeguarding Darren Ellison-Lee, Director of Primary Education EMAIL: Darren.Ellison-Lee@unitedlearning.org.uk</p> <p>Director of Independent Schools (United Learning) Fiona Boulton EMAIL: fiona.boulton@unitedlearning.org.uk</p> <p>Head of Safeguarding Frazer Smith TEL: 07826934336 EMAIL: frazer.smith@unitedlearning.org.uk</p> <p>United Learning Safeguarding Officer Sara Jaber EMAIL sara.jaber@unitedlearning.org.uk</p>
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<p>Local Governing Body (LGB)</p>	<p>Chair of LGB David Stanhope TEL: 07971121283 EMAIL: David.Stanhope@akslytham.com</p> <p>Nominated Safeguarding Governor of LGB Professor St John Crean TEL: +44 (0)1772 893393 EMAIL: screan@uclan.ac.uk</p> <p>Nominated E-Safety Governor of LGB Professor St John Crean TEL: +44 (0)1772 893393 EMAIL: screan@uclan.ac.uk</p>
<p>Designated Safeguarding Lead (DSL) and Deputy Designed Safeguarding Leads (DDSLs)</p>	<p>Main DSL for the School Phil Hayden TEL: 07849663345 EMAIL: Philip.Hayden@akslytham.com</p> <p>Deputy DSL Amanda Ilhan TEL: 07590963975 EMAIL: amanda.ilhan@akslytham.com</p> <p>Deputy DSL Helen Hotchkiss Tel: 07967 973722 EMAIL: Helen.Hotchkiss@akslytham.com</p> <p>Deputy DSL Vicky Reynolds TEL: 0781 488 90 60 EMAIL: vicky.reynolds@akslytham.com</p> <p><u>Details of other DDSL trained staff can be found in Appendix 2</u></p> <p>Designated E-Safety Lead Phil Hayden TEL: 07849663345 EMAIL: Philip.hayden@akslytham.com</p>
<p>Designated Teachers for Looked After Children</p>	<p>Phil Hayden TEL: 07849663345 EMAIL: Philip.Hayden@akslytham.com</p>
<p>Head/Principal</p>	<p>David Harrow</p>

	TEL: 07719 524939 EMAIL: David.Harrow@akslytham.com
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POLICY STATEMENT

Safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the **best interests** of the child. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

The school will ensure they facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Staff working with children should have an attitude of ‘**it could happen here**’ and no reports in their school it does not mean it is not happening. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart. Where there is a safeguarding concern the school will ensure the child’s wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback.

CONCERNS ABOUT A CHILD

The school always has a duty to consider the best interests of the student and take action to enable all students to achieve the best outcomes. Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone has a role to play in identifying concerns, sharing information and taking prompt action in accordance with this policy.

The school has arrangements for listening to children and providing early help and processes for children to raise concerns about themselves or their peers.

Details of these arrangements can be found in in **Appendix 8**.

Staff should expect to support social workers and other agencies following any referral.

Definitions of safeguarding, abuse, neglect and exploitation

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

Abuse is a form of maltreatment of a child. Somebody may abuse, exploit, or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them, by other children, or, more rarely, by others (e.g. via the internet).

Technology is a significant component in many safeguarding and well-being issues. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. In many cases abuse will take place concurrently via online channels and in daily life. They may be abused by an adult or adults or by another child or children. Abuse can be:

- physical abuse
- emotional abuse
- sexual abuse; and/or
- neglect.

All staff should be aware of indicators of abuse and neglect. Staff are referred to **Appendix 1** of this policy for further detail of the types of abuse and possible signs of abuse. Staff should always be vigilant and raise any concerns with the DSL or DDSL.

PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.

If staff suspect or hear an allegation or concern of abuse, neglect or exploitation from a child or any third party, they must follow the relevant procedure below. All staff should:

- listen carefully;
- avoid asking leading questions;
- reassure the individual that the allegation/complaint will be taken seriously;
- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain to the child that staff will only share the information with those who need to know to help the child. All staff should explain next steps and who the information will be passed to;
- 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.

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded on CPOMS or, if this is not available or appropriate, in writing.

Records should include:

- 1) State who was present, time, date and place;
- 2) Be written in ink and be signed by the recorder;
- 3) Be passed to the DSL or Head Teacher immediately (certainly within 24 hours);
- 4) Use the child's words wherever possible;
- 5) Be factual/state exactly what was said;
- 6) Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.
- 7) Where a report includes online elements or the sharing of images, staff are **reminded not to view or forward any illegal images** of a child but note what has been reported. Further guidance can be found in the "Sharing nudes and semi-nudes: advice for education settings working with children and young people"
- 8) Details should also be included of how the complaint was followed up and resolved, with a note of any action taken, decisions reached and the outcome.

Where there is a safeguarding concern, the school will ensure the student's wishes and feelings are taken into account wherever possible and will work with them (and their families where appropriate) when determining what action to take and what services to provide. This is particularly important in the context of harmful sexual behaviours, such as sexual harassment and violence. The school manages this through discussion with the individual(s) and their families and where possible agreeing next steps with them. The school has a confidential disclosure platform for pupils to share concerns, views and opinions.

Information sharing

Safeguarding information will often be special category personal data and the school will comply with data protection law and have due regard to the Department for Education's guidance 'Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers' (DfE, May 2024), and the relevant provisions of KCSIE when sharing such data. Personal information may be shared by the school with a third party (such as the police or local authority) without consent if there is a lawful basis to do so such as where doing so is in order to promote a child's welfare or where their safety may be at risk. This is because the Data Protection Act 2018 includes 'safeguarding children and individuals at risk' as a condition that allows information to be shared without consent in certain circumstances. Any decision to share or withhold information will be recorded together with the reasons for it and who the information has been given to. The school operates its processes with the best interests of the student at its heart.

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 have clear powers to share, hold and use information for these purposes. The school will ensure relevant staff comply with the relevant data protection principles when processing and sharing personal information, as provided for in the Data Protection Act 2018 and the UK GDPR. As part of this, the school will ensure that members of staff:

- are confident of the processing conditions which allow them to process and share information for safeguarding purposes, including information which is 'special category personal data'.
- understand that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data without consent in certain circumstances.
- Do not provide pupils' personal data where the sharing does not comply with data protection law.

When sharing information staff will ensure they comply with group data protection policies and keep records of disclosures as required by these policies. These are available to staff via [the United Learning Policies Portal](#). For further information about how the school processes pupil personal data, please see the school's data protection policy [HERE](#).

What staff should do if they have concerns about a child

If staff (including governors, agency staff and volunteers) have any concerns about a child's welfare they should act immediately and should speak with the School's DSL or DDSL. If, in exceptional circumstances, the DSL or DDSL is not available, this should not delay appropriate action being taken and staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the DSL or DDSL as soon as is practically possible.

The DSL will consider the appropriate action to take in accordance with the threshold document published by the school's local safeguarding partners. Options will include:

- managing any support for the child internally via the school's own pastoral support processes;

- making an early help assessment; or
- making a referral for statutory services and / or
- making a referral to the police.

If a child's situation does not appear to be improving, the DSL (or the person that made the referral) should consider following local escalation procedures to ensure their concerns have been addressed and to ensure that the child's situation improves.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision, whether this is when problems are first emerging, or where a child is already known to local authority children's social care (such as on a child in need or child protection plan). Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing (in line with this policy).

Early Help

Any child may benefit from early help but all staff should be particularly alert to the potential need for early help for a child who:

- 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 education, home or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

All staff should be aware that behaviours linked to drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk.

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.

In the first instance, staff who consider that a student may benefit from early help should discuss this with the School's DSL or DDSL. If early help is appropriate, the DSL will generally lead on liaising with relevant agencies and setting up 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 professional. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under constant review and consideration given to a referral to children's social care if the student's situation does not appear to be improving or is getting worse.

What staff should do if a child is suffering, or is likely to suffer from harm

If staff (including governors, agency staff and volunteers) believe that a child is suffering, or is likely to suffer from harm, or is in immediate danger it is important that an **immediate** referral to CSAP social care (and the Police if appropriate) is made in accordance with the CSAP referral process. Anyone can make a referral. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. Children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important to provide as much information as possible as part of the referral process, to enable a contextual approach (see further below re Contextual Safeguarding).

The school's local safeguarding partners are CSAP and the locally agreed safeguarding arrangements can be found [HERE](#)

What staff should do if a child is seen as at risk of radicalisation

Staff should follow the school's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a referral to Channel or children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999 or liaise with Lancashire Police either on **01282 472329** or via Concern@lancashire.pnn.police.uk. Advice and support can also be sought from children's social care. Local Authority and Prevent Team can also be reached on **01254 585260** or Prevent.Team@BLACKBURN.GOV.UK

The School, in recognition that students may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the Police) of the potential risk in the local area. Such risk assessments are discussed with the Head, DSL and DDSL and governors responsible for safeguarding to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

The School ensures that controversial issues are discussed and covered within the curriculum and that these are not avoided but dealt with appropriately within the planned and informal curriculum. Following an assessment of the levels of risk appropriate levels of training will be given to DSL, other senior staff and other staff. The PSHE curriculum will ensure that issues such as tolerance, respect, democracy and individual liberty are covered in age-appropriate ways.

Further guidance can be found in the Revised Prevent duty guidance: for England and Wales April 2021.

What staff should do if they discover an act of Female Genital Mutilation ('FGM')

All staff should speak to the DSL or DDSL about any concerns about FGM. Teaching staff have a separate duty to report to the Police cases where they discover that an act of FGM appears to have been carried out on a girl under the age of 18. All staff are referred to **Appendix 1** of this policy for the procedure to be followed where they suspect or discover that a student may be at risk of FGM.

What staff should do if a child goes Missing from Education/Children Absent from Education

Children missing/absent from education, particularly repeatedly and/or for prolonged periods, and children missing education (unexplainable and/or persistent absences from education) can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's or college's unauthorised absence procedures and children missing education procedures. The school's procedures for unauthorised absence and for dealing with children who go missing/absent from education are found in the school's Missing Pupil and Attendance Policies. Further detail can also be found at **Appendix 1** of this policy.

All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect

The school will report to Lancashire Education Authority a student who fails to attend school regularly or has been absent from school without the school's permission for a continuous period of 10 school days or more.

Elective Home Education

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will try to work together with the local authority and key professionals to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker. The school will inform the local authority of all deletions from the admissions register when a child is taken off roll.

What staff should do if they have concerns about another staff member (including supply staff, volunteers and contractors)

If staff have safeguarding concerns, or an allegation is made about another staff member posing a risk of harm to children, then this should be referred to the Head. Where there are concerns/allegations about the Head, this should be referred to the Chair of the LGB and Head of Safeguarding. In the event of concerns/allegations of abuse being made, staff are referred to the procedures below regarding managing allegations of abuse against staff (including supply staff, volunteers and contractors).

What staff should do if they have concerns about safeguarding practices in the school

Where staff have concerns about poor or unsafe practices and potential failures in the school's safeguarding regimes, these should be raised in accordance with the school's whistleblowing procedures which can be found [HERE](#). There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the school, feel that their genuine concerns are not being (or have not been) addressed or are concerned about the way a concern is being handled, they may use other whistleblowing channels, such as the NSPCC whistleblowing helpline. Contact details for the NSPCC helpline can be found on the Key Contacts page at the start of this policy.

CHILD-ON-CHILD ABUSE (INCLUDING SEXUAL VIOLENCE AND SEXUAL HARRASSMENT)

Safeguarding issues can manifest themselves via child-on-child abuse. Child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between two or more children and within children's relationships (both intimate and non-intimate). All staff working with children are advised to maintain an attitude of "it could happen here". Staff should recognise that even if there are no reports, it does not mean that child-on-child abuse is not happening, it may be the case that it is just not being reported

This is most likely to include, but may not be limited to:

- Abuse in intimate personal relationships between children;
- Bullying (including cyberbullying);
- 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, jokes and online sexual harassment, or misogynistic messages which may be stand alone or part of a broader pattern of abuse;
- The non-consensual sharing of indecent images*, especially around chat groups, and the sharing of abusive images, nudes, videos and pornography to those who do not want to receive it (see further below);
- 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;
- 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); and
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

The school recognises the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be "victims" and boys "perpetrators"). Even if there are no reports in their school it does not mean it is not happening, it may be the case that it is just not being reported. As such, if staff have **any** concerns regarding child-on-child abuse, they should speak to their designated safeguarding lead (or deputy).

Child-on-child abuse can be associated with factors outside the school and can occur online and face-to-face between two or more children of any age or gender. The school therefore takes a contextual safeguarding approach to managing child-on-child abuse.

Child-on-child abuse is abuse and is never acceptable. The school takes a zero-tolerance approach. It should never be passed off or dismissed as "banter", "part of growing up", "just having a laugh" or "boys being boys".

The school takes the following steps to minimise the risk of child-on-child abuse:

- Healthy Relationships and the dangers of Peer abuse are included in the PSHE programme, which includes use of outside agencies such as Theatre Groups. All staff have received training on recognising signs of peer abuse and are encouraged to voice concerns.
- The school has also launched a confidential disclosure platform where students can raise concerns and issues confidentially. This platform can be found [here](#)
- The school's approach to sexting and cyberbullying, will be reinforced within school assemblies, ICT and PHSE lessons, and forms an integral part of the school's anti-bullying policy. Staff are also referred to United Learning E-Safety Policy.
- Where an issue of student behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures below rather than the School's Anti-Bullying and Behaviour policies:

*Consensual image sharing, especially between older children of the same age, may require a different response. Whilst not abusive, children still need to know it is illegal, whilst non-consensual sharing is illegal and abusive.

The school's approach to pupils' sharing nudes and semi-nudes images and or videos also known as sexting or youth produced sexual imagery is, where possible to avoid criminalising a young person, each situation should be considered on a case by case context, considering what is known about the children and young people involved and if there is an immediate risk of harm. Often, children and young people need education and support for example, on identifying healthy and unhealthy behaviours within relationships and understanding consent and how to give it. Safeguarding action will also be required in cases where there is risk of harm. Further guidance can be found in the UKCIS Sharing nudes and semi-nudes: advice for education settings guidance.

Where an issue of student behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures below rather than the School's Anti-Bullying and Behaviour policies in the first instance:

What to do if staff suspect that a child may be at risk or hears a report of child-on-child abuse

For detailed information on what sexual violence and sexual harassment constitutes, important context to be aware of, related legal responsibilities for schools and colleges, advice on a whole school or college approach to preventing child-on-child sexual violence and sexual harassment and more detailed advice on responding to reports see the Department for Education's statutory guidance: ***Keeping Children Safe in Education (2024), Part 5 – Child-on-child sexual violence and sexual harassment***

The procedures set out below have been developed following consultation with students, staff and parents and will be reviewed, at least annually, in light of an assessment of the impact and effectiveness of the policy.

The school's initial response to a report from a child is important. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

It is essential that **all** victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online should not be downplayed and should be treated seriously. All staff should be able to

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. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. If staff have **any** concerns about a child's welfare, they should act on them immediately rather than wait to be told. All staff are trained to manage a report. Effective safeguarding practice includes:

- if possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible;
- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- recognising that a child is likely to disclose to someone they trust: this could be **anyone** on the school staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can memory and so children may not be able to recall all details or timeline of abuse;
- keeping in mind that certain children may face additional barriers to telling someone because of their disability, sex, ethnicity and/or sexual orientation;
- listening carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was;
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools should be aware that notes of such reports could

become part of a statutory assessment by children's social care and/or part of a criminal investigation;

- where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and UKCIS guidance on Sharing nudes and semi-nudes: advice for education settings working with children and young people.
- informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

If a staff member has a concern that a child may be at risk of or experiencing abuse by another child, or that a child may be at risk of abusing or may be abusing other children, they should discuss their concern with the DSL or DDSL without delay so that a course of action can be agreed.

The school recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust.

All concerns/allegations of child-on-child abuse will be handled sensitively, appropriately and promptly and will be investigated including consideration of the wider context in which it may have occurred (as appropriate). The school treats all children involved as being at potential risk and ensures a safeguarding response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it. **Immediate** consideration will therefore be given as to how best to support and protect all children involved/impacted.

The school will take into account the views of the child/children affected. Unless it is considered unsafe to do so, the DSL should discuss the proposed action with the child/children and their parents following appropriate liaison with children's social care. The school should manage the child/children's expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so.

All children affected by child-on-child abuse will be supported by the pastoral team and support from external agencies will be sought, as appropriate. "Victims" will be reassured that they are being taken seriously and that they will be supported and kept safe. The school recognises that children with special educational needs and disabilities or certain health conditions can be more prone to peer on peer group isolation than other children and will consider extra pastoral support for those children.

A student against whom an allegation of abuse has been made may be suspended from the school during the investigation. The school will take advice from relevant local safeguarding partners on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all students involved including the alleged "victim" and "perpetrator". If it is necessary for a student to be interviewed by the Police in relation to allegations of abuse, the school will ensure that, subject to the advice of the relevant local safeguarding partners, parents are informed as soon as possible and that the students involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the school and advice will be sought as necessary from the relevant local safeguarding partners, such as children's social care and/ or the Police as appropriate.

Reports concerning harmful sexual behaviour (including sexual violence and sexual harassment)

Consideration of safeguarding all those children involved in the safeguarding report will be immediate. Following a report of sexual violence and/or sexual harassment the DSL will therefore consider the appropriate response. Important considerations will include:

- The wishes of the victim in terms of how they want to proceed;
- The nature of the alleged incident, including whether a crime may have been committed and/or whether harmful sexual behaviour has been displayed;
- The ages of the children involved;
- The developmental stages of the children involved;
- Any power imbalance between the children (e.g. is/are the alleged perpetrator(s) significantly older, more mature, confident and well known social standing? Does the victim have a disability or learning difficulty);
- If the alleged incident is a one-off or sustained pattern of abuse (NB. sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature);
- That sexual violence and sexual harassment can take place within intimate personal relationships between children;
- Any ongoing risks to the victim, other children, adult students, or school/college staff;
- Importance of understanding intra familial harms and any necessary support for siblings following incidents;
- Other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

When there has been a report of sexual violence, the DSL (or a deputy DSL) should make an immediate risk and needs assessment in respect of each child affected by the abuse. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the “victim”;
- the alleged “perpetrator”; and
- the other children (and, if appropriate, staff) at the school.

The DSL will consider as part of the school’s response, the context within which such incidents and/or behaviours occur and the importance of anonymity. Risk assessments will be recorded (either written or electronic) and kept under review. The DSL will consider the risks posed to all students and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the “victim” and alleged “perpetrator” and considerations regarding shared classes, sharing school premises and school transport. Any professional risk assessment will inform the school’s approach.

The police will be informed of any harmful sexual behaviours including sexual violence and sexual harassment which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. A report to the police will generally be made in parallel with a referral to children’s social care.

If the DSL decides to make a referral to children’s social care and/or a report to the police against a “victim’s” wishes, the reasons should be explained to the student and appropriate specialist support

offered. The DSL or DDSL will also work closely with children's social care and other agencies are required to ensure any action taken under this policy does not jeopardise any statutory investigation and to discuss how the alleged "perpetrator", staff, parents and others will be informed of the allegations and what information can be disclosed bearing in mind the need to protect those involved and their anonymity.

Regardless of the outcome of any criminal process, including where a child is subject to bail, the DSL will liaise with the police and children's social care to ensure the welfare and safety of all children and update the risk assessments and ensure relevant protections and measures are in place for all children.

The school will consider whether disciplinary action may be appropriate for any child/children involved. Before deciding on appropriate action the school will always consider its duty to safeguard all children from harm; the underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the child-on-child abuse and the causes of it.

The DSL will ensure that where children move to another educational institution following an incident of child-on-child abuse, the new institution is made aware of any ongoing support needs and, where appropriate, any potential risks to other children and staff.

The school recognises that good record-keeping and monitoring of sexual violence and sexual harassment reports is essential

Contextual Safeguarding

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

SAFEGUARDING CONCERNS AND ALLEGATIONS MADE ABOUT STAFF, INCLUDING SUPPLY TEACHERS, VOLUNTEERS AND CONTRACTORS

The school's procedures for managing concerns/ allegations against staff who are currently working in the school follows Department for Education statutory guidance and local safeguarding partners' arrangements and applies when staff (including supply staff, volunteers and contractors) have (or are alleged to have):

- Behaved in a way that has harmed a student, or may have harmed a student; and/or
- Possibly committed a criminal offence against or related to a student; and/or
- Behaved towards a student in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (including behaviour that may have happened outside school, that might make them unsuitable to work with children "transferable risk". Advice can be sought from the LADO in assessing transferable risk).

Non-recent allegations

Allegations against an adult that is no longer working/volunteering with children should be referred to the Police. Where it is known that the adult is still working/volunteering with children, all allegations (including historical/non-recent allegations of abuse) should be referred to the Police and the LADO in the local authority that the adult is working/volunteering.

Where an adult makes an allegation to a school that they were abused as a child, they should be advised to report the allegation to the police. Non-recent allegations made by a child, should be reported to the LADO in line with the local authority's procedures for dealing with non-recent allegations. Abuse can be reported no matter how long ago it happened.

If an allegation is made against anyone working with children in the School, the School should not undertake their own investigation of allegations without prior consultation with the Local Authority 'designated officer' (LADO) or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the school may discuss informally with the Local Authority 'designated officer' (LADO) on a no-names basis (if local safeguarding procedures allow).

All allegations should be investigated as a priority to avoid any delay.

Allegations that may meet the harms threshold

1. All allegations which appear to meet the above reporting criteria are to be **reported straight away to the 'case manager'** who is the Head. Where the Head is absent or is the subject of the allegation or concern, reports should be made to Chair of the LGB and Head of Safeguarding. Where the Head is the subject of the allegation or concern, the Head must not be informed of the allegation prior to contact with Chair of the LGB, Head of Safeguarding and LADO, and if appropriate, children's social care and the police.

2. **Welfare of the child:** Where the case manager deems that a child has been harmed, or there to be an immediate risk of harm to a child, or if the situation is an emergency, the DSL (or DDSL) should contact Children's Social Care and, as appropriate (e.g. if there is evidence of a possible criminal offence), the Police immediately.

3. **Investigating and supporting the person subject to the allegation:** Before contacting the LADO, schools should conduct basic enquiries in line with local procedures to establish the facts and help determine if there is any foundation to the allegation, being careful not to jeopardise any future police investigation, such as:
 - Was the individual in the school at the time of the allegation?
 - Could they have come into contact with the child?
 Schools should establish what initial information the LADO will require, and if in doubt check with the LADO before undertaking any initial enquiries, to ensure not to prejudice the position.

4. The case manager should immediately discuss the allegation with the LADO and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. The designated officer should be informed within one working day of all allegations that come to the school's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care.

5. All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed with the Police/LADO. The case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course of action, unless there is an objection by children's social care or the Police. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.

6. **Suspension:** The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the LADO, their HR adviser, as well as the police and children's social care if relevant when making a decision about suspension. Where the individual is suspended, the case manager will ensure they know who their point of contact is in the school and shall provide them with their contact details.

7. **Support for the member of staff:** whilst the welfare of the child is paramount, appropriate welfare support should also be made for the member of staff. Information is confidential, and should not ordinarily be shared with other staff, children or parents not directly involved. See further guidance in KCSIE.

8. The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police.

9. **Further investigation:** where further investigation is required, the LADO and case manager will agree how and by whom the further investigation will be undertaken.

10. The case manager will discuss with the designated officer whether a referral to the **Disclosure and Barring Service (DBS) and/or Teaching Regulation Agency (TRA)** should be made, noting the requirements of KCSIE. For instance:

- a. If: 1) the allegation is substantiated; and 2) the person is dismissed (including by an agency) or the school (or agency) ceases to use their services, or the person resigns or otherwise ceases to provide their services, then the employer has a legal duty to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.
 - b. The employer has a legal requirement to make a referral to the DBS where they remove an individual from regulated activity (or would have removed an individual had they not left), and they believe the individual has:
 - i. engaged in relevant conduct in relation to children and/or adults,
 - ii. satisfied the harm test in relation to children and/or vulnerable adults; or
 - iii. been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence.
 - c. In a case involving serious professional misconduct by a teacher, the case manager must consider whether to make a referral to the TRA. In certain cases, the TRA will consider whether to prohibiting the individual from teaching.
11. Where the initial discussion leads to no further action, the case manager and the LADO should record the decision and justification for it; and agree on what information should be put in writing to the individual concerned and by whom.
12. On conclusion of the case, the case manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the school's safeguarding procedures or practices to help prevent similar events in the future. This should include issues arising from any decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The designate officer and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.
13. For all other cases, where the allegation concluded to be either, unfounded, false, malicious or unsubstantiated the case manager (and if they have been involved the designated officer) should consider the facts and determine whether any lessons can be learned and if improvements can be made.
14. **Settlement:** Compromise or settlement agreements **should not** be used where there are allegations which indicate the person poses a risk of harm or may not be suitable to work with children and will not prevent police and/or school investigation, or referral to the DBS or TRA where the criteria are met. Failure to do so is a criminal offence. The school will continue its investigation if the person leaves, resigns or ceases to provide their services. Schools should check the relevant provisions of KCSIE.

Information sharing

Staff should be mindful of the guidance set out in KCSIE in relation to sharing information between safeguarding partners during the course of the process of managing allegations against staff.

The school will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

Allegation outcomes

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with *KCSIE* and a copy will only be provided to the individual concerned.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. Substantiated allegations should be included in references, provided that the information is factual and does not include opinions (*KCSIE*). Low level concerns (see below) should not be included in references unless they relate to issues which would normally be included in a reference such as misconduct or poor performance (*KCSIE*).

If an allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager should consider whether the child and/or person who made the allegation is in need of help or may have been abused by someone else, in which case a referral to children's social care may be appropriate.

If an allegation is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a student who made it in accordance with the school's behaviour policy; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a student.

Supply teachers and all contracted staff

Where the school has to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as 'the agency'), they will ensure allegations are dealt with properly. They will liaise with the local authority designated officer (LADO) to determine a suitable outcome and discuss with the agency whether it is appropriate to suspend the supply teacher or redeploy them to another part.

Agencies should be fully involved and cooperate with any enquiries from the LADO, police and/or children's social care. The school will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.

When using an agency, the schools will inform the agency of its process for managing allegations but also take account of the agency's policies and their duty to refer to the DBS as personnel suppliers. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

Governors

If an allegation is made against a governor, schools should follow their own local procedures. Where an allegation is substantiated, they should follow the procedures to consider removing them from office.

Organisations or individuals using school premises

Schools and colleges may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, schools and colleges should follow their safeguarding policies and procedures, including informing the LADO.

CONCERNS THAT DO NOT MEET THE HARM THRESHOLD/LOW – LEVEL CONCERNS POLICY

As part of their whole school approach to safeguarding, the school will ensure that they promote an open and transparent culture in which **all** concerns about all adults working in or on behalf of the school (including supply teachers, volunteers (including governors) and contractors) are dealt with promptly and appropriately.

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with children.
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

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

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- Humiliating children.

It is crucial that any such concerns, including those which do not meet the allegation/harm threshold, are shared responsibly and with the right person, and recorded and dealt with appropriately.

Sharing/reporting a concern

Low-level concerns about a member of staff should be reported to the designated safeguarding lead (or deputy). Where a low-level concern is raised about the designated safeguarding lead, it should be shared with the headteacher. If someone is unclear who they should share their concern with, they should share it with the United Learning Safeguarding Lead, who is part of the Central Office Team.

Staff do not need to be able to determine in each case whether their concern is a low-level concern, or if it is in fact serious enough to consider a referral to the LADO or meets the threshold of an allegation. The DSL should inform the Head of all the low-level concerns and in a timely fashion according to the nature of each particular low-level concern. The headteacher/principal should be

the ultimate decision maker in respect of all low-level concerns, although it is recognised that depending on the nature of some low-level concerns and/or the role of the DSL in some schools/colleges, the Head may wish to consult with the DSL and take a more collaborative decision-making approach.

Where a low-level concern relates to a person employed by a supply agency or a contractor to work in a school or college, that concern should be shared with the designated safeguarding lead (or deputy), and/or headteacher, and recorded in accordance with the school's low-level concern/staff code of conduct policy, and their employer notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.

If the staff member sharing the concern does not wish to be named the school will respect this person's wishes as far as possible. However, there may be circumstances where the staff member will need to be named (for example where it is necessary in order to carry out a fair disciplinary investigation) and, for this reason, anonymity can never be promised to members of staff who share low-level concerns.

If schools and colleges are in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, they should consult with their LADO.

Self-Reporting

Occasionally an adult may find themselves in a situation which could be misinterpreted or might appear compromising to others. Equally, an adult may, for whatever reason, have behaved in a manner which, on reflection, they consider falls below the standard set out in the Code of Conduct. Self-reporting in these circumstances can be positive for a number of reasons: it is self-protective, in that it enables a potentially difficult issue to be addressed at the earliest opportunity; it demonstrates awareness of the expected behavioural standards and self-awareness as to the individual's own actions or how they could be perceived; and, crucially, it is an important means of maintaining a culture where everyone aspires to the highest standards of conduct and behaviour.

How should a low-level concern be responded to

The DSL should:

- speak to the person who raised the concern (unless it has been raised anonymously), regardless of whether a written summary, or completed low-level concerns form has been provided;
- review the information and determine whether the behaviour (i) is entirely consistent with the school's Code of Conduct and the law, (ii) constitutes a low-level concern, (iii) is serious enough to consider a referral to the LADO, or (iv) when considered with any other low-level concerns that have previously been raised about the same individual, should be reclassified as an allegation and referred to the LADO/other relevant external agencies;
- where the DSL is in any doubt whatsoever, they should seek advice from the LADO;
- speak to the individual about whom the low-level concern has been raised (unless advised not to do so by the LADO/other relevant external agencies, where they have been contacted);

Any investigation of low-level concerns should be done discreetly and, on a need-to-know basis.

Advice should be sought from Human Resources and legal services (where necessary) about next steps.

There are a number of potential outcomes e.g.

- If it is decided that the low-level concern in fact amounts to behaviour which is entirely consistent with the organisation's Code of Conduct and the law it will still be important for the DSL to inform the individual in question what was shared about their behaviour, and to give them an opportunity to respond to it; In addition, the DSL should speak to the person who shared the low-level concern to provide them with feedback about how and why the behaviour is consistent with the organisation's Code of Conduct and the law.
- Some will not give rise to any ongoing concern and, accordingly, will not require any further action;
- Others may be most appropriately dealt with by means of management guidance and/or training;
- A low-level concern may require a conversation with the individual about whom the concern has been raised. This should include being clear with the individual as to why their behaviour is concerning, problematic or inappropriate, what change is required in their behaviour, enquiring what, if any, support they might need in order to achieve and maintain that, and being clear about the consequences if they fail to reach the required standard or repeat the behaviour in question. Ongoing and transparent monitoring of the individual's behaviour may be appropriate. An action plan or risk assessment which is agreed with the individual, and regularly reviewed with them, may also be appropriate;
- Some low-level concerns may also raise issues of misconduct or poor performance;
- Some concerns may trigger the organisation's disciplinary, grievance or whistleblowing procedures, which should be followed where appropriate;
- A referral to the LADO as the school believes the threshold has been met.
- The school should exercise their professional judgement and, if in any doubt, they should seek advice from other external agencies including the LADO.

The DSL & the Headteacher should review the central low-level concerns file periodically to ensure that all such concerns are being dealt with promptly and appropriately, and that any potential patterns of concerning, problematic or inappropriate behaviour are identified. A record of these reviews should be made.

Recording concerns

All procedures for recording and storing of records should comply with United Learning's Data Protection Policies.

All low-level concerns should be recorded in writing by the DSL. 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.

The name of the individual sharing the low-level concern, and their role, should be stated, as should the name of the individual about whom the concern is being raised, and their role within the

organisation at the time the concern is raised. If the latter individual has an opposing factual view of the incident, this should be fairly recorded alongside the concern. The record should include brief context in which the low-level concern arose, and concise details (which are chronological and as precise and accurate as possible) of any such concern and relevant incident(s). The record should be signed, timed and dated.

There should be appropriate records of:

- all internal conversations – including with the person who initially shared the low-level concern (where this has been possible), the adult about whom the concern has been shared (subject to the above), and any relevant witnesses;
- all external conversations – for example, with the LADO/other external agencies;
- the rationale for decisions;
- any action taken.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the school will decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, in which case it should be referred to the LADO. Consideration will also be given to whether there are wider cultural issues within the school that enabled the behaviour to occur and where appropriate policies could be revised or extra training delivered to minimise the risk of it happening again.

Adults about whom a low-level concern has been raised may have rights of access to such records, provided of course that this would not also unreasonably disclose information of children concerned.

The school should retain the record consistent with comply with United Learning's Data Protection policies. The school should retain all records of low-level concerns (including those which are subsequently deemed by the DSL to relate to behaviour which is entirely consistent with the Code of Conduct) in a central low-level concerns file (either electronic or hard copy). Where multiple low-level concerns have been shared regarding the same individual these should be kept in chronological order as a running record. These records should be kept confidential and held securely, with access afforded only to a limited number of individuals such as the DSL and the individual they report to (e.g. Regional Director); and senior HR officer, and the individual they report to (e.g. Head of HR). The DSL may store the central low level concerns file with his/her other safeguarding and child protection records.

Some low-level concerns may also involve issues of misconduct or poor performance, or they may trigger the disciplinary, grievance or whistleblowing procedures. Where these issues would ordinarily require records to be made and retained on the staff member's personnel file, this should be done in the normal way, in addition to the records of the low-level concern(s) being retained in a central low-level concerns file.

If a low-level concern in and of itself is deemed to be serious enough to consider a referral to the LADO and, perhaps following consultation, a referral is made to them, then records relating to the low-level concern should be placed and retained on the staff member's personnel file.

If a low-level concern (or group of concerns) is reclassified as an allegation, all previous records of low-level concerns relating to the same individual should be moved from the central low-level concerns file to the staff member's personnel file and retained in accordance with Part 4 of KCSIE.

When a staff member leaves and/or takes up new employment, that creates a natural point at which the content of the file may be reviewed to ensure it still has value (either as a safeguarding measure or because of its possible relevance to future claims) and is therefore necessary to keep.

Low-level concerns should not be referred to in references unless they relate to issues which would ordinarily be included in a reference, for example, misconduct or consistent poor performance. It follows that a low-level concern which relates exclusively to safeguarding (and not to misconduct or poor performance) should not be referred to in a reference. Where a low-level concern (or group of concerns) has met the threshold for referral to LADO and found to be substantiated, it should be referred to in a reference. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious should also not be included in any reference.

The school will refer to Part Four, Section Two of KCSIE for further advice and guidance.

STAFF BEHAVIOUR POLICY / CODE OF CONDUCT

The school's code of conduct is available to all colleagues on the Staff shared area and forms part of the school's induction process. It can be found [HERE](#). The aim of the code of conduct is to provide clear guidance about behaviour and actions and responses to low level concerns in order not to place students or staff at risk of harm or of allegation of harm to a student.

SAFER RECRUITMENT

The school is committed to safer recruitment processes and ongoing safer working practices. Members of the teaching and non-teaching staff at the school including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role.

For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. Under no circumstances will an individual commence work unsupervised in sole charge of, or in unaccompanied contact with, children without a cleared DBS check. In this case, the individual will have a separate Barred List check and the school will undertake a written Risk Assessment exercise in relation to the proposed work. All other safeguarding checks will be completed and the individual will be appropriately supervised. Please refer to Section C and Appendix 5 of the 'Safeguarding Children – HR Procedural Guidance' available on the United Learning Hub for further guidance.

Full details of the school's safer recruitment procedures for checking the suitability of staff, members of the School LGB and Trustees of ULT and volunteers to work with children and young people is set out in

- United Learning / the School's Recruitment and Selection Policy;
- United Learning's Safeguarding Children – HR Procedural Guidance;
- United Learning's LGB Handbook; and
- United Learning's guidance: Trustees - Recruitment, Appointment, and Removal Process

These documents are available on the United Learning Hub.

The school's protocols for ensuring that any visiting speakers, whether invited by staff or students themselves, are suitable and appropriately supervised is set out in the School's Recruitment and Selection Policy.

MANAGEMENT OF SAFEGUARDING

The School's DSL is Phil Hayden who is a member of the leadership team.

Amanda Ilhan is the DDSL and the person to whom reports should be made in the absence of the DSL. This ensures there is the required cover for the role at all times. Vicky Reynolds is Lead Practitioner for Safeguarding in the EYFS.

The DSL and DDSL's contact details can be found on the Key Contacts page at the start of this policy.

The DSL's role is to take lead responsibility for safeguarding and child protection matters in the school (including online safety and understanding the filtering and monitoring systems and processes in place). The DSL's responsibility is to maintain an overview of safeguarding within the school, to open channels of communication with local statutory agencies, to liaise closely with safeguarding partners (such as children's social care and the police), support staff in carrying out their safeguarding duties (such as children's social care and the police), support staff in carrying out their safeguarding duties and to monitor the effectiveness of the school's policies and procedures in practice. The DSL (and DDSL) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on a response to a safeguarding concern.

The DSL works with the LGB to review and update the school's safeguarding policy. Where a student leaves the School, the DSL will also ensure their child protection file is transferred to the new school (separately from the main student file) as soon as possible. The DSL will ensure secure transit and obtain confirmation of receipt. The DSL will also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse, who have a social worker, or who are receiving support through the Channel programme, and have that support in place for when the child arrives. The school will ensure that key staff, such as the SENCO, are also aware of these arrangements, as required.

The DSL should be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

The DSL will inform the safeguarding partners of any incident which they think should be considered for a child safeguarding practice review.

The DSL regularly reviews the school's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in their absence, to a member of the senior management team or directly to local children's services.

The DSL or Deputy DSL will always be available to discuss safeguarding concerns. During term time, the DSL and/ or DDSL will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. For out of hours/out of term activities, the School's arrangements are that the DSL is contactable by telephone and in the event of the DSL being unavailable, the DDSL is also contactable. Full details of the DSL's role can be found at Annex C of *KCSIE 2023*.

Ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

TRAINING

Induction and training (including online safety, which amongst other things includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) are in line with advice from local safeguarding partners.

All Staff

All new staff* will be provided with induction training that includes:

- Safeguarding and child protection, including online safety
- the child protection policy, including information about the identity and role of the DSL(s) and DDSL
- the behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)
- the safeguarding response to children who go missing from education
- the staff code of conduct including the school's whistleblowing procedure and the acceptable use of technologies policy, staff/student relationships and communications including the use of social media
- a copy of Part 1 of *KCSIE* (Current edition/publication)
- School leaders and staff who work directly with children will also be required to read Annex B of *KCSIE 2024*
- Induction training takes place as soon as possible and usually before a member of staff begins work. In exceptional circumstances a new member of staff may be given a safeguarding briefing before starting work with full induction being completed within seven (7) working days of staff commencing work.' Copies of the above documents are provided to all 'staff' during induction. On appointment and as part of United Learning Annual Declaration, all staff will receive and sign the up-to-date versions of the Staff Student Relationship Letter and Acceptable Use Declaration. The staff code of conduct can be found on the staff shared area.
- Temporary staff are required to provide evidence of DBS, references and the like. They are given a safeguarding briefing with the DSL and receive and sign the up to date versions of the Staff Student Relationship Letter and Acceptable Use Declaration.

As part of the whole school safeguarding approach, all staff are also required to:

- Read Part One of *KCSIE 2025* and confirm that they have done so. All staff are e-mailed this and return a signed form confirming they have read this. Each time Part One of *KCSIE 2025* is updated by the Department for Education, staff will be updated on the changes via e-mail and staff Safeguarding training during INSET.
- Understand key information contained in Part One of *KCSIE 2024*. The School will ensure staff understanding by holding regular staff Safeguarding updates and training as well as providing staff training through EDUCARE.
- Receive training in safeguarding and child protection regularly, in line with advice from the local safeguarding partners. Training will include online safety and harmful sexual behaviours including sexual violence and sexual harassment between children. It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the

knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help. All staff will also be made aware of the local early help process and understand their role in it.

Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The school provides these via, for example, staff INSET and staff meetings.

DSL(s) - Designated Safeguarding Lead (s)

The DSL receives updated child protection training at least every two years to provide them with the knowledge, skills and authority required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, supporting SEND children particularly when online, overseeing online safety in school, record keeping and promoting a culture of listening to children, training in the CSAP approach to *Prevent* duties and harmful sexual behaviours. Further details of the required training content for the DSL are set out in Annex C of *KCSIE*

In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role.

The DDSL is trained to the same level as the DSL.

*Whilst external catering and maintenance staff are not technically United Learning/school employees (and therefore safeguarding training is not the responsibility of the school), they should receive an appropriate safeguarding induction to ensure they are aware of and understand all the school's relevant safeguarding policies (e.g. safeguarding policy/whistleblowing policy).

Governors and Trustees

All governors and trustees must receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in are effective and support the delivery of a robust whole school approach to safeguarding. This training should be regularly updated.

All governors (and proprietors) should be aware of their obligations under the Human Rights Act 1998 and, the Equality Act 2010 and their local multi-agency safeguarding arrangements.

OVERSIGHT OF SAFEGUARDING, INCLUDING ARRANGEMENTS FOR REVIEWING POLICIES AND PROCEDURES

Christie Spurling is the board-level lead designated to take a lead in relation to responsibility for the Trust's safeguarding arrangements. St John Crean is the LGB lead designated to take a lead in relation to responsibility for the safeguarding arrangements in the school. They are a member of the School's LGB.

A review of the school's child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation. This review forms part of the DSL's termly meeting with the Safeguarding Governor. The school draws on the expertise of staff, including the DSL(s), in shaping the school's safeguarding arrangements and policies.

If there has been a substantiated allegation against a member of staff, the school will work with the Local Authority designated officer to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

THE SCHOOL'S ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING RESPONSIBILITIES

Teaching children how to keep safe

The local governing body ensures that all students are taught about safeguarding, including online, through the curriculum, Relationships and Sex Education and Health Education and PSHE to help children to adjust their behaviours to reduce risks and build resilience, including to radicalisation. This includes teaching students about the safe use of electronic equipment and the internet, and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. It will also include teaching students, for example, about healthy relationships, consent and that sexual violence and sexual harassment is always wrong.

The school recognises the additional risks that children with SEND face online and works with the Head of IT to ensure that additional support and measures are in place to support these children. Online safety is an integral part of the school's ICT and PSHE curriculum for all pupils and is taught in an age-appropriate way relevant to pupils' lives. It is essential that children are safeguarded from potentially harmful and inappropriate online material. A whole school approach is taken to online safety in the Online Safety Policy empowers the school to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. This includes identifying and responding to **misinformation, disinformation, and conspiracy theories**.

It is also embedded in PSHE and Relationships and Sex Education curriculum that pupils will be taught what positive, healthy and respectful online relationships look like; the effects of their online actions on others; how to recognise and display respectful behaviour online; how to use technology safely, responsibly and securely; and where to go for help and support when they have concerns. This also includes the dangers of, and use of generative AI technology for pupils.

The school has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. The school's systems is reviewed daily by the DSL and the IT Staff alert the DSL of any potentially harmful and inappropriate material. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm.

The leadership team and relevant staff must have an awareness and understanding of the filtering and monitoring provisions in place and manage them effectively. Training is given to all staff on cybersecurity and the risks of AI related risks. **Concerns should be reported immediately to the DSL.**

Further detail of the School's approach to online safety can be found in United Learning E-Safety Policy (available on the United Learning Hub) and in the School's Online Safety Policy and ICT Acceptable Usage Policy which include detail on the use of mobile technology in school and accessing 3G and 4G technology on school premises and the School's IT arrangements to ensure that children are safe from terrorist and extremist material when accessing the internet through the School's systems.

The school will communicate with parents and carers to reinforce the importance of children being safe online and to help them understand what systems schools and colleges use to filter and monitor online use. It will be especially important for the school to make parents and carers aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.

Further detail of the school's approach to online safety can be found in school's Online Safety Policy which can be found [HERE](#).

Looked after children (and previously looked after children)

Looked after children (and previously looked after children) are a particularly vulnerable group. The school will ensure that prompt action is taken when necessary to safeguard these children and the local governing body ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after (and previously looked after) by a local authority.

P Hayden is the designated member of teaching staff who has responsibility for their welfare and progress and to ensure that the needs identified in personal education plans are met. The school ensures that the designated member of staff receives appropriate training in order to carry out their role and has the information they need in relation to any child's looked after status, their care arrangements (including contact arrangements with birth parents and those with parental responsibility) and details of the child's social worker and virtual school head.

The designated member of staff will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care and will work closely with virtual school heads to promote their educational achievement. The DSL will ensure they have details of the local authority Personal Advisor appointed to guide and support any care leavers and will liaise with them as necessary regarding any issues of concern affecting them.

Children potentially at greater risk of harm (Children who need a social worker - Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Where the local authority has made the school aware a child has a social worker, the designated safeguarding lead will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

This information will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Use of 'reasonable force'

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The school recognises the additional vulnerability when using reasonable force in response to risks presented by incidents involving children with SEND, mental health or with medical conditions. The school will consider its duties under the Equality Act 2010. Positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children and agreeing them with parents and carers can reduce the occurrence of challenging behaviour and the need to use reasonable force.

The School's procedures for use of reasonable force can be found in the Physical Restraint Policy available on the staff Hub.

Arrangements for Visiting Speakers

The school has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The school's responsibility to students is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

The school is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the school. This will take into account any vetting requirements considered appropriate in the circumstances and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the school may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

Visiting Speakers, whilst on the School site, will be supervised by a school employee. On attending the School, Visiting Speakers will be required to show original current identification documents including a photograph such as a passport or photo card driving licence. The School shall also keep a formal register of visiting speakers retained in line with its Data Protection Policy.

Use of school or college premises for non-school/college activities

Where governing bodies or proprietors hire or rent out school facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they will ensure that appropriate arrangements are in place to keep children safe.

When services or activities are provided by the governing body or proprietor, under the direct supervision or management of their school or college staff, their arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. The governing body or proprietor will therefore seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll. The governing

body or proprietor will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. The guidance on Keeping children safe in out-of-school settings details the safeguarding arrangements that schools and colleges should expect these providers to have in place.

Alternative provision

Where the school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and will ensure it is satisfied that the placement meets the pupil's needs.

When AP is in place, the school will obtain written safeguarding assurances from AP providers, and review the placements regularly and maintain oversight of any pupils in AP.

Gender Questioning Children

The school is committed to supporting all students, including those who are questioning their gender. This policy will be updated once the government publishes the anticipated guidance on supporting gender-questioning students.

EARLY YEARS PROVISION SAFEGUARDING ARRANGEMENTS

Disqualification from working in childcare

Where staff work in, or are involved in the management of, the school's early years or provision of care of students under the age of eight, the school will take steps to check whether those staff are disqualified under the Childcare Act 2006. These checks will be undertaken pre-appointment, and from time to time during employment. This forms part of the school's safer recruitment practices, further details of which can be found in the school's Recruitment and Selection Policy

The School records all checks of staff employed to work in or manage relevant childcare on the Single Central Register. This includes the date disqualification checks were completed.

Where a member of staff is found to be disqualified or if there is doubt over that issue then, pending resolution, the school will remove them from the work from which they are or may be disqualified. Suspension or dismissal will not be an automatic response; the school will consider if there is scope in principle to redeploy them with other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the designated officer when appropriate.

Use of mobile phones and cameras

Staff are not permitted to use their personal mobile devices or cameras in school. Staff who wish to use take photographs or video of students (whether on a personal or school device) must first speak with The Nursery Manager to obtain their approval before taking any image of a student. Staff who wish to use their personal mobile devices or cameras in school for any other reason must first speak with The Nursery Manager. Staff who act in breach of this may be subject to disciplinary action. Parents are not permitted to use their mobile phones or camera in or around the EYFS setting without prior approval from The Nursery Manager. Please see the school's Mobile Device Policy (Staff) [HERE](#).

All EYFS staff are also referred to United Learning E-Safety Policy (available on the United Learning Hub).

DSL for the EYFS

The practitioner designated to take lead responsibility for safeguarding children in the early years settings is Vicky Reynolds.

Duty to notify/report to Ofsted a serious childcare incident

The school will inform Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. For example, where the school is satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Any significant event must be notified to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the school became aware (or ought reasonably to have become aware) of it.

The school will notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

The school will notify Ofsted of any serious accident, illness or injury to, or death of, any child while in their care, and of the action taken. Notification must be made as soon as is reasonably practicable, but in any event within 14 days of the incident occurring. A registered provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence. Providers must notify local child protection agencies of any serious accident or injury to, or the death of, any child while in their care, and must act on any advice from those agencies.

Absences

The nursery will follow up on absences in a timely manner. If a child is absent for a prolonged period of time, or if a child is absent without notification from the parent or carer, attempts will be made to contact the child's parents and/or carers and alternative emergency contacts. The nursery will consider patterns and trends in a child's absences and their personal circumstances and use their professional judgement when deciding if their absence should be considered as prolonged. Consideration will be given to the child's vulnerability, parent's and/or carer's vulnerability and their home life. Any concerns will be referred to local children's social care services and/or a police welfare check requested.

The nursery has an attendance policy that they share with parents and/or carers. This includes expectations for reporting child absences and the actions the nursery will take if a child is absent without notification or for a prolonged period of time, for example: implementing the setting's safeguarding procedures, following up with the parents and/or carers and contacting emergency contacts if parents and/or carers are not contactable.

Where possible, settings should hold more than two emergency contact numbers for each child.

Waiver from Disqualification

In certain circumstances, a person who is disqualified from registration by Ofsted may apply to Ofsted for a waiver of disqualification unless, for example, they are barred from working with children.]

Safe Working Practice

Children's privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting.

Police attendance on school site (Statutory Guidance – PACE Code C 2019) Students may only be interviewed at their place of education in exceptional circumstances and only when the principal or their nominee agrees. Every effort will be made to notify the parent(s) or other person responsible for the student's welfare and the appropriate adult, if this is a different person, that the police want to interview the student and reasonable time will be allowed to enable the appropriate adult to be present at the interview. If awaiting the appropriate adult would cause unreasonable delay, and unless the student is suspected of an offence against the educational establishment, the principal or their nominee will act as the appropriate adult for the purposes of the interview.

Appendix

Appendix 1 – [Further information: Signs and Types of Abuse](#)

Appendix 2 - [Meet the Safeguarding Team](#)

Appendix 3 – [Safeguarding Training Log](#)

Appendix 4 - [Staff/Student Relationships Letter and Guidance Notes](#)

Appendix 5 - [School Child Protection Procedures](#)

Appendix 6 – [Types of Abuse and Neglect](#)

Appendix 7 - [Radicalisation, Female Genital Mutilation, Child Sexual Exploitation & Cyber-Bullying](#)

Appendix 8 – [Talking and listening to children](#)

Appendix 9 - [Child Protection Statement on the School Website](#)

Appendix 10 - [DBS Checks, Visitors & Volunteers](#)

Appendix 11 - [Safeguarding Cause for Concern Form \(Copy\)](#)

Appendix 12 – [United Learning Whistleblowing Policy](#)

Appendix 13 – [Working Together To Safeguard Children \(HM GOVERNMENT, 2023\) – issued February 2024](#)

APPENDIX 1 – FURTHER INFORMATION: Signs and types of abuse

All staff should be aware of indicators of abuse and neglect, as well as specific safeguarding issues such as child criminal exploitation and child sexual exploitation. Staff should always be vigilant, and if unsure, should **always** speak to the DSL or DDSL.

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. They can occur from within or outside families, in or out of school, from other children within peer groups or the wider community and/or online. In most cases, multiple issues will overlap with one another and children can therefore be vulnerable to multiple threats.

All staff should be aware that behaviours linked to drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk.

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

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

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 non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children (also known as child-on-child abuse) is a specific safeguarding issue in education and **all** staff should be aware of it and of their school's policy and procedures for dealing with it.

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

or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues: behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via child-on-child abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic abuse; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

Child Criminal Exploitation (CCE) and Child Sexual Exploitations are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. CSE and CCE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

More information can be found at:

[Multi-agency practice principles for responding to child exploitation and extra-familial harm](#)

Non-statutory guidance for local areas, developed by the Tackling Child Exploitation (TCE) Support Programme, funded by the Department for Education and supported by the Home Office, the Department for Health and Social Care and the Ministry of Justice

Child Criminal Exploitation (CCE) 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.

Child Sexual Exploitation (CSE): CSE is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact: it can also occur through the use of technology.

CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex; can still be abuse even if the sexual activity appears consensual; can include both contact (penetrative e.g. rape and oral sex and non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing) and non-contact sexual activity (such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. It can take place in person or via technology, or a combination of both; can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence; may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media); can be perpetrated by individuals or groups, males or females, and children or adults.

The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse; and is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

CSE is a geographically widespread form of harm that is a typical **feature of county lines** criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of drugs trafficking. The DSL or DDSL will consider a referral to the National Referral Mechanism as soon as possible if there are county line concerns, such as a child being a potential victim of modern slavery or human trafficking.

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with **serious violent crime**. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-

harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions 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.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

If staff have a concern about a child or a child makes a report to a member of staff, staff should follow the referral process in this policy. If staff are in any doubt about what to do, they should speak to the DSL or DDSL.

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 be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. 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.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

The Home Office have provided further information in the document below:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance - Sept2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance_-_Sept2018.pdf)

So called ‘Honour Based’ Abuse: encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM)], forced marriage, and practices such as breast ironing. It can include multiple perpetrators.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to

take place, or may have already taken place, can also be found on pages 38-41 of the multi-agency statutory guidance on FGM.

If staff have a concern that a student may be at risk of HBA or has suffered HBA, they should speak to the DSL (or DDSL). As appropriate they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care.

There is a statutory duty on teachers to personally report to the Police where they **discover** (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a student is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or it involves a student over 18], teachers should follow the school's local safeguarding procedures.

Forced Marriage: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at: <https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage>. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.

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

Preventing Radicalisation: Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' safeguarding approach.

• **Extremism** is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or

2. undermine, overturn or replace the UK's system of liberal parliamentary

democracy and democratic rights; or

3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

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

• **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 **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.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

The school's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

Special Educational Needs and/or Disabilities or physical health issues: Students with SEND or certain health conditions can face additional safeguarding challenges. They may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect. Students with SEND are more likely to be abused by other children. The barriers to recognising abuse and neglect of this group of children can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability or health condition without further exploration;
- being more prone to peer group isolation than other children
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, including prejudice-based bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

To address these additional challenges, the school has put in place the following pastoral support measures such as regular meetings with matron and the pastoral team to check on students' welfare.

Students are also added to the Vulnerable Children's List and reviewed at termly Pastoral meetings.

Further guidance can be found in the DfE guidance Supporting pupils at school with medical conditions, and where applicable in the SEND Code of Practice.

Staff will support such students in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate. Any reports of abuse involving children with SEND will entail close liaison with the DSL or DDSL and named person with oversight for SEN.

Lesbian, Gay, Bisexual or gender questioning: This is not in itself an inherent risk factor for harm. However, children can be targeted by other children. In some cases, a child who is perceived by other children to be Lesbian, Gay, Bisexual or gender questioning (whether they are or not) can be just as vulnerable as children who identify as Lesbian, Gay, Bisexual or gender questioning .

Risks can be compounded where children who are Lesbian, Gay, Bisexual or gender questioning lack a trusted adult with whom they can be open. The school's Pastoral Team are available for students to raise concerns and questions. There is also an anonymous Disclosure Platform in place where issues and concerns can be raised anonymously.

Children and the court system: Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed, and this will be stressful for them. Making child arrangements following separation can also be stressful and entrench conflict in families. Staff should be alert to the needs of such students and report any concerns to the DSL or DDSL in accordance with this policy. . There are two age appropriate guides to support children [5-11 year olds](#) and [12-17 year olds](#), links can be found in Annex B of KCSIE.

Children who go missing from education/children absent from education or school:

Children who go missing from education/children absent from education or school: A child going missing or persistently absent is a potential indicator of a range of safeguarding possibilities, such as abuse or neglect. The school holds more than one emergency contact number for each student so additional options are available to contact a responsible adult when a child goes missing is also identified as a welfare and/or safety concern. Staff must follow the school's procedures for dealing with children who go missing, particularly on repeat occasions. The School's procedure for dealing with children who go missing can be found in the School's Missing Pupils Policy. All unexplained or unauthorised absences will be followed up in accordance with this Missing Pupils Policy.

The school shall inform the local authority of any student who is going to be added to or deleted from the school's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended). This will assist the local authority to:

- a) fulfil its duty to identify children of compulsory school age who are missing from education; and
- b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

School attendance registers are carefully monitored to identify any trends. The school will inform the local authority of any student who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority. These intervals are as are agreed between the School and the local authority.

Action should be taken in accordance with this policy if any absence of a student from the school gives rise to a concern about their welfare.

Children with family members in prison: Children who have a parent in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Staff should be alert to the needs of such students and report any concerns to the DSL or DDSL in accordance with this policy.

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.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at:

www.actionagainstabduction.org

and www.clevernevergoes.org.

Children in need: defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child with a disability. Local authorities are required to provide services to safeguard or promote the welfare of children in need, and they may be assessed under s17 Children Act 1989.

Domestic abuse: Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Homelessness: Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. The DSL or DDSL will raise/progress any concerns about homelessness with the Local Housing Authority although this does not replace a referral into children's social care where a child has been harmed or is at risk of harm.

Child-on-child abuse

Children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms. This can include (but is not limited to):

- abuse within intimate partner relationships between children/peers;
- bullying (including cyberbullying) prejudice-based and discriminatory bullying;

- 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;
- 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);
- consensual and non-consensual sharing nudes and semi-nudes images and videos (also known as sexting or youth produced sexual imagery);
- upskirting (see below);
- initiation/hazing type violence and rituals (this could include abuse or humiliation used as a way of initiating a person into a group or event including online).

It can happen both inside and outside school and online. It is important that all staff recognise the indicators and signs of child-on-child abuse, how to identify it and respond to reports. **Even if there are no reports in the school, this does not mean that it is not happening. Any concerns regarding child-on-child abuse must be referred to the DSL or DDSL.**

Sexual violence and sexual harassment between children in schools and colleges

Context

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Staff should be aware of the importance of:

- challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

Sexual violence

It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could be forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

a child under the age of 13 can never consent to any sexual activity;

- the age of consent is 16;
- sexual intercourse without consent is rape.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools should be considering when any of this crosses a line into sexual violence - it is

important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - o non-consensual sharing of nudes and semi-nudes images and videos;
 - o sexualised online bullying;
 - o unwanted sexual comments and messages, including, on social media;
 - o sexual exploitation; coercion and threats; and
 - o upskirting.

Upskirting

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. ‘Upskirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured 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 sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process. As is always the case, if staff are in any doubt as to what to do, they should speak to the designated safeguarding lead (or a deputy).

Mental Health: All staff should also be aware that 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. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. 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.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

Reference should be made to:

Mental Health and Behaviour in schools DfE guidance (November 2018);

DfE guidance ‘promoting and supporting mental health and wellbeing in schools, which details numerous resources available to schools; and

Public Health England: Promoting children and young people's emotional health and wellbeing a whole school and college approach

Paragraphs 182-187 of 'Keeping Children Safe in Education'.

Concerns regarding students' mental health should be raised in the first instance with members of the Pastoral Team who will take appropriate action depending upon need. These students will then be reviewed at Pastoral Meeting and referrals to external agencies actioned where necessary. The school has an excellent working relationship with SHINE who provide EMHPs for students to access, and they are available to give guidance/advice as appropriate.

Modern Slavery and the National Referral Mechanism

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

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

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 particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should 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. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that **Cyber Choices** does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - [NCSC.GOV.UK](https://www.ncsc.gov.uk)

A Whole School Culture of Safeguarding

Some pupils or students may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination. Such concerns will differ between education settings, but it is important schools and colleges are conscious of disproportionate vulnerabilities and integrate this into their safeguarding policies and procedures.

APPENDIX 2 – The Safeguarding Team

Designated Safeguarding Lead

Phil Hayden



Deputy DSL –Prep School

Amanda Ilhan



Deputy DSL – Prep and Nursery

Vicky Reynolds



Deputy DSL -Senior School

Helen Hotchkiss



A number of other staff are trained as DDSLs- This includes:

- **Sarah Waddington**
- **David Harrow**
- **Sharon Blinston**
- **Katy Jubb**
- **Courtney Truckel**
- **Alison Gill**

APPENDIX 3 – Safeguarding Training Log

Safeguarding Training Log – Updated September 2025		
Attendees	Type of training provided	Date undertaken
Principal/Head	Educare: Child Protection in Education (Refresher)	Jan 2021
	Harmful Sexual Behaviours	April 2021
	Lancashire DSL training	Feb 2024
	KCSIE 2025 - Staff update	September 2025
DSL	Level 4/5 DSL Training	14 th June 2019
	Level 4/5 Refresher training (United Learning)	23 rd September 2021
	Level 4/5 DSL Training (Lancashire)	14 th September 2023
	Level 4/5 DSL Training (Lancashire)	17 th June 2025
	Educare: Harmful Sexual Behaviours	Feb 2021
	Lancashire Prevent Training Home Office Prevent Training	Jan 2023 August 2025
	Safer Recruitment Training	May 2023 August 2025
KCSIE 2025- Staff update	September 2025	
DDSL	V Reynolds: Level 4/5 DSL Training	21/11/2024
	A Ilhan Level 4/5 DSL Training	21/11/2025
	H Hotchkiss Level 4/5 DSL Training	21/11/2025
	Sarah Waddington 4/5 DSL Training	20/10/2023 (Refresher booked 19/09/2025)
	David Harrow 4/5 DSL Training	27/02/2024
	Sharon Blinston (Level 3)	31/07/2024
Senior Leadership Team	Educare:	Sept 2024

	<p>Keeping Children safe in Education (Refresher)</p> <p>Harmful Sexualised Behaviours</p> <p>Annual KCSIE - Staff update</p> <p>Prevent Training</p>	<p>March 2021</p> <p>September 2022 September 2023 September 2024 September 2025</p> <p>Jan 2024</p>
Pastoral Leads	<p>Educare: Keeping Children safe in Education (Refresher)</p> <p>Harmful Sexualised Behaviours</p> <p>Annual KCSIE - Staff update</p> <p>Prevent Training</p>	<p>Sept 2024</p> <p>March 2021</p> <p>September 2022 September 2023 September 2024 September 2025</p> <p>Jan 2024</p>
Whole School	<p>Educare: Keeping Children safe in Education (Refresher)</p> <p>Harmful Sexualised Behaviours</p> <p>Annual KCSIE - Staff update</p> <p>Prevent Training</p>	<p>Sept 2024</p> <p>March 2021</p> <p>September 2022 September 2023 September 2024 September 2025</p> <p>Jan 2024</p>
e-safety Lead	Educare: Online Safety Level 2.	August 2025
P.E. staff	<p>Educare: Keeping Children safe in Education (Refresher)</p> <p>Harmful Sexualised Behaviours</p> <p>Annual KCSIE - Staff update</p> <p>Prevent Training</p>	<p>Sept 2024</p> <p>March 2021</p> <p>September 2022 September 2023 September 2024 September 2025</p> <p>Jan 2024</p>

Medical Needs Officer	Leadership and Management of Mental Health Children & Young Adults (Level 5)	July 2018
	Administration of Medication in a Clinical/Education Setting	June 2021
Paediatric First Aiders	Matron: Paediatric level 3 First Aid in work the place Level 3	Expires May 2027
	Sharon Hobson: L3 FAW	Expires November 2026
Health & Safety /COSHH	NEBOSH NEBOSH National Certificate in Fire Safety & Risk Management (FC1)	17th Feb 2017 4/3/20,
EVC	EVC Training	Refresher Nov 2022
	Evolve Training	September 2019
Chair of Governors of LGB	UL Governor's Online Safeguarding Training	12/09/23
	UL Governor Safeguarding Training	Scheduled 15/09/2025
Nominated Safeguarding Governor of LGB	UL Governor's Online Safeguarding Training	12/09/2023
	UL Nominated Safeguarding Governor training	26/09/2023
	UL Nominated Safeguarding Governor training	11/03/2025
	GCHQ Cyber Security in schools	07/07/2025
Local Governing Body (whole board)	Safeguarding training delivered to entire LGB	28 th November 2019
	All Governors completed LGB Training from United Learning	November 2021
	UL Governor Safeguarding Training	Scheduled 15/09/2025
Agency Staff /Peripatetic	Safeguarding Briefing by DSL	On Induction
Volunteers	Induction briefing	On arrival
Contractors	Induction briefing	On arrival
Other	Induction briefing	On arrival

APPENDIX 4 – STAFF/STUDENT RELATIONSHIP LETTER AND GUIDANCE NOTES

September 2025

Dear Colleague,

Welcome back. I hope you had a relaxing and enjoyable summer break.

At the start of each school year, we take the opportunity to re-emphasise some important principles about working in United Learning. We work in education to benefit children and young people, and our overarching goal is to do the right things for them, to enable them to lead purposeful lives as good citizens, prosper, succeed and be happy.

Before anything else, therefore, our first priority is that children in our care are appropriately protected and kept safe. That is the main subject of this letter. Additionally, in order to maximise benefit to children and young people from our work and from the education they receive, there are also some other basic things we have to get right – rules that we must comply with for the good reason that ultimately, following them will benefit children and our ability to serve them.

We must look after public and charitable resources properly – the money we have is there for the benefit of the pupils we serve now and in the future and we must therefore prevent fraud, loss or from the money being used wrongly. We must make sure that other people – including our colleagues, families and the wider community – are treated properly, so that United Learning is a great place to work and serves the public properly. We must protect personal data and our systems – if they are compromised, that could cause direct harm to people or serious financial loss.

Your Headteacher will be sharing some key messages and general principles about these things at the start of term and we will be asking you to sign to say that you have read, seen and understood these. Failure to act in accordance with these principles could have serious consequences for your school and may be a disciplinary offence.

However, I want to stress that an honest mistake made in diligently trying to do your job well is not a hanging offence and that the right thing to do if you think something may have gone wrong is to come forward at the earliest opportunity. Most problems can be solved if we work together – but if, for example, you click on a link that might be dodgy but then don't tell anyone, that's when problems escalate.

Turning now to safeguarding of children, we are all acutely aware that the protection of children is of the highest importance, whatever our individual roles. We also have a responsibility to protect ourselves and others against the possibility of false accusation: openness and transparency are fundamentally important here. Attached to this letter are some important principles about how we conduct our relationships with students which you should read and reflect on.

It is also important that you read and familiarise yourself with the DfE's statutory guidance on [Keeping Children Safe in Education](#), which is updated every year, and ensure that you understand your responsibilities to safeguard and promote the wellbeing of children.

You must notify your Headteacher immediately about any circumstances which could result in a change to your DBS status or may call into question your suitability to work with children, such as any investigations by police or social services and any police charges, cautions or convictions.

FOR STAFF WORKING IN OR MANAGING RELEVANT EARLY OR LATER YEARS PROVISIONS

As part of your role you must confirm that you have not been involved in any activity/incident in the last 12 months which would render you disqualified from working with children under the Childcare (Disqualification) Regulations 2018. If anything has changed, please inform your Headteacher.

FOR EARLY YEARS SETTINGS ONLY to comply with the requirements of the DfE Statutory Framework on the Early Years Foundation Stage 2021

As part of your role you must confirm that you are not currently taking any medication that is likely to impair my ability to look after children properly. If anything has changed, please inform your Headteacher.

In sending these reminders to everyone, I am of course conscious that it is your care and concern for children and young people and your daily efforts to support them that is what makes our schools great places for young people to be. I hugely appreciate your devotion and commitment to your work.

The trust placed in us as we guide young people through their formative years is great and we need to help each other to shoulder this responsibility to the very best of our ability. Thank you again for all you have done and continue to do for children and young people in our schools.

Yours sincerely,



Sir Jon Coles
Chief Executive
United Learning

Guidance on staff student relationships – general principles

1. The relationship between staff and students is a professional one. Whilst it is expected that staff in school have a friendly and caring relationship with students, the relationship remains professional, not personal.
2. A personal relationship may occasionally arise due to family circumstances: for example if your own children are friends with those in the school or if you have a personal relationship with parents of children in the school. This can be appropriate as long as school leaders are aware. Otherwise a personal relationship between any staff member and student is inappropriate.
3. It is not appropriate for a student to visit a member of staff in their own home, or for a member of staff to meet with a student out of school hours or off school premises, without the express knowledge and consent of school leaders and the student's parent or guardian.
4. Over-familiar words and actions, displays of affection, singling children out with gifts or special attention, and discussion of one's private life or the personal life of the student are almost always inappropriate. Sexual innuendo is wrong in all circumstances.
5. Members of staff who need to work on a one-to-one basis with students in the course of their professional duties should either use a room which has vision panels in the door or keep the door open and ensure that colleagues know the meeting or lesson is taking place.

6. Staff should avoid driving students in their own cars where possible and ensure that they are not alone with just one student. Written parental consent should be obtained and a central dropping-off point arranged rather than home drops.
7. Physical contact with students must be avoided. This may be justifiable in limited circumstances: for example to pick up a young child who has fallen over in the playground, to break up a fight, or to restrain a student who risks causing injury to themselves or others. In the latter scenarios 'reasonable force' may be used, which means 'no more force than is needed'. Current DfE guidance is contained in ['Using Reasonable Force: Advice for head teachers, staff and governing bodies'](#). Members of staff must familiarise themselves with the school's physical restraint or behaviour policy and seek any clarification needed.
8. Occasionally it is necessary for professional academic reasons for staff to communicate with students out of school. A school mobile phone should be used where possible. Personal email addresses, phone numbers, social media contact details, online aliases or text-based messaging aliases must not be given, requested or used. Records of all contact must be kept on the student file, including the reason why personal contact was necessary.
9. It is not appropriate for boarders to have access to staff residential accommodation except in exceptional circumstances, with more than one adult present, and with the agreement of a school leader.
10. Any gathering organised as part of a celebration should usually be held on school premises. Staff should not consume alcohol whilst in the company of children.
11. Social networking sites such as Facebook, X, Instagram, WhatsApp, TikTok, SnapChat, LinkedIn, YouTube, gaming platforms and other digital media pose risks for staff in relation to professional integrity and student welfare.
 - a. Staff must not use these sites to contact or communicate with current students, former students under the age of 18 or those who have recently left the school.
 - b. Staff must take care when posting or commenting on posts to avoid putting themselves at risk of any accusations or of bringing their school into disrepute.
 - c. If you become aware of inappropriate material online about yourself, the school, a student, a colleague or the Group, you must inform a senior leader and they will instruct a member of staff to check the allegations and inform the appropriate authorities.
 - d. Staff should not follow students on social media and should take steps to prevent students from following them.
 - e. Staff must comply with the school image use policy, such as not including pupil surnames with pictures and ensuring parental permission has been given before posting a child's image.
12. If anything occurs which concerns you or makes you feel uncomfortable, you must discuss this with a senior colleague as soon as possible, even if it turns out that nothing untoward has happened. You must make a written record, dated and signed, of any such incident. Guidance regarding low level concerns in your school's safeguarding policy should be followed.
13. If an allegation is made against a member of staff, contractor or volunteer, the Group is committed to dealing with the allegation fairly, quickly and consistently, in a way that

provides effective protection for the child and supports the person who is the subject of the allegation.

14. Staff should familiarise themselves with information relevant to staff-student relationships in their school policies and procedures, such as:

- a. Safeguarding Policy and Child Protection Policy and Procedures;
- b. Behaviour and Discipline;
- c. Physical Restraint;
- d. Email and Internet Acceptable Use Policy;
- e. Social Media Policy.

APPENDIX 5 - School Child Protection Procedures

1. What Should Staff/Volunteers Do If They Have Concerns About A Child or Young Person in School?

Education professionals who are concerned about a child's welfare or who believe that a child is or may be at risk should pass any information to the Designated Senior Leader (DSL) in school; this should occur within 24 hours and be entered onto CPOMS. If CPOMS is not available the 'Cause for Concern' form can be used in hard copy format (Appendix 11) .

The Designated Senior Leaders are: Phil Hayden (SS), and Amanda Ilhan (Prep School and Nursery). The Deputy Designated Senior Leaders are: Helen Hotchkiss (SS), and Vicky Reynolds (Prep and Early Years).

It is these senior colleagues who are responsible for taking action where the welfare or safety of children or young people is concerned. If staff are uncertain about whether their concerns centre on a child's welfare or safety, then a discussion with their DSL/line manager will assist in determining the most appropriate next course of action:

Staff should never:

- a) do nothing/assume that another agency or professional will act or is acting.
- b) attempt to resolve the matter themselves.

The Designated Senior Leader/line manager should always consider the following key questions:

- 1) Am I dealing with 'risk' or 'need'? (By definition, a child at risk is also a child in need. However, what is the priority/level of need?)
- 2) Can the level of need identified be met in or by the school or by accessing lea or universal services/without referral to social services/by working with the child, parents and colleagues? Advice to be sought from LEA Duty Team.
- 3) What resources are available to me and what are their limitations?
- 4) Is the level of need such that a referral needs to be made to social services which requests that an assessment of need be undertaken? (*Section 17*)
- 5) Is the level and/or likelihood of risk and/or need such that a child protection referral needs to be made? (*Section 47*)
- 6) What information is available to me: Child, Parents, Family & Environment?
- 7) Do I need to make an Inquiry of the CP Register? (Authorised professional can do so, including DSLs)
- 8) What information is inaccessible and, potentially, how significant might this be?
- 9) Who do I/don't I need to speak to now and what do they need to know?

- 10) Where can I access appropriate advice and/or support?
- 11) If I am not going to refer, then what action am I going to take? (eg time-limited monitoring plan, discussion with parents or other professionals, recording etc)

2. Feedback to Staff Who Report Concerns to the Designated Senior Leader

Rules of confidentiality dictate that it may not always be possible or appropriate for the Designated Senior Leader to feedback to staff who report concerns to them. Such information will be shared on a 'need to know' basis only and the Designated Senior Leader will decide which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the child's welfare.

3. Thresholds for Referral to Social Services

Where a Designated Senior Leader or line manager considers that a referral to Social Services may be required, there are two thresholds for (and their criteria) and types of referrals that need to be carefully considered:

Is this a Child In Need? Under section 17 (s.17(10)) of the Children Act 1989, a child is in need if:

- a) He is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority;
- b) His health or development is likely to be impaired, or further impaired, without the provision of such services;
- c) He is disabled.

Is this a Child Protection Matter? Under section 47(1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:

- a) is the subject of an Emergency Protection Order;
- b) is in Police Protection; or where they have reasonable cause to suspect that a child is suffering or is likely to suffer **significant harm**.

Therefore, it is the 'significant harm' threshold' that justifies statutory intervention into family life. A professional making a child protection referral under s.47 must therefore provide information which clearly outlines that a child is suffering or is likely to suffer significant harm. **(The Designated Senior Leader will make judgements around 'significant harm', levels of 'need' and when to refer)**

4. Making Referrals to Social Services (Designated Senior Leader)

Child In Need/Section 17 Referrals: The DSL should complete a CAF and send this to the local Social Services Initial Assessment Team.

- a) This is a request for assessment/support/services and, as such, you must obtain the consent of the parent(s) (and child/young person where appropriate), this should be identified on the CAF;
- b) Where a parent/child/young person refuses to consent, you should make clear your ongoing plans and responsibilities in respect of support, monitoring etc, and the possibility of a child protection referral at some point in future if things deteriorate or do not improve. If a parent/child refuses to consent, advice can be sought from Children's Social Care.

Child Protection/Section 47 Referral: Make a telephone call to your local Social Services Initial Assessment Team. You will speak to a Customer Care Officer (this person is an administrator, not a Social Worker) whose role is to receive your referral information, enter it onto the appropriate IT system and forward to the relevant Social Work Team Leader for consideration:

- a) You still need to complete a CAF and should forward this as soon as possible, and certainly within 24 hours
- b) You do not require the consent of a parent or child/young person to make a child protection referral
- c) A parent should usually be informed by the referrer that a child protection referral is to be made. The criteria for not informing parents are:
 - Because this would increase the risk of significant harm to a child(ren); or
 - Because, in the referrer's professional opinion, to do so might impede an investigation that may need to be undertaken;
 - Because there would be an undue delay caused by seeking consent which would not serve the child's best interests.
- d) Fear of jeopardising a hard won relationship with parents because of a need to refer is not sufficient justification for not telling them that you need to refer. To the contrary, this lack of openness will do little to foster ongoing trust, particularly as the source of referrals will be disclosed to parents except in a limited number of circumstances. If you feel that your own or another adult's immediate safety would be placed at risk by informing parents then you should seek advice and/or make this clear on the CAF and in any telephone contact with social services.

5. Social Services Responses to Referrals and Timescales

In response to a referral, Social Services may decide to:

- 1) Take no further action;
- 2) Provide advice to the referrer and/or child/family;
- 3) Refer on to another agency who can provide services;
- 4) Convene a Strategy Meeting (within five working days);
- 5) Provide support services under Section 17;
- 6) Undertake an Initial Assessment (completed within seven working days);
- 7) Convene an Initial Child Protection Conference (within 15 working days of a Strategy Meeting) Undertake a Core Assessment (completed within 35 working days);
- 8) Accommodate the child under Section 20 (with parental consent);

- 9) Make an application to court for an Order.

6. Feedback from Social Services

Social Services have 24 hours within which to make a decision about a course of action in response to a referral. A DSL should expect to receive written confirmation (back page of CAF) about action following any referral within 7 days. If you do not receive any (same day) verbal feedback following an urgent child protection referral, and where this places school/a child(ren) in a vulnerable position, you should ask to speak to a Duty Social Worker, the relevant Team Leader or the LEA's Child Protection Officers.

7. Risk Assessment 'Checklist'

- 1) Does/could the suspected harm meet the definitions of abuse?
- 2) Are there cultural, linguistic or disability issues?
- 3) I am wrongly attributing something to impairment?
- 4) Does the chronology indicate any possible patterns which could/do impact upon the level of risk?
- 5) Are any injuries or incidents acute, cumulative, episodic?
- 6) Did any injuries result from spontaneous action, neglect, or intent?
- 7) Explanations consistent with injuries/behaviour?
- 8) Severity and duration of any harm?
- 9) Effects upon the child's health/development?
- 10) Immediate/longer term effects?
- 11) Likelihood of recurrence?
- 12) Child's reaction?
- 13) Child's perception of the harm?
- 14) Child's needs, wishes and feelings?
- 15) Parent's/carer's attitudes/response to concerns?
- 16) How willing are they to cooperate?
- 17) What does the child mean to the family?
- 18) What role does the child play?
- 19) Possible effects of intervention?
- 20) Protective factors and strengths of/for child (ie resilience/vulnerability)
- 21) Familial strengths and weaknesses?
- 22) Possibilities?
- 23) Probabilities?
- 24) When and how is the child at risk?
- 25) How imminent is any likely risk?
- 26) How grave are the possible consequences?
- 27) How safe is this child?
- 28) What are the risk assessment options?
- 29) What are the risk management options?
- 30) What is the interim plan?

APPENDIX 6 - Types of abuse and neglect

- 1) **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

Possible signs of physical abuse include:

- a) Unexplained injuries, bites, burns, bruises, particularly if recurrent;
 - b) Parental refusal to discuss or inconsistent explanations offered;
 - c) Untreated illnesses or lingering injuries;
 - d) Admission of punishment which is excessive;
 - e) Shrinking from physical contact;
 - f) Fear of returning home or of parents being contacted;
 - g) Fear of undressing;
 - h) Fear of medical help;
 - i) Aggression or bullying;
 - j) Unexplained patterns of absences which may serve to hide injuries;
 - k) Overly-compliant behaviour or watchfulness;
 - l) Significant behavioural change without apparent explanation.
-
- 3) **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Possible signs and symptoms of emotional abuse include:

- a) Continual self-deprecation;
- b) Fear of new situations/persons;
- c) Inappropriate emotional responses to 'painful' situations;
- d) Self-harm or mutilation;
- e) Compulsive stealing or scrounging;

- f) Drug or solvent abuse;
 - g) 'Neurotic' behaviour – obsessive rocking, thumb-sucking etc;
 - h) Air of detachment and 'don't care' attitude;
 - i) Social isolation – few friends, doesn't join-in;
 - j) Desperate attention-seeking behaviour;
 - k) Eating problems (inc lack of appetite);
 - l) Depression, withdrawal.
- 4) **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Possible signs and symptoms of neglect include:

- a) Constant hunger/tiredness
 - b) Poor personal hygiene or inappropriate clothing
 - c) Frequent lateness or non-attendance at school
 - d) Untreated medical problems
 - e) Low self-esteem & poor social relationships/skills
 - f) Compulsive stealing/scrounging
 - g) Non-organic failure to thrive
- 5) **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 non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (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.

Possible physical signs of child sexual abuse include:

- a) Any physical injury may be indicative of physical and another form of abuse e.g. grab marks may indicate restraint during sexual abuse;
- b) Scratches abrasions;
- c) Genital/anal infection;
- d) Pregnancy;
- e) Bleeding from anus/vagina;
- f) Difficulty/pain in passing urine/faeces

ARRANGEMENTS FOR DEALING WITH Child-on-Child abuse are explained in detail on page 14-19 of the school's Safeguarding policy.

APPENDIX 7 – Radicalisation, Female Genital Mutilation, Child Sexual Exploitation & Cyber-Bullying

1. Radicalisation

Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo, or reject and or undermine contemporary ideas and expressions of freedom of choice. The “Counter-Terrorism and Security Act” places a duty on schools to take due regard of the need to prevent people from being drawn into terrorism. Staff should be aware of the early warning signs of radicalism.

Signs and indicators of a child who is in the process of being radicalised may include:

- Self-identification e.g. naming new ideological leaders/role models, lingering concerns with questions of meaning and identity, concentrated self-image.
- Very strong devotion to a particular cause, newfound patriotism.
- An ‘Us Versus Them’ societal view e.g. seeing society as the enemy, verbal expression against the government, expressed feelings of disconnection, change in personal narrative.
- Social interaction e.g. disconnecting with former community, initiating personal violence, forcing customs on others, untouchable demeanour, dependence on communication technology
- Persona e.g. change in personality, particular emotional expressions
- Association e.g. associating with Extremist Groups, word choice, change in physical appearance and/or attire, internet identity, training travel

Prevent

- Staff are updated during Inset sessions on the need to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.
- If staff are concerned about a pupil they can make a referral through the Designated Safeguarding Lead or to the Children's Services in the normal way or to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.
- The Channel coordinator can be contacted on 01772 413029/412914 email Channel@lancashire.pnn.police.uk . If staff believe a pupil is at immediate risk they are to dial 999. Where there are concerns relating to radicalisation the parents or pupil do not need to be

consulted prior to referral where there are reasonable grounds to believe that the child is at risk of serious harm.

The school builds resilience to radicalisation by promoting fundamental British values in part through the PSHE syllabus teaching pupils to manage risk, resist pressure, make safer choices and seek help if necessary and in part through religious education and other relevant subject areas that focus on democracy, diversity, mutual respect and managing debate on contentious issues. The school ensures that children are safe from terrorist and extremist material when accessing the internet in school by having filters on the school's system. The risk from online radicalisation is reduced by building resilience in children using the school's ICT, PSHE and Enrichment curriculum.

Staff are aware of the risks posed by online activity of extremist and terrorist groups. All teaching staff have read the Home Office briefing note for schools 'How Social Media is used to encourage travel to Syria and Iraq' and have completed the on-line general awareness module on Channel. Where there are concerns relating to radicalisation, if there are reasonable grounds to believe the child is at risk of serious harm, the pupils and parents do not need to be consulted before making a referral.

2. Female Genital Mutilation

"Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons."

(World Health Organisation-1997)

FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child's right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child.

Indications that FGM has taken place:

- Prolonged absence from school with noticeable behaviour change – especially after a return from holiday.
- Spend long periods of time away from the class during the day.
- A child who has undergone FGM should be seen as a child protection issue. Medical assessment and therapeutic services to be considered at the Strategy Meeting.

Indications that a child is at risk of FGM:

- The family comes from a community that is known to practice FGM - especially if there are elderly women present.
- In conversation a child may talk about FGM.
- A child may express anxiety about a special ceremony.
- The child may talk or have anxieties about forthcoming holidays to their country of origin.
- Parent/Guardian requests permission for authorised absence for overseas travel or you are aware that absence is required for vaccinations.
- If a woman has already undergone FGM – and it comes to the attention of any professional, consideration needs to be given to any Child Protection implications e.g. for younger

siblings, extended family members and a referral made to Social Care or the Police if appropriate.

Staff concerned about the potential for FGM should go through the normal safeguarding procedures. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, it is a statutory duty to report it to the police. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate.

3. Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Like all forms of child sexual abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Child sexual exploitation is a complex form of abuse and it can be difficult for those working with children to identify and assess. The indicators for child sexual exploitation can sometimes be mistaken for 'normal adolescent behaviours'. It requires knowledge, skills, professional curiosity and an assessment which analyses the risk factors and personal circumstances of individual children to ensure that the signs and symptoms are interpreted correctly and appropriate support is given. Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or

fearful of what might happen if they don't comply (all of which are common features in cases of child sexual exploitation) consent cannot legally be given whatever the age of the child.

Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

One of the key factors found in most cases of child sexual exploitation is the presence of some form of exchange (sexual activity in return for something); for the victim and/or perpetrator or facilitator.

Where it is the victim who is offered, promised or given something they need or want, the exchange can include both tangible (such as money, drugs or alcohol) and intangible rewards (such as status, protection or perceived receipt of love or affection). It is critical to remember the unequal power dynamic within which this exchange occurs and to remember that the receipt of something by a child/young person does not make them any less of a victim. It is also important to note that the prevention of something negative can also fulfil the requirement for exchange, for example a child who engages in sexual activity to stop someone carrying out a threat to harm his/her family.

Whilst there can be gifts or treats involved in other forms of sexual abuse (e.g a father who sexually abuses but also buys the child toys) it is most likely referred to as child sexual exploitation if the 'exchange', as the core dynamic at play, results in financial gain for or enhanced status of, the perpetrator.

Where the gain is only for the perpetrator/facilitator, there is most likely a financial gain (money, discharge of a debt or free/discounted goods or services) or increased status as a result of the abuse.

If sexual gratification, or exercise of power and control, is the only gain for the perpetrator (and there is no gain for the child/young person) this would not normally constitute child sexual exploitation, but should be responded to as a different form of child sexual abuse.

The sexual exploitation of children is defined as: Involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

The following is a comprehensive list of warning signs which can be used as a vulnerabilities checklist. This promotes awareness of 'softer' intelligence. The following are typical vulnerabilities in children prior to abuse:

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality)

- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour'- based violence, physical and emotional abuse and neglect)
- Recent bereavement or loss
- Gang association either through relatives, peers or intimate relationships (in cases of gang-associated CSE only)
- Attending school with young people who are sexually exploited
- Learning disabilities
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families
- Friends with young people who are sexually exploited
- Homeless
- Lacking friends from the same age group
- Living in a gang neighbourhood
- Living in residential care
- Living in hostel, bed and breakfast accommodation or a foyer
- Low self-esteem or self-confidence
- Young carer

The following signs and behaviour are generally seen in children who are already being sexually exploited.

- Missing from home or care
- Physical injuries
- Drug or alcohol misuse
- Involvement in offending
- Repeat sexually-transmitted infections, pregnancy and terminations
- Absent from school
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites
- Estranged from their family
- Receipt of gifts from unknown sources
- Recruiting others into exploitative situations
- Poor mental health
- Self-harm
- Thoughts of or attempts at suicide

The contact number for the Police CSE team, Awaken is 01253 477261. This number should be used to share concerns.

4. Cyber-Bullying & Sexting

Advice and procedures relating to instances of cyber-bullying and sexting are contained in the school's *Anti-Bullying* policy.

APPENDIX 8- Talking and Listening to Children

If a child wants to confide in you, you *SHOULD*

- a) Be accessible and receptive;
- b) Listen carefully and uncritically, at the child's pace;
- c) Take what is said seriously;
- d) Reassure children that they are right to tell;
- e) Tell the child that you must pass this information on;
- f) Make sure that the child is ok ;
- g) Make a careful record of what was said (see *Recording*).

You should NEVER

- a) Investigate or seek to prove or disprove possible abuse;
- b) Make promises about confidentiality or keeping 'secrets' to children;
- c) Assume that someone else will take the necessary action;
- d) Jump to conclusions, be dismissive or react with shock, anger, horror etc;
- e) Speculate or accuse anybody;
- f) Investigate, suggest or probe for information;
- g) Confront another person (adult or child) allegedly involved;
- h) Offer opinions about what is being said or the persons allegedly involved;
- i) Forget to record what you have been told;
- j) Fail to pass this information on to the correct person (the Designated Senior Leader).

Children with communication difficulties, or who use alternative/augmentative communication systems: While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children. Opinion and interpretation will be crucial (be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court).

Recordings should

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded on CPOMS or, if this is not available or appropriate, in writing.

- 1) State who was present, time, date and place;
- 2) Be written in ink and be signed by the recorder;
- 3) Be passed to the DSL or Head Teacher immediately (certainly within 24 hours);
- 4) Use the child's words wherever possible;
- 5) Be factual/state exactly what was said;
- 6) Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.
- 7) Where a report includes online elements, staff are reminded not to view or forward any illegal images of a child but note what has been reported.

What information do you need to obtain?

Schools have **no investigative role** in child protection (Police and social services will investigate possible abuse very thoroughly and in great detail, they will gather evidence and test hypotheses – leave this to them!);

- 1) Never prompt or probe for information, your job is to listen, record and pass on;
- 2) Ideally, you should be clear about what is being said in terms of **who, what, where and when**;
- 3) The question which you should be able to answer at the end of the listening process is 'might this be a child protection matter?';
- 4) If the answer is yes, or if you're not sure, record and pass on immediately to the Designated Senior Leader.

If you do need to ask questions, what is and isn't OK?

- 1) **Never** asked closed questions ie ones which children can answer yes or no to, such as " Did he touch you?"
- 2) **Never** make suggestions about who, how or where someone is alleged to have touched, hit etc e.g Top or bottom, front or back?
- 3) If we must, use only '**minimal prompts**' such as 'go on ... tell me more about that ... tell me everything that you remember about that '
- 4) Timescales are very important: '**When was the last time this happened?**' is an important question.

What else should we think about in relation to disclosure?

- 1) Is there a place in school which is particularly suitable for listening to children eg not too isolated, easily supervised, quiet etc;
- 2) We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal;
- 3) Be prepared to answer the 'what happens next' question;
- 4) We should never make face-value judgements or assumptions about individual children. For example, we 'know that [child.....] tells lies';
- 5) Think about how you might react if a child DID approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity;
- 6) Think about what support **you** could access if faced with this kind of situation in school.

APPENDIX 9 - Child Protection Statement on the School Website

The school's approach to the care of our children aims to ensure that the children will feel secure, that they will be able to talk, and feel that they will be heard.

The PSHE curriculum plays a crucial role in this process. Although this formal curriculum is important, the culture of the school, the strength of the tutorial system and the positive relationships formed between children and teachers all strengthen our overall level of care and increase the likelihood that that our children may feel able to confide in us, and that we will ourselves be aware of any causes for concern. Our day-to-day contact with the children means that we are well placed to observe any child protection issues.

Mr P Hayden is the designated Child Protection Officer in the Senior School and Mrs A Ilhan is the designated Child Protection Officer in the Preparatory School/Nurseries and Miss V Reynolds is Deputy DSL with responsibility for Nursery. All staff receive training on child protection issues, and this training is regularly updated.

The Children Act (1989) requires that all school staff pass on information which gives rise to a concern about a child's welfare, including risk from non-accidental injury, neglect, emotional or sexual abuse, to the Headmaster and/or the designated Child Protection Officer. The school will seek, in general, to discuss any concerns with parents and, where possible, seek their consent for any referral to the Social Services Department. However, this can only be done where such discussion and agreement will not place the child at increased risk of significant harm.

In all such matters, the school is bound by and willingly complies with its legal obligations and, with regard to the above, the School follows the procedures set out in our Child Protection Policy. This full policy is available by clicking [here](#).

APPENDIX 10 – DBS Checks, Visitors & Volunteers

Introduction – 3 Categories of Visitor

Any person aged 16 or over, who is neither a current member of staff nor a current student, on the school campus must be one of the following:

- 1) Disclosure and Barring Service (DBS) checked by the school (involvement with the school should be not less than once every three months, to maintain the validity of the DBS check).
- 2) A visitor or agency worker with their own institution's DBS check, which has been previously clarified (DBS details and photo ID) and authorised by WSLT and the school's HR administrator, and where person ID has been officially verified on arrival. This applies to:
 - a. A supply agency worker
 - b. An ITT student from a teacher training college
 - c. An employee of United Learning
 - d. A member of the Armed Forces
 - e. A member of the police, fire service, or medical profession (NHS)
 - f. A member of another specific organisation, where the Headmaster has agreed in writing, on an individual basis, a unique safeguarding protocol in respect to the organisation's own safeguarding procedures; copies of such agreements are logged by the HR administrator
- 3) A visitor who must be supervised throughout their time on campus by a safeguard-approved adult (there are circumstances where supervision may not need to be continual, but each individual case must be discussed and authorised by WSLT beforehand, having been appropriately risk assessed).
- 4) All materials from visiting speakers is checked prior to them arriving on site. Where appropriate, vetting in the form of online searches or other appropriate means is carried out. Standard visitor procedures are followed in that all visitors without DBS checks are accompanied at all times.

Please note that any parent, former student, or former member of staff, unless they have been DBS cleared by the school, is a visitor under category 3.

Signing In & Lanyards

In accordance with Group and school Health & Safety procedures:

- 1) All visitors, regardless of their safeguarding status, must sign in under fire regulations and wear a school visitor lanyard. (Please note that peripatetic music staff are contracted staff with a timetable, who need neither to sign in nor wear a lanyard. Invigilators for external examinations are managed by the Exams Officer on each campus, who will advise of correct procedure in this regard).
- 2) Visitors who do not need supervision wear a navy blue lanyard (categories 1 and 2 of the Introduction); visitors who must be supervised wear a burgundy lanyard (category 3 of the Introduction).

- 3) Staff should challenge appropriately any visitor on campus with a burgundy lanyard, if they appear to be unsupervised.
- 4) Members of the LGB may wear their personalised school badge in lieu of the navy blue visitor lanyard, but should still sign in under fire regulations so that we know they are on campus in case of an evacuation.
- 5) Visitors from United Learning, including teaching colleagues at other United Learning schools, should wear:
 - a. *Either* their Group/school badge and a navy lanyard, without the attached pass
 - b. *Or* the navy lanyard with the completed visitor pass
- 6) Signing in, as above, applies during normal school working hours. For after school events, including external lets, when Reception/Security staff are available:
 - a. Formally registering actual participants (eg. club, match) is the responsibility of the person organising the event, where reasonably small numbers are involved. This is purely so that there is an accurate record of who is on campus at the time in case of evacuation.
 - b. Spectators or ad hoc visitors to such events should sign in and out at Main Reception. They do not need to wear a lanyard or badge, but we should have a record of who is on campus in case of evacuation.
 - c. Larger-scale or open school events (eg. parental evenings, performances, celebration events) require no signing in or out. Levels of staff presence on these occasions are such that evacuation could be effectively managed at the time, if required, and public announcements are made as appropriate.

Volunteers

As above, any volunteer who is aged 16 or over, and is not a current student at the school, must go through the DBS process and other safer recruitment checks:

- 1) If, as a volunteer, they are involved in an activity, or school trip, which involves an overnight stay. This includes the partners of staff employed by the school.
- 2) If, as a volunteer, they will be left unsupervised with students from the school. This includes any parent who may act as a host on a sports tour for AKS students.
- 3) If, as a volunteer, they are involved in a regular activity at school. Regular is seen to be more than once a month.

A volunteer does not have to complete an enhanced DBS check for a one off visit/activity, providing the volunteer will not be left unsupervised with students.

Any member of staff planning to use a volunteer who requires an enhanced DBS clearance must complete the form on Page 3 and give it to the campus Head/Head of the Junior School. No volunteer can be involved in a school activity until the DBS process and other safer recruitment checks have been completed. All volunteers must have two references confirming that they are suitable to work with children and young people. See Page 4. There must also be no objections to their involvement with children from the wider school community.

It is important to note that if the volunteer does not have contact with the school for a period of more than three months then the DBS process and other safer recruitments checks must be repeated.

Additional Help

Staff can obtain further guidance on this issue from senior management and HR administration.

APPENDIX 11 – Safeguarding Cause for Concern Form (Copy)

Cause For Concern Form is only to be used if CPOMS is unavailable or inappropriate.

CAUSE FOR CONCERN FORM

**STUDENT
DETAILS**

NAME			
YEAR / FORM			

STAFF DETAILS

STAFF NAME			
Date of incident / report / disclosure			

**CONCERN
DETAILS**

Nature of concern
Provide details of the incident or concerns you have including times, dates, description of any injuries, witness details, what you have observed, heard or been told, if the information is first hand, fact or opinion, any other relevant details. Please clearly sign and date the record at the end of your statement.

TO BE COMPLETED BY THE SENIOR DESIGNATED LEAD / DEPUTY DESIGNATED LEAD

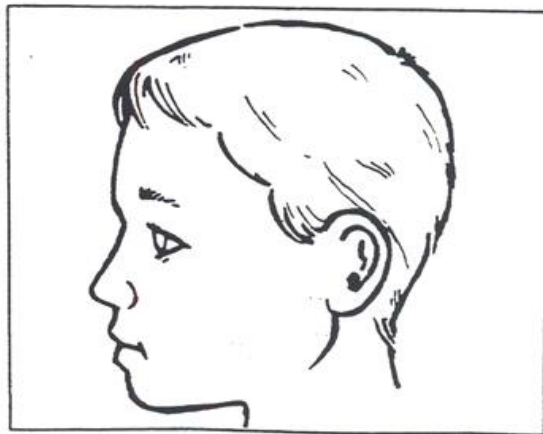
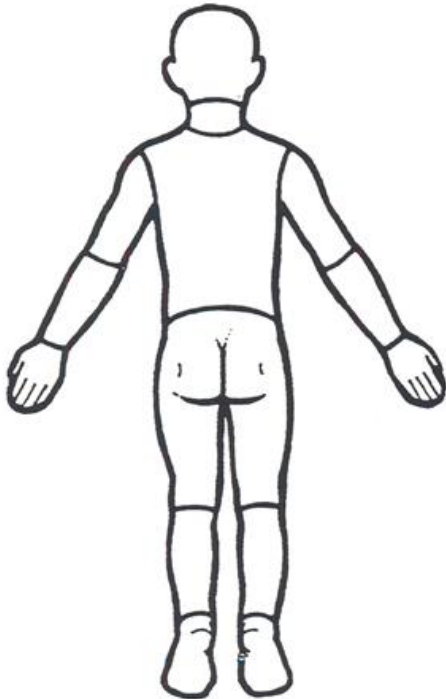
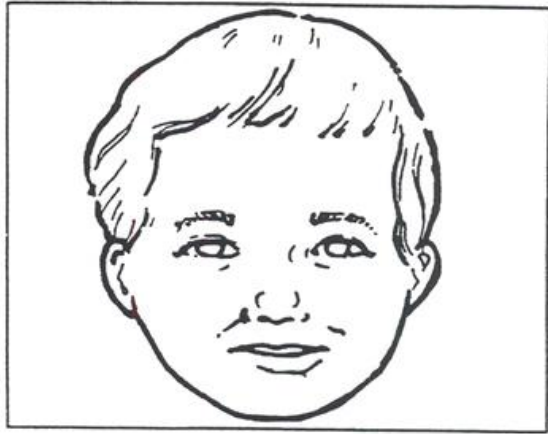
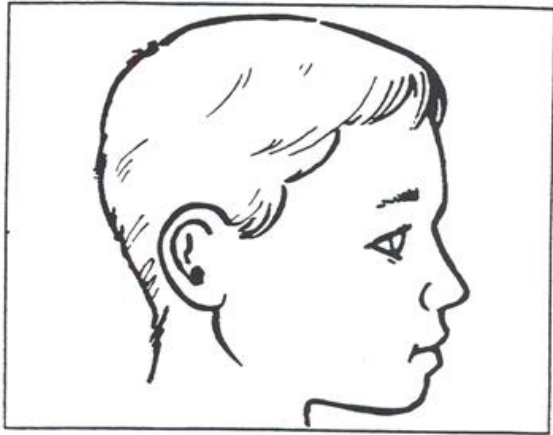
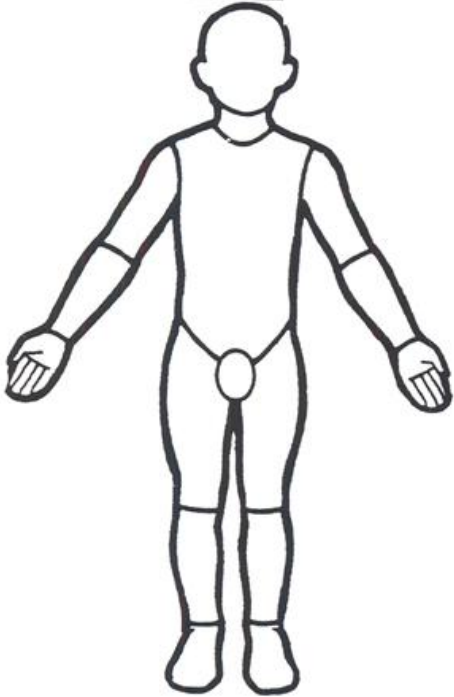
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AGREED ACTIONS & ANTICIPATED OUTCOMES:

Record all discussions, communications, referrals & decisions made. Include details of conversations with parents / other agencies & rationale behind key decision

This form should be used to record concerns about a young person. It should be completed as accurately as possible & passed directly to the Senior Designated Person/Deputy Designated Person who should action & then file securely. The school's child protection & safeguarding procedures should always be followed.

Body Map



United Learning Whistleblowing (Raising Concerns) Policy

Scope

The policy and procedure set out in this document applies to all United Church Schools Trust (UCST) and United Learning Trust (ULT) employees; including Central Office, teaching, support, fixed-term, part-time, full-time, permanent and temporary staff, all members of Boards, Committees and other bodies, paid and honorary, giving advice and support to United Learning and any of its Independent Schools and Academies. This policy will apply to those whose contract with United Learning is as a result of a transfer of undertakings (TUPE) to United Learning where it is considered that any contractual TUPE Whistleblowing Policy is no longer fit for purpose due to contextual or legislative changes occurring since the date of transfer.

The two companies (UCST and ULT) are referred to in this policy by their trading name, 'United Learning'. Where this policy refers to 'School' or 'Head Teacher' within Central Office this should be interpreted to refer to the department where a member of staff works and their Head of Department.

As a values-led organisation our values of ambition, confidence, creativity, respect, enthusiasm and determination are key to our purpose and underpin all that we do.

1. Introduction

- 1.1 Whistleblowing describes the act of reporting or disclosing information which relates to suspected serious wrongdoing or dangers in the workplace and is made in the public interest.
- 1.2 This policy enables employees and other persons working for United Learning or on our premises, together with suppliers and those providing services under a contract with United Learning, to confidentially voice concerns over suspected malpractice or wrongdoing.
- 1.3 This policy aims to:
 - a) Develop and maintain a working environment in which everyone feels able and encouraged to speak up about concerns they may have in relation to any of the circumstances detailed in section 2.1;
 - b) Provide avenues for individuals to raise concerns and receive appropriate feedback and responses;
 - c) Establish a fair and impartial investigative procedure;
 - d) Ensure that individuals will be protected from any reprisals or victimisation as a result of raising their concerns;
 - e) Ensure that the activities of United Learning, its officers and employees, whilst confidential in terms of commercial operations, are not subject to cover-up where any of the circumstances referred to in section 2.1 arise.
- 1.4 United Learning seeks to conduct itself with honesty and integrity at all times and accordingly promotes a culture of openness, cooperation and accountability. Everyone has a role to play in ensuring the success of this policy, which should be followed to report any suspected danger or

wrongdoing as soon as possible. All managers and leaders should set an appropriate standard and proactively promote awareness of this policy and ensure that concerns are taken seriously.

- 1.5 For matters of personal interest and those which do not impact the wider public, please refer to the United Learning Grievance Procedure.

2. Policy

- 2.1 It is the duty of every individual to speak up about genuine concerns in relation to:

- a) Criminal activity;
- b) Negligence by any person or outside body;
- c) Breach of a legal, contractual obligation or statutory code;
- d) Miscarriage of justice;
- e) Danger to health and safety or the environment and danger at work;
- f) Breach of United Learning, Central Office, School or Academy procedures;
- g) Financial or operational malpractice, fraud or corruption;
- h) Improper conduct under United Learning policies and procedures;
- i) The dissemination of radical or extreme opinions which are contrary to the Mission and Values Statements of United Learning or any of its Schools or Academies;
- j) Concerns regarding modern slavery or human trafficking;
- k) Exam/assessment malpractice;
- l) Poor or unsafe safeguarding practice (if appropriate, individuals should refer to the *'United Learning Guidance on Dealing with Allegations of Abuse against Teachers and Other Staff'*);
- m) The cover-up of any of these in the workplace; *and*
- n) Any other serious concern relating to appropriate standards of public life, including abuses of power.

- 2.2 United Learning is committed to ensuring that any concerns of this nature are taken seriously and investigated. A disclosure to United Learning will be protected if the individual:

- a) Has an honest and reasonable suspicion that any of the circumstances listed at 2.1 above has occurred, is occurring or is likely to occur; *and*
- b) Has reasonable belief that the disclosure is made in the public interest.

- 2.3 Individuals who raise concerns reasonably, responsibly and in the appropriate manner will not be penalised in any way and will be protected from harassment and victimisation. This will still apply if an individual raises a concern based on information given to them in confidence.

- 2.4 United Learning encourages the open reporting of concerns, without fear of reprisals, under this policy. Disclosures made anonymously are often difficult to investigate and prevent United Learning from responding to and updating the individual who raised the concern regarding any action taken or outcome. That said, anonymous disclosures are preferable to silence about serious wrongdoing or danger, and will still be appropriately investigated if sufficient specific information is provided to enable this to happen.

- 2.5 Any individual who approaches the media before following due process as set out in this policy is unlikely to be protected by whistleblowing law.

3. Procedure

- 3.1 **Stage 1:** Any individual who has reasonable concerns in relation to those matters listed at 2.1 above should initially take them to the Head Teacher or Central Office Head of Department. If they do not feel that this is the appropriate person, or their concern is in relation to the Head Teacher or Central Office Head of Department, they should approach another senior manager or go direct to any of the following:
- a) Chief Executive;
 - b) Another member of the Executive Team (i.e. the Director of Secondary Education, the Director of Primary Education, the Chief Operating Officer, the Chief Financial Officer or the Director of Strategy and Performance);
 - c) The appropriate Regional Director or the Head of Independent Schools;
 - d) Director of HR, Company Secretary or Head of Internal Audit;
 - e) The Chair of the Local Governing Body (or another governor if the Chair is unavailable);
 - f) The Chair of the Group Board if no other person would be appropriate.
- 3.2 The individual listed in point 3.1 to whom the concern has been raised will establish and record the basis of the concerns and establish what further actions are required. The individual raising the concern will be advised in writing of the outcome of the investigation as soon as possible, normally within 10 working days of the date of their disclosure. Where a longer period is needed for investigation, the member of staff will be informed in writing the reason for the delay and an estimated timescale. Any information provided about the investigation must be treated as confidential. In some cases, the need for confidentiality may prevent United Learning from providing specific details of the investigation and/or outcomes.
- 3.3 **Stage 2:** If an individual is not satisfied with the response received and any subsequent action taken, they should put their concerns in writing, within one month of receiving the written investigation outcome, to the Chair of the UCST or ULT Board¹ who will arrange any further investigation as appropriate. The Chair of the UCST or ULT Board will send a written response to the individual concerned within 10 working days.
- 3.4 The Chief Executive will be informed of all reported disclosures and the actions being taken, unless it is inappropriate to do so.
- 3.5 In the case of disclosures on alleged fraud and corruption, the Chief Financial Officer will be informed immediately and subsequently coordinate the investigation of the alleged malpractice. Please refer to the United Learning Fraud Policy and procedures for more details.
- 3.6 United Learning will provide appropriate training to those individuals likely to receive a whistleblowing disclosure on how to manage such a matter. Guidance on Whistleblowing will be made available to all staff.

¹ Correspondence for the Chairs of the Board should be sent via the Company Secretary at United Learning Central Office, who will ensure confidentiality is maintained.

- 3.7 Individuals are encouraged to seek advice from their trade union/professional association before making a disclosure. An individual may choose to make a disclosure to United Learning via their trade union representative to preserve their anonymity. Both the employee making the disclosure and the trade union representative will be protected from any reprisals or victimisation as a result of raising the concern.
- 3.8 It is recognised that for some individuals, raising a concern under this procedure may be a daunting and difficult experience. An individual may choose to be accompanied or represented by a colleague or by their Trade Union representative at any stage of this procedure.
- 3.9 All reported incidents will be investigated.
- 3.10 All reports will be dealt with in confidence, in accordance with United Learning's usual confidentiality in relation to possible disciplinary matters (see United Learning Disciplinary Procedure). However, whilst confidentiality will be maintained as far as possible, in some circumstances, the law may require the identity of the whistle-blower to be made known.
- 3.11 The use of this policy to further private disputes or make unfounded allegations for malicious or vexatious reasons may result in disciplinary action being taken against that individual.
- 3.12 A flowchart of the process to be followed can be found in Appendix 1.
- 3.13 All concerns received should be logged in the [whistleblowing tracking system](#).

4. Guiding Principles

- 4.1 To ensure that this policy is adhered to, and to assure all to whom this policy applies that their concerns will be taken seriously, United Learning will:
 - a) Not tolerate the harassment or victimisation of an individual for raising a concern and will take appropriate action in order to protect them. Employees can go to an employment tribunal if they believe they have been treated unfairly as a result of making a disclosure;
 - b) Treat victimisation of whistle blowers as a serious matter, which will be managed in accordance with the Disciplinary Procedure;
 - c) Not attempt to conceal evidence of poor or unacceptable practice;
 - d) Take disciplinary action where an employee wilfully or negligently destroys or conceals evidence of breach of this policy (this clause should not be read as preventing corrective action from taking place in accordance with good practice);
 - e) Ensure confidentiality clauses in employment contracts do not restrict, forbid or penalise whistle blowing.

5. The Legal Position

- 5.1 The European Convention on Human Rights was incorporated into UK law by the Human Rights Act 1998, and the Public Interest Disclosure Act 1998 (PIDA) which reflects article 10 of the Convention in providing the right to freedom of expression. The PIDA came into force on 2 July 1999 and offers a framework of protection against victimisation or dismissal for workers who blow the whistle on criminal behaviour or other wrongdoing. Further provisions were introduced by the Enterprise and Regulatory Reform Act 2013.

5.2 Keeping Children Safe in Education (DfE) applies a statutory duty for schools to provide a mechanism in which individuals are able to raise concerns about poor or unsafe practice and potential failures in a school's safeguarding regime and that such concerns will be taken seriously by the senior leadership team.

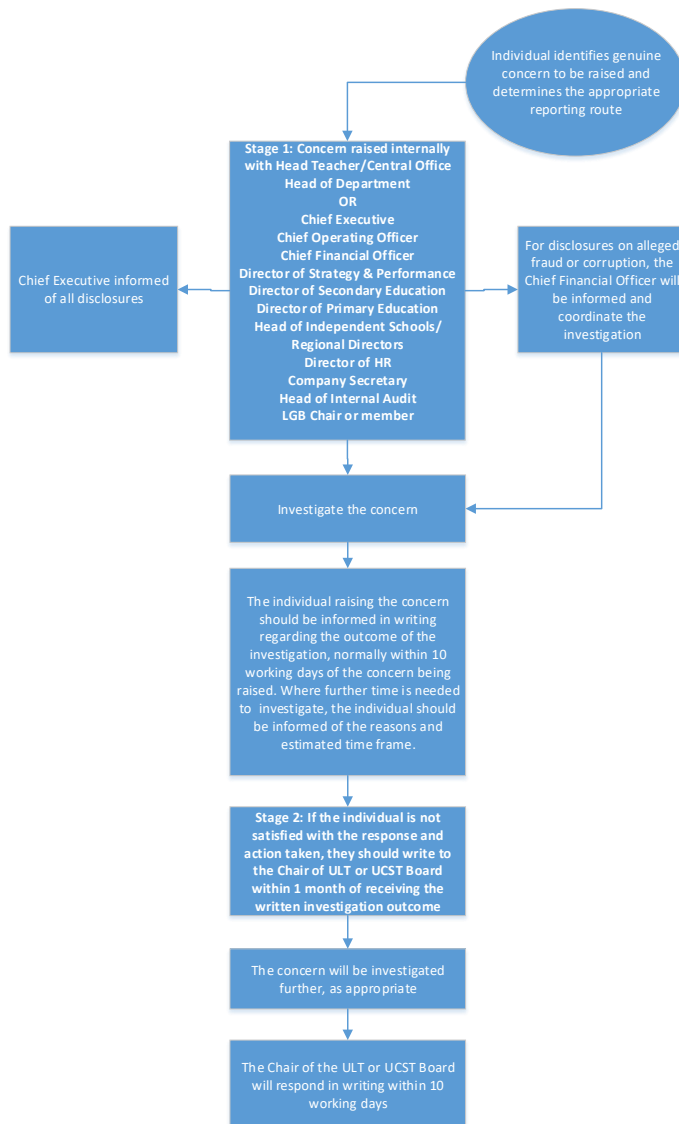
6. Independent Advice and Further Reading

- 6.1 Individuals who feel unsure about whether or how to raise a concern or want confidential advice can contact the independent charity [Protect](#) on 020 3117 2520 or email whistle@protect-advice.org.uk. Their lawyers can give free confidential advice on how to raise a concern about serious malpractice at work.
- 6.2 Free information and advice can also be obtained from the Advice, Conciliation and Arbitration Service ([ACAS](#)) – Telephone: 0300 1231 100.
- 6.3 Additional information is available at www.gov.uk/whistleblowing, within '[Keeping Children Safe in Education](#)' (DfE).
- 6.4 Where schools have access to the Employee Assistance Programme, employees can obtain free and confidential information, support and counselling on a wide range of work, personal and family issues (www.well-online.co.uk, 0800 0851376).
- 6.5 On the receipt of any concern, it is the responsibility of United Learning to ensure that the appropriate external body, such as a regulator, is informed. However, if you choose to do this yourself, the following [link](#) provides a list of prescribed persons and bodies who you can make a disclosure to, along with a brief description about the matters you can report to each prescribed body. Disclosure to a prescribed person will still be protected under whistleblowing law.

7. Review and Monitoring

- 7.1 This policy will be reviewed on a regular basis to ensure consistency, fairness and effectiveness, and to reflect any changes in employment legislation.
- 7.2 United Learning will monitor and review the outcomes and impact of this policy, including equality monitoring, on an annual basis. Group summary reports on the operation of this policy will be discussed annually with recognised trade unions.

Flowchart of Whistleblowing Reporting Process



Appendix 13 – Working Together To Safeguard Children (HM GOVERNMENT, 2023) – ISSUED FEBRUARY 2024

As the version of this statutory guidance was published in December 2023 (mid academic year) schools have been advised to add this appendix to the existing ‘Safeguarding Children and Child Protection Policies and Procedures’ template document. This should be shared with all staff and they should then confirm that they have read and understood this appendix and there should be a pathway (usually contacting the DSL/DDSL) should they have further questions and/or wish to seek further clarification.

The content of this appendix focuses on the changes that most impact/have greatest relevance for schools staff and day to day safeguarding in their school, there are likely to be changes in the foreseeable future to local policies, procedures and guidance via the local safeguarding children partnership.

This Department for Education (DfE) statutory guidance sets out what organisations and agencies who have functions relating to children must and should do to help, protect and promote the welfare of all children and young people under the age of 18 in England.

This new edition of Working together is central to delivering on the strategy set out in Stable homes, built on love (2023), which outlines the Government's commitment to support every child to grow up in a safe, stable and loving home.

Changes/additions to definition of Safeguarding

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- *providing help and support to meet the needs of children as soon as problems emerge*
- *protecting children from maltreatment, whether that is within or outside the home, including online*
- *preventing impairment of children's mental and physical health or development*
- *ensuring that children grow up in circumstances consistent with the provision of safe and effective care*
- *promoting the upbringing of children with their birth parents, or otherwise their family network⁴ through a kinship care arrangement, whenever possible and where this is in the best interests of the children*
- *taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.*

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online. Effective safeguarding means practitioners should understand and be sensitive to factors, including economic and social circumstances and ethnicity, which can impact children and families' lives.

Suitable Education

All children aged 5 to 16 are legally entitled to a full-time education, suitable to any special educational need. Education is essential for children's progress, wellbeing and wider development and being in school is a protective factor against wider harms, including exploitation. Where children are not receiving education, either because they persistently missing school, or are not registered at a school and not receiving a suitable education otherwise, this could be a possible indicator of neglect, abuse or exploitation or could in itself constitute neglect in severe and sustained cases.

It is important that relevant information where children are home educated is shared between local authorities, schools, colleges, and other relevant partners. Parents have a right to educate their children at home providing the education is suitable. When a child of school age is not a registered

pupil at a school and is not receiving suitable education at home, this could be an indicator of neglect, abuse, or exploitation. Schools must notify the local authority of a child's removal from the school roll at a non-standard transition point⁶⁴, and they should also share information on a child's circumstances, especially if already known to children's social care or if they have an EHC plan.

Multi-agency safeguarding arrangements

Local Safeguarding Children Partnerships should create an environment which enables all schools (including independent schools and academy trusts), colleges, early years, and other education and childcare providers in the local area to be fully engaged, involved and included in local safeguarding arrangements. This means making sure that the views and contributions of education and childcare providers are articulated at the highest level of decision-making. Although it may be challenging for a single education or childcare leader to speak on behalf of all local providers, LSPs should have an education representative at strategic discussions representing the education sector. These local leaders will bring insights on the experiences of children locally, and on how arrangements impact on the education and childcare system.

Education providers, including multi-academy trusts, have a responsibility to play their full part in local safeguarding arrangements, including where their footprint extends across several local authority areas. This includes, but should not be limited to, responding to safeguarding audits of quality and compliance, as requested by the local authority and/or local safeguarding partners. This is to ensure that policies are consistent with the local multi-agency safeguarding arrangements and relevant legislation and/or regulations. They should also provide staff and governor training that meets local and national safeguarding requirements³¹. Education providers where required should report their audits to their governing bodies and proprietors to be shared as requested by the LSPs. Training for designated safeguarding leads and designated teachers should include shared understanding about different levels of need and how these need to be responded to.

Providing help, support and protection

This area is broken down into 3 sections:

- Early help
- Safeguarding and promoting the welfare of children
- Child protection

Working with parents and carers

The updated guidance sets out four principles that professionals should follow when working with parents and carers:

- *effective partnership and the importance of building strong, positive, trusting and co-operative relationships*

- *respectful, non-blaming, clear and inclusive verbal and non-verbal communication that is adapted to the needs of parents and carers*
- *empowering parents and carers to participate in decision making by equipping them with information, keeping them updated and directing them to further resources*
- *involving parents and carers in the design of processes and services that affect them*

Harm outside the home

- Practitioners should consider the needs, experiences and vulnerabilities of the individuals or groups who are experiencing, or are at risk of experiencing, harm outside the home – including from criminal exploitation, sexual exploitation or serious violence.
- Practitioners should work with relevant partner agencies to consider the influence of groups or individuals perpetrating the harm.
- Professionals should assess whether a child who is experiencing, or is at risk of experiencing, harm outside the home is in need under section 17 or 47 of the Children Act 1989