

Safeguarding and Child Protection Policy

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KEY SCHOOL CONTACTS

<u>Nominated Safeguarding Governors</u>	
Dr Nathaniel Segaren	Contact via the Clerk to the Governors: Tel: 01223 454 708 Email: governoradmin@stephenperse.com
Mr Jonathan Onions	
Mr Marwan Mikdadi	

<u>Out of hours safeguarding contact</u>
Tel: 01223 454 765 Email: safeguarding@stephenperse.com

<u>Designated Safeguarding Lead (DSL) with ultimate responsibility</u>			
Denise Hammersley	dha@stephenperse.com	Tel: 01223 707955 ext 7955	Tel: 07932 728510
The DSL can also be contacted via Kate Shriever: kds@stephenperse.com Tel: 01223 454700 ext 4006 or the PA to the Principal: mws:@stephenperse.com Tel: 01223 454700 ext 1124			

<u>Executive Deputy Designated Safeguarding Lead</u>				
DDSL	Alice Heywood	ahe@stephenperse.com	Tel: 01223 454700 ext 2250	Tel: 07772 600736

<u>Stephen Perse Early Years Deputy Designated Safeguarding Leads</u>				
DDSL	Sarah Holyoake	seh@stephenperse.com	Tel: 01223 454700 ext 5002	Tel: 07891 247592
DDSL	Verity Brownbridge	vbr@stephenperse.com	Tel: 01799 522348 ext 4009	Tel: 07891 247522

<u>Stephen Perse Cambridge Junior School Deputy Designated Safeguarding Leads</u>				
DDSL	David Hewlett	dhe@stephenperse.com	Tel: 01223 346140 ext 2260	Tel: 07526 176790

DDSL	Ruth Dunmore	rkd@stephenperse.com	Tel: 01223 346140 ext 2262	Tel: 07903 721569
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<u>Dame Bradbury's School Deputy Designated Safeguarding Leads</u>				
DDSL	James McCaughran	jom@stephenperse.com	Tel: 01799 522348 ext 4004	Tel: 07928 692539
DDSL	Claire Matthews	cma@stephenperse.com	Tel: 01799 522348 ext 4108	Tel: 07794 539266

<u>Stephen Perse Cambridge Senior School and Sixth Form Deputy Designated Safeguarding Leads</u>				
DDSL	Shahzad Rahman	ssr@stephenperse.com	Tel: 01223 454700 ext 1362	Tel: 07984 876458
DDSL	Jenny McLeod	jem@stephenperse.com	Tel: 01223 454700 ext 1208	Tel: 07523 680753
DDSL	Lynsey Gogin	lhg@stephenperse.com	Tel: 01223 454700 ext 1142	

<u>Stephen Perse Cambridge Deputy Designated Safeguarding Lead for Boarding</u>				
DDSL	Flora Thompson	fth@stephenperse.com	Tel: 01223 454700 ext 7980	Tel: 07824 828974

<u>Domestic Abuse Lead</u>				
Denise Hammersley		dha@stephenperse.com	Tel: 01223 707955 ext 7955	Tel: 07932 728510
<u>Prevent Lead (1-18)</u>				
Shahzad Rahman		ssr@stephenperse.com	Tel: 01223 454700 ext 1362	Tel: 07984 876458
<u>Child Sexual Exploitation Champion</u>				
Denise Hammersley		dha@stephenperse.com	Tel: 01223 707955 ext 7955	Tel: 07932 728510
<u>"Looked after children" Leads</u>				

David Hewlett (Cambridge Junior School)	dhe@stephenperse.com	Tel: 01223 346140 ext 2260	Tel: 07526 176790
Claire Matthews (Dame Bradbury's)	cma@stephenperse.com	Tel: 01799 522348 ext 4108	Tel: 07794 539266
Sarah Holyoake (EYFS)	seh@stephenperse.com	Tel: 01223 454700 ext: 5002	Tel: 07891 247592
Lynsey Gogin (Cambridge Senior School)	lhg@stephenperse.com	Tel: 01223 454700 ext 1142	
Online Safety Lead and Lead for Filtering and Monitoring			
David Hewlett	dhe@stephenperse.com	Tel: 01223 346140 ext 2260	Tel: 07526 176790
Principal			
Stephen Ward	principal@stephenperse.com	Tel: 01223 454700 Ext 1124	Tel: 07508 498705

KEY EXTERNAL CONTACTS

CAMBRIDGESHIRE	
Education Safeguarding Team	ECPS.General@cambridgeshire.gov.uk
Early Help Hub (EHH)	Tel: 01480 376666 Early.helphub@cambridgeshire.gov.uk
Local Authority Designated Officer	Tel: 01223 727967 Email: LADO@cambridgeshire.gov.uk
Cambridgeshire County Council Social Care Team and Multi-Agency Safeguarding Hub (MASH)	Cambridgeshire Direct Contact Centre Monday to Friday 9am-5pm (excl. bank holidays) 0345 045 5203 Out of Hours Emergency Duty Team 01733 234724 Referral forms: https://safeguardingcambspeterborough.org.uk/concerned/

Cambridgeshire & Peterborough Safeguarding Partnership Board	http://www.safeguardingcambspeterborough.org.uk/children-board
Cambridgeshire Police Prevent Team	Tel: 01480 422596 Email: Prevent@cambs.pnn.police.uk
ESSEX	
Essex Safeguarding Children Board website	www.escb.co.uk
Essex Children and Families Hub (Social Care)	Tel: 0345 603 7627 Tel (out of hours): Tel: 0345 606 1212
Local Authority Designated Officer	Tel: 03330 139797 Email: lado@essex.gov.uk
Essex Police Prevent Team	PREVENT@essex.pnn.police.uk
Police	Emergencies: 999 Child Abuse Investigations Unit: 101 School's Police Liaison Officer: 101
Support and Advice about Extremism	Police: 101 Non-Emergency DfE advice (Monday – Friday 11am – 3pm excl. bank holidays) counter-extremism@education.gsi.gov.uk 020 7340 7264 Department for Education NON-EMERGENCY NUMBER: 020 7340 7264 EMAIL: counter.extremism@education.gov.uk
NSPCC Whistleblowing Advice Line	ADDRESS: Weston House 42 Curtain Road London EC2A 3NH TEL: 0800 028 0285 (Monday to Friday 8am to 8pm; weekends between 9am and 6pm) EMAIL: help@nspcc.org.uk
NSPCC Report Abuse in Education Advice Line – a dedicated helpline for children and young people who have experienced abuse at school, and for worried adults	TEL: 0800 136 663 EMAIL: help@nspcc.org.uk https://www.nspcc.org.uk/about-us/newsopinion/2021/sexual-abuse-victims-schoolshelpline/

and professionals that need support and guidance, including for non-recent abuse	
Disclosure and Barring Service	ADDRESS: DBS customer services PO Box 3961 Royal Wootton Bassett SN4 4HF TEL: 03000 200 190 EMAIL: customerservices@dbb.gov.uk
Teaching Regulation Agency	ADDRESS: Teacher Regulation Agency Cheylesmore House 5 Quinton Road Coventry CV1 2WT TEL: 0207 593 5393 EMAIL: TRA.Caseworker@education.gov.uk
OFSTED Safeguarding Children	TEL: 0300 123 4666 (Monday to Friday from 8am to 5pm) EMAIL: enquiries@ofsted.gov.uk
Independent Schools Inspectorate	TEL: 0207 6000 100 EMAIL: info@isi.net

SECTION 1: INTRODUCTION AND FRAMEWORK

1. INTRODUCTION

- 1.1. This policy applies to the Stephen Perse Foundation (the “**School**”). The School comprises Dame Bradbury’s School, the Stephen Perse Cambridge Junior School, the Stephen Perse Cambridge Senior School and the Stephen Perse Cambridge Sixth Form. It also includes our nurseries and Early Years Foundation Stage (**EYFS**) settings. Unless stated otherwise, it applies to all staff.
- 1.2. This policy is reviewed and updated at least annually and may be revised at any time in response to changes in legislation, statutory guidance or the School’s own safeguarding practices.
- 1.3. This policy is published on the School website. A copy is available in hard copy on request from the School Office and can be made available in large print or other accessible format if required. This policy is also available to staff on the School’s Shared Drive.
- 1.4. This policy should be read alongside the following School policies and procedures, which together form part of the School’s wider safeguarding framework:
 - Allergy and Anaphylaxis Policy
 - Anti-Bullying Policy
 - Attendance Policy
 - Behaviour Rewards and Sanctions Policy
 - Data Protection Policy
 - Low Level Concerns Policy
 - Mental Health Policy
 - Mobile Phone Policy
 - Online Safety Policy
 - Pastoral Care Policy
 - PSHEE Policy
 - Relationships Education and Relationships and Sex Education Policy
 - Restrictive Interventions (Positive Handling) Policy
 - Risk Assessment Policy for Pupil Welfare
 - Safer Recruitment Policy
 - Special Educational Needs and Disabilities Policy
 - Staff Code of Conduct
 - Supporting Pupils with Medical Conditions Policy
 - Technology Acceptable Use Policy for Pupils
 - Technology Acceptable Use Policy for Staff
 - Whistleblowing Policy

2. POLICY STATEMENT AND SAFEGUARDING PRINCIPLES

- 2.1. Safeguarding and promoting the welfare of children is everyone’s responsibility. The School adopts a whole-school approach to safeguarding, which means involving everyone in the School and ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of provision, process and policy development.
- 2.2. The aims of this policy are:

- 2.2.1. to safeguard and promote the welfare of all children at the School and to protect them from harm;
 - 2.2.2. to provide clear procedures for identifying, reporting and responding to concerns about a child's welfare, including allegations of abuse, neglect and exploitation, whether current or historic;
 - 2.2.3. to ensure that all staff understand their safeguarding responsibilities, are competent to carry them out, and feel supported in doing so;
 - 2.2.4. to ensure consistent good safeguarding practice throughout the School;
 - 2.2.5. to promote a whole-school culture of safety, vigilance and openness in which the welfare and best interests of children are at the heart of all decisions, systems, processes and policies; and
 - 2.2.6. to promote an inclusive, anti-discriminatory culture where racism, and other forms of discriminatory behaviour are recognised, challenged and addressed as part of the School's safeguarding responsibilities.
- 2.3. All staff must be vigilant and maintain an attitude of "it could happen here" where safeguarding is concerned. All staff are required to report any concerns about the safety or welfare of a child, about the conduct of an adult working or volunteering in the School, or about safeguarding practices in the School, in accordance with Section 2 of this policy (there is also a flowchart at Annex 6). Staff receive training on the types and indicators of abuse, neglect and specific safeguarding risks so that they can identify and report any concerns about children. These are also set out in KCSIE and summarised in Annex 1 of this policy.
- 2.4. Parents and carers are encouraged to raise any concerns about the safety and/or welfare of children directly with the School, using the contact details and procedures set out in this policy. Parents may also raise concerns directly with the Department for Education (**DfE**) if they wish.
- 2.5. Anyone about whom a concern is raised should feel confident that they will be supported, the matter will be handled sensitively, and appropriate action will be taken.
- 2.6. The School ensures that there are systems in place that are well promoted, easily understood and easily accessible for children to confidently report any form of abuse or neglect, knowing their concerns will be treated seriously and knowing they can safely express their views and give feedback. The School implements a child-centred approach to safeguarding. Where there is a safeguarding concern, the School will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what support to provide.
- 2.7. Whilst the School is committed to working collaboratively and in partnership with parents and carers as far as possible, the wishes and feelings of the child and what is in their best interests will always be central to the School's decision-making.
- 2.8. The School recognises that effective safeguarding is anti-discriminatory and anti-racist. It promotes an inclusive, anti-discriminatory culture where racism and other forms of discriminatory behaviour are recognised, challenged and addressed as part of its safeguarding responsibilities. The School understands the factors, including economic and social circumstances, ethnicity and disability, which can impact on children and families' lives. The School understands its obligations under the Equality Act 2010 and complies with its duty to make reasonable adjustments for disabled pupils.

3. REGULATORY FRAMEWORK

3.1. The Governing Body is responsible for ensuring that the School's safeguarding arrangements are effective and comply with the School's legal and regulatory obligations.

3.2. This policy has particular regard to the following guidance and advice:

- [Keeping Children Safe in Education](#) (September 2026) ("KCSIE")
- [Working Together to Safeguard Children](#) (March 2026) ("WT")
- [Prevent duty guidance: Guidance for specified authorities in England and Wales](#) (December 2023)
- [Relationships Education, Relationships, and Sex Education \(RSE\) and Health Education](#) (July 2025).
- [Behaviour in schools](#) (February 2024)
- [Working together to improve school attendance: statutory guidance for maintained schools, academies, independent schools and local authorities](#) (July 2026)
- [Children Missing Education](#) (September 2025)
- [Digital and technology standards in schools and colleges](#) (updated September 2026)
- [Mobile Phones in Schools](#) (June 2026)
- [After school clubs, community activities, and tuition \(safeguarding guidance for providers\)](#) (February 2026)
- [The Charity Commission guidance Safeguarding and protecting people for charities and trustees](#) (June 2022)
- Section 3 of [Early Years Foundation Stage Statutory Framework for group and school-based providers](#) (July 2026)
- [Information Sharing Duty: Statutory guidance for safeguarding organisations and their practitioners](#) (UK Government, September 2026)
- [The National Minimum Standards for boarding schools](#) (May 2026)
- [The Education \(Independent School Standards\) Regulations](#) (December 2014)

3.3. This policy also takes into account the procedures and practice of Cambridgeshire Local Authority and Essex Local Authority (for Dame Bradbury's School) as part of the multi-agency safeguarding arrangements set up by the Cambridgeshire and Peterborough Safeguarding Children Partnership Board (CPSCPB) and the Essex Safeguarding Children Board (ESCB). A copy of their local procedures can be found [here](#) (Cambridgeshire) and [here](#) (Essex).

4. DEFINITIONS

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.

Child protection is part of safeguarding and promoting the welfare of children and is defined as activity that is undertaken to protect 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, and in kinship care, foster care or residential care.

Child is legally defined as a person aged under 18. However, the School's safeguarding arrangements apply consistently to all pupils, including those aged over 18. Where legal duties or procedures differ for pupils aged 18 or over, the School will take account of the relevant legal requirements.

DSL means the School's Designated Safeguarding Lead. References to the DSL include the Deputy DSLs (DDSLs) where the DSL is unavailable.

Staff means any individual who works in or on behalf of the School, whether on a paid or unpaid basis, and includes:

- all employees, including teaching staff and support staff;
- supply staff and agency workers, whether engaged directly or through a third-party agency;
- volunteers;
- casual workers;
- contractors;
- peripatetic staff and other specialists who provide services to pupils on the School's premises or at school-organised activities;
- trainee teachers, apprentices, student placements, and other individuals undertaking initial teacher training or work experience at the School; and
- governors, trustees and proprietors.

SECTION TWO: REPORTING CONCERNS - WHAT ALL STAFF MUST DO

5. CONCERNS ABOUT A CHILD

- 5.1. All staff should understand the indicators of abuse, neglect and specific safeguarding risks, including prejudice-based harm, so that they can identify and report any concerns about children. These are set out in Section 4 and Annexes 1 and 4 of this policy as well as in KCSIE.
- 5.2. If staff have any concern about a child, they should report their concern to the DSL immediately. If, in exceptional circumstances, the DSL and DDSLs are unavailable, staff should contact the Principal or a member of the relevant Senior Leadership Team.
- 5.3. The DSL will consider, with reference to local authority procedures, whether the report can be managed internally, or a family help assessment is needed (see Section 3 of this policy) or it should be referred to statutory agencies such as children's social care and/or the police.
- 5.4. **If a child has been harmed or is in immediate danger or at risk of harm, an immediate referral should be made to children's social care and/or the police. Anyone can make a referral.**
- 5.5. A referral will normally be made by the DSL or DDSL but staff should feel confident to make a referral if necessary. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. Parental consent is not needed for referrals to statutory agencies. Full contextual information should be shared with children's social care to enable consideration of all the available evidence and the context of any abuse.
- 5.6. Following a referral to children's social care, the local authority social worker should acknowledge receipt to the referrer within 24 hours and make a decision about the type of response required. This may be: immediate protection for the child; statutory enquiries (if the child is considered at risk of significant harm or in need); or no formal assessment, in which case the DSL will consider what further support should be provided.
- 5.7. Staff should always act in the best interests of the child and should not assume that somebody else will take action or share information that might be critical in keeping children safe. Staff should challenge any inaction and follow this up with the DSL and/or children's social care as appropriate. If a child's situation does not appear to be improving following a referral, the DSL should press children's social care for reconsideration.
- 5.8. All concerns, discussions, and decisions made (including the reasons for those decisions) should be recorded in writing in MyConcern, regardless of whether an external referral is made. See further information on Record Keeping in Section 3 below.
- 5.9. Where staff have safeguarding concerns about a child who is not a pupil of the School (for example, a sibling of a pupil, or a child attending an activity on the School's premises), they should follow the same procedures and report their concern to the DSL immediately.
- 5.10. See Section 4 of this policy for additional guidance on responding to specific safeguarding issues.

6. CONCERNS OR ALLEGATIONS ABOUT STAFF

- 6.1. The School provides clear and comprehensive guidance about the standards of appropriate behaviour and actions of its staff in the Staff Code of Conduct which can be found on the

School's Shared Drive. All staff have a duty to report any safeguarding concern or allegation (no matter how small) about another member of staff, including supply staff, trainee teachers, volunteers and contractors.

6.2. The harm threshold

6.2.1. A concern or allegation will meet the 'harm threshold' if it might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children, for example where the individual has:

- Behaved in a way that has harmed a child, or may have harmed a child; and/or
- Possibly committed a criminal offence against or related to a child; and/or
- Behaved towards a child or children in a way that 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 of school.

6.2.2. If staff have any safeguarding concerns or allegation about another member of staff:

- This should be referred to the Principal, who will consider whether an onward referral to the LADO is required.
- Where there is a concern/allegation about the Principal, this should be referred to the Chair of Governors.
- Where there is a conflict of interest in reporting the matter to the Principal, this should be reported directly to the LADO(s).

6.2.3. On receipt of a report, the Principal or Chair of Governors (as appropriate) will follow the procedures set out in Annex 3 and KCSIE Part 4.

6.2.4. If staff have a safeguarding concern or an allegation about another member of staff that does not meet the 'harm threshold', then this may be shared in accordance with the 'low level concerns' procedure set out below. See also the separate Low Level Concerns for Staff Conduct Towards Pupils Policy.

6.2.5. If staff have a safeguarding concern about any other adult who may be present on the school site, for example a visitor or a third party hiring the school premises, they should report their concern to the DSL.

6.3. Low level concerns

6.3.1. A low level concern is any concern 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
- does not meet the allegations/harm threshold (above) or is otherwise not considered serious enough to consider a referral to the LADO.

6.3.2. A 'low level' concern does not mean that it is insignificant. A concern may be a low level concern, no matter how small, even if it does no more than give a sense of unease or a "nagging doubt". Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, to behaviour that may look to be inappropriate, but might

not be in specific circumstances, through to that which is ultimately intended to enable abuse (for example, grooming-type behaviours).

- 6.3.3. Staff must share all such concerns with the DSL without delay. Concerns reported to the DSL will be shared with the Principal in a timely fashion and the Principal is the ultimate decision-maker. The procedure for sharing confidentially any such concerns is set out in the Low Level Concerns Policy.
- 6.3.4. Where a low level concern is about the Principal, it should be reported to the Chair of Governors.
- 6.3.5. Staff are also encouraged to self-refer in the event that they have found themselves in a situation which may be misinterpreted or appear compromising to others, and/or on reflection they believe they have behaved in a way that may be considered to fall below the expected professional standard.
- 6.3.6. All concerns will be handled sensitively and will be dealt with appropriately and proportionately in accordance with the procedures set out in Low Level Concerns Policy.

7. CONCERNS ABOUT SAFEGUARDING PRACTICES IN THE SCHOOL

- 7.1. The School aims to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'.
- 7.2. Where staff have concerns about poor or unsafe practices and in any area of the School's provision, including but not limited to safeguarding, these should be raised in accordance with the School's whistleblowing procedures which can be found in the Employee Handbook and in the Whistleblowing Policy on the School website and on the School's Shared Drive.
- 7.3. 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.
- 7.4. If staff feel unable to raise an issue with the School or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline can be found in [Key External Contacts](#) above.

SECTION THREE: THE SCHOOL'S SAFEGUARDING ARRANGEMENTS

8. MANAGEMENT OF SAFEGUARDING

- 8.1. The Governing Body is responsible for ensuring that safeguarding arrangements in the School are effective and meet statutory requirements (see 'Oversight of Safeguarding' below). They ensure that a DSL is appointed who is a member of the leadership team and has the appropriate status, authority, skills and experience to carry out the duties of the role.
- 8.2. The Principal has day-to-day responsibility for the leadership and management of the School and for the management of concerns and allegations about staff. The Principal ensures that the policies and procedures adopted, particularly those concerning referrals of cases of suspected abuse, exploitation and neglect, are understood and followed by all staff.
- 8.3. The DSL has lead responsibility for all safeguarding and child protection matters. The DSL's role covers the whole school including the Early Years Foundation Stage. Details of the role are set out below. The DDSLs are trained to the same standard as the DSL and can be contacted in the absence of the DSL. However, ultimate lead responsibility remains with the DSL and cannot be delegated.
- 8.4. During term time, the DSL and/or a DDSL will always be available in person (during school hours) for staff in the School to discuss any safeguarding concerns.
- 8.5. The School has robust cover arrangements in place for when the DSL is unavailable, including a shared confidential mailbox to ensure safeguarding concerns are received, monitored and acted upon without delay by the School's safeguarding team. For out of hours/out of term activities, the DSL and DDSLs monitor and respond to emails sent to the confidential mailbox as appropriate. Any communication made via the School offices, which are staffed over school holidays, is passed on promptly to the appropriate member of staff or safeguarding team.
- 8.6. The School's Safeguarding Committee comprises the three nominated Safeguarding Governors, the DSL, the DDSLs and the Chief Information Officer. The Safeguarding Committee meets on at least a termly basis and reports on safeguarding matters at each of the School's settings, safeguarding training, low level concerns and MyConcern reporting, reviews practices and procedures, reviews the Safeguarding and Child Protection Policy and other relevant policies as required.

9. Role of the DSL

- 9.1. The DSL takes lead responsibility for safeguarding and child protection across the School, including online safety and understanding the School's filtering and monitoring systems and processes. The DSL provides advice and support to staff, liaises with the Principal, safeguarding partners and other agencies, and helps ensure that the School's safeguarding arrangements operate effectively in practice.
- 9.2. The DSL's role includes:
 - acting as the School's main point of contact for safeguarding and child protection concerns, and supporting staff to identify, report and respond to concerns in accordance with this policy;
 - making referrals to children's social care, the Channel programme, the DBS and/or the police where required;

- liaising with the Principal and, where relevant, the case manager and LADO where a safeguarding concern involves a member of staff or another adult working in or on behalf of the School;
- supporting engagement with parents and carers, where appropriate, in order to safeguard and promote children's welfare, including where families may be facing challenging circumstances;
- maintaining clear, accurate, confidential and secure child protection records, and ensuring that safeguarding information is shared, transferred and reviewed in accordance with this policy and KCSIE;
- ensuring that the School's safeguarding policies and procedures are understood by staff, reviewed regularly and updated where needed, including in light of local safeguarding arrangements, emerging risks and lessons learned;
- linking with safeguarding partner arrangements so that staff are aware of local safeguarding procedures, training opportunities and referral routes; and
- promoting the educational outcomes of and a culture in which pupils are listened to, their wishes and feelings are considered, and trusted relationships enable them to raise concerns.

9.3. Full details of the DSL's role and responsibilities can be found at Annex B of KCSIE.

10. OVERSIGHT OF SAFEGUARDING

10.1. The Governing Body has designated governors with specific responsibilities for safeguarding and related areas, in order to provide strategic oversight, support and challenge to the School's leadership. These designated roles include:

10.1.1. **Safeguarding Governors:** Dr Nathaniel Segaren is the Lead Nominated Safeguarding Governor. Mr Jonathan Onions and Mr Marwan Mikdadi are Nominated Safeguarding Governors. The Safeguarding Governors take lead roles at board level in championing safeguarding and child protection across the School. Their responsibilities include liaising regularly with the DSL to maintain oversight of safeguarding activity; reviewing and challenging the effectiveness of safeguarding policies and procedures; ensuring that the annual review of this policy is carried out and that safeguarding remains a standing agenda item at Governing Body meetings; monitoring safeguarding training compliance for staff and governors; and reporting to the full Governing Body on safeguarding matters at least termly.

10.1.2. **SEND Governor:** Ms Sara Russo is the designated SEND Governor. The SEND Governor provides strategic oversight of the School's provision for pupils with special educational needs and disabilities, with particular regard to the additional safeguarding challenges that children with SEND can face. The SEND Governor liaises regularly with the SEND and Inclusion teams across the School to ensure that safeguarding considerations are fully integrated into the School's SEND provision and that staff are equipped to recognise and respond to safeguarding concerns involving children with SEND.

10.2. All governors with designated safeguarding-related roles receive appropriate induction and ongoing training relevant to their area of responsibility. They work collaboratively to ensure that the Governing Body maintains effective strategic oversight of safeguarding across the School, and they report to the full Governing Body on their respective areas at least termly.

11. PASTORAL SUPPORT

- 11.1. The School takes proactive steps to support pupils with their physical, mental and emotional wellbeing, including trained youth mental health leads, welfare or mental health and wellbeing pupil committees, therapy dogs, focussed assemblies, focus Wellbeing days and tailored PSHEE or PSED curriculum lessons. The School provides a range of opportunities for pupils to share any concerns and access support for themselves or their peers if needed, including including access to counsellors, assigned form/class teachers, clear communication between home and school, pastoral layers of support from form teacher to Year Head to Deputies, online forms, worry monsters and the development of trusting staff pupil relationships and a secure safeguarding school ethos.
- 11.2. Where a concern is raised and the DSL determines that it can be managed internally, and doing so does not place the child at additional risk, the School will put in place appropriate additional pastoral support. This may include, for example, monitoring by the pupil's form tutor or Head of Year, referral to the School's counsellor or wellbeing team, engagement with parents or carers and/or support from the SEND and Inclusion teams. The DSL will keep such cases under review and will escalate to external agencies if the pupil's situation does not improve or if further concerns arise.

12. EARLY HELP AND FAMILY HELP

- 12.1. Early help means the support available to all children and families through universal and community-based services, including schools, health services, and other local provision. Its purpose is to improve resilience and outcomes, or to reduce the chance of problems getting worse. Any child may benefit from support before statutory intervention but staff should be particularly alert to the potential need for additional support for a child who:
- is disabled or has certain health conditions and has specific additional needs;
 - has special educational needs (whether or not they have a statutory education, health, and care plan);
 - has a mental health need;
 - is a young carer (a child who provides, or intends to provide, care for another person);
 - Is pregnant and/or is a parent themselves;
 - has exhibited early signs of abusive, violent and/or harmful behaviours;
 - is showing signs of being drawn 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 been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of, or has been permanently excluded from schools, or is in Alternative Provision or a Pupil Referral Unit;
 - is at risk of exploitation, modern slavery, trafficking, and/or sexual or criminal exploitation;
 - is at risk of being radicalised into terrorism;
 - 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 honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage; and/or
 - is a privately fostered child.
- 12.2. Where a child's needs go beyond what universal early help services can address, for example, where a child has multiple and/or complex needs or where their circumstances make them more vulnerable, the child may require targeted support through Family Help.

- 12.3. In the first instance, staff who identify a pupil that may benefit from early help or Family Help should discuss this with the DSL. If appropriate, the DSL will work with the Cambridgeshire and Peterborough Safeguarding Children Partnership Board / Essex Safeguarding Children Board to undertake an assessment. Where the child's needs can be met through universal early help, the DSL will coordinate the School's response and liaise with relevant services. Where a child's needs are more complex and may require a multi-disciplinary Family Help assessment, the DSL will make a referral in accordance with the local authority's referral process. Further guidance can be found in [Working Together to Safeguard Children](#) and the [Families First Partnership Programme Guide](#).
- 12.4. If early help or Family Help is provided, the matter will be kept under review and consideration given to a referral to children's social care for a child protection assessment if the pupil's situation does not appear to be improving or if concerns escalate.

13. RISK ASSESSMENT

- 13.1. The School takes a comprehensive and inclusive approach to identifying and managing safeguarding and welfare risks to pupils. A formal written risk assessment will not always be necessary, but risk will always be considered and mitigation put in place as appropriate.
- 13.2. Whole-school risk assessments and reviews are carried out where required and in line with the School's Risk Assessment Policy and Risk Assessment Policy for Pupil Welfare. This includes risk assessments covering the Prevent duty; online safety (including filtering and monitoring); cyber security; the use of artificial intelligence (AI); and extra-familial, contextual and emerging safeguarding risks. The School also uses risk-based processes, as appropriate, to inform safer recruitment decisions; assess the suitability of visiting speakers; manage the use of the School's premises for non-school activities; and respond to allegations or concerns involving staff or pupils.
- 13.3. Where a concern is raised about a pupil's welfare the DSL will consider the risk taking into account the pupil's individual circumstances, wishes and feelings, and the views of relevant professionals where appropriate. If there is a concern that a pupil may also pose a risk to others (for example, because a child is carrying, using or intending to use a weapon, or is involved in serious violence) the School will assess the risk to pupil and any other pupils and members of the school community. Depending on the circumstances, an individual risk assessment and/or a safety and support plan may be put in place. The same process will apply when the DSL receives information in advance about a pupil who is joining the school.
- 13.4. The School's risk assessment does not replace professional assessments by social workers, the police, health practitioners or specialist services. Where relevant, those assessments will inform the School's safeguarding decisions, support arrangements and any update to the School's own risk assessment.
- 13.5. Risk assessments and any associated mitigation or safety and support plans will be kept under review and updated whenever circumstances change or new information becomes available.
- 13.6. The School recognises that boarding and residential settings present additional safeguarding considerations and that children who are boarding may be particularly vulnerable because they are living away from their families and usual support networks. The School is alert to the extra vulnerabilities of children with special educational needs and disabilities (SEND) in such settings, inappropriate pupil relationships and the potential for child-on-child abuse, particularly where there are significantly more girls than boys or vice versa. The School complies at all

times with its obligations under the National Minimum Standards for Boarding Schools in relation to safeguarding and maintains risk assessments covering the provision of boarding.

14. SAFER RECRUITMENT

- 14.1. The School is committed to safer recruitment processes that promote a positive safeguarding culture, whilst deterring and preventing people who are unsuitable to work with children from applying or securing employment, or volunteering opportunities, within the School.
- 14.2. All members of staff at the School are subject to the necessary statutory child protection checks before starting work. Full details of the School's safer recruitment procedures for checking the suitability of staff, Governors and volunteers to work with children and young people are set out in the School's Safer Recruitment Policy. The School's Head of HR and the DSL are responsible for ensuring all members of staff are recruited in accordance with safer recruitment procedures.
- 14.3. Agencies and third parties that supply staff to work at the School must complete the necessary statutory child protection checks and confirm these to the School before the individual starts work.
- 14.4. The School maintains a Single Central Register of Appointments in accordance with statutory requirements.
- 14.5. The School's procedures for managing contractors attending the School site can be found in the School's Contractor Safeguarding Policy.

15. TRAINING

- 15.1. Induction and training are in line with advice from the Cambridgeshire and Peterborough and Essex Safeguarding Boards.

15.2. Staff - Induction

- 15.2.1. All staff should be aware of the systems within the School that support safeguarding and these will be explained as part of the staff induction process. This includes:
 - the School's Safeguarding and Child Protection Policy (including the policy and procedures to deal with child-on-child abuse);
 - the role and identity of the DSL and the DDSs;
 - the Behaviour, Rewards and Sanctions Policy;
 - the Anti-Bullying Policy (which includes measures to prevent bullying, including cyberbullying and prejudice-based bullying (including racism, faith-based prejudice and other forms of discrimination));
 - the Staff Code of Conduct, the Whistleblowing Policy and procedures, Low Level Concerns Policy for Staff Conduct Towards Pupils, the management of allegations against staff, the Technology Acceptable Use Policies (staff and pupils), staff/pupil relationships and communications including the use of social media; and
 - the safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods.
- 15.2.2. Copies of the above policies and documents, as well as Part One and Annex A of KCSIE, are provided to all staff during induction. All staff are required to read at least

Part One and Annex A of KCSIE in full and confirm by signing that they have done so. Members of the School's Executive Team, all DDSLs and the Nominated Safeguarding Governors will receive a copy of this policy and be expected to read all of KCSIE.

15.2.3. The School takes a proportionate risk-based approach to the level of information that is provided to temporary staff, volunteers and contractors in accordance with KCSIE. This will be assessed on a case-by-case basis by reference to the nature of the individual's role, the opportunity for contact with pupils and the regularity of attendance.

15.2.4. In addition, all staff receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction. This training is regularly updated.

15.3. Staff - ongoing training

15.3.1. All staff are also required to:

- read Part One and Annex A of KCSIE in full and confirm that they have done so. Each time Part One and Annex A of KCSIE is updated by the Department for Education, staff will be updated on the changes via a staff briefing which may be in person, online or via email.
- understand key information contained in Part One and Annex A of KCSIE. The School will ensure staff understanding by requiring staff to complete a KCSIE quiz and discussing changes and case studies in staff briefings and training sessions.
- Receive training in safeguarding and child protection regularly, in line with advice from the Cambridgeshire & Peterborough Safeguarding Partnership Board and the Essex Safeguarding Children Board. Training will include:
 - online safety (including the expectations, applicable roles and responsibilities in relation to filtering and monitoring);
 - harmful sexual behaviours (including child on child sexual violence and harassment);
 - recognising and responding to prejudice-based harm as a safeguarding concern, including racism, faith-based prejudice and other forms of discrimination;
 - the safe and effective use of AI including identifying and mitigating the key associated risks to safeguarding, data protection, ethics, and intellectual property; and
 - Prevent awareness training.
- undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively, including online. The School provides these via, for example, emails, online briefings and in-person staff meetings.
- See [paragraph 32.8](#) below regarding specific safeguarding training requirements for all EYFS staff.

15.4. DSL and DDSLs

- 15.4.1. The DSL receives updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role as set out in KCSIE Annex B. This includes local inter-agency working protocols, risk assessment training and Prevent awareness training, and training in line with the criteria set out in Annex C of the EYFS Statutory Framework.
- 15.4.2. Safeguarding training incorporates training on AI-related safeguarding risks, including the creation and sharing of AI-generated intimate imagery (deepfakes), the potential for AI tools to be used to groom or exploit children, and the application of the School's filtering and monitoring arrangements to generative AI tools. Training will be reviewed and updated at least annually to reflect the rapidly evolving nature of AI technology.
- 15.4.3. 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 School will support the DSL in developing their knowledge and skills to understand the views of children including to encourage a culture of listening to children and taking account of their wishes, as well as having an awareness of the difficulties children may face in approaching staff with a disclosure.
- 15.4.4. The DDSLs are trained to the same level as the DSL.

15.5. Governors

- 15.5.1. The Governing Body will ensure that all governors receive appropriate safeguarding and child protection training (including online safety and the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction and updated at least annually. The training equips governors with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in the School are effective.

16. RECORD KEEPING

- 16.1. All safeguarding concerns, discussions, and decisions (including the reasons for those decisions) should be recorded in writing on MyConcern, a purpose-made, secure platform used for recording and managing safeguarding concerns. This includes instances where referrals were or were not made to another agency, such as children's social care or the Prevent programme. This will help if/when responding to any complaint about the way a concern has been handled.
- 16.2. Staff must record all concerns about a pupil's welfare in MyConcern.
- 16.3. A separate child protection file, where applicable, is created for each student and MyConcern enables the School to view all concerns and referrals relating to each student, even if one or more of those concerns relates to or involves other students. Records should be clear, factual, and distinguish between observed concerns, professional opinion, and historic information. They should include:
 - a clear and comprehensive summary of the concern;
 - details of how the concern was followed up and resolved; and
 - a note of any action taken, the decision reached and the outcome.

- 16.4. If possible, the record should include the child's 'voice', their wishes and feelings and a record of any discussion/communication with parents, other agencies etc.
- 16.5. The information will be kept confidential and stored securely, ensuring that the file is only accessible to those who need to see it.
- 16.6. The School complies with data protection laws (including the Data Protection Act 2018, the UK General Data Protection Regulation and the Data (Use and Access) Act 2025) and has regard to the DfE's Data Protection guidance for schools. Records are kept in line with the School's Data Protection Policy and Information and Records Retention Policy.

17. INFORMATION SHARING

- 17.1. Information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation and in promoting children's welfare, including their educational outcomes. No single practitioner can have a full picture of a child's needs and circumstances. The School recognises that effective information sharing within the School and with local authority children's social care, the safeguarding partners, and other agencies, organisations and practitioners as required is essential to safeguarding children.
- 17.2. Relevant staff receive appropriate training on the relevant data protection principles so they can be confident about sharing safeguarding information and the legal basis for doing so, including when information can be shared without consent.
- 17.3. **Data protection laws support the sharing of relevant information for safeguarding purposes and do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. Fears about sharing information must not be allowed to stand in the way of the need to safeguard, promote the welfare and protect the safety of children.**
- 17.4. When deciding what information to share, professional judgment will be used to ensure that the information shared is focused and proportionate. Staff will consider:
- the relevancy of the information, including to the current safeguarding risk,
 - what is necessary for the receiving setting to know, and
 - whether it is clearly presented and appropriately contextualised.
- 17.5. If in doubt about what information can and should be shared, staff should speak to the DSL.
- 17.6. When sharing safeguarding information, the School will generally seek to be as transparent as possible and inform the pupil and/or their parents or carers, unless doing so could put a child or others at further risk of harm or compromise effective safeguarding arrangements, including police investigations.
- 17.7. The School has appropriate arrangements in place to ensure that safeguarding information is transferred, reviewed and actioned promptly at all transition points. When a pupil leaves the School, including for in-year transfers, the DSL will ensure their child protection file is transferred to the new school (separately from any other documents) as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. The DSL will ensure secure transit and obtain confirmation of receipt. The transfer will include a clear, structured summary identifying current safeguarding concerns, relevant context, historic information and any ongoing support needs. The summary will distinguish current safeguarding concerns from historic information and present historic information in appropriate context.

- 17.8. In addition to the child protection file, the DSL will also consider whether any additional information should be shared with the new school in advance particularly where it would support risk assessment or support planning for the child or others and enable the new school to put appropriate support in place.
- 17.9. Where the School receives safeguarding information for pupils, this will be reviewed by the DSL who will take steps to clarify any information that is unclear or incomplete. Where there are issues or concerns, this may include a conversation between the DSLs at both settings. The DSL will ensure that key staff are aware of any relevant information for new pupils
- 17.10. The guidance, [Information Sharing Duty: Statutory guidance for safeguarding organisations and their practitioners \(September 2026\)](#) supports staff in making decisions about sharing information. Staff should always consult with the DSL and the Chief Compliance Officer if they are unsure about whether information should be shared.

18. REVIEW OF POLICIES AND PROCEDURES

- 18.1. The School draws on the expertise of staff, including the DSL, in shaping the School's safeguarding arrangements and keeps these under ongoing review.
- 18.2. The Governing Body is responsible for ensuring that this policy is reviewed at least annually, and that the review considers the effectiveness of the School's safeguarding practices and procedures, recommendations and their implementation, including lessons learnt. The School Safeguarding Committee reviews the School's safeguarding procedures at each of the Committee's termly meetings. The outcomes of the annual Local Authority safeguarding audit are also reviewed and any recommendations promptly acted upon. The Governing Body will approve the revised policy following each review. Minor changes may be authorised by the Operational and Educational Executive, the DSL and the nominated Governors for safeguarding.
- 18.3. If there has been a substantiated allegation against a member of staff, the School will work with the LADO 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.

SECTION 4: RESPONDING TO SPECIFIC SAFEGUARDING ISSUES

19. CHILD ON CHILD ABUSE (INCLUDING SEXUAL VIOLENCE AND HARASSMENT)

19.1. Child on child abuse (including child on child sexual violence and harassment) is abuse by one or more children against another child. It is a safeguarding concern for both the victim and the alleged perpetrator and is preventable. It can happen both inside and outside of school, and online. Abuse that occurs online or outside of school should not be downplayed and should be treated equally seriously and in accordance with this policy. It can manifest itself in many ways including, but not limited to:

- bullying (including cyber bullying, prejudice-based and discriminatory bullying),
- Discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents,
- abuse in intimate personal relationships between children (also known as teenage relationship abuse),
- physical abuse and harm (such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm),
- serious physical assault and harm, or the threat of harm with a weapon;
- harmful sexual behaviours, sexual violence (such as rape, assault by penetration and sexual assault) and sexual harassment, which may include misogyny/misandry (see Annex 4);
- 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;
- consensual and non-consensual sharing of nude or semi-nude images and/or videos including those generated using AI e.g. deepfakes,
- upskirting, initiation/hazing type violence and rituals,
- a group of children sexually assaulting or sexually harassing a single child or group of children.

19.1.1. The School takes a zero-tolerance approach and abusive comments and interactions should never be passed off or dismissed as "banter" or "part of growing up". Nor will harmful sexual behaviours, including sexual comments, remarks or jokes and online sexual harassment, be dismissed as the same or "just having a laugh" or "boys being boys". Any such behaviour will be challenged by staff who will also challenge physical behaviours (that are 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.

19.1.2. The School acknowledges that even if there have been no reported cases of child on child abuse in relation to pupils within the School, such abuse may still be taking place and is simply not being reported. The School will ensure that children are aware of how they can report abuse, and that they are aware of the procedures that the School will follow once a report has been made. Children are taught about the importance of talking to a trusted adult if they experience worry or unsafe behaviour through a spirallised PSHEE curriculum. Key topics include how to report unsafe behaviours from peers on digital devices; how to recognise and take action when experiencing or witnessing bullying behaviour and safe / unsafe touch and what steps to take if a child is concerned. The School also works closely with the NSPCC who attend the School on a bi-annual basis to speak with different cohorts in this area. Theatre programmes and guest speakers are also invited to speak to children on anti-bullying strategies which include how to speak out and inform trusted adults both within the School

setting and beyond. At the Senior School, tailored year-group assemblies address emerging concerns around bullying. Students can also attend targeted workshops on healthy relationships and peer dynamics, led by the school counsellor and the pastoral team. See also the guidance for staff in Annex 1 on recognising concerns.

- 19.1.3. The School recognises that a first disclosure to a trusted adult may only be the first incident reported. It is not necessarily representative of a singular incident. Staff will take all reports of abuse seriously regardless of how long it has taken for the child to come forward. Staff will act immediately and will support the victim when they raise a concern.
- 19.1.4. The School recognises that children with special educational needs and disabilities (SEND) or certain health conditions are three times more likely to be abused by their peers, can face additional safeguarding challenges and may be more prone to peer-on-peer group isolation or bullying (including prejudice-based bullying such as racism, faith-based prejudice and other forms of discrimination) than other children. The School will consider extra pastoral support for those children, such as 1:1 counselling, mentoring and coaching. In addition, the SEND teams will draw up/adapt individual support plans, as required. The School also recognises that certain children may face additional barriers to reporting an incident of abuse because of their vulnerability, disability, sex, ethnicity and/or sexual orientation.
- 19.1.5. The School recognises that children can be particularly vulnerable in residential settings and are alert to the potential for child on child abuse. Details regarding the School's procedures for responding to issues in boarding accommodation can be found in its separate Child on Child Abuse Policy. The School will comply with its obligations as set out in the DfE's [National Minimum Standards for Boarding Schools](#) (updated May 2026) in relation to safeguarding at all times.
- 19.1.6. The School takes the steps set out in its [Child on Child Abuse Policy](#) to minimise the risk of child on child abuse.
- 19.1.7. Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, harm', staff should follow the procedures in this policy rather than the School's Anti-Bullying Policy and Behaviour, Rewards and Sanctions Policy.

20. ONLINE SAFETY

- 20.1. An effective whole-school approach to online safety empowers the School to protect and educate pupils and staff in their use of technology, and establishes mechanisms to identify, intervene in and escalate any concerns where appropriate. The School's approach to online safety is supported by the School's Online Safety Policy which should be read alongside this policy.

20.2. Four categories of online risk

- 20.2.1. Technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently online and in daily life.
- 20.2.2. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- (a) **Content:** being exposed to illegal, inappropriate or harmful content, for example pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories. This includes content generated by artificial intelligence tools;
- (b) **Contact:** being subjected to harmful online interaction with other users or generative AI applications that simulate human interaction, for example peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes;
- (c) **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm, for example making, sending and receiving explicit images (including consensual and non-consensual making and sharing of nude or semi-nude images and/or videos, including those generated using AI such as deepfakes), sharing other explicit images, and online bullying; and
- (d) **Commerce:** risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

20.2.3. Staff should be aware that children can also abuse their peers online. This can take the form of abusive, harassing or misogynistic/misandrist messages, the non-consensual sharing of nude or semi-nude images and/or videos (including those generated using AI), and the sharing of abusive images and pornography to those who do not want to receive such content.

20.3. Use of Artificial Intelligence (AI)

- 20.3.1. The School recognises that artificial intelligence, including generative AI, presents both significant opportunities and safeguarding risks in education. The School is committed to ensuring that the use of AI is safe, ethical, transparent and aligned with the School's safeguarding obligations. The School's approach to AI safeguarding is embedded within the existing provisions of this policy, including in relation to filtering and monitoring, online safety, training and responding to specific safeguarding issues.
- 20.3.2. The School is alert to the safeguarding risks arising from AI, including but not limited to:
 - the generation of deepfake images and AI-generated intimate imagery;
 - the potential for AI chatbots to produce harmful, inaccurate, or age-inappropriate content;
 - the risk of 'cognitive offloading' where pupils defer their critical thinking to AI tools; and
 - the use of AI to facilitate grooming, exploitation, or the creation of child sexual abuse material.
- 20.3.3. The School ensures that any AI tools used by staff or pupils are subject to the School's filtering and monitoring systems and that access to unapproved AI tools is restricted. The School will only use AI products that meet the DfE's *Generative AI: product safety expectations* and any use of generative AI by staff or pupils must meet these expectations.

20.3.4. The School's AI Policy sets out further detail on the School's approach to AI, including approved tools, acceptable use guidelines, academic integrity expectations and data protection arrangements. Staff should refer to that policy alongside the safeguarding procedures set out in this policy.

20.3.5. Staff should be particularly alert to any concerns about:

- a pupil creating, sharing, or being the subject of AI-generated intimate imagery (deepfakes);
- a pupil being exposed to harmful, inaccurate, or age-inappropriate content through an AI tool;
- a pupil's personal data being compromised through the use of an AI tool;
- a pupil interacting with an AI chatbot in a way that causes concern for their welfare or mental health; and
- a member of staff using AI in a way that may compromise pupil safety or data security.

20.4. Filtering and monitoring

20.4.1. The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online when using the School's IT systems. This applies both in and out of school.

20.4.2. The School ensures compliance with the DfE's 'Cyber security/filtering and monitoring standards for schools' by:

- identifying and assigning roles and responsibilities to manage filtering and monitoring systems.
- annually reviewing the effectiveness of the filtering and monitoring provision in conjunction with the DSL and DDSLs. Regular checks that filtering is working appropriately on all internet-connected devices in all relevant locations is conducted by the IT department, and a record is kept of these checks.
- blocking harmful and inappropriate content without unreasonably impacting teaching and learning, which is configured in line with guidance by KCSIE and the UK Safer Internet Centre.
- having effective monitoring strategies in place that meet our safeguarding needs, by the use of real time keyword alerts, and weekly search term reports.

20.4.3. The School utilises the DfE's 'plan technology for your school' service to self-assess compliance against the filtering and monitoring standards and ensures that any recommendations are incorporated as appropriate. The School ensures that its filtering and monitoring arrangements addresses risks, including in relation to any generative AI tools used within the School.

20.4.4. The School will liaise with parents to reinforce the importance of children being safe online and the systems the School uses to filter and monitor online use. Parents and carers will be made aware of what their children are being asked to do online when undertaking remote education and online learning activities directed by the School (this will include homework which requires specific online access or interaction), including the sites they will be asked to access and who from the School their child is going to be interacting with online.

20.5. Cyber security

- 20.5.1. The School recognises that cyber security is a safeguarding concern. If a child's sensitive data is compromised by a cyber-attack, it puts their safety and wellbeing at risk.
- 20.5.2. The School takes steps to protect personal information and ensure appropriate cyber security systems are in place, in line with the DfE's *Cyber security standards for schools and colleges* and the *Digital and technology standards in schools and colleges, by being part of the government's Cyber Essentials accreditation programme*.
- 20.5.3. The School's arrangements include:
- maintaining an information asset register,
 - keeping hardware, software and systems registers up to date,
 - ensuring appropriate access controls and back-up arrangements are in place,
 - providing cyber security awareness training, and
 - ensuring that digital technology is addressed in the School's disaster recovery and business continuity planning.
- 20.5.4. These arrangements are designed to strengthen cyber resilience, reduce the risk of disruption, prevent data breaches and mitigate safeguarding risks. [The School is working towards meeting the six core digital and technology standards by 2030.]

20.6. Use of Mobile Phones

- 20.6.1. The School operates as a mobile phone-free environment by default, in accordance with the DfE's statutory guidance on mobile phones in schools. Pupils do not have access to their mobile phones throughout the school day including during lessons, the time between lessons, breaktimes and lunchtime unless a clearly defined exception has been agreed by the relevant Head of School.
- 20.6.2. The School's policy on the use of mobile devices can be found in its Mobile Phone Policy which is available on the School's [website](#) and also shared with staff, parents and pupils.
- 20.6.3. The School recognises that notwithstanding the mobile phone ban, children may still have access to the internet via mobile phone networks (i.e. 3G, 4G and 5G), through other personal devices such as smart watches or, where permitted, personal laptops or tablets. The School's filtering and monitoring systems may not apply to content accessed via pupils' personal devices where those devices are not connected to the School's network. To mitigate this risk, the School:
- requires any personal device used in School to connect to the internet only through the School's filtered network;
 - prohibits the use of personal mobile data connections on the School premises;
 - restricts the types of personal devices that pupils may bring into School; and
 - ensures that any 'bring your own device' (BYOD) is subject to the School's Technology Acceptable Use Policy, with devices sandboxed away from the main network and applied appropriate filtering whilst on School networks.

20.7. Reporting online safety concerns

- 20.7.1. Any online safety concern that constitutes a safeguarding concern, including those arising out of the use of personal mobile phones and AI tools, should be reported to the DSL immediately in accordance with the procedures set out in Section 2 of this policy. Staff should not investigate online safety incidents themselves, view any illegal images, or forward any concerning material. Where a device needs to be confiscated as evidence, it should be secured and passed to the DSL.
- 20.7.2. If staff or pupils are at risk of commerce-based harms (such as phishing or financial scams), this should be reported to the [Anti-Phishing Working Group](#) in addition to the DSL.
- 20.7.3. If there are concerns of cybercrime (see Annex 1), the DSL should consider referring to the Cyber Choices programme, a nationwide police programme which aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences.
- 20.7.4. Where the concern involves nude or semi-nude images, see further guidance below.

21. NUDE OR SEMI-NUDE IMAGES AND/OR VIDEOS (INCLUDING AI-GENERATED)

- 21.1. The School is alert to the safeguarding risks arising from the making and sharing of nude and semi-nude images and/or videos, including those generated using artificial intelligence (AI) tools such as deepfakes. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The making or sharing of nude and semi-nude images and/or videos including those generated using AI can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts and may include images or footage of more than one child or young person. Staff should be aware that incidents involving AI-generated imagery should be treated with the same seriousness as those involving real images and referred to the DSL immediately.
- 21.2. If staff are notified of or become aware of an incident of nude or semi-nude images and/or videos (including AI-generated) being shared by or of a pupil, they should:
- refer the incident to the DSL as soon as possible;
 - not view, copy, print, share, store or save the imagery, or ask a child to share or download it (if staff have already viewed an image by accident, this should be reported to the DSL);
 - not delete the imagery or ask the child to delete it; and
 - confiscate and secure any device(s) involved, if appropriate, and pass them to the DSL.
- 21.3. All staff have a duty to recognise and refer any incidents involving nude and semi-nude intimate images and/or videos including those generated using AI e.g. deepfakes and will be equipped with the necessary safeguarding training and support to enable them to recognise concerns.
- 21.4. All incidents involving the making or sharing of nude or semi-nude images and/or videos (including AI-generated), will receive a safeguarding response regardless of whether they are consensual or non-consensual.
- 21.5. Detailed procedures for incidents involving nude and semi-nude and/or videos (including AI-generated) are set out in Annex 5.

22. CHILDREN ABSENT FROM EDUCATION (including attendance issues)

- 22.1. Children who are absent from education (particularly on repeat occasions and/or for prolonged periods) can act as a vital warning sign to a range of safeguarding issues (see Annex 1 for more details). The School's procedures for managing attendance and absence are set out in the Attendance Policy published on the school website.
- 22.2. The School will always try to make contact with a responsible adult when a child is absent without explanation and, where reasonably possible, will hold more than one emergency contact number for each pupil. For children in the early years setting, the School will, where possible, hold more than two emergency contact numbers for each child.
- 22.3. The School will inform the local authority (and the local authority where the child is normally resident) of any pupil 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 or will miss 15 days consecutively or cumulatively because of illness, at such intervals as are agreed between the School and the local authority.
- 22.4. The School will also inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at a non-standard transition point.
- 22.5. School attendance registers are carefully monitored to identify any trends, patterns or reasons for absence that might give rise to concerns. Action will be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare.
- 22.6. When working with local authority children's services where school absence indicates safeguarding concerns the School will have regard to the statutory DfE guidance '*Working together to improve school attendance*' and to the EYFS Statutory Framework for children aged 0-5 years.

23. RADICALISATION AND PREVENT

- 23.1. The School has a specific duty to take steps to prevent staff and pupils being radicalised into terrorism or extremist ideology (the 'Prevent duty'). Definitions of radicalisation, extremism and terrorism (and links to further guidance) are set out in Annex 1.
- 23.2. There is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern. However, it is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn to terrorism.
- 23.3. The School carries out appropriate risk assessments (following consultation with local partners (including the police) to assess how pupils or staff may be at risk of being radicalised into terrorism or extremist ideas, including online. These are discussed with the Principal, DSL, the School's Prevent Lead and the Safeguarding Governors to ensure the School's safeguarding arrangements are sufficiently robust to ensure that those at risk of radicalisation are identified and appropriate support provided. Risk assessments are regularly reviewed.
- 23.4. The DSL and the DDSLs have undertaken Prevent awareness training and, together with the School's Prevent Lead, are able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. All staff have been made aware of the Prevent duty through training.

- 23.5. The School ensures that teaching and the curriculum promote fundamental British values, and help challenge extremist views. Appropriate filtering and monitoring is in place on school devices and networks to restrict pupil access to terrorist and extremist material when accessing the internet in school. The School makes arrangements to ensure the suitability of visiting speakers (see Section 5 of this policy).
- 23.6. As with other safeguarding risks staff should be alert to changes in pupils' behaviour which could indicate that they may need help or protection. If staff have concerns that a pupil may be susceptible to radicalisation or may be at risk of being drawn into terrorism, they must report this to the DSL immediately. The DSL will consider the concern in accordance with local procedures and will consult the Prevent Lead who may make a Prevent referral, seek advice from the local authority Prevent team, children's social care and/or the police, or make a referral to children's social care. If the DSL, DDSLs or the School Prevent Lead are not available, staff should contact the local authority Prevent team to seek advice or make a Prevent referral.
- 23.7. Such cases may also involve a referral to the Channel programme or to children's social care depending on the level of risk. Channel is a voluntary programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.
- 23.8. If there is an immediate risk of harm, or staff believe that a terrorist act is being planned or committed, they must call 999 and then inform the DSL as soon as practicable.

24. FEMALE GENITAL MUTULATION ("FGM")

- 24.1. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is a form of honour-based abuse and is illegal in the UK. Further information on the types and signs of honour-based abuse including FGM are set out in Annex 1.
- 24.2. If staff have a concern that a pupil may be at risk of FGM or other honour-based abuse, they should speak to the DSL who will (where appropriate) activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and Children's Social Care.
- 24.3. **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.
- 24.4. Where a teacher suspects that a pupil 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 pupil over 18, teachers should follow the School's usual safeguarding procedures and report to the DSL.

25. CHILDREN POTENTIALLY AT GREATER RISK OF HARM

25.1. Children requiring mental health support

- 25.1.1. The School has an important role to play in supporting the mental health and wellbeing of its pupils. Specifically, staff can support the fulfilment of 4 key roles:

- promoting good mental wellbeing and preventing the onset of mental illness,
 - observing pupils and identifying early those who may be experiencing mental health problems or being at risk of developing one,
 - ensuring early targeted support is provided, and
 - liaison with/referral to specialist services where needed.
- 25.1.2. All staff should be aware that mental health problems can, in some cases, develop into a safeguarding concern. This could include, for example, self-harm, eating disorders, or suicidal ideation. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- 25.1.3. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. These could include:
- significant changes in behaviour,
 - ongoing difficulty sleeping,
 - withdrawing from social situations,
 - not wanting to do things they usually like, and
 - physical signs of self-harm or neglecting themselves.
- 25.1.4. Not every child who exhibits these behaviours is suicidal or has a mental health concern. However, by identifying these and other potential warning signs, staff can identify children who may be struggling with their mental health and contemplating suicide and offer support and vital early intervention.
- 25.1.5. Where children have suffered abuse, exploitation and neglect, or 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, attendance and progress at school.
- 25.1.6. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the procedures in Section 2 of this policy. Where support is needed, the DSL will consider whether to inform parents or carers to support the child's wellbeing, where doing so would not place the child at additional risk. Staff should not wait for a formal diagnosis before raising a concern with the DSL. If staff feel that a child is in immediate danger and the DSL or DDSL is not available, they should call 999 or arrange for the child to be taken to A&E immediately by a parent/carer or other suitable person.
- 25.1.7. The School's Mental Health Leads are Shahzad Rahman and Claire Matthews.

25.2. Children who are lesbian, gay or bisexual

- 25.2.1. A child or young person being lesbian, gay or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be vulnerable to discriminatory bullying. In some cases, a pupil who is perceived by their peers to be lesbian, gay or bisexual (whether they are or not) can be just as vulnerable as children who are.

- 25.2.2. Staff are aware of these vulnerabilities and the School promotes inclusion through its RSE and PSHEE curriculums, pastoral care, expectations of behaviour and anti-bullying procedures.
- 25.2.3. In the Junior School and Dame Bradbury's the assembly programmes, supported by bespoke form periods and wellbeing initiatives, address anti bullying focus days through the School year. Staff appointed to Mental Health Lead roles of responsibility lead in this area, in collaboration with PSHEE leads. At the Senior School, supervised peer networks and pupil-led support initiatives - such as Diversity Clubs - have been established within school guidelines to provide structured, safe spaces for students to connect. PSHEE co-ordinators ensure that the School has an inclusive PSHEE and RSE curricula, ensuring that LGB relationships, consent, and sexual health are taught naturally, factually, and without stigma. Information to enable pupils to access support independently is provided on discreet physical noticeboards. An inclusive selection of LGBTQ+-related titles are provided within the School libraries to support broad representation across the School's reading resources.

25.3. Children who are questioning their gender

- 25.3.1. When supporting a gender questioning child, the School will not initiate any action. The School will take time to understand the thoughts and feelings of children who are questioning their gender and be appropriately professionally curious about the full range of the child's experiences.
- 25.3.2. Staff should remain aware of the potential vulnerabilities of children who are questioning their gender, including the possibility of complex mental health and psychosocial needs for example relating to relationships with family, peers or their broader social environment, including discriminatory bullying. In making decisions about supporting social transitions, staff will comply with their distinct but interacting obligations under safeguarding legislation and equality and human rights law. The DSL will be involved in all cases where a child is questioning their gender. Staff will not adopt any changes relating to social transition unless a decision has been made by a school or college and a child's parents or carers have been involved. Parents will be involved in the vast majority of cases. In the rare circumstances where involving parents or carers would constitute a greater risk to the child than not involving them, the DSL will determine what action is needed to safeguard the child, before the parents or carers are contacted or any decisions are taken.
- 25.3.3. In line with its statutory obligations and in accordance with KCSIE, the School does not permit children to use toilets, changing rooms or boarding or residential accommodation designated for the opposite biological sex, with no exceptions. The School also has regard to the requirements set out in Part Two of KCSIE regarding single-sex sport where this is necessary for reasons of safety. Where a gender-questioning child does not wish to use the facilities designated for their biological sex, and the School will consider whether alternative provision (such as individual self-contained facilities) can be made available without compromising single-sex provision for other children.

25.4. Children with special educational needs and/or disabilities (SEND)

- 25.4.1. Pupils with SEND or certain health conditions can face additional safeguarding challenges. These children may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect, or bullying. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain health conditions being disproportionately impacted by behaviours such as peer group isolation or bullying (including prejudice-based bullying), without outwardly showing any signs;
- communication barriers and difficulties in managing or reporting these challenges;
- the need for intimate care or that these children are isolated from others;
- that these children are more likely to be dependent on adults for care; and
- that these children may have issues over cognitive understanding - being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in School or the consequences of doing so.

25.4.2. Staff will support such pupils 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.

25.5. Children with medical conditions

25.5.1. The School has separate policies on Supporting Pupils with Medical Conditions and Allergy and Anaphylaxis, both of which can be found on the School's website.

25.5.2. The fact that there has been an incident relating to the management of a child's medical condition or allergy would not in itself warrant a referral to local safeguarding partners. The DSL will consider a safeguarding referral where an incident highlights concern that the child or young person might be at an increased risk of being neglected, abused or exploited by persons inside or outside of their family unit because of their medical condition. This might occur where relevant information about a child or young person's medical condition is not provided to the School, or where they are repeatedly sent without essential medication, thereby putting the child at risk.

25.5.3. The School will work collaboratively with healthcare professionals to ensure that any safeguarding concerns arising from a child's medical condition are identified and addressed promptly.

25.6. Children with a social worker

25.6.1. Children may need a social worker due to safeguarding or welfare needs linked to abuse, neglect, exploitation and/or 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.

25.6.2. If local authorities share the fact a child has a social worker, the DSL will hold and use this information to inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and to promote welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

25.7. Young carers

- 25.7.1. A young carer is a person under 18 who provides or intends to provide care for another person. Young carers may face additional safeguarding challenges and may be more vulnerable due to the responsibilities they carry. Staff should be alert to signs that a child is taking on caring responsibilities that are inappropriate for their age and which may be impacting on their attendance, attainment, or wellbeing. Concerns about young carers should be discussed with the DSL.

25.8. Looked after and previously looked after children

- 25.8.1. The School recognises that looked after children (in the care of a local authority), and children who have previously been in the care of a local authority, are among the most vulnerable groups of children and can face additional safeguarding challenges. 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.
- 25.8.2. The Governing Body ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by a local authority, and the information they need in relation to a child's looked after legal status.
- 25.8.3. The School's designated members of staff who have responsibility for promoting the educational achievement and welfare of looked after and previously looked after children are set out in the [Key School Contacts](#) section above. The School ensures that the designated member of staff receives appropriate training in order to carry out their role.
- 25.8.4. The DSL maintains details of the child's social worker and any relevant information held about the child's looked after status, care arrangements and contact arrangements. This information will be used to inform decisions made in the best interests of the child's safety, welfare and educational outcomes.

SECTION 5: OTHER SAFEGUARDING RESPONSIBILITIES

26. TEACHING CHILDREN HOW TO KEEP SAFE

- 26.1. The Governing Body ensures that all pupils are taught about safeguarding, including online safety, through the curriculum and PSHEE to help children to adjust their behaviours, both inside and outside of School, in order to reduce risks and build resilience, including to radicalisation and extremism.
- 26.2. The School recognises that a “one size fits all” approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some children with SEND might be needed.

26.3. Teaching online safety

- 26.3.1. The School teaches children about online safety as an integral part of the curriculum, including through PSHEE and Relationships Education and RSE. Children are taught to adjust their behaviours to reduce risks online, to build resilience, and to know where to turn for help. This includes teaching about:
- the safe use of electronic equipment, the internet and social media;
 - the risks posed by adults or young people who use the internet and social media to bully, groom, abuse or radicalise other people;
 - the making and sharing of nude and semi-nude images and/or videos (including AI-generated imagery) and the legal consequences;
 - online harms such as pornography, misogynistic influencers, deepfakes and disinformation; and
 - how and where to seek help if they encounter something online that concerns or upsets them.
- 26.3.2. The School liaises with parents and carers to reinforce the importance of children being safe online and to make them aware of the systems the School uses to filter and monitor online use.
- 26.3.3. The School provides guidance to parents on online safety, including information about the risks children may face online and how parents can support their children at home

26.4. Relationships Education and Relationships and Sex Education (RSE)

- 26.4.1. The School understands that children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships.
- 26.4.2. The School’s Relationships Education/RSE curriculum is delivered as part of a whole school approach to wellbeing and positive relationships that prepares children for life in modern Britain and creates a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment derogatory behaviour or other forms of physical violence and conflict. The School focuses on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. The School’s curriculum also addresses online harms such as sharing images, the prevalence of deepfakes, pornography and misogynistic influencers and when and where to seek help. The School recognises that discussions about sensitive topics in

Relationships Education/RSE can lead to increased safeguarding reports. All staff know what to do if they have concerns that a pupil is being neglected or abused, including those who have seen, heard or experienced the effects of domestic abuse.

26.4.3. The School has regard to the DfE's statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* when making arrangements for and teaching Relationships Education and RSE.

26.4.4. The School's RE/RSE Policy sets out the curriculum content, how and when it will be taught, and who is responsible for teaching it, including any external providers the School will use. The School proactively engages and consults parents in the development and review of this policy. Parents will be informed of their right to request that their child is withdrawn from sex education.

27. PHOTOGRAPHS AND IMAGES OF CHILDREN

27.1. The School recognises that images of pupils published by the School on its website, social media channels, or in marketing materials may be vulnerable to misuse, including manipulation using AI tools. The School's approach to obtaining consent for, publishing, and managing pupil images (including the steps taken to mitigate the risk of AI manipulation of published images) is set out in the School's Privacy Notices.

27.2. Staff should refer to that policy for guidance on the publication of pupil images and should report any concerns about the misuse or manipulation of published images to the DSL immediately.

28. ARRANGEMENTS FOR VISITING SPEAKERS

28.1. The School will 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.

28.2. 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 to ensure that it is aligned to the ethos and values of the School.

28.3. 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. Further information can be found in the School's Visitors and Visiting Speakers Policy.

29. USE OF PREMISES FOR NON-SCHOOL ACTIVITIES

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

29.2. Where services or activities are not under the direct supervision or management of the School, the School will seek assurance that any individual or organisation has appropriate safeguarding and child protection policies and procedures in place (and the School will inspect these as

needed); and ensure that there are arrangements in place for the provider to liaise with the School on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll.

- 29.3. If the School receives an allegation or concern relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children and/or vulnerable adults (for example community groups, sports associations, or service providers that run extra-curricular activities), the School will follow this safeguarding policy and procedures, including informing the LADO.
- 29.4. The School will ensure that the DSL or DDSL can be contacted (or appropriate cover arrangements are in place) at all times the school premises are in use, whether that activity is a school or non-school activity and regardless as to whether the children attending are on the school roll. Any organisations or individuals using the school premises are directed to the Key School Contacts section of this policy in the event that they need to contact the DSL or a DDSL.
- 29.5. The School will ensure that safeguarding requirements are included in any agreement for use of the school premises (such as a lease or hire agreement) as a condition of use and occupation of the premises and that failure to do so by the provider to comply with this will lead to termination of the agreement. Please see the School's Lettings Policy for further details of contractual safeguarding obligations.
- 29.6. When considering the safeguarding arrangements any providers have in place the School will have regard to the DfE's non statutory guidance [After school clubs, community activities, and tuition - safeguarding guidance for providers \(updated February 2026\)](#).

30. ADDITIONAL REPORTING OBLIGATIONS

- 30.1. In addition to the reporting requirements set out elsewhere in this policy (reporting concerns to the DSL, making referrals to children's social care and/or the police, and reporting to the LADO), the School will consider whether it is required to report safeguarding incidents to any other regulatory body or organisation. The principal additional reporting obligations are set out below.
- **Disclosure and Barring Service (DBS)** - The School will refer to the DBS as soon as possible any person who has harmed, or poses a risk of harm to, a child, or there is reason to believe has committed a listed offence, and who has been removed from working in regulated activity (paid or unpaid) or would have been removed had they not resigned.
 - **Teaching Regulation Agency (TRA)** - Separate consideration will be given as to whether a referral to the TRA should be made where a teacher has been dismissed for serious misconduct, or might have been dismissed had they not resigned.
 - **Ofsted** - The School will inform Ofsted within 14 days of:
 - any significant event which is likely to affect the suitability of any person in regular contact with children on the premises where childcare is provided; and/or
 - any allegation of 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).

- **Charity Commission** - The School will report all serious incidents to the Charity Commission without delay.

31. OPERATION ENCOMPASS

- 31.1. The School is part of Operation Encompass, under which the police have a statutory duty to notify the School if they have reasonable grounds to believe that a pupil may be a victim of domestic abuse. This duty applies in respect of all children connected to a household where police attended a domestic abuse incident, including children who were not physically present at the time of the incident. The information should be shared prior to the start of the next school day. The notification should be sent to the DSL (known as the Key Adult) and include the child's details, their relationship to the perpetrator and the voice of the child, such as what they are saying and how they are behaving.
- 31.2. The School's DSL (the Key Adult) has completed the National Online Operation Encompass Key Adult training. The DSL/Key Adult will provide updates for all staff and Governors about Operation Encompass, the prevalence of domestic abuse and the impact of this abuse on children and training where necessary.
- 31.3. We ensure our parents are fully aware that we are an Operation Encompass setting including when a new child joins the School.
- 31.4. The Safeguarding Governors report on Operation Encompass in the termly report to Governors. All information is anonymised for these reports.

32. EARLY YEARS PROVISION

- 32.1. The School adheres to the requirements set out in the EYFS Statutory Framework including the requirements regarding safer sleeping arrangements, paediatric first aid training, safer eating and children's privacy in relation to toileting and nappy changes.
- 32.2. **Deputy Designated Safeguarding Leads for the EYFS**
 - 32.2.1. The Deputy Designated Safeguarding Leads who take lead responsibility for safeguarding children in the early years settings are Sarah Holyoake and Verity Brownbridge.
- 32.3. **Use of mobile phones and cameras**
- 32.4. The School's policy on the use of mobile phones and cameras in the setting is set out in the Technology Acceptable Use Policy and Staff Code of Conduct.
- 32.5. Staff are not permitted to use their personal mobile devices or cameras in School. Staff who wish to use their personal mobile devices or cameras in school for any reason must first speak with the relevant member of the Senior Leadership Team. Staff in EYFS use school iPads to take photos/videos of pupils for assessment purposes and upload them to share with parents via Tapestry online journals and in accordance with School policies. Staff who act in breach of this may be subject to disciplinary action.
- 32.6. Parents are not permitted to use their mobile phones or camera in or around the EYFS setting without prior approval from the Head of Early Years.
- 32.7. **Screen use**

- 32.7.1. The School has regard to Government guidance on screen use for children in the early years, including the impact of screen time on children's health, development and wellbeing. The School's approach to screen use in the EYFS setting is age-appropriate and is set out in the Technology Acceptable Use Policy and Staff Code of Conduct. Staff in the EYFS setting are aware of the risks associated with excessive or inappropriate screen use for young children and take steps to manage and limit children's exposure to screens in line with the guidance.

32.8. Safeguarding training

- 32.8.1. The School ensures staff are trained in line with the criteria set out in Annex C of the EYFS Statutory Framework and are supported to implement the Policy on an ongoing basis.
- 32.8.2. The Early Years DDSLs provide support, advice and guidance to all staff on an ongoing basis, and on specific safeguarding issues that may arise. The Early Years DDSLs attend a training course, consistent with the criteria set out in Annex C of the EYFS Statutory Framework (July 2026).
- 32.8.3. The School's safeguarding training will be renewed every two years and the School will consider whether staff need to undertake annual refresher training during any two-year period and to keep up to date with changes to safeguarding procedures or as a result of any safeguarding concerns that may occur at the School.

32.9. Disclosure obligation

- 32.9.1. All staff and prospective staff are informed that they have an ongoing obligation to disclose to the School any information that may affect their suitability to work with children. This includes, but is not limited to, any cautions, convictions, relevant orders, or any other matter that may affect their suitability. This requirement is communicated at the point of recruitment and is reiterated to existing staff at regular intervals.

Version Control

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ANNEX 1 – TYPES AND SIGNS OF ABUSE AND SPECIFIC SAFEGUARDING ISSUES

1. Recognising concerns

- 1.1. Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others, for example where children see, hear or experience the effects of domestic abuse.
- 1.2. Abuse, neglect, exploitation and safeguarding issues are rarely standalone events and often overlap and can put children at risk. Staff should understand that children can experience more than one type of harm simultaneously. Therefore, staff should always be vigilant and always raise any concerns with the DSL.
- 1.3. Some children may disclose that they are being abused, exploited or neglected (see Annex 2 for advice on receiving a disclosure). Others may not feel ready or know how to tell someone and/or may not recognise their experiences as harmful. Children may show signs or act in ways they hope adults will notice and react to, rather than disclosing verbally. A concern may also come to light through direct observation, a report from a friend or by overhearing conversations.
- 1.4. Some children may experience prejudice-based harm, including racism, faith-based prejudice, and other forms of discrimination. Such experiences may affect a child's welfare, wellbeing, mental health, and willingness to seek help. Staff should be alert to the signs and impact of prejudice-based harm and ensure that concerns are considered within safeguarding practice where appropriate.
- 1.5. Some children may face additional barriers to recognising or reporting abuse. In particular:
 - Children with special educational needs and/or disabilities (SEND) or certain health conditions may not outwardly show signs of abuse and may have difficulties in communicating about abuse, neglect or exploitation. Staff should not assume that indicators of possible abuse (such as changes in behaviour, mood or injury) relate solely to the child's condition without further exploration.
 - Children may face barriers to reporting because of their vulnerability, disability, sex, ethnicity, sexual orientation or language.
 - Some children, particularly Black children, may be perceived as older than they are, which can lead to their needs being poorly understood and opportunities to provide help being missed (known as 'adultification bias').
 - Children may not recognise their experiences as abusive or harmful, particularly in the context of exploitation, online abuse or harmful sexual behaviour.
 - Abuse, neglect and exploitation can take place wholly online, or technology may be used to facilitate offline abuse. Staff should be alert to concerns arising from children's online activity and behaviour.

2. Extra-familial Harm

- 2.1. 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 DSL, should consider whether children are at risk of abuse or exploitation in situations outside the home. This is often referred to as "extra-familial harm." Extra-familial harm can occur in a range of extra-familial contexts, including in school, peer groups, or within community/public spaces, and/or online. Children may experience this type of harm from other children and/or from adults and harm may be perpetrated or facilitated by individuals or groups.

2.2. Forms of extra-familial harm include:

- child criminal exploitation (such as county lines and financial exploitation),
- serious violence,
- modern slavery and human trafficking,
- online harm,
- sexual exploitation (including group-based child sexual exploitation),
- child-on-child abuse (including discriminatory behaviour such as racism, faith-targeted abuse and other prejudice-based incidents, sexual abuse and other forms of harmful behaviour displayed by children towards their peers,
- domestic abuse in their own intimate relationships (teenage relationship abuse - including physical, sexual, emotional abuse, and stalking), and
- the influences of extremism which could lead to radicalisation.

2.3. Children of all ages can experience extra-familial harm.

2.4. While any child can experience harm outside the home, children with special educational needs or disabilities, those missing from home, care or education, looked after children, and those with previous experience of abuse or neglect, may be at greater risk of harms such as sexual or criminal exploitation. Perpetrators, including those acting in organised groups, may purposefully target children who are already vulnerable.

3. Signs of Abuse

3.1. Safeguarding issues can often overlap and can put children at risk of harm.

3.2. The following are possible general indicators that a child may be at risk. This list is not exhaustive, and further guidance is also given in relation to specific safeguarding issues later in this Annex. Staff should always be vigilant and report any concern even where the indicators below are not present:

- unexplained injuries, bruises or marks, or injuries for which there is no reasonable or consistent explanation;
- a sudden or significant change in behaviour (which may include becoming withdrawn, aggressive, anxious, clingy, or displaying extreme or challenging behaviour);
- appearing neglected (e.g. consistently poor hygiene, being hungry, or inadequately clothed);
- making a direct disclosure or asking questions or making comments which give rise to concerns;
- a deterioration in general wellbeing, development, or academic performance;
- being reluctant to go home, or making strong efforts to avoid specific family members or other adults;
- regular absences from school, or being regularly late, without satisfactory explanation;
- drug taking and/or alcohol misuse;
- signs of self-harm, disordered eating, or other indicators of mental health difficulties;
- unexplained gifts, money, or new possessions (which may indicate exploitation);
- serious violence, criminal exploitation (including that linked to county lines), radicalisation;
- consensual and non-consensual making or sharing of nudes or semi-nudes; and
- inappropriate sexual or sexualised behaviour, or language that is not age appropriate.

4. Types of abuse

4.1. **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

(including through corporal punishment). Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

- 4.2. Emotional abuse:** the persistent emotional or psychological 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, silencing them or 'making fun' of them. It may include verbal abuse (e.g. criticism, belittling, name-calling). 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.
- 4.3. Sexual abuse:** involves forcing, causing or inciting a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, such as acts of penetration, whether that is with part of a person's body or an object (e.g. rape or assault by penetration), and non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. Sexual abuse may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online as well as offline, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it. There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity.
- 4.4. 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 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.

5. Specific safeguarding issues

- 5.1.** The following, set out in paragraphs 6 to 17 below, are identified as specific safeguarding issues in KCSIE. Further advice and links to additional guidance and resources can be found in KCSIE Annex A (and/or in KCSIE Part 1 and Part 5).
- 5.2. In all cases, if staff have any concern about a child, they should follow the procedures set out in [Section 2](#) of this policy.**

6. Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

- 6.1. CCE and CSE are both forms of abuse. They occur when an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into taking part in criminal or sexual activity. This may be:
- in exchange for something the victim needs or wants (for example, money, gifts or affection);
 - for the financial or other advantage of the perpetrator or facilitator (for example, increased status); and/or
 - through violence or the threat of violence.
- 6.2. CCE and CSE can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. 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.
- 6.3. Children may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, their vulnerability as victims is not always recognised by adults and professionals (especially when they are older children). It is important in these circumstances that the child perpetrator is also recognised as a victim.
- 6.4. CSE and CCE can affect any child regardless of their background, age or sex. Staff should be aware that both boys and girls can be victims and perpetrators of exploitation, and that the experience of girls who are criminally exploited can be very different to that of boys. Children who are criminally exploited may also be at higher risk of sexual exploitation.
- 6.5. The victim may have been exploited even if the activity appears consensual. It is not possible for a child to consent to their own exploitation, abuse or trafficking, and they may not recognise that it is happening to them. It is important in all cases of CSE and CCE that the child is recognised as a victim, even where they may have been involved in criminal activity.
- 6.6. If staff have any concerns that a child may be at risk of, or involved in, sexual or criminal exploitation (including county lines), they should report their concerns to the DSL immediately, following the procedures set out in this policy. Where a child may have been moved/trafficked for the purpose of exploitation, this may constitute modern slavery (see below) and a referral to the National Referral Mechanism should also be considered.
- 6.7. **Child Criminal Exploitation:** CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see below), forced to shoplift or pickpocket. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.
- 6.8. 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.
- 6.9. Indicators of CCE can include a child:
- appearing with unexplained gifts or new possessions,
 - associating with other children involved in exploitation,

- suffering from changes in emotional wellbeing,
 - misusing drugs and alcohol,
 - going missing for periods of time or regularly coming home late, and/or
 - regularly missing school or not taking part in education.
- 6.10. **County lines:** County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs, using dedicated mobile phone lines or other form of “deal line”. Children and vulnerable adults can be exploited to sell, move and store drugs and money. Children can be targeted and recruited into county lines in a number of locations, including schools, and/or online using social media.
- 6.11. Indicators for both CSE and CCE as detailed here may be applicable and additional specific indicators for involvement in county lines are children who:
- go missing (from school or home) and are subsequently found in areas away from their home;
 - that have been the victim, perpetrator or alleged perpetrator of serious violence (e.g. knife crime);
 - are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
 - are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection;
 - are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity;
 - owe a ‘debt bond’ to their exploiters; and/or
 - have their bank accounts used to facilitate drug dealing.
- 6.12. **Child sexual exploitation:** CSE is a form of child sexual abuse, which may involve physical contact, including assault by penetration (for example, rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may also include non-contact activities, 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.
- 6.13. CSE can affect any child who has been coerced into engaging in sexual activities (including 16- and 17-year-olds who can legally consent to have sex). It can occur over time or be a one-off occurrence and may happen without the child’s immediate knowledge for example through others sharing videos or images of them on social media. The victim may have been sexually exploited even if the sexual activity appears consensual. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship.
- 6.14. The above CCE indicators can also be indicators of CSE, as can:
- children who have older boyfriends or girlfriends, and
 - children who suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.
- 6.15. The DfE has published guidance on this entitled “Child sexual exploitation: guide for practitioners”. The Children’s Society and Home Office have also published guidance on Preventing Child Sexual Exploitation.

- 6.16. **Group-based child sexual exploitation:** Group-based is defined as two or more individuals (whether identified or not) who are known to (or associated with) one another and are known to be involved in or to facilitate the sexual exploitation of children. Being involved in the sexual exploitation of children includes, for example, introducing them to other individuals for the purpose of exploitation, trafficking a child for the purpose of sexual exploitation, taking payment for sexual activities with a child, or allowing their property to be used for sexual activities with a child. This can be perpetrated within or beyond the family, by both children and adults, and groups can be organised or loosely linked.

7. Modern Slavery

- 7.1. 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 National Referral Mechanism is available in the statutory guidance "*Modern slavery: how to identify and support victims (June 2025)*".

8. Serious Violence

- 8.1. Children who are involved in committing violence may themselves be victims in need of support. The indicators which may signal children are at risk from, or are involved in committing serious violence include:

- increased absence from school,
- a change in friendships or relationships with older individuals or groups,
- a significant decline in educational performance,
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries, and
- 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.

- 8.2. The likelihood of involvement in serious violence may be increased by factors such as:

- being male,
- having been suspended, spent time in Alternative Provision or permanently excluded from school,
- having experienced child maltreatment,
- having been involved in offending, such as theft or robbery,
- having used drugs or alcohol in early adolescence, and
- having previously been a victim or previously perpetrated violence.

- 8.3. Further guidance for schools includes: the Home Office's *Criminal exploitation of children and vulnerable adults; county lines guidance*; the Youth Endowment Fund (YEF) *practical guidance for schools* and an accompanying *self-assessment tool*.

- 8.4. The Home Office and Ministry of Justice's Government Guidance for Child Knife Possession Offences outlines the Government's expectations when a child is found in possession of a knife or bladed article.

9. Honour or faith-based abuse (including FGM)

- 9.1. This 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.
- 9.2. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.
- 9.3. If staff have a concern that a pupil may be at risk of honour-based abuse and/or FGM, they should speak to the DSL who will (where appropriate) activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and Children’s Social Care.
- 9.4. **FGM:** 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. To give an example of indications that a girl has already been subjected to FGM:
 - A pupil may have difficulty walking, sitting, or standing and may even look uncomfortable.
 - A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating.
 - There may be prolonged or repeated absences from School and/or noticeable behaviour changes (e.g. withdrawal or depression) on the pupil’s return.
 - A pupil is reluctant to undergo medical examination.
- 9.5. Further information can be found in the *Multi-agency statutory guidance on female genital mutilation and the FGM resource pack*, particularly section 13.
- 9.6. 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.
- 9.7. Where a teacher suspects that a pupil 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 pupil over 18], teachers should follow the School’s usual safeguarding procedures and report to the DSL.
- 9.8. **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. It is also a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th 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.
- 9.9. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found in the *Multi-agency guidelines: Handling cases of forced marriage (last updated April 2023)*. Further information on forced marriage is available in guidance published

on gov.uk and by the Forced Marriage Unit. School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmufcdo.gov.uk.

10. Radicalisation and Extremism

- 10.1. **Radicalisation** is the process of a person legitimising support for, or use of, terrorist violence.
- 10.2. **Extremism** is the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those different faiths and beliefs.
- 10.3. **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.
- 10.4. There is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern. Guidance on low, medium and high-risk behaviours is set out here: [Managing risk of radicalisation in your education setting - GOV.UK](#).

11. Cybercrime

- 11.1. 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) such as unauthorised access ('hacking'); denial of service attacks; and making, supplying or obtaining malware.
- 11.2. Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

12. Domestic Abuse

- 12.1. Domestic abuse is one of the most prevalent forms of abuse. It can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. It can include psychological, physical, sexual, financial, economic or emotional abuse, as well as controlling or coercive behaviour. Anyone can be a victim of domestic abuse (although under the statutory definition both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected").
- 12.2. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. The School will consider domestic abuse as a safeguarding concern even where the child was not physically present when the incident occurred.
- 12.3. Young people can also experience domestic abuse within their own intimate relationships (sometimes referred to as 'teenage relationship abuse'). Depending on the age of the young

people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

- 12.4. The school should receive a notification under Operation Encompass for any child connected to a household where police have attended a domestic abuse incident.

13. Children who are absent from education

- 13.1. A child being absent from school is a potential indicator of a range of safeguarding issues such as abuse, neglect, sexual abuse, CSE and CCE (including involvement in county lines). It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM, honour or faith-based abuse or risk of forced marriage. Staff should refer to Section 4 of this policy for the school's procedures for dealing with children who are absent from education, including persistently or for prolonged periods.

14. Child abduction and community safety incidents

- 14.1. 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.
- 14.2. 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.

15. Homelessness

- 15.1. Being homeless, or at risk of homelessness presents a real risk to a child's welfare. The School is aware of potential indicators of homelessness including household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as a family being asked to leave a property.
- 15.2. The School may receive a notification from the local housing authority when a child has been placed in temporary accommodation, but this does not replace existing safeguarding duties. Staff who become aware of concerns about a child's welfare arising from homelessness or temporary accommodation should report these to the DSL in the usual way.

16. Children and the court system

- 16.1. Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5–11-year-olds and 12–17-year-olds available on the gov.uk website. The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.
- 16.2. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. The School may refer some parents and carers to this service where appropriate.

17. Children with family members in prison

- 17.1. Approximately 193,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation, and poor mental health.
- 17.2. The Prison Service will undertake a child safeguarding enquiry with children's social care for all sentenced prisoners to identify any who present an ongoing risk to children from within custody. Prisons will also decide on the level of contact, if any, they will allow between a prisoner and a child based on a child contact risk assessment.
- 17.3. The Prisoners' Families Helpline provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. Further support for families can be found at the Prisoners' Families Helpline website.

ANNEX 2: RECEIVING A DISCLOSURE AND RECORDING CONCERNS

Receiving a disclosure

If staff receive a disclosure from a child, they should:

- listen carefully;
- avoid asking leading questions;
- observe the child's behaviour;
- reassure the child that the allegation/complaint will be taken seriously and that they will be supported and kept safe;
- ensure that the child is not made to feel ashamed for making the report or given the impression that they are creating a problem by making the report;
- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken; and
- make a written note as soon as possible including where the disclosure was made, who else was there, what was said and done and by whom (see below).

Where the disclosure relates to harmful sexual behaviours, if possible, the disclosure should be managed with two members of staff present (preferably one of them being the DSL or DDSL).

Recording Concerns

All concerns must be recorded in writing in MyConcern. The record should be factual and should contain the following information as a minimum:

- child's name and date of birth;
- date and time the concern arose (e.g. time of any disclosure / observation / incident);
- clear, factual summary of the concern, including details of any disclosure or observations;
- details of any action taken or decisions made, with reasons;
- details of how the concern was resolved and any outcome; and
- the name and role of the person recording the concern.

ANNEX 3: PROCEDURES FOR MANAGING ALLEGATIONS AGAINST STAFF (INCLUDING LOW LEVEL CONCERNS)

This Annex comprises:

1. Procedures for managing allegations against **staff**
2. Procedures for managing allegations against **supply staff and contractors**
3. Procedures for managing **low level concerns**

1. Procedures for managing allegations against staff

The School's procedures for managing concerns or allegations against staff (including supply staff, trainee teachers, volunteers and contractors) who are currently working in the School whether in a paid or unpaid capacity follow DfE statutory guidance, the Cambridgeshire & Peterborough Safeguarding Partnership Board and the Essex Safeguarding Children Board arrangements.

They apply when staff (including volunteers) have (or are alleged to have):

- Behaved in a way that has harmed a child, or may have harmed a child; and/or
- Possibly committed a criminal offence against or related to a child; and/or
- Behaved towards a child or children 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 of school.

In this section reference to 'allegations' also covers concerns. Allegations that do not meet the above harm test should be dealt with using the School's procedure for handling low level concerns set out below.

Allegations against a teacher who is no longer teaching should be referred to the police. Historical (non-recent) allegations of abuse should be referred to the police and also the LADO. Non-recent allegations made by a child will be reported to the LADO in line with the local authority's procedures for dealing with non-recent allegations. The LADO will coordinate with children social care and the police.

If an allegation is made against anyone working with children in the School, before contacting the LADO, the School will conduct a basic enquiry in line with local procedures to establish the facts in order to determine whether there appears to be any foundation to the allegation. The School should not undertake their own investigation of the allegation(s) without prior consultation with the LADO or, in the most serious cases, the police, so as not to jeopardise statutory investigations.

When dealing with an allegation about a staff member the School will apply common sense and judgment, deal with allegations quickly, fairly and consistently and will support the person subject to the allegation.

1. Allegations which appear to meet the above reporting criteria are to be reported straight away to the 'case manager' who is the Principal. Where the Principal is absent or is the subject of the allegation, reports should be made to the Chair of Governors. Where the Principal is the subject

of the allegation, the Principal must not be informed of the allegation prior to contact with the Chair of Governors or school proprietor and LADO.

2. 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. (Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, or it is an emergency situation, the case manager should contact children's social care and as appropriate the police immediately.) All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The LADO 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. The DSL is responsible for ensuring the child is not at risk.
3. Where the case manager is concerned about the welfare of other children in the community, or the member of staff's family, they will discuss these concerns with the LADO and make a risk assessment of the situation. It may be necessary for the LADO to make a referral to children's social care.
4. When to inform the individual who is the subject of the allegation will be considered on a case-by-case basis and with guidance from the LADO, and if appropriate, the police and/or children's social care. Subject to any objection, 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 or action. 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.
5. The case manager should give careful consideration as to whether the circumstances of the case warrant suspension from contact with children at the School or whether alternative arrangements should be put in place until the allegation is resolved. The following alternative arrangements should be considered by the case manager before suspending a member of staff:
 - redeployment within the School so that the individual does not have direct contact with the child or children concerned;
 - providing an assistant to be present when the individual has contact with children;
 - redeploying to alternative work in the School so the individual does not have unsupervised access to children;
 - moving the child or children to classes where they will not come into contact with the member of staff, but this decision should only be made if it is in the best interest of the child or children concerned and takes account of their views. It should be made making it clear that this is not a punishment and parents have been consulted; or
 - temporarily redeploying the member of staff to another role in a different location, for example to an alternative school where available.

These alternatives allow time for an informed decision regarding the suspension, this will, however, depend upon the nature of the allegation.

6. Suspension should not be an automatic response when an allegation is reported. It should be considered only in cases where there is cause to suspect a child or other children at the School

is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. The case manager will give due weight to the views of the LADO, *WT* and *KCS/E* when making a decision about suspension (including with respect to considering alternatives). Where the individual is suspended, the case manager will confirm the decision within one working day and will ensure they know who their point of contact is in the School and shall provide them with their contact details. The case manager will also record the rationale and justification for the suspension, including what alternatives were considered and why they were rejected.

7. Where a member of boarding staff is suspended pending an investigation, the case manager will consider whether arrangements for alternative accommodation away from children should be made.
8. Where further enquiries are required to enable a decision about how to proceed, the LADO and case manager should discuss how and by whom the investigation will be undertaken. The LADO will provide advice and guidance to the School to ensure that an appropriate investigation is carried out. In straightforward cases, the investigation should usually be undertaken by a senior member of staff at the School. Where there is lack of resource, or the nature or complexity of the allegation requires it, an independent investigator may be appointed to undertake the investigation.
9. 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. Parents and others will be made aware that there are restrictions on publishing information which may lead to the identification of the teacher subject to the allegation.
10. The case manager will monitor the progress of cases to ensure they are dealt with as quickly as possible in a thorough and fair process. The outcome of the investigation of an allegation will record whether it is substantiated (sufficient evidence to prove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it), malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive or cause harm to the person subject of the allegation) or unfounded (to reflect cases where there is no evidence or proper basis which supports the allegation being made).
11. Reviews are conducted at fortnightly or monthly intervals, depending on the complexity of the case. The first review will take place no later than four weeks after the initial assessment and subsequent review dates will be set at the review meeting.
12. The case manager will discuss with the LADO whether a referral to the Disclosure and Barring Service (DBS) or Teaching Regulation Agency (TRA) should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School has a legal obligation to report promptly to the DBS any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the TRA and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).
13. On conclusion of the case, the case manager should review the circumstances of the case with the LADO 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. Learning lessons where the allegation is concluded to be either, unfounded, false, malicious or unsubstantiated, the case manager (and if they have been involved, the LADO) should consider the facts and determine whether any lessons can be learned and if improvements can be made.

Where an individual is removed from regulated activity, or would have been removed had the individual not left, including when they are suspended, redeployed to work that is not regulated activity, are dismissed, or have resigned, and the individual has engaged in relevant conduct in relation to children and/or adults, and/or satisfied the harm test in relation to children and/or vulnerable adults, and/or been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence, the School will make a referral to the DBS and TRA where appropriate.

The School has a duty of care to its staff, and whilst the welfare of a child is paramount, the School must offer appropriate welfare support to the adult subject to the investigation and potentially their family. The School will also make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered. Information will also not ordinarily be shared with other staff or with children or parents who are not directly involved in the investigation.

Where initial discussions lead 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.

Allegations found to be malicious or false will be removed from the individual's personnel records unless the individual gives consent for retention of the information. 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. The information to be kept on file includes a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, a note of any action taken, decisions reached and the outcomes, and a declaration on whether the information will be referred to in any future reference. All records should be retained until the accused has reached pension age, or for a period of 10 years from the date of the allegation, whichever is longer. Records should be reviewed at the end of the retention period in case it is necessary to keep it for longer.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the DSL should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the Principal will consider whether any disciplinary action is appropriate against a pupil 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 pupil.

In all cases where there are concerns or allegations of abuse, the School will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

2. Procedure for managing allegations about supply staff and contractors

The School's procedures for managing allegations against staff above also apply to staff not directly employed by the School, for example, supply teachers provided by an employment agency or business ('the agency'). The School will usually take the lead on handling allegations to ensure

appropriate action is taken. The School will be responsible for gathering the facts and managing the safeguarding process, but agencies should be fully involved and will usually lead on any disciplinary action. The School will co-operate with any enquiries from the LADO, police and/or children's social care.

In no circumstances will the School decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. The School will discuss with the agency (or agencies where the supply teacher is working across a number of schools) whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

The School will advise supply teachers being investigated to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the School during the investigation.

When using an agency, the School should 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.

Where the agency dismisses or ceases to use the services of a teacher because of serious misconduct or might have dismissed them or ceased to use their services had they not left the School first, the School must consider whether to refer the case to the Secretary of State (via the TRA).

3. Procedures for Managing Low-Level Concerns

The School takes all concerns about safeguarding seriously and recognises that addressing even low-level concerns is important to create and embed a culture of openness, trust and transparency in which the School's values and expected behaviour of its staff are constantly lived, monitored and reinforced by all staff.

If a concern is raised by a third party, the Principal will collect as much evidence as possible by speaking to the person who has raised the concern (if known), to the individual involved and any witnesses. The concern will be recorded in accordance with this policy, in the usual way. The School will address unprofessional behaviour at an early stage and will support the individual to correct it.

All low-level concerns will be recorded in writing. The record will include details of the concern, the context within which the concern arose, and details of the action taken. The name of the reporting individual should also be included, unless they have asked to remain anonymous, which will be respected as far as reasonably possible. The records will be kept confidential, will be held securely and in compliance with data protection laws at all times. The information will be retained for three years after the individual has left employment.

Low-level concerns will not be included in references unless they relate to issues which would normally be disclosed, for example, misconduct or poor performance.

The School will also reflect on reported concerns in order to identify any patterns of concerning, problematic or inappropriate behaviour which may indicate an unacceptable culture, or any weaknesses in the School's safeguarding system which may require additional training or modified policies. Where a pattern is identified, the School will decide on a course of action, either through its

disciplinary procedures, or, where the pattern moved from a concern to meeting the harms threshold, it will follow the above procedure and refer the matter to the LADO.

Where a low-level concern relates to a person employed by a supply agency or a contractor, the individual's employer will be notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.

If the Principal (or Chair of Governors as appropriate) is in any doubt as to whether a low-level concern in fact meets the harm threshold, they will consult with the LADO.

ANNEX 4: PROCEDURES FOR MANAGING ALLEGATIONS OF CHILD-ON-CHILD SEXUAL HARASSMENT AND SEXUAL VIOLENCE

Identifying sexual harassment, sexual violence and harmful sexual behaviours

Sexual violence and sexual harassment (as defined below) can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It is more likely that girls will be the victims of sexual violence and harassment, and it is more likely that it will be perpetrated by boys. It can however occur between children of any sex. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Children who are victims of sexual violence and/or sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.

Sexual harassment: is 'unwanted conduct of a sexual nature' such as sexual comments, remarks, jokes and online sexual harassment which may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. 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. 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; or upskirting, and sharing of unwanted explicit content (for example displaying pictures, photos or drawings of a sexual nature); and online sexual harassment, which might include consensual or non-consensual making and sharing of nude or semi-nude images and/or videos including those generated using AI e.g. deepfakes (often referred to as the sharing of nudes/semi-nudes, or sexting – see below); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Sexual violence: refers to sexual offences under the Sexual Offences Act 2003, including rape, assault by penetration, sexual assault, and/or causing someone to engage in sexual activity without consent. Consent to sexual activity may be given to one sort of sexual activity, but not another, or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity, and each time activity occurs. A child under the age of 13 can never consent to any sexual activity. The age of consent is 16, and sexual intercourse without consent is rape.

Upskirting: is a criminal offence and typically involves taking 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. Anyone of any sex can be a victim.

Harmful sexual behaviour is defined as: Sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, may be harmful towards self or others, or abusive towards another child, young person or adult. Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive or violent. Behaviour that is problematic, abusive or violent is developmentally inappropriate and may cause developmental damage. The umbrella term "harmful sexual behaviour" is widely used in child protection and applies to behaviour occurring online, face-to-face, or both. HSB should always be considered within a child protection context.

Response Procedures

The School will respond to all signs, reports and concerns of harmful sexual behaviours, sexual harassment and sexual violence, including where behaviour falls at the lower end of the continuum. Early intervention in inappropriate behaviour such as misogyny can help to prevent escalation to more serious abuse such as sexual harassment and sexual violence. Children who display HSB have often experienced their own abuse and trauma. It is important that they are offered appropriate support. Sexual behaviour between children may be considered harmful if one of the children is much older, particularly if there is more than two years' age difference, or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

Police may be informed of any harmful sexual behaviours 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. Where a report has been made to the police, the School will consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. 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 pupil and appropriate specialist support offered. The DSL may also decide that the children involved may benefit from early help and may make the necessary referral in accordance with the Cambridgeshire & Peterborough Safeguarding Partnership Board or Essex Safeguarding Children Board referral process.

The School will follow the procedures in Annex 5 when responding to an allegation that nude or semi-nude images and/or videos including those generated using AI have been made or shared.

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the Cambridgeshire & Peterborough Safeguarding Partnership Board or Essex Safeguarding Children Board on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator(s). If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of the Cambridgeshire & Peterborough Safeguarding Partnership Board or Essex Safeguarding Children Board, parents are informed as soon as possible and that the pupils 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 Cambridgeshire & Peterborough Safeguarding Partnership Board or Essex Safeguarding Children Board and/ or the police as appropriate. The School will have regard to the procedures set out in KCSIE at all times.

The victim may ask the School not to tell anyone about the sexual violence or sexual harassment. Advice should be sought from the DSL who should consider:

- parents or carers should normally be informed unless doing so would put the victim at greater risk;
- the basic safeguarding principle that if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care; and
- whether a crime has been committed. Ultimately, the DSL will balance the victim's wishes against their duty to protect the victim and other children.

When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. 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;
- whether there may have been other victims;
- the alleged perpetrator(s); and
- all the other children (and, if appropriate, staff) at the School, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

Risk assessments will be recorded (written or electronic) and kept under review. In relation to a report of sexual violence or sexual harassment, the DSL (and indeed all staff) will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be made to feel ashamed for making a report nor will they be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report or have their experience minimised. The School will explain to the child in a way that avoids alarming or distressing them that the law is in place to protect children rather than to criminalise them. The School will consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. The School acknowledges that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s). The DSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe and to ensure their educational attainment is not adversely affected as far as possible. This may include careful consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing School premises (including during any before or after school-based activities), and School transport. The School will also consider the risks posed to the victim from other health needs, including physical, mental and sexual health problems, as well as unwanted pregnancy which may arise as a result of the incident, and will consider recommending additional support.

The School will consider intra familial harms and whether any support for siblings is necessary following an incident.

The School will keep a written record of all concerns, discussions and decisions made.

The School will reflect on reported concerns, including the decisions made and actions taken, in order to identify any patterns of concerning, problematic or inappropriate behaviour which may indicate an unacceptable culture, or any weaknesses in the School's safeguarding system which may require additional training or amendments to relevant policies. Where a pattern is identified the School will decide on an appropriate course of action.

In the event that a report is proven to be false, unsubstantiated, unfounded or malicious, the DSL will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the Principal will consider whether any disciplinary action is appropriate against the individual who made it in accordance with the School's Behaviour, Rewards and Sanctions Policy.

Additional Resources

The Lucy Faithfull Foundation has developed a [HSB toolkit](#), which amongst other things, provides support, advice and information on how to prevent it, links to organisations and helplines, resources about HSB by children, internet safety, sexual development and preventing child sexual abuse.

The Lucy Faithfull Foundation in collaboration with the Home Office, has developed '[Shore Space](#)', an online resource which works to prevent harmful sexual behaviour. Shore Space offers a confidential chat service supporting young people who are concerned about their own or someone else's sexual thoughts and behaviour.

The NSPCC provides free and independent advice about HSB: [NSPCC Learning: Protecting children from harmful sexual behaviour](#) and [NSPCC - Harmful sexual behaviour framework](#).

[Beyond Referrals | Contextual Safeguarding](#) provides a school self-assessment toolkit and guidance for addressing HSB in schools.

Stop It Now – [Preventing harmful sexual behaviour in children - Stop It Now](#) provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.

ANNEX 5: NUDE AND SEMI-NUDE IMAGES AND/OR VIDEOS (INCLUDING AI-GENERATED) DETAILED RESPONSE PROCEDURES

For this purpose, 'making or sharing nude and semi-nude intimate images' refers to the creation, sending or posting of nude or semi-nude images, videos, or live streams by persons under the age of 18 online. Images may be taken by the child themselves (sometimes referred to as 'self-generated imagery') or taken or created by another person. They may also be digitally altered or wholly generated using artificial intelligence, including what are sometimes described as 'deepfakes' or 'deep nudes'.

The term 'nudes' is often used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include 'dick pics' or 'pics'.

Many professionals may refer to 'nudes and semi-nudes' as:

- youth produced sexual imagery or 'youth involved' sexual imagery.
- indecent imagery. This is the legal term used to define nude or semi-nude images and videos of children and young people under the age of 18.
- 'sexting'. Many adults may use this term, however some young people interpret sexting as 'writing and sharing explicit messages with people they know' rather than sharing images.
- image-based sexual abuse. This term may be used when referring to the nonconsensual sharing of nudes and semi-nudes.

Terms such as 'revenge porn' and 'upskirting' are also used to refer to specific incidents of nude and semi-nude images and/or videos being shared. However, these terms are more often used in the context of adult-to-adult non-consensual image sharing offences outlined in s.33-35 of the Criminal Justice and Courts Act 2015, Voyeurism (Offences) Act 2019 and s.67A of the Sexual Offences Act 2003.

Any direct disclosure by a child will be taken seriously and staff will ensure the child is feeling comfortable and will only ask appropriate and sensitive questions, in order to minimise further distress or trauma to them.

The motivations for making, taking and sharing nude or semi-nude images and/or videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- children and young people find nude or semi-nude intimate images and/or videos online and share them claiming to be from a peer.
- children and young people digitally manipulate an image of a young person into an existing nude online or use artificial intelligence (AI) to generate a new intimate image and/or video of a young person.
- images created or shared are used to abuse or blackmail peers. Situations could include:
 - children and young people selling nude or semi-nude images and/or videos of others online;
 - children and young people coercing a peer into sharing nude or semi-nude images and/or videos to blackmail them for money, further images, or force them into illegal activity; or
 - children and young people hacking a peer's account to share images more widely without consent to publicly shame.

- children and young people create and share nude or semi-nude images and/or videos with an adult who has presented themselves as someone under the age of 18 to groom, sexually abuse or blackmail them.

As set out in Section 4, all incidents involving the making or sharing of nude or semi-nude images and/or videos (including AI-generated), will receive a safeguarding response regardless of whether they are consensual or non-consensual.

The School will take a proportionate approach that considers the age, development, and circumstances of the children involved, as well as any elements of coercion, exploitation or vulnerability.

The DSL will follow the DDMSC / UKIS guidance "*Sharing nudes and semi-nudes: advice for education settings working with children and young people*" (March 2024) when responding to a report of the making or sharing of nude or semi-nude images and/or videos including those generated using AI s. This will include:

- Holding an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns.
- Carrying out interviews with the children involved (if appropriate).
- Informing parents and carers at an early stage and keep them involved in the process in order to best support the pupil unless there is good reason to believe that involving them would put the child at risk of harm. Any decision not to inform them should be made in conjunction with other services such as children's social care and/or the police, who would take the lead in deciding when they should be informed.
- Carrying out a risk assessment to determine whether there is a concern that a child has been harmed or is at risk of immediate harm at any point in the process.

An immediate referral to police and/or children's social care through the MASH or equivalent will be made if any of the following points apply:

- The incident involves an adult. Where an adult poses as a child to groom or exploit a child or young person, the incident may first present as a child-on-child incident.
- There is reason to believe that a child or young person has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (for example, owing to special educational needs).
- The images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent.
- The images involve sexual acts and any child or young person in the images or videos is under 13.
- There is reason to believe a child or young person is at immediate risk of harm owing to the sharing of nude or semi-nude images and/or videos including those generated using AI, for example, they are presenting as suicidal or self-harming.

If none of the above apply, the School may decide to respond to the incident without involving the police or children's social care. All incidents relating to nude or semi-nude images and/or videos including those generated using AI being shared need to be recorded, whether they have been referred externally or not. The decision to respond to an incident without involving the police or children's social care will only be made in cases where the DSL (or equivalent) is confident that they have enough information to assess the risks to any child or young person involved and the risks can be managed within the School's pastoral support and disciplinary framework. Any decision in this regard will be made by the DSL (or equivalent) with input from the Principal. The decision will be

made and recorded in line with this Policy and will be based on consideration of the best interests of any child or young person involved. Any decision will take into account proportionality as well as the welfare and protection of any child or young person. The decision will be reviewed throughout the process of responding to the incident. If doubts remain local safeguarding arrangements will be followed.

This guidance does not apply to the sharing of images of persons under 18 by an adult over 18 as this constitutes child sexual abuse. In the event that staff become aware of such an incident, they should notify the DSL immediately, who should always inform the police as a matter of urgency.

ANNEX 6: FLOWCHART REPORTING A SAFEGUARDING CONCERN

