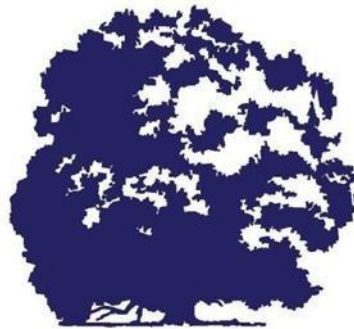




MUNTHAM HOUSE SCHOOL

CHILD PROTECTION AND SAFEGUARDING POLICY

CHILD PROTECTION AND SAFEGUARDING POLICY

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STATEMENT OF INTENT

Muntham House School is committed to safeguarding and promoting the physical, mental, and emotional welfare of every pupil, both inside and outside the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring pupils' well-being remains at the forefront of all action.

This policy establishes a clear and consistent framework for delivering on this promise, in accordance with safeguarding legislation and statutory guidance. It will be achieved by:

- Ensuring that members of the governing board, the Principal and staff understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, and know to refer concerns to the DSL (Designated Safeguarding Lead).
- Teaching pupils how to keep safe and recognise unacceptable behaviour.
- Identifying and making provision for any pupil who has been subject to, or is at risk of, abuse, neglect, or exploitation.
- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Ensuring that the Principal and any new staff and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The DSL (Designated Safeguarding Lead) is the Principal. In the absence of the DSL (Designated Safeguarding Lead), child protection matters will be dealt with by the deputy DSLs (Designated Safeguarding Leads)

ACRONYMS

This policy contains several acronyms commonly used in the Education sector. The following acronyms are listed below, along with their descriptions.

Acronym	Long-form	Description
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCS	Children's social care services	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

DBS	Disclosure and Barring Service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein, and Norway, excluding Switzerland).
EHF plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health, and care needs of pupils who have significant needs that impact their learning and access to education. The plan identifies any additional support needs or interventions and their intended impact on the pupil.
ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service administers criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency sponsored by the Ministry of Justice.

IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions and to understand institutional responses to these behaviours
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender, and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
MAT	Multi-academy trust	A trust established to undertake strategic collaboration and provide education across several schools
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PLAC	Previously looked-after children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.

SENCO	Special educational needs coordinator	A statutory role within all schools, maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE (Department for Education) with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are responsible for promoting the educational achievement of all children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker. Roles and Responsibilities of the virtual school head must be clearly identified as per statutory guidance.

DEFINITIONS

The terms “**children**” and “**child**” refer to anyone under the age of 18.

For this policy, “**safeguarding and protecting the welfare of children**” is defined as:

- Protecting pupils from maltreatment.
- Preventing the impairment of pupils’ mental and physical health or development.
- Ensuring pupils grow up in circumstances consistent with providing safe and effective care.
- Taking action to enable all pupils to have the best outcomes.

For this policy, “**consent**” is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another, and can be withdrawn at any time during sexual activity and each time the activity occurs. A person only consents to a sexual activity if they agree by choice to that activity and have the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

For this policy, “**sexual violence**” refers to the following offences as defined under the Sexual Offences Act 2003:

- Rape: A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- Assault by penetration: A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
- Sexual assault: A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- Causing someone to engage in sexual activity without consent: A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the

activity is sexual, B does not consent to engage in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or engage in sexual activity with a third party.

For this policy, “**sexual harassment**” refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual “jokes” and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
 - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
 - Sharing unwanted explicit content.
 - Upskirting.
 - Sexualised online bullying.
 - Unwanted sexual comments and messages, including on social media.
 - Sexual exploitation, coercion, and threats.

For this policy, “**upskirting**” refers to the act, as identified by the Voyeurism (Offences) Act 2019, of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender, can be a victim of upskirting.

For this policy, the “**consensual and non-consensual sharing of nude and semi-nude images and/or videos**”, colloquially known as “**sexting**”, is defined as the sharing between pupils of sexually explicit content, including indecent imagery. For this policy, “**indecent imagery**” is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory guidance, including, but not limited to, the following:

Legislation

- Children Act 1989
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as amended by the Serious Crime Act 2015)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- Anti-social Behaviour, Crime and Policing Act 2014
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021
- Marriage and Civil Partnership (Minimum Age) Act 2022

Statutory Guidance

- Home Office (2023) 'Prevent duty guidance: Guidance for specified authorities in England and Wales
- DfE (2026) 'Working Together to Safeguard Children 2026
- DfE (2018) 'Disqualification under the Childcare Act 2006
- DfE (2026) 'Keeping Children Safe in Education 2026
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation
- HM Government (2023) 'Channel Duty Guidance: Protecting people susceptible to radicalization
- Home Office and Foreign, Commonwealth and Development Office (2023) 'Multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage'

Non-statutory Guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2017) 'Child sexual exploitation'
- DfE (2024) 'Information sharing'
- DfE (2024) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2021) 'Teachers' Standards'
- DfE (2026) 'Recruit teachers from overseas'
- DfE (2026) 'Working together to improve school attendance'
- DfE (2026) 'Meeting digital and technology standards in schools and colleges'

This policy operates in conjunction with the following school policies:

- Anti-bullying Policy
- Online Safety Policy

- Cybersecurity Policy
- Acceptable Usage Policy
- Data Protection Policy
- Safer Recruitment Policy
- Staff Handbook
- Sanctions Policy
- Dignity at Work Policy
- Boundaries Containment and Co-regulation Policy

ROLES AND RESPONSIBILITIES

All staff have a responsibility to:

- Consider, at all times, what is in the pupil's best interests.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Provide a safe environment in which pupils can learn.
- Be prepared to identify pupils who may benefit from early help.
- Be aware of the school's systems which support safeguarding, including any policies, procedures, information and training provided upon induction.
- Be aware of the role and identity of the DSL (Designated Safeguarding Lead) and deputy DSLs (Designated Safeguarding Leads).
- Undertake safeguarding training, including online safety training, during their induction – this will be regularly updated.
- Receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually.
- Be aware of the local early help process and understand their role in it.
- Be aware of, and understand, the process for making referrals to CSCS (Children's Social Care Services), as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Make a referral to CSCS (Children's Social Care Services) and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Support social workers in making decisions about individual children in collaboration with the DSL (Designated Safeguarding Lead)
- Be aware of and understand the procedure to follow if a child confides they are being abused, exploited or neglected.
- Be aware that a pupil may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.
- Maintain appropriate levels of confidentiality when dealing with individual cases.
- Reassure victims that they are being taken seriously, will be supported, and will be kept safe.
- Speak to the DSL (Designated Safeguarding Lead) if they are unsure how to handle safeguarding matters.
- Be aware of safeguarding issues that can put pupils at risk of harm.
- Be aware of behaviours that could potentially be a sign that a pupil may be at risk of harm.
- Follow statutory guidance on misinformation and disinformation as part of their online safeguarding responsibilities.

Teachers, including the head teacher and Principal, have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'.

The governing board has a duty to:

- Be aware of the school's safeguarding arrangements.
- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the school's policies, procedures and training opportunities are effective and comply with the law at all times.
- Guarantee that the school contributes to multi-agency working in line with the statutory guidance ['Working Together to Safeguard Children'](#).
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment and ensure these are reflected in the school's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that staff working directly with children read at least part one of KCSIE.
- Ensure that staff who do not work directly with children read either part one or annex A of KCSIE. NB: Individual schools assess which guidance will be most effective for their staff to safeguard and promote children's welfare.
- Ensure that mechanisms are in place to assist staff in understanding and fulfilling their role and responsibilities regarding safeguarding children.
- Ensure a senior board-level lead takes leadership responsibility for safeguarding arrangements.
- Appoint a member of staff from the SLT to the role of DSL (Designated Safeguarding Lead) as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSLs (Designated Safeguarding Leads) to provide support to the DSL (Designated Safeguarding Lead), and ensure that they are trained to the same standard as the DSL (Designated Safeguarding Lead) and that the role is explicit in their job descriptions.
- Facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Where there is a safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Ensure systems are in place so children can confidently report abuse, knowing that their concerns will be treated seriously and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible.
- Ensure that staff have due regard to relevant data protection principles that allow them to share and withhold personal information.
- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations

of abuse made against the headteacher or another governor.

- Guarantee that there are effective and appropriate policies and procedures in place.
- Ensure all relevant persons know the school's local safeguarding arrangements, including the governing board, the SLT and DSL (Designated Safeguarding Lead).
- Make sure that pupils are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff are appropriately trained to support pupils to be themselves at school,
 - e.g. if they are LGBTQ+.
- Ensure the school has clear systems and processes for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff receive safeguarding and child protection training updates, e.g. emails, as required, but at least annually.
- Ensure that all governors receive appropriate safeguarding and child protection training upon their induction and that this training is updated regularly.
- Certify that there are procedures in place to handle allegations against staff, supply staff, volunteers and contractors.
- Confirm that there are procedures in place to make a referral to the DBS (Disclosure and Barring Service) and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to child-on-child abuse.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the VSH to discuss how the pupil premium funding can best support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary
 - to keep LAC safe, particularly regarding the pupil's legal status, contact details, and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from

school, particularly on repeat occasions, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future.

- Ensure that all members of the governing board have been subject to an enhanced DBS (Disclosure and Barring Service) check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), the Data Protection Act 2018, the UK GDPR and the local multi-agency safeguarding arrangements.

The Principal has a duty to:

- Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff.
- Provide staff with the appropriate policies and information upon induction.

The DSL (Designated Safeguarding Lead) has a duty to:

- Take lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring processes in place.
- Provide advice and support to other staff on child welfare, safeguarding and child protection matters.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of children, and/or support other staff to do so.
- During term time, be available during school hours for staff to discuss safeguarding concerns. NB: Individual schools, working with the DSL (Designated Safeguarding Lead), define what “available” means and whether, in exceptional circumstances, availability via phone, video call, or other media is an acceptable substitution for in-person availability.
- Arrange, alongside the school, adequate and appropriate cover for any activities outside of school hours or terms.
- Refer cases:
 - To CSCS (Children’s Social Care Services) where abuse and neglect are suspected, and support staff who make referrals to CSCS (Children’s Social Care Services).
 - To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme.
 - To the DBS (Disclosure and Barring Service) where a person is dismissed or has left due to harm, or risk of harm, to a child.
 - To the police where a crime may have been committed, in line with the National Police Chiefs’ Council (NPCC) guidance.
- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners.
- Liaise with the Principal to inform them of issues, especially regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the deputy DSLs (Designated Safeguarding Leads) to ensure effective safeguarding outcomes.
- Liaise with the case manager and the LA-designated officers (LADOs) for child

protection concerns in cases concerning staff.

- Liaise with staff on safety, safeguarding and welfare, including online and digital safety.
- Liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the Principal and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
 - Ensuring that the school knows which pupils have or had a social worker.
 - Understanding the academic progress and attainment of these pupils.
 - Maintaining a culture of high aspirations for these pupils.
 - Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential.
 - Helping to promote educational outcomes by sharing the information about the welfare, safeguarding, and child protection issues these pupils are experiencing with teachers and the SLT.
- Ensure that child protection files are kept up-to-date and only accessed by those who need to do so.
- Ensure that a pupil's child protection file is transferred as soon as possible when transferring to a new school, and consider any additional information that should be shared.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect and the role the school plays in these referrals.
- Link with safeguarding partner arrangements to make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding.
- Undergo training and update this training at least every year.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings; this includes understanding the difficulties pupils may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication.
- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters: specifically, to ensure that staff are supported during the referral processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

- Understand the importance of information sharing, including within the school, with other schools, and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR.
- Keep detailed, accurate, secure written records of concerns and referrals, and understand the purpose of this record-keeping.

The designated teacher is responsible for promoting the educational achievement of LAC and PLAC, as well as children who have left care through adoption, special guardianship, or child arrangement orders, or who were adopted from state care outside England and Wales.

MULTI-AGENCY WORKING

The school contributes to multi-agency working as part of its statutory duty. The school is aware of and will follow the local safeguarding arrangements.

The school will be fully engaged, involved, and included in the child-centred approach towards local safeguarding arrangements. Once local safeguarding partners name the school as a relevant agency, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies.

The school will foster trusting relationships between families and agencies to safeguard pupils' welfare through the early help process and by contributing to multi-agency plans that provide additional support.

Where a need for early help is identified, the school will allow access for CSCS from the host LA and, where appropriate, a placing LA, to conduct (or consider whether to conduct) a section 17 or 47 assessment.

The school will also be mindful of the importance of inter-agency working in identifying and preventing CSE.

The school will reflect the DfE's expectations to secure strong multi-agency working by:

- Collaborating with services to achieve shared goals and share information.
- Learning from evidence and sharing perspectives to evaluate provision.
- Prioritising and sharing resources depending on pupils' needs.
- Celebrating inclusivity and diversity and challenging discrimination.
- Mutually and constructively challenging others' assumptions respectfully.

INFORMATION SHARING

The school recognises the importance of proactive information sharing between professionals and local agencies to effectively meet pupils' needs and identify any need for early help.

Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will ensure that fear of sharing information does not prevent them from fulfilling their responsibility to promote pupils' welfare and safety. If staff members are in doubt about sharing information, they will speak to the DSL (Designated Safeguarding Lead) or deputy DSLs (Designated Safeguarding Leads).

EARLY HELP

Early help refers to providing support as soon as a problem arises, at any stage in a child's life. The school will be proactive in ensuring every pupil has access to full-time education to support their development and protect them from harm, while using its regular daily contact with pupils to identify concerns as early as possible.

Any pupil may benefit from early help, but in particular, staff will be alert to the potential need for early help for pupils who:

- Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND, regardless of whether they have a statutory EHC plan.
- Are suffering from mental ill health.
- Are young carers.
- Are bereaved.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing or going missing from care or from home.
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.
- Are at risk of being radicalised.
- Are viewing problematic or inappropriate online content or developing inappropriate relationships online.
- Have family members in custody.
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
- Are misusing drugs or alcohol.
- Have returned home to their family from care.
- Are at risk of HBA, such as FGM or forced marriage.
- Are privately fostered.
- Are missing education, or persistently absent from school, or not in receipt of full-time education.
- Have experienced multiple suspensions and are at risk of, or have been, permanently excluded.
- Show early signs of abuse and/or neglect in other ways.

The DSL will take the lead where early help is appropriate. This includes liaising with other agencies and, as appropriate, setting up an inter-agency assessment. The local early help process will be followed as required.

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to CSCS for assessment for statutory services if the pupil's situation is not improving or is worsening.

ABUSE AND NEGLECT

For this policy, “**abuse**” is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Harm can include ill-treatment that is not physical, as well as the impact of witnessing the ill-treatment of others – this can be particularly relevant, for example, about the impact on children of all forms of domestic abuse. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the Internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

For this policy, “**physical abuse**” is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of or deliberately induces illness in a child.

For this policy, “**emotional abuse**” is defined as the persistent emotional maltreatment of a child, such as causing severe and adverse effects on the child’s emotional development. This may involve telling a child they are worthless, unloved, inadequate, or valued only insofar as they meet another person’s needs. It may include not giving the child the opportunity to express their views, deliberately silencing them, or ‘making fun’ of what they say or how they communicate. It may include age- or developmentally inappropriate expectations imposed on children, such as interactions beyond their developmental capability, overprotection and limiting exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, including cyberbullying, causing the child to feel frightened or in danger frequently, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, but it may also occur alone.

For this policy, “**sexual abuse**” is defined as abuse that involves forcing, causing or inciting a child to take part in sexual activities, not necessarily involving violence, regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at or in the production of sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. People of any gender and age can perpetrate sexual abuse. Children can be sexually abused within the family, an institution or a community setting, and it is often known to the person carrying out the abuse.

For this policy, “**neglect**” is defined as the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in serious impairment of a child’s health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

All staff will be aware of the indicators of abuse and neglect and understand that children can be at risk of harm inside and outside of the school, inside and outside of the home, and online. All staff will understand that abuse, neglect, and other safeguarding issues are rarely standalone events that can be given a specific label, and multiple issues often overlap;

therefore, staff will be vigilant and always raise concerns with the DSL (Designated Safeguarding Lead). All staff, especially the DSL (Designated Safeguarding Lead) and deputy DSLs (Designated Safeguarding Leads), will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will know the appropriate action to take if a pupil is identified as at potential risk of abuse and, in all cases, will speak to the DSL (Designated Safeguarding Lead) if they are unsure.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

SPECIFIC SAFEGUARDING ISSUES

Certain safeguarding issues can put children at risk of harm; staff will be aware of these issues.

[Appendix A](#) of this policy details specific safeguarding issues pupils may experience and outlines the actions taken for each issue.

CHILD ON CHILD ABUSE

For this policy, “**child-on-child abuse**” is defined as abuse between children, including harassment and violence.

The school has a zero-tolerance approach to abuse, including child-on-child abuse, as confirmed in the Child Protection and Safeguarding Policy’s statement of intent.

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the Safeguarding team or DSL if they have any concerns about child-on-child abuse.

All staff will understand the importance of challenging inappropriate behaviour between peers, and will not tolerate abuse as “banter” or “part of growing up”.

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers – sometimes known as ‘teenage relationship abuse’.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.

- Misogyny is not tolerated within school. Pupils are educated on this.
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.
- Children can be at high risk at the end of the school day.
- Children are not always recognised as victims and can be criminalised for actions they take while under coercion.

All staff will be clear as to the school's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it. It is important to recognise behaviour and indicators early for signs of child-on-child abuse.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that their concerns will be taken seriously, they will be supported, and they will be kept safe.

ONLINE SAFETY AND PERSONAL ELECTRONIC DEVICES

The school will adhere to the Online Safety Policy at all times.

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

Through training, all staff members will be made aware of:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online.
- The procedure to follow when they are concerned about a pupil's online activity.

The school will ensure suitable filtering systems are in place on ICT equipment to prevent children from accessing inappropriate material, in line with the school's Cyber-Security Policy. However, the school will ensure that the use of filtering and monitoring systems does not cause "over-blocking, which may lead to unreasonable restrictions on what pupils can be taught online.

Staff will be aware of the filtering systems in place and will know how to escalate concerns where they are identified.

For more information about the school's approach to online safety, see the Online Safety Policy.

COMMUNICATING WITH PARENTS

As part of regular communication with parents, the school will reinforce the importance of pupils staying safe online and explain the systems the school uses to filter and monitor online use.

The school will also make it clear to parents what their children are being asked to do online for school.

REVIEWING ONLINE SAFETY

The school will regularly review its approach to online safety, supported by an annual risk

assessment that considers and reflects the risks pupils face.

PERSONAL ELECTRONIC DEVICES

The school closely monitors staff and pupils' use of personal electronic devices, including mobile phones and cameras, through the Staff ICT and Electronic Devices Policy and Pupils' Personal Electronic Devices Policy.

The school will carefully plan photographs and videos of pupils in line with consent requirements and the school's Data Protection Policy and Photography Policy. The DPO (Data Protection Officer) will oversee the planning of any events where photographs and videos will be taken.

Where photographs and videos will involve pupils who are LAC, adopted pupils, or pupils for whom there are security concerns, the headteacher will liaise with the DSL (Designated Safeguarding Lead) to determine the steps involved. The DSL (Designated Safeguarding Lead) will, in known cases of pupils who are LAC or who have been adopted, liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the pupils.

Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the DSL (Designated Safeguarding Lead), following the appropriate procedures.

UPSKIRTING

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. "Operating equipment" includes enabling or securing activation by another person without that person's knowledge, e.g. a motion-activated camera.

The school will not tolerate upskirting. Any upskirting incidents will be reported to the DSL (Designated Safeguarding Lead), who will then decide on next steps, including police involvement.

CONSENSUAL AND NON-CONSENSUAL SHARING OF INDECENT IMAGES AND VIDEOS

The school will ensure that staff are aware to treat the consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth-produced sexual images) as a safeguarding concern.

Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal for the age of the pupil and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training on how to deal with instances of sharing nudes and semi-nudes in the school community, including understanding motivations, assessing risks posed to pupils depicted in the images, and how and when to report instances of this behaviour.

Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised.

If a member of staff becomes aware of an incident of sharing nudes and/or semi-nudes, they will refer it to the DSL (Designated Safeguarding Lead) as soon as possible.

The school's full response to incidents of consensual and non-consensual sharing of

indecent images and videos can be found in the Youth-produced Sexual Imagery Policy.

CONTEXT OF SAFEGUARDING INCIDENTS

Safeguarding incidents can occur outside school and may be linked to external factors. All staff, particularly the DSL (Designated Safeguarding Lead) and deputy DSLs (Designated Safeguarding Leads), will always consider the context of safeguarding incidents. When assessing pupils' behaviour, we will consider whether wider environmental factors threaten their safety and/or welfare. The school will provide as much contextual information as possible when making referrals to CSCS (Children's Social Care Services).

PUPILS POTENTIALLY AT GREATER RISK OF HARM

The school recognises that some groups of pupils can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in these groups of pupils. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outlined below.

PUPILS WHO NEED SOCIAL WORKERS

Pupils may require social worker support due to safeguarding or welfare concerns. These needs can leave pupils vulnerable to further harm and educational disadvantage.

As a matter of routine, the DSL (Designated Safeguarding Lead) will hold and use information from the LA about whether a pupil has a social worker to make decisions in the pupil's best interests, including safety, welfare, and educational outcomes.

Where a pupil requires a social worker, this will inform decisions about safeguarding (e.g., responding to unauthorised absence) and promoting welfare (e.g., considering pastoral or academic support).

HOME EDUCATED CHILDREN

Parents may choose elective home education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them.

In line with the Education (Pupil Registration) (England) Regulations 2006, the school will inform the LA of all deletions from the admissions register when a pupil is taken off roll.

Where a parent has expressed their intention to remove a pupil from school for EHE, the school, in collaboration with the LA and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the pupil has SEND, is vulnerable, and/or has a social worker.

LAC AND PLAC

Children most commonly become looked after because of abuse and/or neglect. As a result, they may be at greater risk of safeguarding issues. PLAC, also known as care leavers, can remain vulnerable after leaving care.

The governing board will ensure that staff have the skills, knowledge and understanding to keep LAC and PLAC safe. This includes ensuring that the appropriate staff have the information they need, such as:

- Looked after legal status, i.e. whether they are looked after under voluntary arrangements with parents' consent, or on an interim or full care order.
- Contact arrangements with parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the pupil.

The DSL (Designated Safeguarding Lead) will be provided with the necessary details of pupils' social workers, the VSH, and personal advisers for PLAC.

The school's LAC Policy outlines further safeguarding procedures for LAC and PLAC.

PUPILS WITH SEND

All pupils at the school have SEN; therefore, staff will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a pupil's indicators relate only to their disability
- Pupils with SEND can be disproportionately impacted by issues such as bullying without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, we will always consider the above factors. When managing a safeguarding issue relating to a pupil with SEND, the DSL (Designated Safeguarding Lead) will liaise with the school's SENCO and the pupil's parents, where appropriate, to ensure that the pupil's needs are met effectively.

LGBTQ+ PUPILS

The fact that a pupil may be LGBTQ+ is not in itself an inherent risk factor for harm; however, staff will be aware that other individuals can target LGBTQ+ pupils. Staff will also be mindful that, in some cases, a pupil who is perceived by others to be LGBTQ+ can be just as vulnerable as pupils who identify as LGBTQ+.

Staff will also be aware that these risks can be compounded when pupils do not have a trusted adult they can speak to openly. Staff will endeavour to reduce the additional barriers these pupils face and provide a safe space for them to speak out and share any concerns.

PUPILS REQUIRING MENTAL HEALTH SUPPORT

All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation.

USE OF THE SCHOOL PREMISES FOR NON-SCHOOL ACTIVITIES

Where the governing board hires or rents out school facilities or the school premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate arrangements are in place to keep pupils safe.

Where the governing board provides the activities under the direct supervision or management of school staff, child protection arrangements will apply. Where another body provides activities separately, this may not be the case; therefore, the governing board will seek assurance that the body concerned has appropriate safeguarding and child protection

policies and procedures in place, including inspecting these as needed. The governing board will also ensure arrangements are in place to liaise with the school on these matters where appropriate. The governing board will ensure safeguarding requirements are included in any transfer of control agreement (e.g., a lease or hire agreement) as a condition of use and occupation of the premises, and specify that failure to comply would lead to termination of the agreement.

EXTRACURRICULAR ACTIVITIES AND CLUBS

External bodies that host extracurricular activities and clubs at the school, e.g. charities or companies, will work with the school to safeguard pupils effectively and adhere to local safeguarding arrangements.

Staff and volunteers running extracurricular activities and clubs understand their safeguarding responsibilities and promote pupils' welfare. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS (Children's Social Care Services) or the police, if necessary.

All national governing bodies of sport that receive funding from either Sport England or UK Sport must aim to meet the Standards for Safeguarding and Protecting Children in Sport. Any paid coaches used by the school must supply a current DBS form before starting work at the school.

ALTERNATIVE PROVISION

The school will remain responsible for a pupil's welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

WORK EXPERIENCE

When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place. Where the school arranges work experience for pupils, it will obtain an enhanced DBS (Disclosure and Barring Service) check if the pupil is over 16.

PRIVATE FOSTERING

Where a period of UK homestay lasts 28 days or more for a child aged under 16, or under 18 for a child with SEND, this may amount to private fostering under the Children Act 1989. If the school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible so the LA can conduct any necessary checks.

CONCERNS ABOUT PUPILS

If a member of staff has any concern about a pupil's welfare, or a pupil has reported a safeguarding concern in relation to themselves or a peer, they will act on it immediately by speaking to the DSL or deputy DSLs.

Staff will be aware that pupils may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful. Staff will be aware that this must not prevent them from having professional curiosity and speaking to the DSL or deputy DSL if they have a concern about a pupil.

All staff members know the procedure for reporting concerns and understand their responsibilities for confidentiality and information sharing, as outlined in the Communication and Confidentiality section of this policy.

If the DSL is unavailable to discuss the concern, staff members will contact the deputy DSLs. If anyone other than the DSL makes a referral about a pupil, the DSL will be informed as soon as possible.

The LA will decide on the required action within one working day of the referral being made and will notify the referrer. Staff must monitor a referral if they do not receive information from the LA about the necessary action for the pupil. If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure their concerns have been addressed and the situation improves for the pupil.

If early help is appropriate, we will review the case regularly. If the pupil's situation does not improve, we will consider a referral. We will record and log all concerns, discussions, and decisions, as well as the reasons for those decisions, on CPOMS.

If a pupil is in immediate danger, we will refer to CSCS and/or the police immediately. If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.

Where there are safeguarding concerns, the school will ensure the pupil's wishes are always taken into account and that systems are in place for pupils to provide feedback and express their views. When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels heard and believed.

An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family need to prevent needs from escalating to a point where intervention is required.

The school will consider whether a family group decision-making forum is appropriate to determine the help and support the family network can provide for a pupil where concerns have been raised about their safety or well-being.

MANAGING REFERRALS

The reporting and referral process outlined in the Reporting Safeguarding Concerns Process Flowchart will be followed accordingly.

All staff members, particularly the DSL (Designated Safeguarding Lead), will be aware of the LA's arrangements for managing referrals. The DSL (Designated Safeguarding Lead) will provide staff members with clarity and support where needed. When making a referral to CSCS (Children's Social Care Services) or other external agencies, information will be shared in line with confidentiality requirements. It will only be shared when necessary.

The DSL (Designated Safeguarding Lead) will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, to ensure the well-being of the pupils involved. The DSL (Designated Safeguarding Lead) will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made.

Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.

The school will not wait for the outcome of an investigation before protecting the victim and other pupils; this applies to both criminal investigations and those conducted by CSCS (Children's Social Care Services). Where CSCS (Children's Social Care Services) decide that a statutory investigation is not appropriate, the school will consider referring the incident again if it is believed that the pupil is at risk of harm. Where CSCS (Children's Social Care Services) decide that a statutory investigation is not appropriate and the school agrees, the school will consider using other support mechanisms, such as early help and pastoral support.

At all stages of the reporting and referral process, the pupil will be informed of the decisions made, the actions taken, and the reasons for doing so. Discussions of concerns with parents will take place only when this would not put the pupil or others at potential risk of harm. The school will work closely with parents to ensure the pupil, as well as their family, understands the arrangements in place, such as in-school interventions, is effectively supported, and knows where to access additional support.

CONCERNS ABOUT SCHOOL SAFEGUARDING PRACTICES

Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the

Whistleblowing Policy. If a staff member feels unable to raise an issue with the DSL (Designated Safeguarding Lead), then they can speak with the chair of governors.

SAFEGUARDING CONCERNS AND ALLEGATIONS OF ABUSE AGAINST STAFF

All allegations against staff, supply staff, volunteers and contractors will be managed in line with the school's Allegations of Abuse Against Staff Policy, a copy of which will be provided to and understood by all staff. The school will ensure all allegations against staff, including those who are not school employees, are dealt with appropriately and that the school liaises with the relevant parties.

When managing allegations against staff, the school will recognise the distinction between allegations that meet the harm threshold and allegations that do not, also known as "low-level concerns", as defined in the Allegations of Abuse Against Staff Policy. Allegations that meet the harm threshold include instances where staff have:

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

Low-level concerns will be handled in line with the school's Low-level Safeguarding Concerns Policy.

COMMUNICATION AND CONFIDENTIALITY

All child protection and safeguarding concerns will be treated in the strictest confidence in

accordance with the school's data protection policies.

Where there is an allegation or incident of sexual abuse or sexual violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree on what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.

Concerns will be reported only to those necessary for their progression, and reports will be shared only among staff members and with external agencies on a need-to-know basis. When a pupil discloses a concern, staff will not promise confidentiality and will ensure they understand what information will be shared, with whom, and why.

Where it is in the public interest and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime. Before doing so, the DSL (Designated Safeguarding Lead) will weigh the victim's wishes against their duty to protect the victim and others. If a referral is made against the victim's wishes, it is done carefully, with the reasons explained to the victim and specialist support offered.

Depending on the nature of the concern, the DSL (Designated Safeguarding Lead) will discuss it with the parents of the pupils involved. Discussions with parents will not take place where they could potentially put a pupil at risk of harm. Discussions with the victim's parents will focus on the arrangements in place to safeguard the victim, to understand their wishes regarding support arrangements, and the progression of the report. Discussions with the alleged perpetrator's parents will address arrangements that will impact their child, such as moving classes, explain the reasons behind decisions, and discuss available support. External agencies will be invited to these discussions where necessary.

Where confidentiality or anonymity has been breached, the school will implement appropriate disciplinary procedures and analyse how to minimise damage and prevent future breaches.

Where a pupil leaves the school, the Designated Safeguarding Lead (DSL) will ensure that the child protection file, together with any additional safeguarding information required to support the pupil, is transferred securely to the new setting as soon as possible. This will help the receiving provider put appropriate support in place and ensure a smooth transition.

SAFER RECRUITMENT

The school's full safer recruitment policy and procedures are outlined in the Safer Recruitment Policy.

The school will undertake an enhanced DBS (Disclosure and Barring Service) check with barred list information for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible daily for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

The DfE's (Department for Education) [DBS Workforce Guides](#) will be consulted when

determining whether a position fits the child workforce criteria.

The governing board will conduct the appropriate pre-employment checks for all prospective employees, including internal candidates and candidates who have lived or worked outside the UK.

The appropriate DBS (Disclosure and Barring Service) and suitability checks will be carried out for all governors, volunteers, and contractors.

STAFF SUITABILITY

All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018. A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

All staff members must sign the Staff Disqualification Declaration Form to confirm they are not disqualified from working in a school environment. A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

ONGOING SUITABILITY

After appointment, the school will consider staff and volunteers' ongoing suitability to prevent harm to children or placing children at risk.

REFERRAL TO THE DBS

The school will refer to the DBS (Disclosure and Barring Service) anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe a member of staff has committed an offence and has been removed from regulated activity. The duty also applies when an individual is deployed to another area of work that is not in regulated activity, or when they are suspended.

SINGLE CENTRAL RECORD (SCR)

The school keeps an SCR which records all staff, including agency and third-party supply staff, and teacher trainees on salaried routes, who work at the school.

All members of the proprietor body are also recorded on the SCR.

The school holds a central SCR containing easily accessible information, recorded so that details for each individual can be provided separately and without delay to all who need to see them, including Ofsted.

The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check

Child Protection and Safeguarding Policy

- A prohibition from teaching check
- A check of professional qualifications, where required
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK
- Whether the employee's position involves relevant activity, i.e. regularly caring for, training, supervising or being solely in charge of persons aged under 18

For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received, which indicates that all the necessary checks have been conducted (i.e. all the same checks the school would perform on any individual working in the school or who will be providing education on the school's behalf, including through online delivery) and the date that confirmation was received.

If any checks have been conducted for volunteers, this will also be recorded on the SCR. If risk assessments determine whether a volunteer should be subject to an enhanced DBS check, the school will record the risk assessment.

The school will also include written confirmation that supply agencies have completed all relevant checks.

The school may record any other information it deems relevant.

The school will remove an individual's details from the SCR once they no longer work at the school.

TRAINING

Staff members will undergo safeguarding and child protection training at induction, which will be updated regularly and/or whenever legislation changes.

The induction training will cover:

- The Child Protection and Safeguarding Policy.
- Mental Health and Wellbeing Policy
- Part one of 'Keeping children safe in education' (KCSIE) (or Annex A, if appropriate).
- The Sanctions Policy.
- Coregulations and Relationships Policy
- Boundaries and Containment Policy
- Appropriate child protection and safeguarding training, including online safety training.
- Information about the role and identity of the DSL (Designated Safeguarding Lead) and deputy DSLs (Designated Safeguarding Leads).

All staff members will also receive regular safeguarding and child protection updates as required, but at least annually. Training will cover, at a minimum:

- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding.
- How to keep LAC safe.
- CCE (Child Criminal Exploitation) and the need to refer cases to the National Referral Mechanism.

- Updated online safety training.

Staff will have opportunities to contribute to and inform the school's safeguarding arrangements.

The DSL (Designated Safeguarding Lead) and deputy DSLs (Designated Safeguarding Leads) will undergo child protection and safeguarding training and update it at least every two years. The DSL (Designated Safeguarding Lead) and deputy DSLs (Designated Safeguarding Leads) will also access resources and attend relevant or refresher training courses to stay up to date with developments relevant to their role. This will include training to understand:

- The assessment process for providing early help and statutory intervention, including local criteria for action and CSCS (Children's Social Care Services) referral arrangements.
- How LAs conduct child protection case conferences and child protection review conferences, to enable the DSL (Designated Safeguarding Lead) to attend and contribute to these effectively when required.
- The importance of providing information and support to CSCS (Children's Social Care Services)
- The lasting impact that adversity and trauma can have.
- How to be alert to the specific needs of children in need, pupils with SEND and/or relevant health conditions, and young carers.
- The importance of internal and external information sharing.
- The Prevent duty.
- The risks associated with online safety, including the additional risks faced online by pupils with SEND.

MONITORING AND REVIEW

This policy is reviewed at least annually by the Safeguarding team and the Principal. This policy will be updated as needed to ensure it stays up to date with safeguarding issues as they emerge and evolve, including any lessons learnt.

We will communicate any changes to this policy to all staff members. All members of staff must familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

SPECIFIC SAFEGUARDING ISSUES

This appendix sets out details about specific safeguarding issues that pupils may experience and outlines specific actions that would be taken in relation to individual issues.

Here are the issues covered:

- Domestic Abuse
- Homelessness
- Children missing from education
- Child abduction and community safety incidents; child criminal exploitation (CCE)
- Child Sexual Exploitation (CSE)
- Cyber-crime

- Child sexual exploitation (CSE); modern slavery
- Forced Marriage; Radicalisation
- Pupils with family members in prison; pupils required to give evidence in court; mental health
- Serious violence

DOMESTIC ABUSE

For this policy, and in line with the Domestic Abuse Act 2021, “**domestic abuse**” is defined as abusive behaviour of a person towards another person (including conduct directed at someone else, e.g. the person’s child) where both are aged 16 or over and are personally connected. “**Abusive behaviour**” includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse. “**Personally connected**” includes people who:

- Are, have been, or have agreed to be married to each other.
- Are, have been, or have agreed to be in a civil partnership with each other.
- Are, or have been, in an intimate personal relationship with each other.
- Each has, or had, a parental relationship towards the same child.
- Are relatives.

The school will recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

HOMELESSNESS

The DSL (Designated Safeguarding Lead) and deputy DSLs (Designated Safeguarding Leads) will know the contact details and referral routes into the Local Housing Authority so concerns about homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include:

- Household debt.
- Rent arrears.
- Domestic abuse.
- Anti-social behaviour.
- Any mention of a family moving home because “they have to”.

Referrals to the Local Housing Authority do not replace referrals to CSCS (Children’s Social Care Services) where a child is being harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family-based, and referrals to CSCS (Children’s Social Care Services) will be made as necessary where concerns are raised.

CHILDREN MISSING FROM EDUCATION

A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation. Staff will monitor pupils who go missing from the school, particularly on repeat occasions, and report them to the DSL (Designated Safeguarding Lead) following normal safeguarding

procedures, in accordance with the Children Missing Education Policy. The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

ADMISSIONS REGISTER

Pupils are placed on the admissions register at the beginning of the first day the school agrees, or when the school has been notified that the pupil will first attend. The school will notify the LA within 5 days of adding a pupil's name to the admissions register.

The school will keep the admissions register up to date and accurate at all times and will inform parents of any changes. Two emergency contacts will be held for each pupil where possible. Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.

If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register:

- The full name of the parent with whom the pupil will live.
- The new address.
- The date from which the pupil will live at that address.

If a parent notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:

- The name of the new school.
- The date on which the pupil first attended, or is due to attend, that school.

Where a pupil moves to a new school, the school will use a secure internet system to transfer pupils' data securely.

To ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

- Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age.
- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

The school will also remove a pupil from the admissions register where the school and LA have been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:

- The full name of the pupil.
- The full name and address of any parent with whom the pupil lives.
- At least one telephone number of the parent with whom the pupil lives.
- The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable.
- The name of the pupil's new school and the pupil's expected start date there, if applicable.
- The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended).

The school will work with the LA to establish methods of making returns for pupils returning to the school. The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown. The school will also highlight any other necessary contextual information, including safeguarding concerns.

CHILD ABDUCTION AND COMMUNITY SAFETY INCIDENTS

For this policy, "child abduction" is defined as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Parents and other relatives can commit child abduction, as can other people known to the victim and strangers.

All staff will be alert to community safety incidents taking place in the vicinity of the school that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing with pupils.

Pupils will receive practical advice and lessons to help them keep themselves safe outdoors.

CHILD CRIMINAL EXPLOITATION (CCE)

For this policy, "child criminal exploitation" is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

- In exchange for something the victim needs or wants.
- For the financial advantage or other advantage of the perpetrator or facilitator.
- Through violence or the threat of violence.

Specific forms of CCE (Child Criminal Exploitation) can include:

- Being forced or manipulated into transporting drugs or money through county lines.
- Working in cannabis factories.
- Shoplifting or pickpocketing.
- Committing vehicle crime.
- Committing, or threatening to commit, serious violence to others.

The school will recognise that pupils involved in CCE (Child Criminal Exploitation) are victims themselves, regardless of whether they have committed crimes, and even if the criminal

activity appears consensual. The school will also recognise that pupils of any gender are at risk of CCE (Child Criminal Exploitation).

School staff will be aware of the indicators that a pupil is the victim of CCE (Child Criminal Exploitation), including:

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

COUNTY LINES

For this policy, “**county lines**” refers to gangs and organised criminal networks exploiting children to move, store or sell drugs and money into one or more areas, locally and/or across the UK.

As well as the general indicators for CCE (Child Criminal Exploitation), school staff will be aware of the specific indicators that a pupil may be involved in county lines, including:

- Going missing and subsequently being found in areas away from their home.
- Having been the victim or perpetrator of serious violence, e.g. knife crime.
- Receiving requests for drugs via a phone line.
- Moving drugs.
- Handing over and collecting money for drugs.
- Being exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection.
- Being found in accommodation they have no connection with or a hotel room where there is drug activity.
- Owing a ‘debt bond’ to their exploiters.
- Having their bank account used to facilitate drug dealing.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs. Staff members who suspect a pupil may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL (Designated Safeguarding Lead).

The DSL (Designated Safeguarding Lead) will consider referral to the National Referral Mechanism on a case-by-case basis. It may involve local services and providers that support victims of county lines exploitation.

CYBER-CRIME

For this policy, “**cyber-crime**” is defined as criminal activity committed using computers and/or the internet. This includes ‘cyber-enabled’ crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and ‘cyber-dependent’ crimes, i.e. crimes that can be committed only by using a computer. Crimes include:

- Unauthorised access to computers, known as ‘hacking’.

- Denial of Service attacks, known as 'booting'.
- Making, supplying or obtaining malicious software, or 'malware', e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

All staff will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL (Designated Safeguarding Lead) referring pupils to the National Crime Agency's Cyber Choices programme.

CHILD SEXUAL EXPLOITATION (CSE)

For this policy, "**child sexual exploitation**" is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, for any of the following reasons:

- In exchange for something the victim needs or wants.
- For the financial advantage, increased status or other advantage of the perpetrator or facilitator.
- Through violence or the threat of violence.

The school will recognise that CSE (Child Sexual Exploitation) can occur over time or be a one-off occurrence, and may happen without the pupil's immediate knowledge, e.g. through others sharing videos or images of them on social media. The school will recognise that CSE (Child Sexual Exploitation) can affect any pupil who has been coerced into engaging in sexual activities, even if the activity appears consensual; this includes pupils aged 16 and above who can legally consent to sexual activity. The school will also recognise that pupils may not realise they are being exploited, e.g. they believe they are in a genuine romantic relationship.

School staff will be aware of the key indicators that a pupil is the victim of CSE (Child Sexual Exploitation), including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part.
- Having older partners.
- Suffering from sexually transmitted infections.
- Displaying sexual behaviours beyond expected sexual development.
- Becoming pregnant.
-

All concerns related to CSE (Child Sexual Exploitation) will be managed in line with the school's Child Sexual Exploitation (CSE) Policy.

Where CSE (Child Sexual Exploitation), or the risk of it, is suspected, staff will discuss the case with the DSL (Designated Safeguarding Lead). If after discussion a concern remains, local safeguarding procedures will be triggered, including referral to the LA. The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

MODERN SLAVERY

For this policy, “modern slavery” encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE (Child Criminal Exploitation), CSE (Child Sexual Exploitation), and other forms of exploitation.

All staff will be aware of and alert to the signs that a pupil may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

FORCED MARRIAGE

Forced marriage is a marriage where one or both spouses do not consent to the marriage but are coerced into it. Force can be physical, psychological, financial, sexual and emotional pressure. A lack of full and free consent can occur when a person does not consent or cannot consent, e.g. due to some forms of SEND. Where an individual lacks the capacity to consent to marriage, coercion is not required for a marriage to be forced.

All staff will be alert to the indicators that a pupil is at risk of, or has undergone, forced marriage, including, but not limited to, the pupil:

- Being absent from school – particularly where this is persistent.
- Requesting extended leave of absence and failure to return from visits to country of origin.
- Being fearful about forthcoming school holidays.
- Being subjected to surveillance by siblings or cousins at school.
- Demonstrating a decline in behaviour, engagement, performance, exam results or punctuality.
- Being withdrawn from school by their parents.
- Being removed from a day centre when they have a physical or learning disability.
- Not being allowed to attend extracurricular activities
- Suddenly announcing that they are engaged to a stranger, e.g. to friends or on social media.
- Having a family history of forced marriage, e.g. their older siblings have been forced to marry.
- Being prevented from going on to further or higher education.
- Showing signs of mental health disorders and behaviours, e.g. depression, self-harm, anorexia.
- Displaying a sudden decline in their educational performance, aspirations or motivation.

Staff who have any concerns regarding a pupil who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL (Designated Safeguarding Lead) and local safeguarding procedures will be followed – this could include referral to CSCS (Children’s Social Care Services), the police or the Forced Marriage Unit. The DSL (Designated Safeguarding Lead) will ensure the pupil is spoken to privately about these concerns and that further action is taken as appropriate. Pupils will always be listened to and their comments taken seriously.

Staff will be made aware that they should not approach the pupil’s family or those with

influence in the community without the pupil's express consent, as this will alert them to the concerns and may place the pupil in further danger.

Advice will be sought from the Forced Marriage Unit following any suspicion of forced marriage among pupils.

If a pupil is being forced to marry, or is fearful of being forced to, the school will be especially vigilant for signs of mental health disorders and self-harm. The DSL (Designated Safeguarding Lead) and senior mental health lead will support the pupil, and referrals will be made on a case-by-case basis.

Staff members will make themselves aware of how they can support victims of forced marriage to respond to the victims' needs at an early stage, and be aware of the practical help they can offer, e.g. referral to social services and local and national support groups.

Local child safeguarding procedures will be activated following concerns regarding forced marriage – the school will use existing national and local protocols for multi-agency liaison with police and children's social care.

The school will support any victims to seek help by:

- Making them aware of their rights and choices to seek legal advice and representation.
- Recording injuries and making referrals for medical examination where necessary.
- Providing personal safety advice.
- Developing a safety plan in case they are seen, e.g. by preparing another reason for why the victim is seeking help.
-

The school will establish where possible whether pupils at risk of forced marriage have a dual nationality or two passports.

The school will aim to create an open environment where pupils feel comfortable and safe to discuss the problems they are facing – this means creating an environment where forced marriage is discussed openly within the curriculum and support and counselling are provided routinely.

The school will take a whole school approach towards educating on forced marriage in the school curriculum and environment – in particular, the school's RSHE curriculum will incorporate teaching about the signs of forced marriage and how to obtain help. Appropriate materials and sources of further support will be signposted to pupils. Pupils will be encouraged to access appropriate advice, information and support.

Teachers and other staff members will be educated through CPD about the issues surrounding forced marriage and the signs to look out for.

RADICALISATION

For this policy, "**radicalisation**" refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

For this policy, "**extremism**" refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and

tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.

For this policy, “**terrorism**” refers to an action that endangers or causes serious violence to a person or people, serious property damage, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public, and be made to advance a political, religious or ideological cause.

Protecting pupils from the risk of radicalisation is part of the school’s wider safeguarding duties. The school will actively assess the risk of pupils being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in pupils’ behaviour which could indicate that they may need help or protection. Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include contacting the DSL (Designated Safeguarding Lead) or making a Prevent referral. The school will work with local safeguarding arrangements as appropriate.

The school will engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms. The school will discuss any concerns about radicalisation with the pupil’s parents, unless it has reason to believe the child would be placed at risk as a result.

The DSL (Designated Safeguarding Lead) will undertake Prevent awareness training to provide advice and support to other staff on how to protect pupils from the risk of radicalisation. The DSL (Designated Safeguarding Lead) will hold formal training sessions with all staff to ensure they understand the risk indicators and their duties in preventing radicalisation.

THE PREVENT DUTY

Under section 26 of the Counter-Terrorism and Security Act 2015, all schools have a duty to have “due regard to the need to prevent people from being drawn into terrorism”, known as “**the Prevent duty**”. The Prevent duty will form part of the school’s wider safeguarding obligations.

The school’s procedures for carrying out the Prevent duty, including how it will engage and implement the Channel programme, are outlined in the Prevent Duty Policy.

PUPILS WITH FAMILY MEMBERS IN PRISON

Pupils with a family member in prison will be offered pastoral support as necessary. They will receive a copy of [‘Are you a young person with a family member in prison?’](#) from Action for Prisoners’ Families, where appropriate, and will be allowed to discuss questions and concerns.

PUPILS REQUIRED TO GIVE EVIDENCE IN COURT

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

Pupils will be provided with the booklet [‘Going to Court’](#) from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

Pupils will be provided with the booklet [‘Going to Court and being a witness’](#) from HMCTS

where appropriate and allowed the opportunity to discuss questions and concerns.

MENTAL HEALTH

All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation.

Staff will not attempt to make a diagnosis of mental health problems – the school will ensure a trained mental health professional does this. Staff will, however, be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one. Staff will also be aware of how pupils' experiences can impact on their mental health, behaviour, and education.

Staff with a mental health concern about a pupil that is also a safeguarding concern will act in line with this policy and speak to the DSL (Designated Safeguarding Lead) or deputy DSLs (Designated Safeguarding Leads).

The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

In all cases of mental health difficulties, the school's Social, Emotional and Mental Health (SEMH) Policy will be consulted and adhered to at all times.

SERIOUS VIOLENCE

Through training, all staff will be made aware of indicators that may signal a pupil is at risk of, or involved in, serious violent crime. These indicators include, but are not limited to:

- Increased absence from school.
- A change in friendships.
- Relationships with older individuals or groups.
- A significant decline in academic performance.
- Signs of self-harm.
- A significant change in wellbeing.
- Signs of assault.
- Unexplained injuries.
- Unexplained gifts or new possessions.

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:

- Being male.
- Having been frequently absent from school.
- Having been permanently excluded from school.
- Having experienced child maltreatment.
- Having been involved in offending, such as theft or robbery.

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL (Designated Safeguarding Lead).

The school will be aware that the Police, Crime, Sentencing and Courts Act will introduce a

new duty in early 2024 on a range of specified authorities, such as the police, to share data and information, and put plans in place to prevent and reduce serious violence within their local communities. Schools will have a separate duty to cooperate with core duty holders when asked; the school will ensure arrangements are in place to do so.

Last reviewed: September 2026

Next review due: September 2027