Safeguarding and Child Protection Including EYFS

Ashley Manor Prep School

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1. Background

This policy has been developed in accordance with the principle established in the:

This policy has been revised in accordance with guidance and publication of revisions as follows and Gloucestershire Safeguarding Children Partnership (GSCP) Child Protection Procedures

- Education Act 2002, section 175
- The Children Act 1989 and 2004 and the Education Act 2002, section 175
- 'What to do if you are worried a child is being abused - Advice for practitioners' (DfE, 2015)
- Prevent Duty Guidance: England and Wales (2023)
- 'Working Together to Safeguard Children' (DfE, 2025)
- 'Keeping Children Safe in Education' (DfE, 2025)
- 'Disqualification under the Childcare Act 2006' (DfE, 2018)
- 'Children missing education' (DfE, 2024)
- 'Staffing and Employment Advice for Schools' (DfE, 2024)
- 'Searching, Screening and Confiscation: advice for schools' (DfE, 2023)
- Teaching Online Safety in Schools (DfE, 2023)
- 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (DfE, 2021)
- 'The Right to Choose: Government Guidance on Forced Marriage' (Home Office and Foreign, Commonwealth & Development Office, 2023)
- 'Mental Health and Behaviour in Schools' (DfE, 2018)

'Working Together to Safeguard Children' (2025) requires all schools to follow the procedures for protecting children from abuse established by the Gloucestershire Safeguarding Children's Partnership (GSCP) and Multi-Agency Safeguarding Hub (MASH).

This policy should be read in conjunction with the policies listed below:

- Health and Safety
- Code of Conduct
- Safer Recruitment
- Non-Discrimination and Inclusion
- Internet
- Complaints
- Risk Assessment
- Relationships and Sex Education
- PSHCE
- Data Protection

2. Introduction

Safeguarding and Child Protection is of paramount importance at our school.

Safeguarding incidents may happen anywhere and staff should be alert to the possibility of concernsbeing raised at school.

At our School we will ensure that we have appropriate procedures in place for responding

where we believe that a child has been abused or is at risk of abuse. The procedures also cover circumstances in which a member of staff is accused of, or suspected of, abuse.At the School we understand that promoting the welfare of children is **everyone's** responsibility. **Everyone** has a role to play in safeguarding children. This means that all staff should consider, at all times, what is in the best interests of the child. As a school we recognise the additional vulnerability of students with SEND, including in relation to child-on-child abuse. There is a zero-tolerance approach, and even if there are no reported cases, staff do not take the view that it does not happen in school.

This policy is in available on the school website – https://www.ashleymanorprep.co.uk and a printed copy on request.

At the school, working together to safeguard children is best summarised as:

- understanding safeguarding encompasses mental and physical health;
- understanding that safeguarding is everyone's responsibility;
- understanding that safeguarding systems should be child-centred;
- our duty to protect children and young people from maltreatment;
- our duty to prevent our impairment of children and young people's health or development;
- ensuring that children and young people are growing up in circumstances consistent with theprovision of safe and effective care;
- undertaking the role so as to enable those children and young people to have optimum lifechance and to enter adulthood successfully.

3. Aims and objectives

The policy aims:

- to help the school provide a supportive community;
- to raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse;
- to provide a systematic means of monitoring children known or thought to be at risk of harm;
- to develop a structured procedure within the school to be followed by all members of theschool community in cases of suspected abuse;
- to develop and promote effective working relationships with other agencies, especially the Police and Social Care Services;
- to ensure that all adults within the school who have access to children have been checked asto their suitability;
- to emphasise the need for good levels of communication between all members of staff.

4. Early Help Assessment

All staff should be prepared to identify children who benefit from an early help assessment. An early help assessment means providing support as soon as a problem emerges at any point in a child's life, from the Foundation Years upwards, including issues relating to disability, certain health conditions and mental health. Staff are aware of the potential for multiple issues overlapping, are vigilant and report this. In the first instance, staff should

discuss early help assessment requirements with the designated lead. Staff may be required to support other agencies and professionals in an early help assessment.

Schools, as relevant agencies, should be part of discussions with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as part of the local arrangements. Safeguarding partners should publish a local threshold document which includes the process for the local early help assessment and the type and level of early help services to be provided, and DSLs (and their deputies) will need to familiarise themselves with this document.

All staff are required to be aware of the early help assessment process. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

If an early help assessment is appropriate the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If an early help assessment and or other support is appropriate the case should be kept under constant review and consideration given referral to children's social care if the child's situation does not appear to be improving.

5. Procedures

The school procedures for safeguarding children will be in line with Gloucestershire Safeguarding Children's Partnership, MASH team and associated partners procedures.
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The school will ensure that they:

- maintain an ethos where the children feel secure and listened to;
- foster positive relationships between staff and students through strong and supportive pastoral care and effective teaching methods;
- ensure all staff are made aware of their safeguarding responsibilities and are adequately trainedin safeguarding procedure;
- the Designated Safeguarding Lead (DSL) is the Deputy Headteacher, Miss Sarah Tow, who takes regular training which is inter agency and in line with GSCP procedures. Contact details: s.tow@ashleymanorprep.co.uk /01242 388550;
- the Designated Safeguarding Lead for EYFS (DSL) is the Kindergarten Manager, Mrs Sophie Garrett, who takes regular training which is inter agency and in line with GSCP procedures. Contact details: s.garrett@ashleymanorprep.co.uk /01242 388550;
- Mrs Jessica Thomas, SENCO and Miss Amy Barnes, Deputy Kindergarten Manager (Deputy DSLs) will act in the DSL's absence. Contact details: j.thomas@ashleymanorprep.co.uk or a.barnes@ashleymanorprep.co.uk / 01242 388550;
- Mr Ali Khan is a Director of Alpha Schools and is the Director with overall responsibility for Safeguarding at the School. Contact details: ali.khan@alphaschools.co.uk, 01494 535857
- where an allegation is against the Headteacher, the Headteacher must not be informed of the allegation priorto contact with the chair and LADO;

- staff are trained to develop their understanding of the signs and indicators of abuse;
- staff know how to respond to a student who discloses abuse;
- all parents/carers are made aware of the responsibilities of staff members with regard to childprotection procedures;
- procedures are regularly reviewed and updated;
- all new members of staff and volunteers will be given a copy of the child protection procedures.They will be made aware of the identity and the role of the Designated Safeguarding Lead;
- all staff and volunteers must read and follow the Staff Code of Conduct.

Regardless of Covid-19, the school is committed to safeguarding and promoting the welfare of children. During any period of partial or full school self-isolation, the principles and practices of the school's Safeguarding and Child Protection Policy will continue to apply.

In any period of partial or full school closure due to Covid-19, the following procedures will apply:

- there will always be a nominated DSL or deputy DSL available, either on site or contactable by phone or online video. Where a DSL or deputy is not on site the Headteacher, Mr Paul Fathers will take responsibility for safeguarding on site if the school is open;
- students or parents with a safeguarding concern should contact the SLT or DSL for that day or can email the DSL;
- the school will continue to work with and support children's social workers and local authority virtual school Heads to help protect vulnerable children. This will include liaising with relevant providers and ensuring that vulnerable children and those on the edge of receiving social care support can attend school where appropriate;
- the school will also maintain a record of all staff/volunteers on site on any given day;
- the school will provide a safe environment for online learning. All students and staff must remind themselves of and adhere strictly to the Acceptable Use Agreements and Internet Policy, including any COVID-19 extensions to these policies;
- we recognise that school can be a protective factor for children and young people, and that Covid-19 could affect the mental health of students and their parents. Staff will be in regular contact with students and will continue to be vigilant for signs of safeguarding risk or emotional distress;
- pastoral concerns will be addressed initially by the class teacher, who may involve the safeguarding team depending on the nature of the issue;
- all safeguarding and pastoral concerns will be recorded following the standard procedure;
- students or parents with a pastoral concern should contact the class teacher or SLT who will support and direct them to other staff as needed;
- where remote learning is utilised, staff will remain vigilant in safeguarding concerns related to this;
- where a student is already known to the school as being in need, or is in receipt of pastoral-type support in school, the DSL will ensure that a communication and support plan is in place for that child. This may include email, phone or online video contact. The plan will be reviewed regularly and where concerns arise the DSL will consider any referrals as appropriate. Class teachers will make daily contact with students and all staff are aware to keep a close eye on those students and report any concerns immediately.

6. Responsibilities

The school recognises its duties both to children in need and to children at risk of harm.

The DSL is a member of the school's senior leadership team or equivalent position of status and authority. A full job description for the DSL, including responsibilities related to online safety can be requested from the Headteacher.

Governing Bodies, Directors and Proprietors

Governing bodies, Directors and Proprietors are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty23), and their local multi-agency safeguarding arrangements. They are also aware of their need to appoint a suitable Designated Safeguarding Lead, as per Annex C of KCSIE 2025.

Governing bodies and proprietors ensure that all governors, directors and trustees receive appropriate safeguarding and child protection (including online) training at Induction. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in the school are effective and support the delivery of a robust whole school approach to safeguarding. Their training is regularly updated.

Responsibilities of the Headteacher and DSL

It is the role of the Headteacher and DSL to take responsibility for safeguarding and promoting the welfare of children, including relating to online safety (please also refer to the DSL and DDSL Job Description for more information). This is a shared responsibility and requires:

- having clear lines of responsibility;
- having effective recruitment and human resources procedures, including checking all new staff and volunteers to make sure they are safe to work with children and young people;
- having procedures for dealing with allegations of abuse against members of staff and volunteers;
- making sure that the staff get appropriate training. The designated members of staff to undertake appropriate training every two years;
- having clearly understood the working procedures on how to safeguard and promote the welfare of young people;
- working with the child's parents to support their child's needs;
- helping parents understand that the school, like all others, has a responsibility for the welfare of all students and has a duty to refer cases to Social Care in the interests of the child;
- any deficiencies or weaknesses in regard to child protection arrangements to be remedied without delay;
- ensuring that children receive appropriate and timely preventative interventions when required supported through PSHCE sessions;
- notifying the LADO of the name of any member of staff considered to be 'unsuitable to work' with children in accordance with statutory regulations;
- ensuring that, under the direction of the Headteacher, the central register is accurate and up to date and that confidentiality and storage of records in relation to Child

Protection and Safeguarding are maintained;

- the school policies cover all activities from the moment the door is first opened in the morning to when it is locked in the evening;
- ensuring that the school operates within the legislative framework and recommended guidance from the Gloucestershire Safeguarding Children's Partnership (GSCP) and MASH;
- immediately notify the appropriate safeguarding agency whenever an allegation or disclosure of abuse has been made;
- ensuring that the school effectively monitors children about whom there are concerns;
- keeping written records of concerns about a child even if there is no need to make an immediate referral;
- ensuring that all such records are stored confidentially and securely and are separate from student records
- ensuring that the Headteacher is kept fully informed of any concerns;
- monitoring register attendance and absences for all students;
- submitting reports to and attend child protection conferences;
- ensuring that all staff and volunteers are aware of the Gloucestershire Safeguarding Children's Partnership (GSCP) and MASH Child Protection Procedures: https://www.gloucestershire.gov.uk/gscp
- ensuring that appropriate training and support is provided to all staff, particularly about when help may be required, e.g. anorexia, children with mental health problems or self-harming;
- developing effective working relationships with other agencies and services
- liaising with Social Care teams over suspected cases of child abuse;
- liaising with the Local Area Designated Officer (LADO), Child Protection Officer, Education, Safeguarding and Mental Health Teams as appropriate. This must be within one working day or phone 999 if a child is in immediate danger;
- liaising with the Headteacher to inform them of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance – PACE Code C 2019;
- providing guidance to parents, children and staff about obtaining suitable support;
- making a commitment to develop productive, supportive relationships with parents, whenever it is in the student's interests to do so;
- informing the social worker responsible where a student who is/or has been the subject of a child protection plan changes school and transfer the appropriate records to the DSL at the receiving school, in a secure manner, and separate from the child's academic file.
- Where children leave the school, the designated safeguarding lead ensures their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. The designated safeguarding lead ensures secure transit, and confirmation of receipt must be obtained. This is transferred separately from the main pupil file.
- When receiving safeguarding files for a child, the school ensures key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO's) are aware as required;
- ensuring that the school effectively monitors children about whom there are concerns. In case of serious harm, the police must be informed.
- Differentiating between safeguarding children who have suffered or are likely to suffer significant harm and those who are in need of additional support from one or

more agencies. Children who have suffered or are likely to suffer significant harm should be reported to Children's Social Care immediately. Children who are in need of additional support should be referred to early help assessments, inter-agency assessment and intervention using local processes, including use of the 'Common Assessment Framework' (CAF) and 'Team around the Child' (TAC) approaches.

- Promoting educational culture sharing information about welfare.
- It is the responsibility of the DSL to work with mental health team.
- To be the SPOC (Single Point of Contact) in the case of a Prevent concern relating to radicalisation or potential involvement in terrorism
- To inform the local Prevent Lead (LADO: Nigel Hatten at GSCP/01452 426994) of any concerns relating to radicalisation or extremism. (Or call 101 if Prevent Lead is not available)
- To refer any terrorism concerns to the CHANNEL programme via the Police on 101. (LADO, Nigel Hatten at GSCP/01452 426994 must also be informed).

For the avoidance of doubt, these responsibilities also extend to the safeguarding of children online.

Governors and proprietors' are responsible when hiring of or renting out of school and facilities to other organisations, including ensuring appropriate safeguarding arrangements are in place (including inspecting these as needed). Any organisation hiring or letting the school premises or facilities, involved working with children and/or young people must submit to the school a signed copy of their current Safeguarding and Child Protection Policy. The hirer is responsible for following the statutory safeguarding processes during services that they provide

7. Reporting

The reporting of Safeguarding practice at the school enables the Director Mr Ali Khan to ensure compliance with current legislation and to identify areas for improvement. Close liaison with the local authority/-ies is vital in order that appropriate support and training can be given. These are requirements of 'Keeping Children Safe in Education (DfE, 2025)'.

The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will liaise with the Director responsible for safeguarding, together reviewing the policy at least annually.

It is important to protect the anonymity of the children concerned and discretion should be used to avoid the identification of individuals.

Any allegation or incident where the school suspects or believes a crime (Note: any incident of a sexual nature will be regarded as criminal) will be referred immediately to the police and social care. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the school should take a view from the social care team before referring to the police. In all instances parents and carers should be informed, unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In any case referred, the police will provide guidance as to what and to whom information can or cannot be provided.

All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

All disclosures will be reported to Gloucestershire Safeguarding Children's Partnership

within 24 hours.

8. Training

Summary of Child Protection Training:

- Designated Safeguarding Leads must undertake inter-agency training every two years (Level 3);
- teaching and other staff should have training updated every three years (Basic Child Protection Awareness training);
- all staff working directly with children must complete Prevent Training and Online Safety through our Educare Training provider and receive regular updates;
- a record should be kept of dates training took place for all members of staff whilst child protection updates will be discussed at times during the year;
- a Register should be taken at the beginning of each year to ensure all staff have read the Safeguarding policy and are familiar with its guidelines. Everyone must be aware of whom the DSL is and the supporting staff involved in Child Protection within the school;
- all staff must sign that they have read the first part of KCSIE and school leaders and staff whowork directly with children must also sign that they have read Annex B;
- all staff receive regular informal updates, at least annually, to provide them with relevant skills and knowledgeto safeguard children effectively;
- staff training relating to child-on-child sexual violence and sexual harassment;
- the DSL and staff must be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe.
- Governing bodies and proprietors will ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated

Whilst everyone has had appropriate training the following serves as an aide memoir as regards matters to consider in terms of Safeguarding and promoting the idea that "it could happen here" and that staff must always act in the best interests of the child. All staff must understand that abuse, neglect and Safeguarding issues are rarely standalone events that can be covered by one definition or label. For new staff part of the induction process will be to present them with the appropriate policies, including:

- The school's child protection policy, including information about the identity and role of the DSL and DDSL;
- the staff code of conduct, behaviour, acceptable uses of ICT and the whistleblowing procedure;
- Behaviour and Discipline Policy and the safeguarding response to children who go missing in education;
- a copy of Part 1 of KCSIE (and, Annex A and B also, for those who work directly with children);

These policies will also be given to temporary staff and any volunteers working regularly within school (one day per week or more).

Annex B of KCSIE 2025 contains important additional information about specific forms of abuse and safeguarding issues. School staff and those staff who work directly with children must read this annex.
As per Part one of the KCSIE 2025 guidance, if staff have any concerns about a child's welfare, they should act on them immediately, following the procedures of this policy.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

Annex B contains important information regarding:

- Child abduction and community safety incidents
- Children and the court system
- Children missing from education
- Children with family members in prison
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- County lines
- Modern Slavery and the National Referral Mechanism
- Cybercrime
- Domestic abuse
- Homelessness
- So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)
- FGM
- Forced marriage
- Preventing radicalisation
- The Prevent duty
- Channel
- Additional support
- Child on child abuse
- Sexual violence and sexual harassment between children in schools
- Upskirting
- The response to a report of sexual violence or sexual harassment

Abuse and Neglect

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults, or another child or children. Abuse can also be witnessing the ill treatment of others. It is also important to consider and understand intra familial harms and any necessary support for siblings following incidents.

Child Abduction and Community Safety Incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Children and the Court System

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

Child-on-child abuse

All staff are expected to read Part Five of KCSIE 2025: 'Child-on-child sexual violence and sexual harassment'.

Children are capable of abusing their peers. Whilst it is recognised that child-on-child (previously called peer-on-peer) abuse is gendered by nature, all child-on-child abuse is unacceptable and is taken seriously. Students are educated that passing off child-on-child abuse as 'banter', 'just having a laugh' or 'part of growing up' is unacceptable and sanctions and reflection time are imposed where appropriate.

Victims of child-on-child abuse will be supported through mentoring, parental involvement and monitoring. Restorative justice or mediation is a useful tool. Victims, perpetrators and any other children affected by child-on-child abuse will be supported through mentoring, the involvement of external agencies, parental involvement, medication, monitoring and education. We have used the terms 'victim' and 'perpetrator' because they are widely recognised and understood terms, but we carefully consider 'appropriate terminology' to use on a case-by-case basis – especially in front of children and young people. This is because not everyone who has been subjected to abuse considers themselves a victim, or would want to be described in this way. Additionally, in some cases the abusive behaviour will have been harmful to the perpetrator as well.

Child-on-child abuse is not tolerated in any form: sexual violence and sexual harassment; bullying/cyber-bullying; physical abuse; causing someone to engage in sexual activity and a third party; sexting; initiation/hazing type violence and rituals are just some of the forms it may take. There are different forms that child-on-child abuse can take, such as bullying (including cyber-bullying, prejudice-based and discriminatory bullying), abuse in intimate

personal relationships between peers, physical abuse which can include hitting, kicking, shaking, biting, hair pulling and otherwise causing physical harm.

All genders are at risk and staff are vigilant for any inappropriate sexual or physical interactions, but it is more likely that girls will be victims and boys perpetrators.

All allegations of abuse made against other students and the disciplinary action necessary will be dealt with in accordance with the procedures outlined in the school's Behaviour/Anti-Bullying Policy. All staff are trained to manage a report of child-on-child sexual violence and sexual harassment.

The DSL will be informed of any allegations of abuse against other students, who will record the incident in writing and decide what course of action is necessary, with the best interests of the student in mind at all times. Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported. If the report includes an online element staff will be mindful of the Searching, Screening and Confiscation: advice for schools (DfE, 2023) guidance. If appropriate, a referral may be made to children's social services and, depending on the nature of the incident, the police. DSLs should liaise with the headteacher or principal to inform him or her of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019. The DSL will decide which safeguards, if any, are necessary for the student, e.g. counselling support or immediate protection.

The systems in place to ensure that children understand that the law is there to protect them, not to criminalise them and for children to confidently report abuse, knowing their concerns will be taken seriously.

Following a report, the DSL will make an immediate risk and needs assessment on a case-by-case basis. The risk assessment will consider:

- The victim, especially their protection and support
- The alleged perpetrator, their support needs and any disciplinary action
- All other children at the school
- The victim and the alleged perpetrator sharing classes and space at school

The risk assessment will be recorded and kept under review. Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the school's approach to supporting and protecting students. The DSL will consider:

- The wishes of the victim
- The nature of the incident including whether a crime has been committed and the harm caused
- Ages of the children involved
- Developmental stages of the children
- Any power imbalance between the children
- Any previous incidents

- Ongoing risks
- Other related issues or wider context

In all cases, parents/carers will be informed of the incident and how it is being managed, unless doing so would put the student at further risk of harm.

In order to prevent child-on-child abuse, the school will educate students about abuse, its forms, the importance of discussing any concerns and respecting others, through the curriculum, assemblies and PSHCE lessons.

The school recognises that abuse can take place wholly online, or that technology may be used to facilitate offline abuse. The school will also ensure that students are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHCE lessons, Relationships and Sex Education (RSE) and group sessions.

Child Sexual Exploitation

Child Sexual Exploitation involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Staff need to be aware of the possibility of this sort of abuse, however, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Children who are lesbian, gay, bisexual or trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff will endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

Children with family members in Prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Cybercrime Involvement

Organised criminal groups or individuals exploit children and young people due to their computer skills and ability, in order to access networks/data for criminal and financial gain.

There are a number of signs that may indicate a student is a victim or is vulnerable to being exploited which include;

- Missing from education
- Show signs of other types of abuse/aggression towards others
- Have low self-esteem, and feelings of isolation, street or fear
- Lack trust in adults and appear fearful of authorities
- Have poor concentration or excessively tired
- Become anti-social
- Display symptoms of substance dependence
- Excessive time online computer/gaming forums
- Social Isolation in school with peers
- High-functioning with an interest in computing

This is not an exhaustive list and the School is aware of other factors which may also impact on the child. Like with all other safeguarding concerns, if our children are in this situation, support will be provided through the school or partner agency. Please refer to useful contacts for further advice and support regarding concerns of this nature.

Domestic Abuse

Domestic abuse can be psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Witnessing the ill treatment of others can constitute as abuse

Extra-Familial Harms

All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Extremism

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized. Furthermore, we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Discipline Policy for students and the Code of Conduct for staff.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out.
- Graffiti symbols, writing or artwork promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance

- Partner schools, local authority services, and police reports of issues affecting students in other schools or settings
- Students voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views
- Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or the Local Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism

Female Genital Mutilation (FGM)

All staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines.

There is a statutory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. The non-emergency number for the police is 101. It will be rare for teachers to see visual evidence, and they should not be examining students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's Designated Safeguarding Lead and involve children's social care as appropriate.

Forced Marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities or reduced capacity, cannot) consent to the marriage as they are pressurised, or abuse is used, to force them to do so. It is recognised in the UK as a form of domestic or child abuse and a serious abuse of human rights. The pressure put on people to marry against their will may be physical – for example, threats, physical violence or sexual violence; emotional and psychological – for example, making someone feel like they are bringing 'shame' on their family; Financial abuse, for example taking someone's wages, may also be a factor.

Gangs, Serious Violence and County Lines

The school recognises the risks posed to children in relation to involvement in gang related activity which may be street gang, peer group or organised crime. Young people who are involved in gangs are more like to suffer harm themselves, through retaliatory violence, displaced retaliation, territorial violence with other gangs or other harm suffered whilst committing a crime. In addition, children may experience violence as part of an initiation or hazing practices.

The school ensures that all staff are aware of indicators which may signal that children are at risk from, or are involved in, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts of new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity; drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation can affect any child or young person, male or female, under the age of 18; can affect any vulnerable adult over the age of 18; can still be exploitation even if the activity appears consensual; can involve force and/or enticement methods of compliance and is often accompanied by violence or threats of violence; can be perpetrated by individuals or groups, males or females, and young people or adults; is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

The school ensures that staff are aware of the associated risks of serious violence and county lines and understand the measures in place to manage these.

Hazing

Hazing is the practice of rituals, challenges and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. Hazing is seen in different social groups, gangs, sports teams and institutions. The initiation rites can range from relatively benign pranks to protracted patterns of behaviour that can rise to the level of abuse or criminal misconduct. It may include physical or psychological abuse. It may include nudity or sexual assault and are aware this could look different at different ages in our school.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The Homeless Reduction Act

Factsheets usefully summarise the new duties. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis. In most cases school staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation.

Honour Based Abuse (HBA)

HBA is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, HBA might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

When receiving a disclosure from a child, we should recognise the seriousness/immediacy of the risk of harm. For a child to report to any agency that they have fears of HBA in respect of themselves or a family member requires a lot of courage, and trust that we will respond appropriately. Specifically, under no circumstances should the agency allow the child's family or social network to find out about the disclosure, so as not to put the child at further risk of harm.

You should be aware that authorities in some countries may support the practice of HBA, and the child may be concerned that other agencies share this view, or that they will be returned to their family. The child may be carrying guilt about their rejection of cultural/family expectations. Furthermore, their immigration status may be dependent on their family, which could be used to dissuade them from seeking assistance. Where a child discloses fear of HBA, our response should include:

- Seeing the child immediately in a secure and private place
- Seeing the child on their own
- Explaining to the child the limits of confidentiality
- Asking direct questions to gather enough information to make a referral to LASCP and the police
- Developing an emergency safety plan with the child
- Agreeing a means of discreet future contact with the child
- Explaining that a referral to GSCP and the police will be made
- Record all discussions and decisions (including rationale if no decision is made to refer to GSCP)

Mental Health

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

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If a staff member is concerned about a child's mental health (and this is not also a safeguarding concern), they should escalate this by speaking to the class teacher initially, then onto the pastoral team, the SLT and DSL if required.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. More information can be found in the 'Mental health and behaviour in schools' guidance.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and sure to the DSL or DDSL. Pastoral notes are made by staff and are shared with the SLT where appropriate. Any mental health related concerns should be raised to the Headteacher who will then take suitable action.

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims (www.gov.uk)

Neglect

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

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

Online Abuse

The school recognises that abuse can take place wholly online, or that technology may be used to facilitate offline abuse. The school will also ensure that students are taught about safeguarding, including online safety (see Internet Policy), as part of a broad and balanced curriculum in PSHCE lessons, sex and relationship education (RSE) and group sessions.

Physical abuse

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

Radicalization and the Prevent Duty

It is vital that all staff are aware of the possible risks and look for warning signs with the children (all staff complete compulsory annual Educare training). There are some steps that are taken to safeguard children's welfare; the school's DSL will have overall responsibility to ensure the implementation of the Prevent duty.

Any unexplained absences of children are investigated early on the day of absence and parents are asked to give warnings in advance of any absences, either short or long term. If concerns in this area are linked with wider safeguarding concerns, then it may be considered appropriate to make the referral to the Channel programme rather than the usual Children's Services route.

Students are taught within a framework that celebrate British Values in order to foster resilience against radicalisation. Preventative education is most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. These will be underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based PSHE and RSE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

Radicalization and the Prevent Duty Additional Support

The Department has published further advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support. 133 According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions. 134 "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act). 135 The Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the Prevent duty.
- Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.
- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Educate Against Hate, is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The

platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation. For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals. The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty

Pupils with SEN/D

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. The school recognises the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

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

Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or deputy) and the SENCO. The school Schools will also consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Sharing Nude or Semi-Nudes Images

Sharing nude or semi-nude images is defined as 'sending or posting sexually suggestive images via mobiles or over the Internet.' It is also known as 'sexting' or youth produced sexual imagery. Creating and sharing sexual photos and videos of under-18s is illegal. Sharing nude or semi-nude images is not tolerated, and students are encouraged to screenshot and report. The police may be contacted for advice or escalation. Phones will be

screened and confiscation as necessary as part of an investigation. It is recognised that upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm is now a criminal offence.

9. Concerns

All staff and volunteers should be concerned about a child if he or she:

- has any injury which is not typical of the bumps and scrapes normally associated with an accidental injury;
- regularly has unexplained injuries;
- frequently has some injuries (even when apparently reasonable explanations are given);
- gives confused or conflicting explanations about how injuries were sustained;
- exhibits significant changes in behaviour, performance or attitude;
- indulges in sexual behaviour which is unusually explicit and / or inappropriate to his or her age / stage of development;
- discloses an experience in which he or she may have been significantly harmed.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately.

In addition, any other cause for believing that a child may be suffering harm should be reported. If a crime has been committed the matter should be reported to the police directly. Staff do not require parental consent for referrals to statutory agencies. DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy.

Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting, sexting, absenteeism, domestic violence, fabricated or induced illness, faith abuse, gender-based violence, hate and mental health should be immediately raised with the DSL.

All staff should be aware safeguarding issues can manifest themselves via child-on-child abuse. Never dismiss any safeguarding disclosures as "banter"

Low Level Concerns

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

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

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

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

It is important that **low level** concerns are recorded and reported correctly: these may form a wider context and therefore all staff are aware that even minor and low-level concerns must be taken seriously and reported to the Headteacher. The Headteacher is the ultimate decision maker in respect of all low-level concerns, although it is recognised that depending on the nature of some low-level concerns, the Headteacher may wish to consult with the DSL. Safeguarding training includes identifying low level concerns and identifying these for early intervention.

All low-level concerns are recorded in writing. The records include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns is also be noted, but if the individual wishes to remain anonymous then that is respected as far as reasonably possible. Records of concerns are kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

Records are reviewed regularly so that potential patterns of concerning, inappropriate, problematic or concerning behaviour can be identified. Where a pattern of such behaviour is identified, the school decides on a course of action, either through the disciplinary procedure or, where a pattern of behaviour moves from a low-level concern to meeting the harm threshold, in which case it is referred to the LADO.

Consideration is also given to whether there are wider cultural issues within the school that enabled the behaviour to occur and where appropriate policies and procedures could be revised, or extra training delivered to minimise the risk of it happening again.

The school retains information related to individuals where low-level concerns have been reported until the individual leaves their employment.

The Safeguarding Team additionally review pastoral notes and incidents to ensure that any low-level safeguarding issues are considered. Once a low-level concern has been reported, the Safeguarding Team will ensure that this is handled correctly, escalating if required. Low-level concerns will be reported to the same persons as set out above in relation to concerns and allegations that meet the harms test. This escalation will depend on the threat of harm, which is assessed frequently and robustly. If there are any doubts, the Safeguarding Team seeks advice from Social Services and GSCP.

Reports about supply staff and contractors should be notified to their employers so that any potential patterns of inappropriate behaviour can be identified. When a low-level concern has been raised by a third party, the Headteacher/DSL will collect as much evidence as possible by speaking (where possible) with the person who raised the concern, to the individual involved and to any witnesses. Reports of low-level concerns will be recorded in writing, with details of the concern, the context in which it arose and action taken. The name of the person reporting should be noted, respecting wishes to remain anonymous as far

as reasonably possible. Records of low-level concerns are reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to. Where a pattern of behaviour is identified, the school will decide on a course of action. This might be internal disciplinary procedures, or referral to the LADO if the harms threshold is met. The school will consider if any wider cultural issues in school that enabled the behaviour to occur and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence. The rationale for all decisions and actions taken must be recorded.

10. Procedures

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Parental consent is not required for referrals to statutory agencies.

If the concern relates to radicalization, then it may instead be made to the Channel programme. Details of the processes are contained within the 'Keeping Children Safe in Education' document.

The school is aware that there are restrictions on the reporting or publishing of allegations against teachers, and so the school will make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions will apply up to the point where the accused person is charged with an offence, or the DfE/Teaching Regulation Agency publish information about an investigation or decision in a disciplinary case.

11. Dealing with a disclosure

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened this could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication

If a child discloses that he or she has been abused or exploited in some way, the member of staff or volunteer should support children appropriately.

- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely.
- Reassure the child but not make promises which it might not be possible to keep.
- Not promise confidentiality – it might be necessary to refer to Social Care or other agencies.
- Reassure him or her that what has happened is not his or her fault.
- Stress that it was the right thing to tell.
- Listen, rather than ask direct leading questions.

- Not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Make a written record (see Record Keeping).
- Pass information to the Designated Safeguarding Lead without delay.
- NOT allow the child to be interviewed a second time. Accept what the child says and report to the Designated Safeguarding Lead.
- Unless there are concerns that speaking to a parent may place a child in danger the DSL should talk to the parents regarding any concerns e.g. a comment made by a child, an unusual mark or bruise.
- A professional judgement is made as to whether the explanation is satisfactory. This decision involves discussion with the Headteacher.

There is general advice on how to respond to a child wanting to talk about abuse.

- Show acceptance of what the child says (however unlikely the story may sound).
- Keep calm.
- Look at the child directly.
- Be honest.
- Tell the child you will need to let someone else know – don't promise confidentiality.
- Even when a child has broken a rule, they are not to blame for the abuse.
- Be aware that the child may have been threatened or bribed not to tell.
- Never push for information. If the child decides not to tell you after all, then accept that and let them know that you are always ready to listen.

Helpful things to say

- I understand what you are saying;
- thank you for telling me;
- It's not your fault;
- I will help you.

Things not to say

- why didn't you tell anyone before?
- I can't believe it!
- are you sure this is true?
- why? How? When? Who? Where?
- never make false promises
- never make statements such as "I am shocked, don't tell anyone else"

At the end of the conversation

- reassure the child that they were right to tell you and show acceptance;
- let the child know what you are going to do next and that you will let them know what happens;
- contact the appropriate DSL;
- consider your own feelings and seek pastoral support if needed;
- additional consideration needs to be given to children with communication difficulties and to those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to his or her age, understanding

and preference.

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

Record keeping

When a child has made a disclosure, the member of staff or volunteer is required to make suitable records.

- Include a chronology outlining the details of the disclosure on the Record of Concern form
- Make notes as soon as possible after the conversation which is verbatim (the exact words used by the child, including swear words)
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any bruising or other injury on a Body Map (note that staff should only note injuries that would normally be seen and be careful not to ask children to undress)
- Record statements and observations rather than interpretations or assumptions
- Give all records to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer

All concerns, discussions and decisions regarding a Safeguarding issue recorded and kept on relevant file.

12. Support following a disclosure

Supporting staff

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff or volunteer should consider seeking support for him/herself and discuss this with the Designated Safeguarding Lead who can seek support from the appropriate governor or from the TSCP if required.

Supporting staff against whom an allegation is made

The school has a duty of care to its employees. Support will be given to staff who have an allegation made against them:

- individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police;
- the individual will be advised to contact their trade union representative, if they have one, or a colleague for support;
- a named representative will keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. This will continue if the employee has been suspended;

- parents and carers will be made aware of the legal requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing;
- reporting restrictions apply against the release of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a student from the same school (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply (unless anonymity is waived) until the point that the accused person is charged with an offence.

Supporting children

The school will endeavour to support all children by:

- encouraging self-esteem and self-confidence whilst not condoning aggression or bullying;
- promoting a caring, safe and positive environment within the school;
- liaising and working together with all other support services and those agencies involved in the safeguarding of children;
- teaching the children about safeguarding, including online, through the curriculum and PSHE;
- helping children to adjust their behaviours in order to reduce risk and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet;
- children are taught about the risks posed by adults and young people, who use the internet to bully, groom, abuse or radicalise other people, especially children and young people;
- parent meetings will be held at least once each year to help support parents in keeping their children safe online.

Online safety is part of the school's ICT curriculum and is also embedded in PSHE. The latest resources promoted by DfE can be found at:

- The use of social media for on-line radicalisation
- The UK Safer Internet Centre (www.saferinternet.org.uk)
- CEOP's Thinkuknow website (www.thinkuknow.co.uk)

13. Confidentiality

All matters relating to Safeguarding are confidential.

- The Designated Safeguarding Lead will disclose any information about a student to other members of staff on a need-to-know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets.

14. Appointment of staff (also refer to Safer Recruitment Policy)

School procedures for appointing staff are in line with the guidance in 'Keeping children safe in education. (DfE, 2025)' and the GSCP procedures. These will be reviewed regularly in the light of new legislation and guidance.

Safeguarding issues must be at the forefront in the recruitment processes for both teaching and non- teaching staff. Induction procedures will include Safeguarding, Confidentiality and Health and Safety.

The appointment process is designed to deter potential offenders from applying.

References are taken up in advance, and interviews include questions regarding child protection issues. All applicants who are offered employment in posts involving access to children (whether teachers or support staff) will Disclosure and Barring Service (DBS) Disclosure information, including barred list information and on line prohibition checks before the appointment is confirmed.

As part of the shortlisting process, the school will carry out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school might want to explore with the applicant at interview.

Other adults who may come into direct contact with students as part of their business with the school or an on infrequent basis (Directors, coach drivers, parents helping on trips) will be subject to an appropriate check which may include a DBS check.

Any member of staff found not suitable to work with children will be notified to the appropriate bodies, including the DBS. In line with current guidance, any serious concern raised, whether proven or not, will be reported in staff references. Any repeated concerns or allegations which have all been found to be false, unfounded, unsubstantiated or malicious will not be included in any reference

15. Whistleblowing

It is recognised that children cannot be expected to raise concerns in an environment where staff fail to do so. The school will ensure that all staff are made aware of their duty to raise concerns about the attitude or actions of colleagues to the Headteacher. If staff feel unable to raise the issue with the Headteacher or they feel that their genuine concerns are not being addressed they should speak to the Designated Safeguarding Lead, Deputy DSL, or another Director if they feel their concerns are not being addressed. Staff at school must acknowledge their individual responsibility to bring matters of concern to the attention of Senior Management. Although this can be difficult this is of paramount importance where the welfare of children may be at risk.

You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this may be disloyal to a colleague or you may fear harassment or victimisation. These feelings however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young person who are targeted. These children need us to safeguard their welfare.

Don't think what if I'm wrong- think what if I'm right

Reasons for Whistle Blowing:

- each individual has a responsibility for raising concerns about unacceptable practice

or behaviour;
- to prevent the problem worsening or widening;
- to protect or reduce risk to others;
- to prevent becoming implicated yourself.

What stops people from Whistle Blowing:

- starting a chain of events which spirals;
- disrupting the work or project;
- fear of getting it wrong;
- fear of repercussions or damaging careers;
- fear of not being believed.

How to raise a concern:

- you should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken;
- try to pinpoint exactly what practice is concerning you and why;
- approach the Headteacher;
- if your concern is about the Headteacher you should inform the Directors;
- make sure you get a satisfactory response – don't let matters rest;
- you should put your concerns in writing, outlining the background and history, giving names, dates and places if possible;
- you are not expected to prove the truth of an allegation, but you will need to demonstrate sufficient grounds for your concern.

The Next Steps

- The School will notify you of the nature and progress of any enquiries.
- Your employer has a responsibility to protect you from harassment or victimisation.
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
- Malicious allegations may be considered as a disciplinary offence.

Self-Reporting

There may be occasions where a member of the school staff has a personal difficulty, perhaps a physical or mental health problem which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their Headteacher so that professional and personal support can be offered to the member of staff concerned. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

16. Allegations involving school staff including volunteers

It should be noted that the School has a separate Complaints Policy.

Staff should note:

- All school staff, including supply staff, should take care not to place themselves in a vulnerable position with a child

- All staff should be aware of the School's Behaviour Policy, the Code of Conduct for all Staff, the employee handbook and the terms and conditions of their contract
- If a student or parent makes a complaint of abuse against a member of staff, the person receiving the complaint must take it seriously and immediately inform the DSL or Headteacher or Chair of Governors where appropriate. He or she should also make a record of the concerns including details of anyone else who witnessed the incident or allegation
- There should be a clear distinction between an allegation, a concern about the quality of care or practice or a complaint.

In all cases in which it is alleged that a person who works with children has behaved in a way that has harmed, or may have harmed, a child; and/or possibly committed a criminal offence against a child, or behaved in a way that indicates they are unsuitable to work with children, the LADO must be alerted. The Headteacher will discuss the matter with the LADO as soon as possible and take advice. A written record of all discussions should be kept. Where there is a conflict of interest in reporting the matter to the Headteacher, the concern or allegation should be reported directly to the LADO.

If an allegation relates to a member of supply staff provided by an agency, the agency will be fully involved.

The school will consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. School will give due weight to the views of the relevant agencies when making a decision about suspension.

If, after consultation with the appropriate agencies, the Headteacher decides that the allegation warrants further action through Safeguarding procedures then it may be necessary to contact the police.

Careful consideration needs to be given to the suspension of the member of staff against whom an allegation has been made. Any suspension is seen as a neutral action and does not predict the outcome of any disciplinary process. The Director will be consulted before a final decision is made.

If it is decided, having taken advice from the LADO, that this is not necessary to refer the matter to Social Care the Headteacher will consider whether there needs to be an internal investigation.

If the complaint made to a member of staff concerns the Headteacher, the person receiving the complaint will immediately inform the Director who will follow the procedures above without first notifying the Headteacher.

To summarize, concerns and allegations that meet the harms test should be addressed as below (> means report to):

- Staff, DSL, supply staff, volunteers concerns/allegations > Headteacher > LADO
- Headteacher concerns/allegations > Chair/safeguarding governor > LADO (without informing headteacher)
- Sole proprietor headteacher concerns/allegations > LADO direct
- Where there is a conflict of interest in reporting the matter to a headteacher > LADO direct
- When a person is dismissed/removed (or would have been) > DBS

- When there is a case of professional misconduct > TRA

Under the latest guidance (Keeping Children Safe in Education, DfE, 2025) we will take into account the following matters:

- Procedures will be applied with common sense and professional judgment
- For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, they should be resolved within one week
- Allegations found to be malicious should be removed from personnel records
- Records must be kept for all other allegations and recorded in detail in personnel files, with a copy given to the person concerned
- Allegations that are not substantiated, unfounded or malicious should not be referred to in employer references, even if repeated

The school will inform Teaching Regulation Agency and DBS promptly (and definitely within 30 days) if the school dispenses with a person's services because of unsuitability to work with children or would have done so had the person not resigned and that consideration is given to making a referral to the Teaching Regulation Agency.

17. Physical intervention/positive handling

- It is acknowledged that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.
- If the physical intervention is of a nature that causes injury to a child it may be considered under child protection or disciplinary procedures.
- Staff may need to take action in situations where the use of reasonable force may be required.
- There are occasions when physical contact with a student is proper and necessary, to prevent injury / harm to the student themselves or any other person.

18. Bullying (See Anti-Bullying Policy)

Bullying is persistent deliberate hurtful behaviour by an individual or group which is intended to insult, hurt or intimidate another person. It is a repeated behaviour over a period of time where it is difficult for the bullied individual to defend themselves.

Bullying should be distinguished from random acts of aggression. To allow or condone bullying may lead to issues under safeguarding procedures.

Occasionally, abuse may be by one or more students against another student when there is "reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm" including that any such abuse will be referred to local agencies. In the event of disclosures about student on student abuse all children involved, whether perpetrator or victim, are treated as being "at risk".

19. Online Safety and Mobile phones (also see Internet Policy)

Online safety is understood to be ever more complex as the internet and online world expands and changes.

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

- **Content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

The school ensures online safety is a running and interrelated theme whilst devising and implementing policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

Our internet policy also covers how the internet is used and the safeguarding measures in place surrounding the community's use of the internet. The school uses monitoring and filtering devices to prevent the misuse of the internet. We review on a regular basis the effectiveness' of filtering and monitoring systems, via our Central IT Team. We also ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and are able to manage them effectively, knowing how to escalate concerns when identified.

In the EYFS, the use of mobile phones and personal cameras and devices is not allowed.

Social networking sites often set a minimum age limit (Facebook is 13, for example) for users to register online. Teaching children to use digital technology safely is an important part of the curriculum.

Staff must be alert to disclosures by students of cyber bullying and internet grooming. Such disclosures must be recorded and referred in the same way as other forms of bullying or abuse.

Written permission from the parents must be obtained and kept on record if a student needs to bring a mobile device such as a mobile into school if, for example, they walk or catch the bus to school. These devices must be handed in to the School office at the start of the day and kept safely in the office until the student leaves school. If a student requires to bring a Kindle into school for reading purposes, then written permission must also be obtained from their parents and kept on record.

Under normal circumstances, the use of mobile phones by staff in the classroom is forbidden. Phones should be turned off and out of sight. However, under exceptional circumstances, and only on direction from the Headteacher, it may be necessary to allow the use of mobiles to ensure the wider safety of the setting, for example on the failure of the

internal telephone system. Staff will be allowed to use phones for taking school-based photographs with prior consent from the Headteacher. All images must be deleted after being uploaded to the central share point. If this is the case, the right to examine phones is reserved if there is any suspicion of inappropriate use.

Where devices are beyond the School's control (3G, 4G, 5G etc) risks are considerably greater and the education aspect of safeguarding in this area becomes particularly important; understanding safe habits, controls and privacy settings when online should enable students to make the right choices when using their own connections. The use of unsupervised mobile technology is forbidden to reduce this risk.

20. Racist comments

Racist comments will not be tolerated and repeated racist incidents or a single serious incident may lead to consideration under safeguarding procedures. All racist comments or incidents should be reported to the DSL.

21. Inappropriate relationships

Under no circumstances should inappropriate relationships be encouraged between adults and children. Staff should be aware that the Sexual Offences Act 2003 created a new criminal offence of abuse of trust and a new offence of meeting a child following sexual grooming.

Where a member of staff is concerned that a student has developed a crush or attachment to them, they should report this to the Designated Safeguarding Lead and should discourage social exchanges with them that are in any way different from those of the rest of their peers.

Any contact with children through social media sites should be considered as inappropriate. If a child continually seeks contact with a member of staff through a social media site, the Headteacher should be informed so that a dialogue can be started with the child's family.

Staff should at all times have regard for their professional responsibilities and for their conduct to ensure that they uphold the letter and spirit of this policy in safeguarding children.

22. Lone working

Lone working with individual children should be avoided if at all possible. However, it is recognised that there will be occasions when there is no alternative. The following guidelines should be considered by staff.

- Let another member of staff know that they are alone with a child.
- Keep the door open to the room that they are in or ensure they are in a room with an uncovered glass panel in the door.
- If this is a regular occurrence (such as regular individual music lessons), the child's parent/carer should be informed of the situation.
- Should anything happen during the session that makes the staff member uncomfortable, this should be reported to the Designated Safeguarding Lead immediately.

Teachers providing lifts to children (If a teacher and a family wish for a teacher to provide

car transport to their child then the families must put this request in writing to the Headteacher. The teacher must also put this information in writing to the Headteacher. The letter needs to state that the school is in no way accountable for this journey and that it is a private arrangement. The member of staff providing lifts to children needs to be certain that they are fully insured to transport other people's children.

23. Missing Child

Actions to be followed if a child goes missing from the school

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child was found to be missing, we would carry out the following actions.

- Take a register in order to ensure that all the other children were present.
- Inform the Headteacher.
- Ask all of the adults and children calmly if they can tell us when they last remember seeing the child.
- Occupy all of the other children in their classroom(s).
- At the same time, arrange for one or more adults to search everywhere within the school - firstly the immediate areas - and then the remaining school site, both inside and out, carefully checking all spaces, cupboards, washrooms where a child might hide.
- Check the doors and gates for signs of entry/exit.

If the child is still missing after the above, the following steps would be taken.

- Update the Headteacher.
- The Headteacher will ring the child's parents to explain what has happened, and what steps have been set in motion. Ask them to come to the school at once.
- The Headteacher will notify the Police.
- The Headteacher would inform the Local Children Safeguarding Board.
- The Headteacher will arrange for staff to search the rest of the school premises and grounds again
- If the child's home is within walking distance, a member of staff would set out on foot to attempt to catch up with him/her.
- The school will cooperate fully with any Police investigation and any safeguarding investigation by Social Care.
- The Headteacher will inform a director of the school.
- The director will inform the insurers.
- A report would be made under RIDDOR to the HSE if applicable.

A full record of all activities taken up to the stage at which the child was found would be made for the incident report. If appropriate, procedures would be adjusted.

Actions to be followed if a child goes missing on an outing

- An immediate head count will be carried out to ensure that all the other children were present.
- An adult will search the immediate vicinity.
- The remaining children will be taken back to school.

- Inform the Headteacher by mobile phone.
- The Headteacher will ring the child's parents and explain what has happened, and what steps have been set in motion. Ask them to come to the venue/ the school at once.
- Contact the venue Manager and arrange a search if applicable.
- The Headteacher will notify the Police.
- The Headteacher would inform the Gloucestershire Children Safeguarding Partnership (GSCP)
- The school would cooperate fully with any Police investigation and any safeguarding investigation by Social Care.
- The Headteacher will inform a director of the school.
- The director will inform the insurers.
- A report would be made under RIDDOR to the HSE if applicable.

A full record of all activities taken up to the stage at which the child was found would be made for the incident report. If appropriate, procedures would be adjusted.

Actions to be followed by staff once the child is found

- Talk to, take care of and, if necessary, comfort the child.
- Speak to the other children to ensure they understand why they should not leave the premises/separate from a group on an outing.
- The Headteacher will speak to the parents to discuss events and give an account of the incident
- The Headteacher will conduct a full investigation (if appropriate involving Social Services/Local Children Safeguarding Board).
- Media queries should be referred to the Headteacher.
- The investigation should involve all concerned providing written statements.
- The report should be detailed covering: time, place, numbers of staff and children, when the child was last seen, what appeared to have happened, the length of time that the child was missing and how s/he appeared to have gone missing, lessons for the future.
- Procedures should be amended/updated and any training, identified as necessary, implemented.

24. Child Missing from Education (see Admissions and Attendance Policy)

The school follows the government guidance from 'Children missing education' (DfE, 2024). A child going missing from education is a potential indicator of abuse or neglect. School staff follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Office staff receive registers in the morning and will contact parents in the case that a child has an unexplained absence. School will inform the local authority of any student who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

Elective Home Education

Many home-educated children have an overwhelmingly positive learning experience. We

would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admission register when a child is taken off roll.

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we will work together with other professionals to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. DfE guidance on Elective Home Education (which is primarily for Local Authorities) will also be read and understood by the SLT. The DSL or Headteacher must inform EHE services if a child has been removed from school to be home educated.

25. Curriculum Links/Prevention

The school understands it plays a crucial role in preventative education. Preventative education is most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

The school has a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These are underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. This is is fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities).

This program tackles, at age-appropriate stages, issues such as:

- healthy and respectful relationships;
- boundaries and consent;
- stereotyping, prejudice and equality;
- body confidence and self-esteem;
- how to recognise an abusive relationship, including coercive and controlling behaviour;
- the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming,
- coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

26. Health and Safety and Educational Visits/Visitors (See Health and Safety Policy)

- The school places great significance on the protection of children within the school

environment as reflected in the Health and Safety policy. This is extended when students are away from the school undertaking school trips. All trips are reviewed after the event to see if there are any changes necessary.

- The school seeks to ensure the suitability of adults working with children on the school site at any time including in school holidays.
- Any visiting speakers and the subject matter of the visit are vetted to ensure there is no risk to the children in terms of radicalization, extremism and the Prevent duty.

27. Early Years and Foundation Stage

All staff who work with in EYFS must complete the EYFS induction training.

This Safeguarding Policy applies to EYFS. The Early Years DSL, Mrs Sophie Garrett, s.garrett@ashleymanorprep.co.uk /01242 388028 has specific responsibility for taking the lead on safeguarding in the EYFS setting and Miss Amy Barnes, a.barnes@ashleymanorprep.co.uk /01242 388028 is the School's Early Years Deputy DSL

The school recognises the need to inform Ofsted of allegations against people living or working at the premises, or of any other abuse alleged to have taken place on the premises - as soon as practicable and within 14 days at latest.

28. Lockdown

A lockdown is implemented when there is serious security risk (e.g., violent or armed intruder) to building occupants. The initiating threat can be either internal or external to the building.

You will be notified of a lockdown procedure through one or more of the following:

- An email on your networked computer
- An alarm will be rung.
- In person notification by police or staff member

Lockdown Steps

For a building lockdown:

1. Secure entry and exit points
2. Communicate the threat to tenants and staff
3. Move immediately to the nearest room you feel is safe with as many people as possible
4. Lock and barricade the door and consider covering windows
5. Turn off the lights or maintain minimal lighting
6. Move away from windows and doors
7. Lie flat on the floor or take cover out of sight
8. Turn mobile phones off or to silent
9. Keep calm and quiet
10. Stay in the room until police arrive

Remember it may be several hours before you can be safely evacuated.

What if someone is injured?

Follow these steps when safe to do so:

- Call 999 from a hard-wired line if possible. Provide information if attackers are still present. They may attack the Emergency Services.
- If using a mobile, please switch it to silent mode. NB: Do not expose yourself to additional danger in the process of helping others

Who to call?

- Call 999
- Text to 60066 (Text "Police" then a space then your information.) This service is meant for deaf people, but could be used if a silent call for help was required)

What to report?

When contacting authorities, report the following:

- Your specific location, building name and office/room number
- The number of people at your specific location
- If there are injuries, the number and types of injuries
- Do you have CCTV and can this be accessed by the emergency services

If you have seen an assailant or identified a threat :

- location and number of suspects
- direction of travel
- their clothing and description
- their identity if known
- any weapons or accessories (e.g. backpack); and
- any unusual or threatening sounds (e.g. gunfire or explosion)

What if fire alarm sounds?

DO NOT respond normally as a fire alarm during a lockdown may be a ploy by an armed intruder.
Remain calm in your lockdown secure area, if safe to do so and attempt to verify fire alarm activation with on-site contact or emergency services.
If fire is verified, follow Fire/Evacuation procedures.

29. Searching Pupils and their Possessions

Our School is committed to safeguarding the welfare of all students and we seek to cultivate an environment of mutual respect and treat students and staff fairly and sensitively. In the unusual event of a student, or a student's room, locker, bag or other repository for possessions, being searched, the School will take all reasonable steps to maintain the usual high standard of safeguarding. Professional judgement is to be used in all cases: if in any doubt, advice should be sought from a senior member of staff, unless the urgency or another overriding aspect of a situation makes such referral impractical.
The two fundamental principles are:

1. act with due care, consideration and sensitivity and remain mindful of the need to

respect privacy; particular thought should be given to boarders for whom the School is their 'home';

2. remember that the need to protect persons/property from injury/damage and from loss is paramount and that this duty of care can in certain circumstances override all other protocols.

At all times, a balance should be retained between, on the one hand, common-sense actions rightly taken in respect of ongoingly-assessed risk in a real-world case and, on the other, the desirability of following step-by-step written guidelines which, however helpful, stand in isolation of a specific context and cannot embrace every eventuality. Specifically, there may or may not, in the assessment of such risk in a particular case, be good grounds for the member of staff who is dealing with the matter to deviate from guidelines. For instance, deviation may be warranted, or indispensable, in response to or in pre-emption of immediate or potentially immediate danger to persons/property involved.

Whilst a search may be required for suspected dangerous/illegal items, a search may also be justified for other reasons – for items that are simply not allowed in school, for instance, but which are not necessarily of themselves dangerous (or illegal), or items which are allowed in school, but which are not being properly used.

Confiscation

Dangerous/illegal items, items that are simply not allowed in school or items which are allowed in school, but which are not being properly used and are found in school or on a student's person may be confiscated for a time. An example may be a laptop which a boarder persists in using after 'lights out' or a mobile 'phone used when it should not be or in an inappropriate way during school hours. Any item confiscated, should be kept safe and the details of the confiscation (item, date, time, location, owner, reason, etc) logged. An indication should be given at the time of confiscation to the student by the member of staff who has confiscated an item of when the item is likely to be returned. The duration of a confiscation should be reasonable and proportionate and, as in all matters, not unduly (or necessarily at all) punitive. 48 hours might be a reference-point for a confiscation period. Consideration should be given to the possible consequences of keeping the item and the student apart (for instance travel safety in the case of a confiscated mobile 'phone).

Personal Searches

If a student is suspected of carrying an unauthorised item (for example, alcohol, cigarettes, or a laser beam pen) a member of staff should ask the student, if feasible in the presence of a second adult witness, if the student is happy to turn out his/her pockets or bag. Throughout, the student should, if possible, be kept under close supervision in case there is an attempt to divest himself/herself surreptitiously of any item. If the student refuses to cooperate, the member of staff should contact an appropriately senior member of staff who should consider if it is appropriate to try to contact the student's parents. As appropriate, and if the parents can be contacted, they should be encouraged to persuade the student to agree to the search taking place. If the matter is of major concern and the student still refuses to approve of the search, then the Police may be called in to conduct the personal search.

Personal searches, especially forced personal searches, should if at all possible be avoided, though may in extremis be necessary. For example, all reasonable steps should be taken, where there is a danger, or a risk of danger, to persons or property, to contain that danger/risk. This might include, in extremis, all or any of the following: physical restraint, forced search (of person and/or of property), and confiscation.

Forced Searches

Reasonable force may be used in exercising the statutory power to search students, without their consent, for weapons and for alcohol, illegal drugs, and stolen property ('prohibited items'). At the School, this search power may be exercised by staff where they have reasonable grounds for suspecting that a student has such items.
However, the School's guidance in this matter is that any such 'forced search' should be undertaken only if absolutely necessary, such as in extreme situations where leaving a student with such a suspected item could pose risks to others (or to that student), or mean that what might be the only opportunity to establish that such an item was in that student's possession as suspected, is lost. Other means of dealing with the student and the situation should be used if possible – such as keeping the student under close surveillance (so any item cannot be surreptitiously disposed of), isolating the student from others for the time it takes for matters to be addressed, etc.

It is very strongly recommended, wherever feasible, that the following courses of action be taken:

- refer the matter to a senior member of staff before/rather than making any physical intervention;
- consider whether or not such a search might be better conducted by the Police rather than by a member of staff (the former being preferable wherever possible);
- if at all possible, do not be alone with a student if it really is necessary to conduct a search.

Much of this is common sense- avoid, if at all possible, any physical contact altogether with a student, most especially any kind of forced physical contact that might prompt resistance on the student's part.
Equally, however, preserving safety is paramount, and, where a 'forced search' presents itself as the only or best way of preserving safety, not to conduct such a search might be construed as a failure in the duty of care on the part of the member of staff involved.
If at all possible, it would be preferable for any such search to be conducted by a person of the same sex as that of the student, and, where practicable, witnessed by a person of the same sex; better still, leave such a search to the Police.

Searches of personal property or school property, for example in a room or locker

Belongings are no longer 'of the person' when they are being stored at school or in school property such as lockers. This allows for a greater flexibility of approach. However, if a search by a member of staff is undertaken the level of intrusion is potentially as great and so the offence suspected needs to be sufficiently serious, the need for a search legitimate, and prospect of success reasonable.
For 'lost' items of relatively low value, a student should be asked to search his own belongings to see if the item has been 'misplaced'. If more than one student is included, the scope of the search and the number of students involved should reflect the nature of the loss and be legitimately targeted. Members of staff (one as witness) might watch the student(s) search, but this may not be deemed necessary or appropriate.
Where a boarder's room is to be searched, the boarder should be given the opportunity to conduct the search personally by emptying out drawers, opening lockable boxes etc. under direction from the members of staff present. If a boarder refuses to co-operate, and the circumstances are deemed to warrant a search by staff, then the room should be searched by staff, with at least two members of staff being present throughout.

General guidelines

Generally, staff should not without very good cause (such as that provided by circumstances exemplified above):

- touch the student, especially forcibly. (Any restraint should be in line with the School's policy on the use of restraint);
- search the student's person, which for these purposes extends to his or her outer clothing and pockets, or remove the student's clothing - even their coat - for the purpose of searching it;
- search a student's pockets - these should be turned out by the student;
- search a student's room or bag without them being present and without another adult witness being present;
- act in isolation - if in any doubt staff should refer to an appropriately senior member of staff;

As a guide only and without any suggestion that these would be the only appropriate ways to proceed, here are some examples of suggested courses of action:

- if a search reveals any offensive weapons, including knives, or evidence in relation to an offence, or anything suggestive of these things, the item or items should be confiscated to a place of safe-keeping and the member of staff should inform an appropriately senior member of staff, who will see that the finding of any weapons, or suspected weapons, is reported to the Police;
- if evidence of illegal substances drugs or of suspected illegal substances is found, the senior member of staff involved determines what action to take in accordance with the School's Rewards and Sanctions Procedure;
- if tobacco or alcohol items are found in a student's possession, they should be confiscated by the member of staff, who will inform a senior member of staff. The senior member of staff involved determines what action to take in accordance with the School's Policies regarding these substances;

Further suitable courses of action might, depending on circumstances, include the following, but would not preclude other suitable ways of proceeding:

- in the case of initial refusal to co-operate, a member of SLT to contact parents/guardians and ask them to persuade the student to submit to the request;
- in the case of continuing refusal to co-operate, a member of SLT to temporarily exclude and isolate the student in school and call the parents to attend. If appropriate (items of considerable value, illegal drugs, weapons etc.), advise parents and student that the police might be contacted and asked into the School to make the search;
- in the case of continuing refusal to co-operate, a member of SLT to call the police so that they might make the search at School. If for some reason the police cannot immediately attend and the search is deemed urgent, then the student should attend while a member of staff, with a member of the SMT as witness, makes the search. Forcible entry is only to be used if reasonable grounds exist to search for illegal drugs (Misuse of Drugs Act 1971) or weapons, and then only on school property, not personal property;
- A student's room and belongings to be searched only when there are clear grounds for suspecting something is untoward; unless impractical, the reasons to be explained to the student, In most circumstances the student to be present during the search;
- all searches to be undertaken by a minimum of 2 members of staff;
- wherever possible the student to be asked to make available the required area (such as a drawer) and to remove contents;
- Parents should be informed.

Recording the results of personal and / or property searches

When a search has taken place the following items should be noted and kept on the relevant student's file:

- The reason for the search taking place
- The date and time of the search
- The results of the search
- All staff involved
- Other agencies involved
- The outcome (including any disciplinary action taken in respect of that student)

30. Important Contact Details

Head of School: Mr Paul Fathers (01242) 388550
Designated Safeguarding Lead: Miss Sarah Tow (01242) 388550 / Mrs Sophie Garrett (EYFS) (01242 388028)
Deputy Safeguarding Lead: Mrs Jessica Thomas (01242) 388550/ Miss Amy Barnes (EYFS) (01242) 388028
Local Authority Designated Officer: Nigel Hatten (01452 426994)
Social Services Emergency Duty Team: 01452 614194
Education Safeguarding Team: Georgina Summers (01452 426221)
Gloucestershire Safeguarding Children's Partnership: (01452 426565)
MASH: 01452 426565
Targeted Youth Services: 01707 292 682
Police: Non-emergency 101; Emergency 999
Counter Extremism: 020 7340 7264
NSPCC FGM helpline: 0800 028 3550
NSPCC Whistleblowing Hotline: 0800 028 0285
Teaching Regulation Agency: 020 7593 5393
Families First/Early Help Assessment: 01452 427362.
Channel Programme: 0208 284 8776
OFSTED (EYFS): 0300 123 3155

Useful links

The staff may refer to other agencies for details and information related to any aspect of Safeguarding and Child Protection, links to a selection of which are listed below:

The staff may refer to other agencies for details and information related to any aspect of Safeguarding and Child Protection, links to a selection of which are listed below:
www.gscp.co.uk
www.barnardos.org.uk
www.nspcc.org.uk (Training)
www.dhsspsni.gov.uk/child_protection
www.gov.uk/schools
www.safenetwork.org.uk
www.safeguardingchildren.co.uk
www.gov.uk/government/organisations/teaching-regulation-agency
www.thinkuknow.co.uk
www.saferinternet.org.uk

https://educateagainsthate.com/radicalisation-and-extremism/
Supporting Children who are victims of Sexual Abuse:
https://www.csacentre.org.uk/knowledge-in-practice/practice-improvement/supporting-practice-in-tackling-child-sexual-abuse/
Harmful Sexual Behaviour Support Service:https://swgfl.org.uk/harmful-sexual-behaviour-support-service/
Marie Collins Foundation (a Harmful Sexual Behaviour Support Service):
https://www.mariecollinsfoundation.org.uk/assets/news_entry_featured_image/NWG-MCF-Parents-Leaflet.pdf
County Lines and Criminal Exploitation toolkit for professionals:
https://www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit
Government Guidance on forced marriage:
https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage
LGFL 'Undressed': https://undressed.lgfl.net
The DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264

The policy will be reviewed annually which will include an update and review of the effectiveness of procedures and their implementation. This review will take place during the Summer Term School Review, led by the directors.

Date	**Position**	**Name of reviewer**	**Date of next review**
August 2025	Deputy Head	Miss Sarah Tow	August 2026
August 2025	Headteacher	Mr Paul Fathers	August 2026
August 2025	Director	Mr Ali Khan	August 2026

Appendix A

This is a list of indicators to be aware of when assessing the risk of radicalisation. This has been filtered to those which would especially apply to children of the age groups present at School name.

Vulnerability

- Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them.
- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)?
- Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/religious hatred or acts of violence?

Experiences, Behaviours and Influences

- Has the child/ young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity.
- Has there been a significant shift in the child/ young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/ young person come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the child/ young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

Travel

- Has the child/young person travelled for extended periods of time to international locations known to be associated with extremism?

Social Factors

- Does the child/young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/young person have any learning difficulties/mental health support

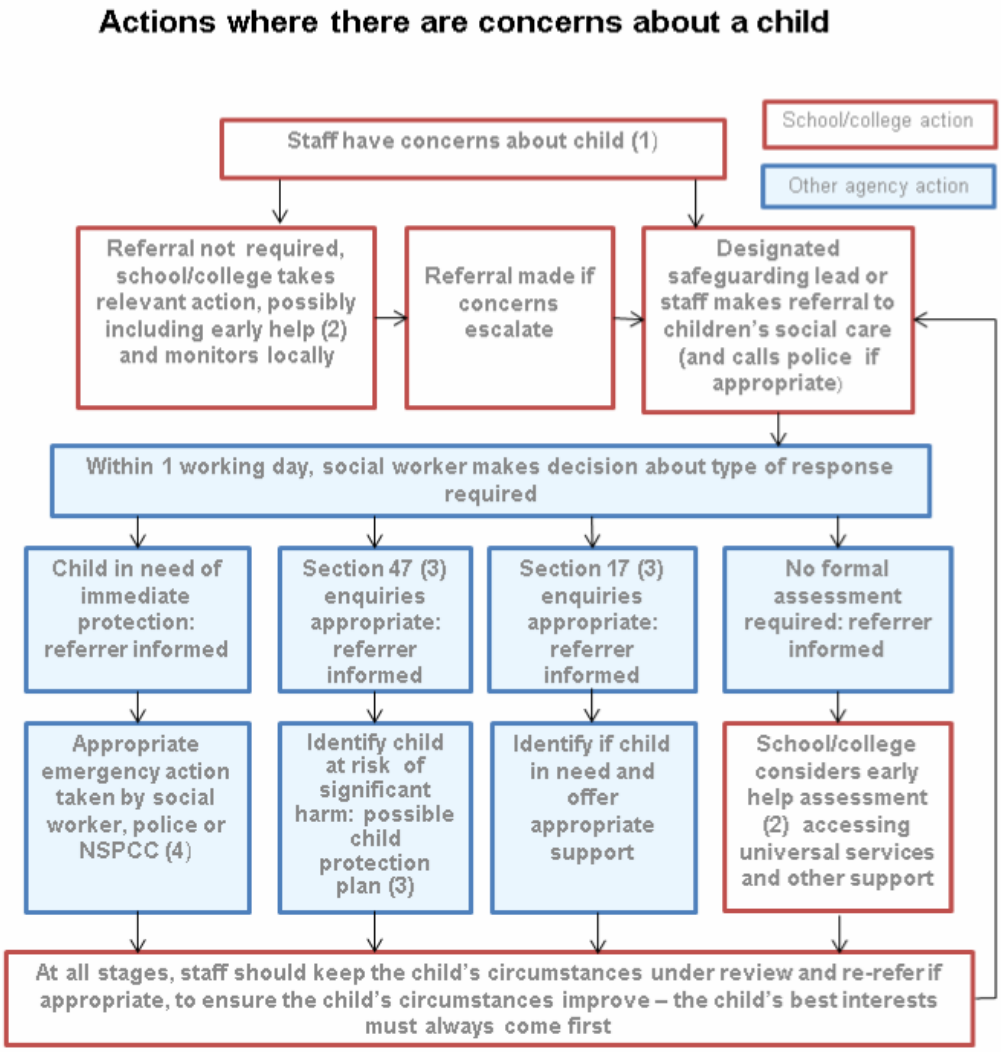
needs?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/national status?
- Does the child/young person have insecure, conflicted or absent family relationships?
- Has the child/young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

More critical risk factors

- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Justifying the use of violence to solve societal issues
- Significant changes to appearance and/or behaviour

If you have any concerns discuss them with your Designated Safeguarding Lead and local Prevent Officer.

Appendix B: Actions where there are concerns about a child



Appendix C: Misinformation, Disinformation and Conspiracy Theories

In line with the updates introduced in *Keeping Children Safe in Education (2025)*, the school acknowledges that children may encounter a range of online content that may be illegal, harmful or age inappropriate.

This includes misinformation, disinformation and conspiracy theories.

The school recognises that exposure to such content may, in some circumstances, have an impact on a child's wellbeing or safety. As such, it falls within the scope of the school's overarching safeguarding and online-safety responsibilities.

Consistent with existing safeguarding practices and statutory requirements, the school will:

- remain alert to potential concerns linked to harmful online content;
- follow established safeguarding procedures where a concern arises;
- provide pupils with age-appropriate opportunities to develop their understanding of safe and responsible use of online information;
- maintain proportionate online-safety arrangements, including filtering and monitoring, in line with statutory guidance.

This appendix should be read alongside the school's existing safeguarding and child protection policy and does not alter any current procedures or responsibilities. It has been added solely to ensure the policy reflects updates in *Keeping Children Safe in Education (2025)*.