

# Safeguarding (Child Protection) Policy

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## Contact Details

### Godolphin and Latymer School

Role	Name	Telephone	Email
Designated Safeguarding Lead	Jade Smart	020 8741 1936	<a href="mailto:jsmart@godolphinandlatymer.com">jsmart@godolphinandlatymer.com</a>
Deputy Designated Safeguarding Lead	Michelle Holder	020 8741 1936	<a href="mailto:mholder@godolphinandlatymer.com">mholder@godolphinandlatymer.com</a>
Head	Frances Ramsey	020 8741 1936	<a href="mailto:head@godolphinandlatymer.com">head@godolphinandlatymer.com</a>
Chair of Governors	Simon Davies	Write c/o the Clerk to the Governors, Mrs Diana Lynch, (020 8735 9595) can provide a telephone number in urgent cases or Godolphin and Latymer School, Iffley Road, London, W6 0PG	
Nominated Safeguarding Governor	Tracy Meller		

### London Borough of Hammersmith and Fulham

Hammersmith and Fulham Local Safeguarding Children Partnership Arrangements can be found at:

[https://www.lbhf.gov.uk/sites/default/files/section\\_attachments/hammersmith\\_fulham\\_safeguarding\\_children\\_partnership\\_arrangements.pdf](https://www.lbhf.gov.uk/sites/default/files/section_attachments/hammersmith_fulham_safeguarding_children_partnership_arrangements.pdf)

Full London Safeguarding Children Procedures can be found at:

<https://www.londonsafeguardingchildrenprocedures.co.uk/>

Role	Name	Telephone	Email
Local Authority Designated Officer (LADO)	Lara Thompson	020 8753 5125	<a href="mailto:lado@lbhf.gov.uk">lado@lbhf.gov.uk</a>
Safer Organisations and Safeguarding in Education Manager	Kembra Healy	07833 235 612	<a href="mailto:Kembra.Healy@lbhf.gov.uk">Kembra.Healy@lbhf.gov.uk</a>

Children's Social Care Services Department AND Multi Agency Safeguarding Hub	Initial Consultation and Advice Team (ICAT)	020 8753 6610/ 6600 (Mon-Fri 9am – 5pm) 020 8748 8588 (Out of hours)	<a href="mailto:familyservices@lbhf.gov.uk">familyservices@lbhf.gov.uk</a>  Online form: <a href="#">Worried about a child?   London Borough of Hammersmith &amp; Fulham</a>
ACE Team (inc. children missing education)	Anwar Raihani	07741985404	<a href="mailto:anwar.raihani@lbhf.gov.uk">anwar.raihani@lbhf.gov.uk</a>

## PREVENT / Counter-extremism

Role	Name	Telephone	Email
School Prevent Lead (also DSL)	Jade Smart	020 8741 1936	<a href="mailto:jsmart@godolphinandlatymer.com">jsmart@godolphinandlatymer.com</a>
Bi-borough Prevent	Local team	020 8753 5727	<a href="mailto:prevent@lbhf.gov.uk">prevent@lbhf.gov.uk</a>
Local Police Force		999 (emergency) 101 (non-emergency)	-
Anti-Terrorist Hotline		0800 789 321	-
DfE dedicated non-emergency helpline/email	-	020 7340 7264	<a href="mailto:Counter.extremism@education.gsi.gov.uk">Counter.extremism@education.gsi.gov.uk</a>

## Other Local Authorities

Anyone concerned about a child can contact the Children's Social Care Services Department in the local authority where the child is resident (to find contact details for a local authority click [here](#) or go to [www.gov.uk/report-child-abuse-to-local-council](http://www.gov.uk/report-child-abuse-to-local-council)).

## Other numbers

The following telephone numbers may be useful for pupils, parents or staff:

Childline	0800 1111
NSPCC	0808 800 5000
NSPCC Whistleblowing Advice Line	0800 028 0285
Ofsted's Whistleblowing Hotline	0300 123 3155

## 1 Policy statement

- 1.1 This policy has been authorised by the Governors, is provided to all members of staff and volunteers, is published on the School website and is available in hard copy to parents on request. This policy can be made available in large print or other accessible format if required.
- 1.2 This policy has been developed in line with government publications including: *Working Together to Safeguard Children* (2023), *Keeping Children Safe in Education* (2025), *Revised Prevent Duty Guidance for England and Wales* (2023), *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (2019) and *What to do if you are worried a child is being abused* (2015) (See Appendix 7 for a full list of guidance and useful links). The policy and its procedures apply wherever staff or volunteers are working with pupils even where this is away from the School, for example on an educational visit. This policy should be read in conjunction with other relevant school policies including: Recruitment; Attendance; Behaviour; Anti-Bullying; Online Safety, Health and Safety; Code of Conduct for Staff; Relationships and Sex Education; PSHE and Citizenship; and Equal Opportunities policies, all of which are available on the School website. Staff and pupils must also be familiar with the School's Acceptable Use of ICT for Staff policy and Code of Conduct for Pupils Use of ICT respectively.
- 1.3 The School is committed to safeguarding and promoting the welfare of children and young people. This is everyone's responsibility and the School expects all staff and volunteers to share this commitment and to consider, at all times, what is in the best interests of the child. This policy uses the terms 'child' and 'children', which is defined as a person aged under 18. The School has nonetheless chosen not to restrict its approach under this policy to children but instead to adopt a wider interpretation of its safeguarding responsibilities so that they apply to all pupils, regardless of age, although there may be some additional considerations in relation to a pupil aged 18 or over in terms of how local agencies and/or partners respond.
- 1.4 Safeguarding children means:
  - 1.4.1 Providing help and support to meet the needs of the children as soon as problems emerge;
  - 1.4.2 protecting children from maltreatment, whether that is within or outside the home, including online;
  - 1.4.3 preventing impairment of children's mental and physical health or development;
  - 1.4.4 ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
  - 1.4.5 taking action to enable all children to have the best outcomes.
- 1.5 Every child without exception should feel safe and protected from any form of abuse, regardless of gender, ethnicity, disability, sexuality or beliefs. Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. 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 by another child or children.
- 1.6 Abuse can be:
  - 1.6.1 physical abuse, for example beating or punching;

- 1.6.2 emotional abuse, for example rejection and denial of affection;
- 1.6.3 sexual abuse, for example sexual assault or encouraging a child to view pornographic material; and
- 1.6.4 neglect, for example failure to provide appropriate care including warmth or medical attention.

See Appendix 2 for further details about the types and signs of abuse and DfE guidance *What to do if you are worried a child is being abused* (2015) for additional information (see Appendix 7).

- 1.7 A child may also be at risk of harm as a result of being drawn into extremist or terrorist behaviour. Under the government's 'Prevent' strategy, school staff must be able to identify children at risk of being drawn into terrorism, challenge extremist ideas and know how to refer children for further help. Information about the 'Prevent' duty and the School's approach to identifying and supporting children at risk of radicalisation is set out in Appendix 5.
- 1.8 Where a child is in immediate danger or is at risk of harm, action will be taken to protect that child. Action will also be taken to promote the welfare of a child in need of additional support, even if they are not in immediate danger or at risk of harm. No child or group of children should be treated any less favourably than others in being able to access services which meet their particular needs.
- 1.9 The School will take all reasonable measures to:
  - 1.9.1 ensure that the School practises safer recruitment in checking the suitability of staff and volunteers (including members of the governing body and staff employed by another organisation) to work with children and young people in accordance with the guidance given in Part 3 of *Keeping Children Safe in Education* (2025). See the School's Recruitment Policy which is available on the school website;
  - 1.9.2 ensure that where staff from another organisation are working with our pupils on another site, the School has received assurances that appropriate child protection checks and procedures apply to those staff;
  - 1.9.3 ensure that all staff have read and understood Part 1 of *Keeping Children Safe in Education* (2025), a link to which is in Appendix 7 to this policy, and that mechanisms are in place to assist staff to discharge their roles and responsibilities as set out in that guidance;
  - 1.9.4 ensure that all teaching staff, and those members of non-teaching staff who work directly with pupils, have read Annex B to *Keeping Children Safe in Education* (2025);
  - 1.9.5 follow the local inter-agency procedures of the Local Safeguarding Children Partnership for Hammersmith & Fulham (the LSCP);
  - 1.9.6 listen to children and be aware that some pupils may be in need of early help or additional support, even if they are not in immediate danger or at risk of harm (see Appendix 2 for a list of indicators that a child may benefit from early help or be in need of safeguarding support);
  - 1.9.7 have clear systems and processes to identify mental health needs and to consider when they become a safeguarding concern;

- 1.9.8 ensure that all staff and volunteers understand the need to identify concerns early and provide support for children as soon as a problem emerges at any point in a child's life to prevent concerns from escalating;
- 1.9.9 be alert to indicators of abuse, neglect and exploitation both in the School and from outside and aim to protect each pupil from any form of abuse, whether from an adult or another pupil (see Appendix 2 for further information on potential indicators of abuse);
- 1.9.10 deal appropriately with every suspicion or complaint of abuse and to support children who have been abused in accordance with their agreed child protection plan;
- 1.9.11 design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations;
- 1.9.12 ensure that where children are engaged in close one-to-one teaching, appropriate safeguarding arrangements are in place (guidance is included in the Staff Code of Conduct, the Safeguarding Training Booklet and in other School training resources);
- 1.9.13 be alert to the medical needs of children with medical conditions and the additional vulnerability of children with special educational needs or disabilities;
- 1.9.14 operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse;
- 1.9.15 ensure that children are taught how to keep themselves and others safe, including keeping safe online, through the curriculum and PSHE, with particular regard to how children can adjust their behaviours to reduce risks and build resilience, including to radicalisation, particularly through the safe use of electronic equipment and the internet (see in particular the PSHE and Citizenship Policy and schemes of work and the RSE Policy);
- 1.9.16 be alert to the risk of vulnerable children being drawn into extremist behaviour and develop staff training and procedures in accordance with the 'Prevent' duty (see Appendix 5 for further details including potential indicators of vulnerability to extremist ideology and the Channel Panel referrals flowchart, and Appendix 7 for DfE guidance);
- 1.9.17 ensure that children are safeguarded from potentially harmful and inappropriate online material by ensuring appropriate filtering and monitoring systems which are understood by staff are in place (and their effectiveness regularly reviewed) and that there are clear rules regarding access to 4G/5G on school premises (see the School's Online Safety policy and Code of Conduct for Pupils' Use of ICT for details);
- 1.9.18 take all practicable steps to ensure that School premises are as secure as circumstances permit;
- 1.9.19 consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in our School or in our local area;
- 1.9.20 ensure that, where necessary, an appropriately trained and informed teacher is appointed to promote the educational achievement of any child who is 'looked after';

- 1.9.21 work with social care, the police, health services and other services to promote the welfare of children and protect them from harm; and
- 1.9.22 have regard to guidance issued by the Secretary of State for Education (**DfE**) in accordance with section 157 of the Education Act 2002 and associated regulations.
- 1.10 *Keeping Children Safe in Education* provides that the inspection of independent schools will ensure that the Independent School standard which covers the welfare, health and safety of children is met.

## **2 The Designated Safeguarding Lead ('DSL')**

- 2.1 The School has appointed a member of the School's senior leadership team to be the DSL responsible for matters relating to child protection and welfare, including online safety.
- 2.2 Anyone who has concerns about the welfare of any child in the School may approach the DSL. If preferred, parents may discuss concerns in private with the child's form teacher, Head of Year, Head of Section, the Deputy Head (Pastoral) or the Head who will notify the DSL in accordance with these procedures.
- 2.3 The name and contact details of the DSL are set out on page 3 of this policy and the main responsibilities of the DSL are as set out in Annex C to *Keeping Children Safe in Education* (2025) and in Appendix 1.
- 2.4 If the DSL is unavailable his / her duties will be carried out by one of the Deputy DSL (see page 3 for contact details). In this policy, reference to the DSL includes the Deputy DSL where the DSL is unavailable. Other than in the most exceptional circumstances, the DSL or the Deputy DSLs will be available during school hours to discuss concerns.
- 2.5 The DSL and the Deputy DSL have undertaken appropriate child protection training and training in inter-agency working, and will attend refresher training at two-yearly intervals in line with advice from the LSCP.

## **3 Duty of employees, governors and volunteers**

- 3.1 Every employee and governor of the School as well as every volunteer who assists the School is under a general legal duty:
  - 3.1.1 to provide a safe environment in which pupils can learn;
  - 3.1.2 to be alert to the circumstances that may mean a child is in need of early help and to the indicators of abuse, neglect and radicalisation and to question the behaviour of children and parents so that they are able to identify cases of pupils who may be in need of help or protection;
  - 3.1.3 to protect pupils identified as in need of early help or who are in immediate danger or at risk of harm and not to assume that a colleague will take action or share information that might be critical in keeping children safe;
  - 3.1.4 to be aware of the School's child protection procedures and to follow them;
  - 3.1.5 to know how to access and implement the School's child protection procedures, independently if necessary;
  - 3.1.6 to keep a sufficient record of any significant complaint, conversation or event in accordance with this policy; and



- 3.1.7 to listen to children and take appropriate action, taking into account the wishes of the child, and acting in the best interests of the child and in accordance with this policy, including reporting matters of concern to the DSL and working with other services as required.
- 3.2 The Governors ensure that there are appropriate policies and procedures in place, which are understood and followed by all staff, in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare and that the School's safeguarding arrangements reflect the procedures and practice of the LSCP, including local protocols for assessment and published thresholds for referral (see Appendix 7). Governors are aware of their duties under the Human Rights Act (1998) and Equality Act (2010).
- 3.3 The Nominated Safeguarding Governor, at the request of the Governing Body, takes leadership responsibility for safeguarding arrangements, including the management of child protection incidents on behalf of the Governing Body as a whole, liaison with external agencies where this is required and monitoring the effective operation of this policy and the School's safeguarding procedures through the annual review of safeguarding (see also section 7 below).
- 3.4 Governors receive safeguarding and child protection (including online) training at induction and regularly during their term of office. This training is designed to equip them with the knowledge to provide strategic challenge to test and assure themselves that the School's safeguarding policies and procedures are effective and support the delivery of a robust whole school approach to safeguarding.
- 3.5 The School recognises the expertise of staff in safeguarding matters. All staff are encouraged to contribute to the development of this Safeguarding Policy, and related procedures, either through direct discussion with the DSL or via the School's Safeguarding Committee which meets termly and which all staff are invited to attend.
- 3.6 **Training**
- 3.6.1 Induction training on the School's child protection procedures will be provided to all staff, including temporary staff, and volunteers newly appointed. The training will include: general safeguarding and child protection training, including in online safety; this policy (which also includes the School's safeguarding response to children who go missing from education and the policy and procedures to deal with child on child abuse); the School's Code of Conduct for Staff; the Acceptable Use of ICT for Staff policy; the Whistleblowing policy; the Behaviour policy (for pupils) which must be read in conjunction with the Anti-Bullying policy; the role and identity of the DSL and Deputy DSL; a copy of Part 1 of *Keeping Children Safe in Education* (2025) which includes Annex B; and the school's Safeguarding training booklet which contains specific local procedures including duties under Prevent and FGM. New staff will also be required to undertake a Level 2 Safeguarding training course online before they begin work or to provide certification showing that they have taken this training with another institution.
- 3.6.2 All staff working with children will undertake appropriate child protection training approximately every three years and in line with advice from the LSCP. This will include 'Prevent' awareness training and training in online safety. In addition, the School will ensure that staff receive regular safeguarding updates via email, in staff meetings or through online training sessions. These will take place at least annually.

- 3.6.3 The child protection training provided to staff considers the circumstances that suggest a child may be in need of early help and also the types and signs of abuse of which staff should be aware. Further details are set out in Appendix 2, including physical, emotional and sexual abuse, neglect, child criminal or sexual exploitation and so-called honour based abuse.
- 3.6.4 All staff receiving induction training and/or child protection training will be required to confirm that they have received and understood the information covered in the training.

### **3.7 Whistleblowing**

- 3.7.1 All staff are required to report to the Head, or the Chair of Governors if the concern involves the Head, any concern or allegations about poor or unsafe school practices, potential failures in the School's safeguarding regime or the behaviour of colleagues which are inconsistent with the Code of Conduct for Staff or likely to put pupils at risk of abuse or other serious harm. There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith. Further details of whistleblowing procedures are contained in the School's Whistleblowing Policy contained in the Employment Handbook. See also the contact number for the NSPCC whistleblowing helpline on p.5 of this policy.
- 3.7.2 See Appendix 6 for full details of the procedures to be followed in relation to allegations against staff (including supply staff and volunteers).

## **4 Procedures**

### **4.1 Concerns about a Child**

- 4.1.1 If staff members have any safeguarding concerns about a child they should act immediately by following this policy and raising these concerns as soon as possible with the School's DSL. They must not assume a colleague or another professional will take action and share information. If, in exceptional circumstances, the DSL and Deputy DSL are both unavailable, staff should contact a member of the Senior Leadership Team and/or take advice from children's social care in the local authority where the child is resident (and share any action with the DSL as soon as possible).
- 4.1.2 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. Staff should still exercise professional curiosity and report any concerns to the DSL.
- 4.1.3 If a member of staff receives a report of abuse, the procedures set out in Appendix 3 must also be followed. If the concerns involve a member of staff, including supply staff, or volunteer at the School who may pose a risk of harm to children, see also paragraph 4.3 below and Appendix 6.
- 4.1.4 Parents, or those outside the School, may contact the DSL directly or, if preferred, discuss their concerns in private with a member of the School's pastoral team or the Head who will notify the DSL in accordance with these procedures.
- 4.1.5 Every concern raised about a child and every complaint or suspicion of abuse from within or outside the School will be taken seriously and action taken in accordance with this policy. In deciding whether to make a referral to children's social care or early help services, the DSL or staff member must always act in the best

interests of the child and should also take into account the wishes of the child and the local authority thresholds for referral (see Appendix 7).

- 4.1.6 **If, at any point, a child is in immediate danger or is at risk of harm a referral should be made immediately to the children's social care services department in the local authority where the child is resident and/or the police (see Contacts p.3-4 for details and App.7 for link to guidance on when to call the police). A referral would normally be made by the DSL but anybody can make a referral in exceptional circumstances, such as an emergency or where there is a genuine concern that appropriate action is not being taken. If a member of staff makes a referral directly, the DSL should be informed as soon as possible thereafter.**
- 4.1.7 Where a concern does not meet the threshold for immediate referral to children's social care, consideration should still be given as to whether a referral to children's social care for statutory assessment is appropriate or whether early help or other support, including additional pastoral support within school, would benefit the child. Use may be made of available local processes, such as an early help inter-agency assessment, the 'Common Assessment Framework' or 'Team around the Child' approaches, to ensure that the child receives that additional support. (See also the flowchart at Appendix 4.) Staff may be required to support the DSL or other agencies and professionals in an early help assessment or following a referral to the local authority children's social care services department.
- 4.1.8 Following a referral, or after early help or other internal pastoral support has been put in place, the child's case will be kept under constant review. If the child's situation does not appear to be improving the DSL, or the member of staff with concerns, should press for re-consideration, including a referral if this has not already been made, to ensure their concerns have been addressed. Concerns should always lead to help for the child at some point.

## 4.2 **Additional procedures for specific safeguarding issues**

- 4.2.1 ***Children missing education/absent from education:*** Unexplainable and/or persistent absence from education, including children who are regularly absent from school for prolonged periods or on repeat occasions, is a potential indicator of abuse or neglect. Pupils are required to thumb-in on arrival at school and unexplained absence at morning registration is followed up initially by the Receptionist and then by the Head of Section if the absence remains unexplained. Staff are required to notify the relevant Head of Section if a pupil in Years 7 – 11 is missing from afternoon registration or a lesson without explanation. If the Head of Section cannot explain the absence then the Deputy Head (Pastoral) will be notified and a search will be conducted in school and parents and/or the police contacted as appropriate. Persistent or unexplained absence must be reported by form staff or Heads of Year to the relevant Head of Section who will discuss the pattern of absence with the Deputy Head (Pastoral). The Deputy Head (Pastoral) will decide, in consultation with the DSL as appropriate, whether the absence gives rise to safeguarding concerns. The School is required to inform the Local Authority of any pupil who fails to attend school regularly or has been absent without the School's permission for a continuous period of 10 school days or more. The School must also inform the Local Authority, using their proforma, of any pupil of compulsory school age who is going to be added to, or removed from, the admissions register other than those joining at the start of Year 7 or leaving at the end of Year 11.

4.2.2 ***Sharing nudes and semi-nudes (also known as sexting or youth produced sexual imagery)***: This can be defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums or via offline sharing (e.g. Apple Airdrop). This must be reported to the DSL immediately. Staff must never view, copy, print, share, store or save the imagery themselves, or ask a child to share or download it, as this is illegal (if the image is viewed by accident this must be reported immediately to the DSL). Staff should not investigate the incident themselves or delete, or ask the child to delete, the image. The child should not be blamed or shamed but should be told that the incident will need to be reported to the DSL and that they will receive support and help. Action will be taken in accordance with this safeguarding policy, taking into account guidance published by the UK Council for Child Internet Safety: '*Sharing nudes and semi-nudes: advice for education settings working with children and young people*' which covers the creation and sharing of sexual imagery of those under 18 with others who are also under 18. Incidents involving 'sharing of nudes or semi-nudes will also be recorded by the DSL or Deputy DSL on the School's e-safety incident log (see the School's Online Safety Policy for more information). For the avoidance of doubt, the creation or sharing of sexual imagery of children *under* the age of 18 by those *over* the age of 18 constitutes child sexual abuse and in these circumstances, in addition to following the safeguarding procedures set out in this policy, the School will also inform the police.

4.2.3 ***Special educational needs***: Children with special educational needs and/or, disabilities can face additional safeguarding challenges and vulnerability, including to child on child abuse both online and offline. Additional barriers can exist when recognising abuse, neglect and exploitation in this group of children, including:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the disproportionate impact, without any outward signs, upon children with special educational needs and/or disabilities by behaviours such as bullying;
- communication barriers and difficulties in overcoming these barriers; and
- cognitive understanding such as being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school (and the consequences of doing so).

Members of staff should never assume that an indicator of a safeguarding concern is caused by a child's individual learning needs and should always discuss any such indicators with the DSL who will liaise with the School's Individual Needs Coordinator as appropriate.

4.2.4 ***Radicalisation and extremism***: If staff become aware of changes in a child's behaviour which could indicate that they are at risk of radicalisation or are exposed to extremism, this should be reported to the DSL as a safeguarding concern. The DSL will consider the level of risk to identify the most appropriate referral, which could include a referral to the local Channel Panel, children's social care, the local safeguarding children partnership or the police. Further information on radicalisation, on the Government's Prevent strategy and a referral flowchart are available at Appendix 5.

- 4.2.5 **Female Genital Mutilation (FGM):** If a teacher or regulated health or social care professional discovers that an act of Female Genital Mutilation appears to have been carried out they have a statutory duty personally to report that discovery to the police. Unless there is a good reason not to, the teacher should also follow the usual safeguarding procedures set out here and in Appendix 3.
- 4.2.6 **Mental health concerns:** These 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 but all staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Pastoral concerns relating to mental health should be referred to the student's form tutor in the first instance. If the concern is also a safeguarding concern this should be referred to the DSL immediately in accordance with this policy.
- 4.2.7 **Lesbian, Gay, Bisexual or Gender questioning:** The fact that a child or a young person may be Lesbian, Gay, Bisexual or Gender questioning is not in itself an inherent risk factor for harm. However, children who are, or who are perceived to be, Lesbian, Gay, Bisexual or Gender questioning can be targeted by other children. Staff should try to reduce the additional barriers faced by children who are Lesbian, Gay, Bisexual or Gender questioning, who may not have trusted adult with whom they can be open, and provide a safe space for them to speak out or share their concerns. **(NB-in line with KCSIE 2025, this paragraph remains under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published).**
- 4.3 **Allegations against, or concerns about, staff (including supply staff, contractors and volunteers)**
- 4.3.1 **Allegations:** Any allegation that might indicate that a person working in the school would pose a risk of harm if they continue to work with children **must be reported to the Head**. In the Head's absence, a report should be made to the DSL. An allegation about the Head should be reported to the Chair of Governors or, in his absence, the Deputy Chair of Governors.
- 4.3.2 A report must be made, as above, if it is alleged that anyone working in the School has: behaved in a way that has harmed a child, or may have harmed a child; and/or possibly committed a criminal offence against or related to a child; and/or behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or behaved or may have behaved in a way that indicates they may not be suitable to work with children (including behaviour outside school).
- 4.3.3 The School has procedures for dealing with allegations against staff, including supply staff, contractors and volunteers. These are set out in full in Appendix 6 and follow the DfE guidance in Part 4 of *Keeping Children Safe in Education* (2024).
- 4.3.4 If the School identifies that a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, children's social care and/or the police should be contacted immediately as set out in paragraph 4.1.5 above.
- 4.3.5 **Low-level concerns:** There may be occasions when a member of staff has doubts about the behaviour of another adult towards a pupil or another child, or concerns about how their own behaviour might be misinterpreted, but these concerns do

not amount to an 'allegation' (see 4.3.1 and 4.3.2 above). Any such concern (no matter how small) **must** be reported to the DSL or, if preferred or if the report is about the DSL, to the Head.

- 4.3.6 The process for reporting a concern of this nature is called 'Neutral Notification' (other institutions may use the term 'low-level concern') and is detailed in the Staff Code of Conduct. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold of harm described in 4.3.2 above. It would include 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 School's Code of Conduct for Staff, including inappropriate conduct outside of work.
- 4.3.7 On receipt of a Neutral Notification, the DSL will decide on the most appropriate course of action in line with the guidance set out in Part 4 of *Keeping Children Safe in Education* and school procedures. This is likely to involve speaking to the subject of the report and any potential witnesses. All Neutral Notifications and any action taken will be recorded by the DSL and the record kept under review. The Head will be kept informed and reports of concerns about supply staff and contractors will also be notified to their employers so that any potential patterns of inappropriate behaviour can be identified.

#### 4.4 Allegations against pupils (child on child abuse)

- 4.4.1 The School recognises that children may be harmed by other children, from within or outside their own school community, and has a zero tolerance approach to child on child abuse. The School has a clear Behaviour policy and Anti-Bullying policy, both of which set clear expectations for pupil behaviour and aim to minimise the risk of child on child abuse at school. The PSHE and form time programmes offer guidance to pupils on behaviour and also on keeping themselves safe, including online at school and at home.
- 4.4.2 Staff are aware of the harm that bullying can cause and will use the School's anti-bullying procedures where appropriate. However there may be occasions when a child's alleged behaviour, or the harm caused to another child by that behaviour, warrants a response under safeguarding as well as, or instead of, anti-bullying procedures. This will always be the case if there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. Below this threshold, it is more likely to be the case if the allegation: is made against an older pupil and refers to their behaviour towards a younger or more vulnerable pupil; is of a very serious nature; or raises risk factors for other children within or outside the School.
- 4.4.3 Child on child abuse is still abuse and should never be tolerated or passed off as 'banter'. It is recognised that it is more likely that girls will be victims and boys perpetrators, but all child on child abuse is unacceptable and will be taken seriously. It may include instances of:
- (a) bullying (including cyber-bullying, prejudice-based and discriminatory bullying);
  - (b) abuse in intimate personal relationships between peers (also known as teenage relationship abuse);

- (c) physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- (d) sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- (e) sexual harassment such as sexual comments, remarks, jokes and online sexual harassment (standalone or part of a broader pattern of abuse);
- (f) causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- (g) upskirting (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);
- (h) consensual and non-consensual sharing of nudes and semi nudes images and/or videos (also known as sexting or youth produced sexual imagery) (see above); or
- (i) initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

4.4.4 Even if there are no reports of child on child abuse in the school this does not mean it is not happening; it may be the case that it is just not being reported. If a member of staff has any concerns about child on child abuse, or that bullying, or any other negative or devaluing behaviour may give rise to safeguarding concerns, they should discuss this with the DSL as soon as possible.

4.4.5 If a member of staff witnesses abusive behaviour between peers they must challenge it and then report it to the DSL. If a member of staff hears a complaint of child on child abuse from a child, including a report of sexual violence or harassment, the guidance in Appendix 3 should be followed. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

4.4.6 The School will take advice from children's social care on the investigation of any allegations of child on child abuse and will take all appropriate action to ensure the safety and welfare of all pupils involved. In the case of an allegation of sexual violence or harassment, the School will also have regard to Part 5 of Keeping Children Safe in Education (2025). It is likely that all pupils involved, including the pupil or pupils accused of abuse, will be treated as being 'at risk'. Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, a referral to the local authority children's social care services will be made without delay.

4.4.7 If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of children's social care, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils

whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil.

- 4.4.8 A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's Behaviour Policy and/or Expulsion, Removal and Review Policy will apply.

#### **4.5 Listening to children**

- 4.5.1 The School provides a range of opportunities for pupils to be listened to and for them to report issues, including child on child abuse. Pupils have contact with their form tutors twice daily (once in 6th form) for registration and also during extended form times and PSHE lessons. The School actively seeks the views of pupils through form reps meetings, the School Council and regular pupil surveys. All concerns raised will be treated seriously.
- 4.5.2 All pupils attend an assembly at the start of the school year led by the DSL and Deputy DSL in which they are reminded of the school's safeguarding processes and who they can reach out to for support. As well as form tutors and other staff who are always ready to listen, the School has two nurses, and two counsellors available to pupils.
- 4.5.3 Support for any pupils affected by abuse (including child on child abuse), is available in school from all staff but particularly from pastoral staff, the individual learning needs coordinator, the medical team and the school counsellors. The DSL may be involved in coordinating support within school or referring to outside agencies as appropriate and in line with the local authority thresholds for referral (see Appendix 7).
- 4.5.4 The school has an anonymous reporting tool for pupils that is monitored by the DSL, Deputy DSL, Heads of Section and Heads of Year. All pupils are encouraged to report in person, however, the anonymous reporting tool is available if they feel unable to do this.

#### **4.6 Informing parents**

- 4.6.1 Parents will normally be kept informed as appropriate of any action to be taken under these procedures to support a child in need or about whom there are concerns relating to radicalisation. However, there may be circumstances when the DSL will need to consult the Deputy Head (Pastoral), the Head, the LADO, local authority children's social care services/the Channel Panel and / or the police before discussing details with parents.
- 4.6.2 See also section 4 of Appendix 6 for details about the disclosure of information where an allegation has been made against a member of staff or volunteer at the School.

### **5 Secure school premises and visitor procedures**

- 5.1 The School will take all practicable steps to ensure that School premises are as secure as circumstances permit.
- 5.2 The School has clear visitor procedures which have been communicated to all staff. All visitors who have not been vetted by the School in advance must sign in using the visitor sign-in system at Security on arrival and sign out on departure. They must be appropriately supervised whilst on School premises by a member of staff or appropriately vetted volunteer. All visitors will be given a name badge with their photograph and the



title 'Visitor' which must be clearly displayed and worn at all times whilst on the School premises.

- 5.3 The School actively encourages the use of visiting speakers to enrich the experiences of pupils and staff and to stimulate debate. However, staff must ensure that visiting speakers are appropriately vetted and supervised in accordance with the School's Visitor Procedures. In addition, any messages communicated to pupils by visiting speakers must be consistent with the ethos of the school, and must not marginalise any communities, groups or individuals or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies.

## **6 Arrangements for use of school premises for non-school activities**

- 6.1 When services or activities at the School are provided under the direct supervision or management of school staff, this Policy will apply in relation to any safeguarding concerns or allegations.
- 6.2 Where services or activities are not under the direct supervision or management of the School, the School will seek assurance that any individual or organisation has appropriate safeguarding and child protection policies and procedures in place (the School will inspect these as needed) and ensure that there are arrangements in place for the provider to liaise with the School on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll.
- 6.3 The School will ensure that safeguarding requirements are included in any agreement for use of the school premises (such as a lease or hire agreement) as a condition of use and occupation of the premises and that failure by the provider to comply with this will lead to termination of the agreement. The provider will be given contact details for the School's DSL and is required to notify the DSL of any safeguarding incident.
- 6.4 When considering the safeguarding arrangements any providers have in place the School will have regard to the DfE's non statutory guidance 'Keeping children safe in out-of-school settings' (April 2022) and 'After school clubs, community activities, and tuition (safeguarding guidance for providers)' (September 2023).

## **7 Record keeping, confidentiality and information sharing**

- 7.1 Where there are concerns about a child, all concerns, discussions and decisions made, and the reason for those decisions, should be recorded in writing. Records should include: a clear and comprehensive summary of the concern; details of how the concern was followed up and resolved; and a note of any action taken, decisions reached and the outcome. If in doubt about recording requirements staff should discuss with the DSL or Deputy DSL.
- 7.2 The School will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The School will co-operate with police and local authority children's social care services to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of *Working together to Safeguard Children* (2023) and the DfE's non-statutory guidance entitled *Information Sharing: Advice for Practitioners* (2018).
- 7.3 Information about a child will usually be shared with the consent of that child and/or their parent but information may be shared without consent where there is a more appropriate legal basis for sharing or where: it is not possible to gain consent; it cannot be reasonably

expected that a practitioner gains consent; or, if to gain consent would place a child at risk.

- 7.4 Where allegations have been made against staff, the School will consult with the LADO and, where appropriate, the police and local authority children's social care services to agree the information that should be disclosed and to whom.

## **8 Monitoring**

- 8.1 After any serious child protection incidents at the School, consideration will be given to a review of the safeguarding procedures within the School and a report made to the Governors if appropriate. Where an incident involves a member of staff, the LADO will assist in this review to determine whether any improvements can be made to the School's procedures.
- 8.2 In addition, the DSL will ensure that this policy is reviewed annually or when legislation changes and its procedures and implementation are updated and reviewed regularly, working with the Governors as necessary.
- 8.3 The Governors will undertake an annual review of this policy and its procedures, including good cooperation with local agencies, and of the efficiency with which the relevant duties have been discharged.
- 8.4 The Governors will ensure that any deficiencies or weaknesses in regard to child protection arrangements at any time are remedied without delay.

## **Appendix 1: The Designated Safeguarding Lead (DSL)**

The main responsibilities of the DSL, or the Deputy DSL if the DSL is not available, are:

To take lead responsibility for all child protection matters arising at the School and to support all other staff in dealing with any child protection concerns that arise.

To have the status and authority within the School to carry out the duties of the post including committing resources, and where appropriate, supporting and directing other staff to safeguard and promote the welfare of children.

Promoting and safeguarding the welfare of children and young people.

Pupils online safety, including the filtering and monitoring systems and processes in place at the school.

### **Manage referrals**

Refer cases of suspected abuse to the local authority children's social care as required and/or support staff who make such referrals;

Refer cases to the Channel programme where there is a radicalisation concern as required and/or support staff who make such referrals;

Refer cases where a person is dismissed or left due to actual harm /risk of harm to a child to the Disclosure and Barring Service (DBS) as required; and

Refer cases where a crime may have been committed to the Police as required.

### **Work with others**

Act as a point of contact with the three safeguarding partners;

Liaise with the Head to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations which involve the school (and being aware of the requirement for children to have an 'Appropriate Adult');

As required, liaise with the local authority designated officer(s) (LADO) at the local authority on all child protection concerns in cases which concern a staff member;

Liaise with staff (especially pastoral staff, school nurses, school counsellors, the IT Network Manager and the Individual Learning Coordinator) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;

Maintain links with the safeguarding partners to ensure staff are aware of training opportunities and the local policies on safeguarding;

Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;

Work with the Head and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:

- ensuring that the School knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
- supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

## **Information sharing and managing the child protection file**

Ensure that child protection files are kept up to date and that records include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome

Ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in the most recent version of KCSIE.

Ensure that when children leave the School (including for in-year transfers) their child protection file is transferred to the new school or college as soon as possible and within five days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

In addition to the child protection file, consider whether it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

## **Raise Awareness**

Ensure the School's child protection policy is known, understood and used appropriately by all staff. Ensure the School's child protection policy is reviewed at least annually and the procedures and implementation are updated and reviewed regularly, in conjunction with the Governing Body;

Ensure the child protection policy is available publicly; and parents and carers are aware of the fact that referrals about suspected abuse or neglect may be made to children's social care and the role of the School in this;

Maintain links with the safeguarding partners to ensure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

## **Preventing radicalisation**

In accordance with the *Prevent duty guidance for England and Wales and Channel duty guidance: Protecting people susceptible to radicalization*, the DSL has the following responsibilities:

Acting as the first point of contact for parents, pupils, teaching and support staff and external agencies in all matters relating to the Prevent duty;

Co-ordinating Prevent duty procedures in the School;

Undergoing appropriate training on the Prevent duty and Channel programme;

Assessing the training needs of all School staff in relation to the Prevent duty and implementing and maintaining an ongoing training programme for staff including induction training for all newly appointed staff and volunteers, and keeping records of such training;

Monitoring the keeping, confidentiality and storage of records in relation to the Prevent Duty; and liaising with local Prevent co-ordinators, the police and local authorities.

## **Training. Knowledge and skills**

Undertake training as required for the role, including Prevent awareness training, at least every two years in order to:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- be able to keep detailed, accurate, secure written records of concerns and referrals;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role their role in providing information and support to local authority children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- ensure each new member of staff has access to and understands the School's child protection policy and procedures, especially new and part time staff, volunteers, contractors and governors;
- be alert to the specific needs of children in need, those with special educational needs and young carers;
- understand the importance of sharing information, both within the school and with the three safeguarding partners, other agencies, organisations and practitioners;
- understand and support the School with regards to the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation;
- understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident that they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them;
- Refresh knowledge and skills (e.g. via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, in order to understand and keep up with any developments relevant to the role.

### **Providing support to staff**

Ensure staff are supported during the referrals process.

Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

### **Understanding the views of children**

Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the School may put in place to protect them.

Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

**Holding and sharing information**

Understand the importance of information sharing, both within the School, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners.

Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) and the Data (Use and Access) Act 2025.

Keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

**Availability**

Always be available (during school hours), or ensure that a deputy DSL is available, for staff in the School to discuss any safeguarding concerns.

Arrange adequate and appropriate cover for any activities outside school hours.

## Appendix 2: Types and signs of abuse, neglect and exploitation

### 1 Types of abuse

- 1.1 All staff should be aware of indicators of abuse, neglect and exploitation, understanding that children can be at risk of harm inside and outside their school or home or online. Staff must exercise professional curiosity and know what to look for as set out below.
- 1.2 Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.
- 1.3 Safeguarding incidents and/or behaviour giving rise to concerns can be associated with factors outside the school environment and incidents can occur between children outside the School. All staff 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, sexual abuse, serious youth violence and county lines.
- 1.4 Technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other harms online as well as face to face. In many cases abuse, and other harms, will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.
- 1.5 **Abuse** is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill-treatment of others (e.g. 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. 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 by another child or children.
- 1.6 A child may be subjected to a combination of different kinds of abuse. It is also possible that a child may show no outward signs and hide what is happening from everyone.
- 1.7 **Physical abuse:** a form of abuse which may involve hitting, pinching, 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.
- 1.8 **Emotional abuse:** the persistent emotional maltreatment of a child. It is sometimes called psychological abuse and it can have severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the

exploitation or corruption of children. Emotional abuse may also involve serious bullying by a child's peers (including online bullying through social networks, online games or mobile phones). Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- 1.9 **Sexual abuse:** involves any sexual activity with a child, not necessarily involving a high level of violence, whether or not the child understands what is happening or that it is wrong. Many children who are the victims of sexual abuse do not recognise themselves as such. The sexual activity 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, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.
- 1.10 **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs. It is likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Children who are neglected often also suffer from other types of abuse.
- 1.11 **Affluent Neglect:** The neglect of children in wealthy families and can include emotional neglect, lack of supervision, and excessive academic pressure. It is often difficult to identify because it lacks the physical indicators seen in poverty-related neglect, despite children having access to material possessions like good housing, nutrition, and education.
- 1.12 **'Honour based' abuse (HBA) and forced marriage:** HBA encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, forced marriage and practices such as breast ironing. All forms of HBA are abuse, regardless of the motivation, and should be handled and escalated as such. It is also a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages.
- 1.13 **Female genital mutilation (FGM)** comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
- 1.14 **Sexual violence and sexual harassment between children:** 'sexual violence' as used in *Keeping Children Safe in Education*, refers to sexual offences under the Sexual Offences Act 2003 (i.e. rape, assault by penetration or a sexual assault). Sexual harassment is defined as 'unwanted conduct of a sexual nature' that can occur online and offline (e.g. sexual comments or 'jokes', physical behaviour such as interfering with clothing or online sexual harassment such as the non-consensual sharing of sexual images). It is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual violence and sexual harassment



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

- 1.15 **Child criminal exploitation (CCE):** CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.
- 1.16 **Child sexual exploitation (CSE):** CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
- 1.17 **Serious violence:** children may be at risk from, or involved with, serious violent crime. Risk factors include increased absence from school; a change in friendships or relationships with older individuals or groups; a significant decline in performance; signs of self-harm or a significant change in wellbeing; or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. See Appendix 7 for links to further guidance including 'Preventing youth violence and gang involvement' and 'Criminal exploitation of children and vulnerable adults: county lines'.
- 1.18 **Domestic abuse:** this can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (see below). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. The School is part of Operation Encompass, a national scheme that operates jointly between schools and police forces. Operation Encompass is the reporting to schools, prior to the start of the next school day, when a child or young person has seen, heard or experienced domestic abuse. The Designated Safeguarding Lead has been trained in the Operation Encompass procedures as the Key Adult allowing us to then use the information that has been shared, in confidence, to support the child or children in our care.
- 1.19 **Domestic abuse in teenage relationships:** Young people can also experience domestic abuse within their own intimate relationships (sometimes referred to as 'teenage relationship abuse'). Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

## 2 Signs of abuse

- 2.1 Abused children may be afraid to tell anybody about the abuse. They may struggle with feelings of guilt, shame or confusion, particularly if the abuser is a parent, caregiver or

other close family member or friend. Anyone working with children or young people needs to be vigilant to the signs listed below.

2.2 Whether or not a child's behaviour or appearance is concerning depends on their age or stage of development. Children with learning difficulties, physical disabilities or health-related issues may be at a different developmental stage to most of their peers. However, children who have experienced abuse or neglect from a young age may also display developmental delays compared to children their own age. In such cases, the lack of a clear medical explanation for these delays may be an indicator of abuse.

2.3 In addition to warning signs that may be specific to a particular category of abuse or neglect, there are a number of general warning indicators which might suggest that a child is being abused or neglected as follows:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

2.4 **Physical abuse:** It is normal for children to have cuts and bruises on their bodies caused by accidents which happen whilst they are moving about and/or playing. These are marks that have an acceptable and reasonable explanation. Marks or injuries which do not have an acceptable explanation may indicate that a child has been abused. Be vigilant to possible abuse if a child is frequently described as ill by their parent but does not have any symptoms which are obvious to others. In addition, the parent will be unable to provide details of a medical diagnosis for the child's apparent condition.

Signs of physical abuse, as well as the more general indicators listed above, may include:

- Frequent injuries;
- Unexplained or unusual fractures or broken bones;
- Unexplained bruises or cuts, burns or scalds or bite marks;
- Improbable excuses or refusal to explain injuries;
- Wearing clothes to cover injuries, even in hot weather;
- Fear of medical help or examination.

2.5 **Emotional abuse:** It is important to remember that some children are naturally open and affectionate whilst others are quieter and more self-contained. Children also develop at different rates from one another and some may be slightly more or less advanced than other children in their age group. Mood swings and challenging behaviour are also a normal part of growing up for teenagers and children going through puberty. Be alert to behaviours which appear to be out of character for the individual child, such as those listed in 2.3 above and:

- Children who are excessively withdrawn, fearful or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child;
- Parents or carers who humiliate their child, for example by name-calling or making negative comparisons;
- Physical, mental and emotional development lags;
- Sudden speech disorders;
- Continual self-depreciation ('I'm stupid, ugly, worthless, etc');
- Overreaction to mistakes;
- Extreme fear of any new situation;
- Inappropriate response to pain ('I deserve this');
- Neurotic behaviour, unusual or excessive nervousness (obsessive, compulsive behaviours, rocking, hair twisting, self-mutilation);
- Self-harm; and/or
- Extremes of passivity or aggression.

2.6 **Sexual abuse:** It is normal for children to show signs of sexual behaviour at each stage in their development. Children also develop at different rates and some may be slightly more or less advanced than other children in their age group. Behaviours which might be concerning depend on the child's age and the situation.

Normal sexual behaviour for adolescents includes:

- Kisses, hugs, dates others, may have longer term relationships;
- Is interested in and asks questions about body parts, relationships and sexual behaviour. Is aware of the need for privacy;
- Uses sexual language and talks about sexual acts with peers;
- May look at sexual pictures including internet images;

- Masturbates in private; and/or
- Experiments sexually with adolescents of similar age.

In addition to the general indicators listed in 2.3 above, the following are possible signs and indicators of sexual abuse in adolescents:

- Displaying knowledge or interest in sexual acts inappropriate to their age;
- Using sexual language or having sexual knowledge that you would not expect them to have;
- Asking others to behave sexually or play sexual games;
- Physical sexual health problems including soreness in the genital or anal areas, sexually transmitted infections or underage pregnancy;
- Regressing to younger behaviour patterns;
- Sudden loss of appetite or compulsive eating;
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder;
- Trying to be 'ultra-good' or perfect; overreacting to criticism;
- Self-harm.

**2.7 Child Criminal or Sexual Exploitation (CCE and CSE):** In addition to the general signs of abuse in 2.3 above and, in the case of CSE, those specific to sexual abuse, some of the following may be indicators of CCE or CSE:

- Appearing with unexplained gifts or new possessions;
- Associating with other young people involved in exploitation;
- Suffering from changes in emotional well-being;
- Misuse of drugs and alcohol;
- Going missing for periods of time from home or school or regularly getting home late;
- Regularly missing school or education or not taking part in education;
- Having older boyfriends or girlfriends (CSE);
- Suffering from sexually transmitted infections or becoming pregnant (CSE).

**2.8 Neglect:** It is important to remember that some children are very picky eaters whilst others may refuse to wear a coat regardless of how cold it is outside. A child may also appear to be underweight, but is, in fact, naturally thin. Some of the most obvious signs of neglect (e.g. children being thin, dirty or not wearing a coat) are not in themselves indicators of abuse. However, if, over time, it is clear that a child is not receiving an adequate level of care and supervision appropriate to their age, it may indicate that the child is being neglected.

Possible signs of neglect include:

- Hunger, tiredness or poor personal hygiene;
- An indisputably dirty or unsafe home (e.g. around drugs, alcohol or violence);
- Poor state of clothing;
- Emaciation;
- Untreated medical problems;

- No social relationships;
- Compulsive scavenging;
- Destructive tendencies including anger, aggression or self-harm;
- Poor physical development e.g. delayed puberty.

2.9 **Affluent neglect:** The neglect of children in wealthy families and can include emotional neglect, lack of supervision, and excessive academic pressure. It is often difficult to identify because it lacks the physical indicators seen in poverty-related neglect, despite children having access to material possessions like good housing, nutrition, and education.

Possible signs of affluent neglect include:

- Emotional neglect: A lack of emotional connection with parents, who may work long hours and leave the child with paid caregivers like nannies or au pairs;
- Pressure to succeed: Excessive and unrealistic expectations for academic or extracurricular achievement, which can cause significant stress and psychological problems;
- Parentification: A child may be forced to take on adult roles, such as handling household responsibilities or caring for younger sibling;
- Material indulgence: Providing a child with many material possessions but without corresponding emotional support or supervision;
- Mental health issues: Signs can include anxiety, depression, or other psychological and emotional problems;

2.10 **Female genital mutilation:** There are a number of factors that might indicate that a girl is at risk of FGM or that it is imminent and these are set out in full in the 'Female Genital Mutilation Multi-agency Practice Guidelines' (see Appendix 7 for a link). Signs that female genital mutilation may already have taken place include:

- Difficulty walking, sitting or standing or talking about pain or discomfort between her legs (she may even look uncomfortable).
- Spending longer than normal in the bathroom or toilet, or away from the classroom during the day, with bladder or menstrual problems.
- Prolonged or repeated absences from school and/or noticeable behaviour changes (e.g. withdrawal or depression) on return from being away.
- Reluctance to undergo normal medical examinations or change for PE.
- Asking for help, but not being explicit about the problem due to embarrassment or fear.

### 3 Further guidance for staff

3.1 Possible signs of abuse that may become evident in the school environment include, but are not limited to:

- 3.1.1 the pupil says she has been abused or asks a question or makes a comment which gives rise to that inference;
- 3.1.2 there is no reasonable or consistent explanation for a pupil's injury, the injury is unusual in kind or location or there have been a number of injuries and there is a pattern to the injuries;

- 3.1.3 the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour, or there is a sudden or significant change in the pupil's behaviour;
- 3.1.4 the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;
- 3.1.5 the pupil's development is delayed, the pupil loses or gains weight or there is deterioration in the pupil's general wellbeing;
- 3.1.6 the pupil appears neglected, e.g. dirty, hungry, inadequately clothed; and/or
- 3.1.7 the pupil is reluctant to go home, or has been openly rejected by her parents or carers.

#### **4 Children who may benefit from early help**

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

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (regardless of whether they have a statutory EHC plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from education, home or care;
- has experienced multiple suspensions, is at risk of being permanently excluded from school;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues or domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and/or
- has unexplainable and/or persistent absences from education, including persistent absences for part of the school day.

#### **5 Further Advice**

5.1 Guidance on the following specific safeguarding issues is available in Annex B to *Keeping Children Safe in Education*, which includes links to more detailed guidance:

- 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
- Preventing Radicalisation
- The Prevent Duty
- Channel
- Additional Support
- Child on child abuse
- Sexual violence and sexual harassment between children in schools and colleges
- Upskirting
- The response to a report of sexual violence or sexual harassment

5.2 Appendix 7 also contains links to additional safeguarding guidance.

### Appendix 3: Guidance for staff on suspecting or hearing a complaint of abuse

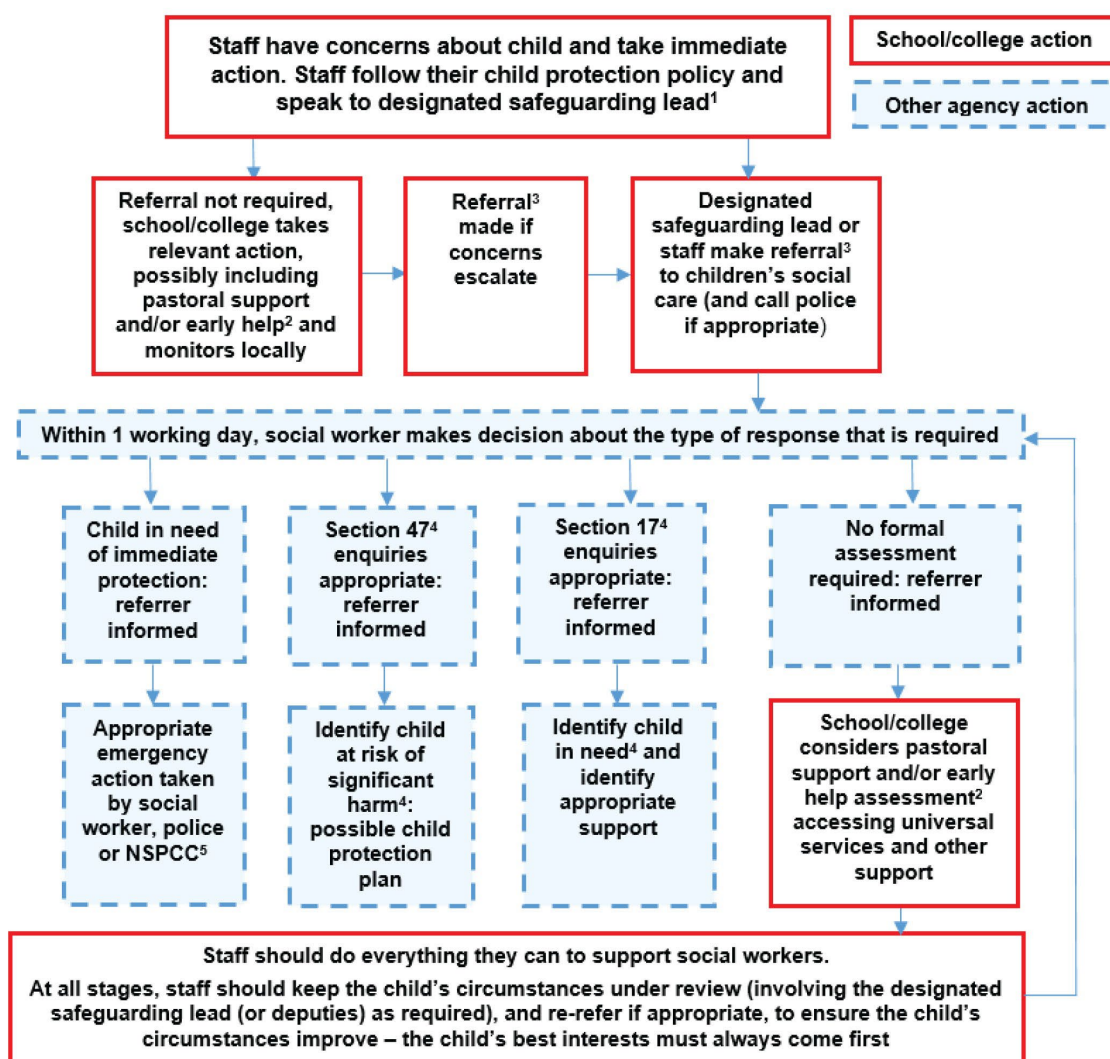
#### 1 Action staff must take

- 1.1 Any member of staff suspecting or hearing a complaint of abuse, including a report of child on child sexual violence or harassment, must recognise that the child has placed them in a position of trust. The member of staff:
  - 1.1.1 should be supportive and respectful of the child, listen carefully, be non-judgmental and keep an open mind. The member of staff should not take a decision as to whether or not the abuse has taken place;
  - 1.1.2 must not ask leading questions, i.e. a question which suggests its own answer, and only prompt the child where necessary with open questions;
  - 1.1.3 must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the DSL who will ensure that the correct action is taken;
  - 1.1.4 must, subject to 1.1.3 above, maintain confidentiality and only involve those who need to be involved such as the DSL or children's social care;
  - 1.1.5 must keep a sufficient written record of the conversation, only recording the facts as the child presents them. Best practice is to wait until the end of the report and immediately write up a thorough summary but it may be appropriate to take some notes during the conversation, particularly if there are two members of staff present (which is preferable). The record may become part of a statutory assessment by children's social care and/or part of a criminal investigation and should therefore include:
    - (a) the date and time;
    - (b) the place of the conversation; and
    - (c) the essence of what was said and done by whom and in whose presence;
  - 1.1.6 must record, in writing, all concerns, discussions and decisions made and the reasons for those decisions.
- 1.2 The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the DSL as soon as possible. The record of what was said by the child should as far as possible be in her own words and not in the adult's reinterpretation of those words.
- 1.3 All evidence, for example, scribbled notes, mobile phones containing text messages, clothing and computers, must be safeguarded and preserved and passed to the DSL. Computers or other devices that might contain relevant evidence should not be searched or accessed by the member of staff hearing the complaint. Staff must not view or forward illegal images of a child.
- 1.4 All suspicions or complaints of abuse must be reported to the DSL as soon as possible.
- 1.5 If, at any point, a child is in immediate danger or there is a risk of harm a referral should be made to the local authority children's social care services immediately (see Contacts p.3-4 of the Safeguarding Policy for contact details). A referral would normally be made by the DSL but anybody can make a referral in exceptional circumstances, such as an emergency or where there is a genuine concern that appropriate action is not being taken. If a member of staff makes a referral directly, the DSL should be informed as soon as possible thereafter.



**Appendix 4: Flowchart of action where there are concerns about a child**  
(from *Keeping Children Safe in Education (2025)* – Part 1)

**Actions where there are concerns about a child**



<sup>1</sup> In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

<sup>2</sup> Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

<sup>3</sup> Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

<sup>4</sup> Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

<sup>5</sup> This could include applying for an Emergency Protection Order (EPO).

## **Appendix 5: Prevent Strategy (information and referrals flowchart)**

### **1. What is the Prevent Strategy?**

- 1.1. Prevent is part of the Government's counter-terrorism strategy, CONTEST. Its aim is to stop people becoming terrorists or supporting terrorism. Prevent works at the pre-criminal stage by using early intervention to encourage individuals and communities to challenge extremist and terrorist ideology and behaviour.
- 1.2. '**Extremism**' is defined in the Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Also included in the definition of extremism are calls for the death of members of our armed forces, whether in this country or overseas.
- 1.3. '**Radicalisation**' refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- 1.4. '**Terrorism**' is defined in the Terrorism Act 2000 as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
- 1.5. Prevent work is intended to deal with all kinds of terrorist threats to the UK. The most significant of these threats is currently from terrorist organisations in Syria and Iraq, and Al Qa'ida associated groups. But terrorists associated with the extreme right also pose a continued threat to our safety and security.

### **2. The Channel Panel**

- 2.1. Channel is an early intervention multi-agency panel designed to safeguard individuals from being drawn into extremist or terrorist behaviour. Channel is for individuals of any age who are at risk of exploitation by extremist or terrorist ideologues. The Channel Panel is chaired by the local authority and works with multi-agency partners to collectively assess the risk to an individual and decide whether an intervention is necessary.
- 2.2. Anyone can make a referral to the Channel Panel. A referral would normally be made by the DSL but anybody can make a referral in exceptional circumstances, such as an emergency or where there is a genuine concern that appropriate action is not being taken.
- 2.3. Further information about the Channel Panel can be found in the staff handbook (see also the referrals flowchart at the end of this Appendix).

### **3. Potential Indicators of Vulnerability to Extremist Ideology\***

#### **3.1. Vulnerability**

- Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them;
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that

is triggered by personal experience of racism or discrimination or aspects of Government policy;

- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life;
- Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups.

### **3.2. Access to Extremism / Extremist Influences**

- 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.)
- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc.)
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?
- 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?
- Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

### **3.3. 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?

*\*From 'Prevent and Channel Strategy: A Toolkit for Schools'*

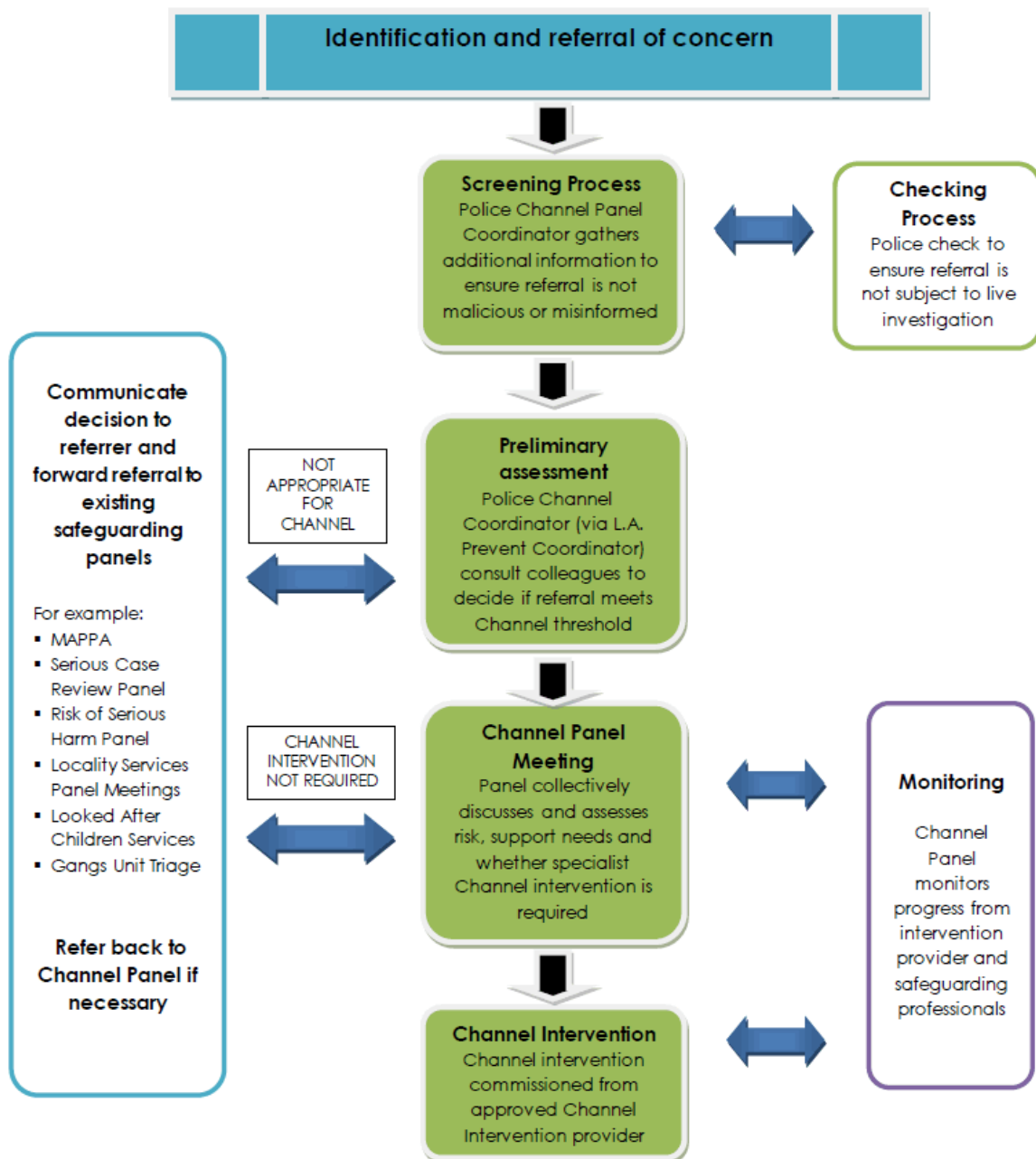
#### **4. Pastoral Approaches to the 'Prevent' Strategy within Godolphin and Latymer**

- 4.1. Staff are aware that if they have any concerns about a child at risk of radicalisation they should discuss this with a member of the pastoral team and if they have safeguarding concerns or are otherwise concerned that a child is at risk of harm they should report this to the DSL. The School will consider effective engagement with parents and will assist and advise families who raise concerns.
- 4.2. The pastoral curriculum within form time and PSHE highlights ways in which British Values are delivered to students, as do the SMSC approaches of each academic department which are highlighted in department handbooks. Assemblies, talks by external speakers for PSHE, school trips and extra-curricular activities also actively promote British Values. Structures such as School Council enhance students' awareness of democratic processes.

#### **5. Further Information**

- 5.1. Hammersmith and Fulham provide further information for teachers at: [LBHF: Prevent and Schools](#).
- 5.2. There is a Prevent module that forms part of the School's Educare online training subscription and [E-learning course](#) from the Home Office provides further information and training on the Prevent Strategy.
- 5.3. A Government briefing note regarding the use of social media for online radicalisation can be found [here](#).
- 5.4. The Government has launched 'educate against hate', a website designed to equip school staff and parents with the information, tools and resources needed to recognise and address extremism and radicalisation in young people. Please click [here](#).
- 5.5. For the Prevent Strategy and Channel Panel Referrals Flowchart, please see overleaf.

## The Prevent Strategy and the Channel Programme



London Borough of Hammersmith and Fulham | The Royal Borough of Kensington and Chelsea | Westminster City Council

## **Appendix 6: Dealing with allegations against staff or volunteers**

### **1 Introduction**

- 1.1 Allegations of abuse are difficult and distressing for all concerned. It is essential that policies and procedures are in place to manage these cases. Underpinning these procedures are the following principles: looking after the welfare of the child; and investigating and supporting the person subject to the allegation.

### **2 The School's procedures**

- 2.1 The School's procedures for dealing with allegations made against staff and volunteers will be used where the member of staff, which includes supply staff or a contractor, or volunteer has:
- 2.1.1 behaved in a way that has harmed a child, or may have harmed a child;
  - 2.1.2 possibly committed a criminal offence against or related to a child;
  - 2.1.3 behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
  - 2.1.4 behaved or may have behaved in a way that indicates they may not be suitable to work with children (including behaviour outside school).
- 2.2 All such allegations must be dealt with as a priority so as to avoid any delay.
- 2.3 Any allegations not meeting this criteria will be dealt with in accordance with LSCP procedures. Advice from the LADO will be sought in borderline cases.

### **3 Reporting an allegation against staff or volunteer**

- 3.1 Where an allegation or complaint is made against any member of staff (including the DSL) or volunteer, the matter should be reported immediately to the Head. In her absence, the report should be made to the DSL (unless the allegation involves the DSL) or to the Chair of Governors. The Head will in turn inform the Chair of Governors, and may also consult with the DSL and the Deputy Head (Pastoral).
- 3.2 Where an allegation or complaint is made against the Head, the matter should be reported immediately to the Chair of Governors, or in his absence the Deputy Chair of Governors, without first notifying the Head.
- 3.3 **Whenever there is an allegation or concern that meets the threshold in 2.1 above, the LADO must be contacted immediately (within one working day) before further action is taken.**
- 3.4 The person taking action in accordance with the procedures in this Appendix (whether the Head, the DSL or the Chair of Governors) is known as the 'Case Manager'. Discussions with the LADO should be recorded in writing and any communication with the subject of the allegation or the parents or a pupil involved should be agreed.

### **4 Disclosure of information**

- 4.1 The Case Manager will inform the accused person of the allegation as soon as possible after the LADO has been consulted, subject to 4.3 below.

- 4.2 The Parents or carers of the child or children involved will be informed of the allegation as soon as possible if they do not already know of it, subject to 4.3 below. They will also be kept informed of the progress of the case, including the outcome of any disciplinary process.
- 4.3 Where the LADO advises that a strategy discussion is needed, or the police or the local authority's social care services need to be involved, the Case Manager will not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.
- 4.4 The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed (see below).

## **5 Action to be taken against the accused**

- 5.1 A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless external agencies object to this. A representative will be appointed to keep him or her informed of the progress of the case and to consider what other support is available for the individual, as appropriate.
- 5.2 Where an investigation by the police or the local authority children's social care services is unnecessary, the LADO will discuss the steps to be taken with the Case Manager. The appropriate action will depend on the nature and circumstances of the allegation and will range from taking no further action to dismissal or a decision not to use the person's services in the future.
- 5.3 It may be necessary to undertake a further investigation to determine the appropriate action. If so, the LADO will discuss with the Case Manager how and by whom the investigation will be undertaken. The appropriate person will usually be a senior member of staff, but in some instances it may be appropriate to appoint an independent investigator as advised by the LSCP.

## **5.4 Suspension**

- 5.4.1 Suspension will not be an automatic response to an allegation and will only be considered in a case where:
- (a) there is cause to suspect a child or other children at the School is or are at risk of significant harm; or
  - (b) the allegation is so serious that it might be grounds for dismissal.
- 5.4.2 Suspension will not be automatic and consideration will be given to whether the result that would be achieved by suspension could be obtained by alternative arrangements, for example, redeployment either within or outside of the School or providing an assistant when the individual has contact with children. The LADO will be contacted for advice if necessary.
- 5.4.3 A member of staff will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded and the member of staff notified of those reasons in writing within one working day. Appropriate support will be provided for the suspended individual and contact details provided.

## **5.5 Criminal proceedings**

5.5.1 The School will consult with the LADO following the conclusion of a criminal investigation or prosecution as to whether any further action, including disciplinary action, is appropriate and if so, how to proceed. The options will depend on the circumstances of the case, including the result of the police investigation or trial and the standards of proof applicable.

## **5.6 Return to work**

5.6.1 If it is decided that the person who has been suspended should return to work, the School will consider how best to facilitate this, for example, arranging a phased return and / or the provision of a mentor to provide assistance and support in the short term. The School will also consider how to manage the contact with the child or children who made the allegation.

## **6 Supply staff**

6.1 The School must not decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. There should be a discussion with the supply agency as to whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, while the investigation is carried out.

6.2 Supply agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services although the School will usually take the lead. The allegations management meeting often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the supply agency are taken into account by the School during the investigation.

6.3 Supply teachers should be advised to contact their trade union representative if they have one, or a colleague for support.

## **7 Confidentiality and publicity**

7.1 It is extremely important that when an allegation is made, the School makes every effort to maintain confidentiality and guard against unwanted publicity while the allegation is being investigated or considered. This includes informing anyone who is aware of the allegations (e.g. parents/senior staff) of the following reporting restrictions. The Education Act 2011 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so, or if a judge lifts restrictions in response to a request to do so.

7.2 'Publication' includes 'any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public'. This means that a parent who, for example, published details of the allegation on a social networking site could be in breach of the reporting restrictions. Breach is potentially a criminal offence.



- 7.3 The Case Manager should take advice from the LADO, police and children's social care services to agree the following:
- 7.3.1 who needs to know and, importantly, exactly what information can be shared;
  - 7.3.2 how to manage speculation, leaks and gossip;
  - 7.3.3 what, if any, information can be reasonably given to the wider community to reduce speculation; and
  - 7.3.4 how to manage press interest if and when it should arise.

## **8 Ceasing to use staff**

- 8.1 If the School ceases to use the services of a member of staff or volunteer because they are unsuitable to work with children, a settlement/compromise agreement will not be used and a referral to the Disclosure and Barring Service will be made as soon as possible if the criteria are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.
- 8.2 If a member of staff (or a governor or volunteer) tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the School in accordance with this policy and a referral will be made to the Disclosure and Barring Service as soon as possible if the criteria are met.
- 8.3 Where a teacher has been dismissed, or would have been dismissed had he or she not resigned, separate consideration will be given as to whether a referral to the Teaching Regulation Agency should be made in circumstances where a prohibition order may be appropriate. The reason such an order would be considered are: 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'. See the Teaching Regulation Agency website or DFE Guidance *Teacher Misconduct: the prohibition of teachers* (April 2018) for more information.
- 8.4 It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible the accused should be given a full opportunity to answer the allegation and make representations about it. But the process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be substantiated on the basis of all the information available, should continue even if that cannot be done or the accused does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

## **9 Timescales**

- 9.1 All allegations must be dealt with as a priority so as to avoid any delay. Where it is clear immediately that the allegation is unsubstantiated or malicious, the case should be resolved within one week. It is expected that most cases of allegations of abuse against staff will be resolved within one month with all but the most exceptional cases being completed within 12 months. If the nature of the allegation does not require formal disciplinary action, the Head should instigate appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, it should be held within 15 working days.

## **10 Unsubstantiated or malicious allegations**

- 10.1 Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with the School's Behaviour Policy.
- 10.2 Where a parent has made a deliberately invented or malicious allegation the Head will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.
- 10.3 Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

## **11 Record keeping**

- 11.1 Details of allegations found to be false or malicious will be removed from personnel records.
- 11.2 For all other allegations, full details will be recorded on the confidential personnel file of the person accused as follows: a clear and comprehensive summary of the allegation; details of how the allegation was followed up and resolved; a note of any action taken and decisions reached; whether the outcome was substantiated, unsubstantiated or unfounded; and whether the information will be referred to in any future reference. A copy will be provided to the person concerned where agreed with children's social care or the police.
- 11.3 The record will be retained at least until the individual has reached normal retirement age or for a period of ten years from the date of the allegation, if this is longer.
- 11.4 An allegation proven to be false, unsubstantiated, unfounded or malicious will not be referred to in employer references. Substantiated allegations should (from September 2021) be included in references provided that the information is factual and does not contain opinions.

## **Appendix 7: Further Guidance**

Please click on the links or go to [www.gov.uk](http://www.gov.uk) for the documents listed below and more information.

Keeping Children Safe in Education (September 2025) – Part 1 and full document

Working Together to safeguard Children (December 2023)

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

Information Sharing: Advice for Practitioners (July 2018)

Prevent Duty Guidance for England and Wales (September 2023)

The Prevent Duty (for schools and childcare providers) (September 2023)

The Use of Social Media for Online Radicalisation (July 2015)

Female Genital Mutilation Guidelines (July 2020)

Sharing nudes and semi-nudes: advice for education settings working with children and young people (December 2020)

Teaching online safety in school (January 2023)

Preventing youth violence and gang involvement (March 2015)

Criminal exploitation of children and vulnerable adults: county lines (February 2020)

Child sexual exploitation: guide for practitioners (February 2017)

Mental Health and Behaviour in Schools (November 2018)

Working together to improve school attendance (February 2024)

Guidance on procedures

London Safeguarding Children Procedures

Thresholds of Need Guide

Local Safeguarding Children Partnership

When to Call the Police

The Safer Recruitment Consortium's Guidance on Safer Working Practice for professionals working in education settings can be found here:

Guidance for Safer Working Practice (February 2022)