

Hopping Hill Primary School



SAFEGUARDING POLICY

Person responsible for the policy	<i>Michelle White</i>
Date approved	<i>September 2026</i>
Approved by	<i>Full Governing Body</i>
Review date	<i>September 2027</i>

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NAMED STAFF AND GOVERNOR CONTACTS

At Hopping Hill Primary School, the named personnel with designated responsibility for safeguarding are:

Designated Safeguarding Lead Designated Senior Teacher	Mrs Michelle White Deputy Headteacher michelle.white@hoppinghill.northants.sch.uk Contact throughout term and non-term time via this address
Deputy Designated Safeguarding Lead	Mrs Jo Fantarrow Headteacher head@hopping.northants-ecl.gov.uk Contact throughout term and non-term time via this address
Designated Safeguarding Lead Trained	Mrs Rebecca Cronin rebecca.cronin@hoppinghill.northants.sch.uk Mrs Liz Doughty liz.doughty@hoppinghill.northants.sch.uk Mr. Jamie Pell Jamie.pell@hoppinghill.northants.sch.uk
SENDCo and Assistant Headteacher for Inclusion and Behaviour	Mrs Liz Doughty liz.doughty@hoppinghill.northants.sch.uk
Senior Mental Health Lead	Mrs Emma McGee emma.mcgee@hoppinghill.northants.sch.uk
Safeguarding Governor	Mrs Leanne Chapman leanne.chapman@hoppinghill.northants.sch.uk

The named personnel with Designated Responsibility regarding allegations against staff are:

Designated Senior Manager	Mrs Jo Fantarrow Headteacher head@hopping.northants-ecl.gov.uk
Deputy Designated Senior Manager	Mrs Michelle White Deputy Headteacher michelle.white@hoppinghill.northants.sch.uk
Chair of Governors (In the event of an allegation against the headteacher)	Contact through clerk to governors clerk@hoppinghill.northants.sch.uk

Local Authority Contacts for Referrals

Safeguarding Referrals must be made in one of the following ways:

Multi-agency Safeguarding Hub (MASH) Team

0300 126 7000

Online Referral Report a concern or request support | Northampton Children's Trust (nctrust.co.uk)

Online Referral [Report a concern or request support | Northampton Children's Trust \(nctrust.co.uk\)](http://nctrust.co.uk)

Family Help [Family Help – Professionals | Northampton Children's Trust](http://nctrust.co.uk)

In an emergency outside office hours, contact the Emergency Duty Team 01604 626938 or the police.

For advice regarding Prevent

101 ext. 341166

prevent@northants.pnn.police.uk

The Department for Education has a dedicated telephone helpline, **020 7340 7264**, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergencies. The National Police Prevent Helpline is **0800 011 3764**. This is an additional confidential helpline to share concerns.

If a child is in immediate danger, left alone or missing, contact the police and/or an ambulance (999).

Referrals regarding Adults in Education: (Local Authority) Designated Officers:

Andy Smith 07850 854309 or 01604 362993

Sheila Kempster - 07831 123 193

LADOConsultations@NCTrust.co.uk

LADOConsultations@NCTrust.co.uk Designated Officer (formerly LADO) - Northamptonshire Safeguarding Children Board (northamptonshirescb.org.uk)

1.INTRODUCTION

Policy Statement

Hopping Hill Primary School fully recognises the contribution it can and should make to protecting children and supporting families and pupils. The intent of this policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate where all adults understand their roles and responsibilities in safeguarding children, and act accordingly to do so.

We are committed to safeguarding children and young people, and we expect everyone who works in our school (as staff or volunteers) to share this commitment. We understand that children can be abused by adults or by other children. We will be alert to the signs of abuse, neglect and exploitation and follow our procedures to ensure that children receive effective support, protection and justice. We are committed to creating a culture of safety that minimises the opportunity for any form of abuse (including all forms of child-on-child abuse) through training and education and robust response procedures.

Policy principles

Hopping Hill Primary School is committed to inclusive safeguarding practice that responds to the needs and circumstances of every child. We recognise our duties under the Equality Act 2010 and the Public Sector Equality Duty and will have due regard to the need to eliminate discrimination, harassment and victimisation, advance equality of opportunity, and foster good relations between people who share a protected characteristic and those who do not.

Our safeguarding arrangements will take account of children's individual needs and any factors that may increase vulnerability or affect how a child seeks help. This includes, but is not limited to, disability, special educational needs, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy or maternity.

- The welfare of the child is paramount.
- Adults should act in the best interests of the children.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, should have equal rights to protection.
- A culture of transparency, openness and, if needed, challenge is essential with regards to maintaining standards of safeguarding for pupils.

Policy aims

- To provide staff with information to enable them to meet their safeguarding responsibilities.
- To ensure consistent good practice.
- To promote safeguarding and child protection to all stakeholders.
- To demonstrate commitment to safeguarding and child protection to all stakeholders and provide them with information about the school's safeguarding and child protection procedures.

Our school will therefore:

- Establish and maintain an ethos where children feel safe, are encouraged to talk, and are always listened to.
- Ensure that children know that there are adults in the school whom they can approach if they are worried or feel unsafe.
- Include in the curriculum and beyond, activities and opportunities for discussion and learning about personal safety to equip children with the skills they need to stay safe from abuse (including online) and to know to whom they can turn for help.
- Provide opportunities for effective working relationships with parents and other agencies.
- Operate safer recruitment procedures in line with Keeping Children Safe in Education 2026
- Establish an ethos of equal responsibility to identify children who may benefit from Family Help and to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- Provide appropriate support for pupils, families and staff involved in child protection issues.

2.SCOPE

This policy applies to all teaching, non-teaching, support, supply, trainee teachers, peripatetic, contract staff, governors and volunteers working in or on behalf of the school. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the above unless otherwise stated.

3. DEFINITIONS

Family Help is support which may be provided to children and families as soon as difficulties start to emerge. It may include universal or community-based support, targeted support, or more coordinated help where a child or family has additional needs. At Hopping Hill Primary School, staff will work with families and other professionals to identify needs early, provide support where appropriate and consider whether a Family Help Conversation or a referral to Local Authority Children's Social Care is required.

For the purposes of this policy, references to data protection legislation include the UK General Data Protection Regulation, the Data Protection Act 2018 and any subsequent relevant legislation, including the Data (Use and Access) Act 2025. These laws do not prevent the school from sharing information where this is necessary to safeguard and promote the welfare of children.

Safeguarding and promoting the welfare of children is defined in KCSIE 2026 as:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, whether that is within or outside the home, including online.
- Preventing the impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

For the purposes of this policy, the term '**safeguarding**' refers to everything that the school does to keep children safe and promote their welfare, including, but not limited to:

- Supporting pupils' health, safety and well-being, including their mental health.
- Meeting the needs of children with special educational needs and/or disabilities.
- Providing Family Help support to improve outcomes for children and families at the earliest possible opportunity.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits.
- Intimate care and emotional wellbeing.
- Online safety and associated issues, including IT filtering and monitoring procedures.
- Appropriate arrangements to ensure school security, taking into account the local context.
- Keeping children safe from risks, harm and exploitation.
- Child protection.

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others.

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. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. 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. Children may be abused by an adult or adults or by another child or children.

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

Children includes everyone under the age of 18.

Child-on-child abuse refers to the abuse of a child or children perpetrated by another child or children. Child-

on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse').
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Consensual and non-consensual making or sharing of nudes and semi-nude images or videos, including images that are digitally altered or generated using artificial intelligence, such as deepfakes or deep nudes.
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- 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).

Within this policy:

- **Keeping Children, Safe in Education 2026** may be abbreviated to 'KCSIE.'
- **'Parent'** refers to birth parents and other adults in a parenting role, for example adoptive parents, step-parents, carers who possess a Special Guardianship Order, kinship and foster carers.
- **'Staff'** or **'members of staff'** refers to all teaching, non-teaching, trainee teachers, support, supply, peripatetic, contract staff, governors and volunteers working in or on behalf of Hopping Hill Primary School.
- **Victim** is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.
- **Alleged perpetrator(s)** and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

4. LEGISLATION AND GUIDANCE

The school adheres to all relevant safeguarding legislation, statutory guidance and guidance from the Northamptonshire Safeguarding Children Partnership. This includes:

Statutory Guidance

- Keeping Children Safe in Education 2026, referred to in this policy as KCSIE 2026.
- Working Together to Safeguard Children (2026)
- Early Years Foundation Stage (2025)
- Working together to improve school attendance (2024)
- Children missing education (statutory for local authorities) (2025)

Legislation

- The Children Act 1989 and The Children Act 2004
- Section 5B (11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015
- The Rehabilitation of Offenders Act 1974
- Safeguarding Vulnerable Groups Act 2006
- Counterterrorism and Security Act 2015 (and the Prevent Duty guidance (updated 2023))
- The Education Act 2002

- The School Staffing (England) Regulations 2009
- The Childcare (Disqualification) Regulations 2009 (and 2018 amendment)
- The Childcare Act 2006 (all schools with pupils aged under 8)
- The Human Rights Act 1998,
- The Equality Act 2010,
- The Public Sector Equality Duty (PSED)

Guidance from the Northamptonshire Safeguarding Children Partnership (NSCP) can be found here: [Home - Northamptonshire SCP](#)

The school also has taken regard to relevant non-statutory guidance relating to safeguarding, including:

- What To Do If You Are Worried a Child Is Being Abused (2015)
- Guidance For Safer Working Practice for Those Working with Children and Young People in Education Settings (2023)

This policy links with other school policies and procedures, including:

- Positive Behaviour and Belonging Policy
- Staff Code of Conduct
- Complaints Procedures policy
- Health and Safety policy
- Attendance policy
- Online Safety policy
- Inclusion policy
- Relationship and Sex Education policy
- Intimate care policy
- First aid policy
- Community engagement policy
- Curriculum Intents and Implementations
- Looked-after and previously looked-after children policy.
- Privacy notices
- Anti-bullying policy
- Whistle-blowing Policy.
- Staff AI Use Agreement
- Acceptable Use Agreements

Staff can view key policies and statutory guidance on My Concern (Local Resources)

5. CONFIDENTIALITY AND INFORMATION SHARING

When safeguarding information is shared, the school will record what information has been shared, who it has been shared with, the reason for sharing it and the date it was shared. This will be recorded in line with school safeguarding procedures and data protection requirements.

Information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation, and in promoting children's welfare, including their educational outcomes. Schools have clear powers to share, hold and use information for these purposes. The General Data Protection Regulation (GDPR) **does not** prevent, or limit, the sharing of information for the purpose of keeping children safe. Lawful and secure information sharing between schools, Local Authority Children's Social Care, and other local agencies, is essential for keeping children safe and ensuring they get the support they need. The school adheres to the Data Protection Act (2018) and the General Data Protection Regulation (2018).

5.1 Sharing information with parents

Hopping Hill Primary School will ensure the Safeguarding Policy is available publicly via the school website. A copy can be requested from the school office.

Where appropriate, we will discuss any concerns about a child with the child's parents. The Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL) will normally do this in the event of a concern, suspicion or disclosure. Other staff will only talk to parents about any such concerns following consultation with DSL or DDSL.

If informing parents may increase the risk of harm to the child, prejudice an assessment or investigation, or otherwise place the child at greater risk, information may be shared without parental knowledge or consent. Further information about consent and information sharing is set out in Section 5.2. In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

5.2 Consent

The Data Protection Act 2018 introduced 'safeguarding' as a reason to be able to process sensitive, personal information, even without consent (DPA, Part 2, 18; Schedule 8, 4). All relevant information can be shared without consent if gaining consent would place a child at risk. Fears about sharing information **must not be allowed** to stand in the way of promoting the welfare and protecting the safety of children. All professionals responsible for children should not assume that someone else will pass on information that they think may be critical to keeping a child safe. As with all data sharing, appropriate organisational and technical safeguards are in place and will be adhered to when processing safeguarding and child protection information.

If we have taken a decision not to seek consent from the data subject and/or parent this will be recorded within the safeguarding file.

All staff in school will be made aware of their duties in relation to Data Protection and safeguarding, particularly in respect of confidentiality. This includes the following:

- Staff should never promise a child that they will not tell anyone about an allegation, as this may not be in the child's best interests.
- Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.
- Timely information sharing is essential to effective safeguarding.
- Information must only be shared with those who need it for safeguarding purposes.

6. ROLES AND RESPONSIBILITIES

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the three safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

6.1 Governing bodies and proprietors

Governing bodies and proprietors have a strategic leadership responsibility for school's safeguarding arrangements. The governing body will appoint a senior board level (or equivalent) Governor Safeguarding Lead to monitor the effectiveness of this policy in conjunction with the full governing body. This is always a different person from the DSL. The Governor Safeguarding Lead is cited at the beginning of the policy.

Governors will ensure that there are mechanisms in place to assist staff in understanding and discharging their statutory safeguarding roles and responsibilities. Governors will ensure that the school is working with local safeguarding partners and that the school contributes to multi-agency working, adhering to Working Together to Safeguard Children (2026). All governors will read Part One and Part Two of KCSIE 2026. In addition, the safeguarding link governor will read all of KCSIE 2026, safer recruitment trained governors will read Part Three, and those who may sit on a disciplinary panel will read Part Four. A record will be kept of this.

Part 2 of KCSIE 2026 sets out the responsibilities of governing bodies. As part of these responsibilities, the governors will:

- ensure that they comply with their duties under statutory guidance and legislation, including their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements.
- work to facilitate a whole school approach to safeguarding, by ensuring that safeguarding and child protection underpin all relevant aspects of policy and process.
- ensure that policies, procedures and training at Hopping Hill Primary School are effective and always comply with the law and that they allow concerns to be responded to in a timely manner.
- ensure that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.
- ensure that the school considers local criteria for action and protocol for assessment and supply information as requested by the three safeguarding partners.
- ensure that the school has an effective safeguarding policy, which is published on the school website and review this annually.
- ensure that the school has systems in place which are well-promoted, well-understood and easily accessible, to allow children to raise concerns.
- ensure that the school takes safeguarding concerns seriously and takes the wishes and feelings of children into account.
- ensure that there are systems in place for young people to safely express their views and give feedback on safeguarding practice.

- ensure that the school has a suitable Behaviour and Belonging Policy for pupils, and a staff Behaviour and Belonging Policy or Code of Conduct.
- ensure that all staff undergo safeguarding and child protection training (including online safety which, amongst other things, will include an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) on induction and regularly thereafter.
- consider a whole-school approach to online safety, including the use of mobile technology in school.
- ensure that there are clear systems and processes in place for identifying when children may be experiencing mental health problems.
- ensure that children are taught about safeguarding, including online safety. See section 10.6 and Appendix F of this policy for further information.
- ensure that appropriate safeguarding arrangements are in place to respond to children missing from education and those who are absent from education, particularly on repeat occasions and/or for prolonged periods.
- appoint an appropriate member of staff from the senior leadership team to the role of Designated Safeguarding Lead, to take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place) and ensure that the DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support.
- ensure that appropriate filters and monitoring systems are in place to keep children safe online.
- review the effectiveness of school filtering and monitoring systems at least once every academic year, record the outcome of the review, and ensure that the leadership team and relevant staff are aware of and understand the systems in place, manage them effectively and know how to escalate concerns when identified.
- ensure that there are appropriate procedures in place to manage safeguarding concerns, or allegations against staff (including supply staff, volunteers and contractors) including allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors) and
- respond to allegations of abuse against the headteacher. The Chair of Governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (see Appendix E).

6.2 The Headteacher

The headteacher is responsible for the implementation of this policy. The headteacher will:

- ensure that this policy is reviewed annually and ratified by the governing body.
- ensure that this policy and associated procedures are adhered to by all staff and take action as necessary if not.
- ensure that staff (including temporary staff) and volunteers are informed of our systems that support safeguarding, including this policy, as part of their induction.
- ensure that all staff are made aware of the named governor for safeguarding and the Designated Safeguarding Lead.
- ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description, that they have appropriate time, funding, training and resources and that there is always adequate cover if the DSL is absent.
- decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead.
- organise appropriate cover for the role of Designated Safeguarding Lead for any out of hours/out of term activities.
- appoint a 'Designated Teacher for Looked After and Previously Looked After Children' to promote the educational achievement of children looked after and previously looked after.
- appoint a lead for online safety.
- ensure that all recruitment follows the safer recruitment guidance (see Part 3 of KCSIE 2026) and a single, central record is maintained with details of all members of staff who are in contact with children.
- respond to allegations of abuse against all other members of staff and act as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- make decisions regarding all low-level concerns.
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.

- ensure that the school works with social care, the police, health services and other services to promote the welfare of children; provide a coordinated offer of Family Help when need is identified; contribute to inter-agency plans for children subject to child protection plans and to protect children from harm.
- safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- ensure that Local Authority Children's Social Care (from the host local authority or placing authority) have access to the school to conduct, or to consider whether to conduct a section 47 or section 17 assessment.
- ensure the relevant staffing ratios are met, where applicable
- make sure each child in the Early Years Foundation Stage is assigned a key person.

6.3 The Designated Safeguarding Lead (DSL)

The full responsibilities of the DSL are set out in Keeping Children Safe in Education 2026.

The DSL is a member of the Senior Leadership Team. School's DSL and DDSL names are cited at the beginning of the policy. The DSL takes lead responsibility for child protection and wider safeguarding.

When the DSL is absent or is unobtainable there are four DDSLs who will act as cover. If the DSL and DDSLs are not available phase leaders will act as cover.

Any deputies will have undergone Designated Safeguarding Lead training and refreshers as appropriate.

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection remains with the DSL; this **lead responsibility** should not be delegated.

The DSL will support risk assessment and safeguarding planning where there are concerns linked to serious violence, weapon carrying or weapon-related incidents. This includes considering the safety and welfare of the child involved, other pupils and staff, and working with parents, carers, police, Local Authority Children's Social Care and other agencies where appropriate.

The DSL will:

- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty.
- Advise on the response to safeguarding concerns.
- Liaise with the Local Authority and work with other agencies in line with 'Working Together to Safeguard Children' (2025).
- Identify if children may benefit from Family Help.
- Refer suspected cases, as appropriate, to the relevant body (Local Authority Children's Social Care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel.
- Support the school with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation.
- Refer cases to the police where a crime may have been committed.
- Be available during school hours for staff to discuss any safeguarding concerns. If they are not available, a deputy will be made available.
- Undertake training to equip them with the skills to carry out the role and update every two years.
- Ensure all staff have read and understood Part One of Keeping Children Safe in Education 2026.
- Update their knowledge and skills regularly and keep up with any developments relevant to their role.
- Provide staff in school with the knowledge, skills and support required to safeguard children.
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files.
- Take responsibility for the secure and timely transfer of safeguarding files when a child leaves the school, including considering whether key safeguarding information should be shared with the receiving school or college in advance to support safe transition, risk assessment, safeguarding planning, continuity of support and the welfare of the child or others.
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings.
- Work closely with other relevant education professionals (e.g., SENDCO, Virtual School Head)-who is in charge of promoting the educational achievement of all the children looked after by the local authority-to ensure children with additional vulnerabilities are safeguarded.
- Support children who have experienced or are experiencing safeguarding or child protection issues by using information they hold about children with a social worker to make decisions in the best interests of the child's safety and welfare, and to help promote educational outcomes.

- Ensure that staff know who these children are, understand their academic progress and attainment, maintain a culture of high aspirations for this cohort, and support teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that could best support these children.
- Promote a 'culture of safeguarding,' in which every member of the school community acts in the best interests of the child.
- Ensure that staff are aware of the school's unauthorised absence procedures and children missing education procedures.
- Regularly meet with the safeguarding link governor and/or Chair of Governors to review safeguarding at the school; and
- Liaise with the headteacher regarding safeguarding cases and issues.
- The DSL will oversee safeguarding responses relating to artificial intelligence, deepfakes, AI-generated abuse material, image manipulation, harmful online influencers and other emerging online harms.
- Have a good understanding of harmful sexual behaviour.
- Know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment and be confident how to access this.
- Be aware that children must have an 'appropriate adult' to support and help them in the case of police investigation or search.

6.4 All staff

Staff play a particularly important role because they are in a position to identify concerns in order to provide help for children. All staff:

- Have a responsibility to provide a safe environment where children can learn.
- Understand that safeguarding and child protection is everyone's responsibility and that concerns must be acted on immediately.
- Be able to identify indicators of abuse, neglect and exploitation, including specific safeguarding issues such as FGM, child-on-child abuse, online harm and behaviours that may place children at risk.
- Know what to do if a child makes a disclosure or if they have concerns about a child's welfare, including how to listen, respond, record and report concerns without delay.
- Never promise confidentiality to a child but explain that information may need to be shared with relevant professionals to keep them safe.
- Be aware of the school systems, policies and procedures that support safeguarding and child protection, including procedures for child-on-child abuse, children missing or absent from education, online safety, filtering and monitoring.
- Be aware of the Family Help process, identify children who may benefit from Family Help, and discuss concerns with the DSL or DDSL in the first instance.
- Understand the process for making referrals to Local Authority Children's Social Care through the MASH, be prepared to make a referral if they have concerns about a child's welfare and know the role they may be expected to play in statutory assessments.
- Support social workers and other agencies following a referral where required.
- Engage with safeguarding and child protection training at induction and through regular updates, including online safety, filtering and monitoring procedures, and how to report safeguarding or technical concerns.
- Reinforce the importance of online safety when communicating with parents, including making parents aware of what children are asked to do online and who they may interact with online.
- Contribute to the development of safeguarding policy and practice where appropriate.
- Seek advice from the DSL or DDSL without delay if they are unsure about any safeguarding matter.
- All teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All staff are made aware of the systems and documents that support safeguarding, including this policy, the staff code of conduct, the role and identity of the DSL and DDSLs, the Behaviour and Belonging Policy, and the safeguarding response to children missing from education or absent from education, particularly on repeat occasions and/or for prolonged periods.

All staff sign a declaration at the beginning of each academic year to say that they have reviewed the guidance. Although there are extensive mechanisms in place to support staff understanding in relation to safeguarding and child protection, there is an expectation that if staff are unclear on any aspects of school safeguarding policy or practice, they speak to the DSL without delay, so that additional training can be put in place.

7. RECOGNISING ABUSE- TRAINING

The school is committed to continuous professional development; all staff undergo rigorous and ongoing safeguarding training. We strive to ensure that staff fully understand their safeguarding responsibilities and they are equipped with the skills to identify signs of abuse, neglect or harm.

Safeguarding training will be kept under review so that it remains current, evidence-informed and responsive to emerging risks. This includes updates on local safeguarding priorities, online safety, filtering and monitoring, harmful online content, technology-facilitated abuse, child exploitation, serious violence and other risks identified through statutory guidance or local safeguarding arrangements.

7.1 All staff

- All staff members undertake safeguarding and child protection training at induction (including online safety, filtering and monitoring and whistle-blowing procedures) to ensure they understand the school's safeguarding systems and their responsibilities, and they can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the three safeguarding partners.
- All staff have training on the government's anti-radicalisation strategy Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
- Staff also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.
- Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.
- Volunteers and work experience students will receive appropriate training, as applicable.
- Teachers will receive training to ensure that they can manage behaviour effectively to ensure a safe educational environment, and they should have a clear understanding of the needs of all pupils.

7.2 The DSL and Deputy DSLs

- Will undertake child protection and safeguarding training at least every 2 years.
- Will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).
- Will undertake Prevent awareness training and online safety training including any necessary training to support their understanding of the IT filtering and monitoring systems and processes in place.

7.3 Governors

All governors receive safeguarding and child protection training, including online safety, at induction and this is updated regularly. This training supports governors to understand their safeguarding responsibilities, provide strategic challenge and assurance, and ensure that safeguarding and child protection remain central to the school's work as part of a whole-school approach.

This includes training on:

- the Prevent duty.
- Online safety.
- The expectations, applicable roles, and responsibilities in relation to filtering and monitoring.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they should receive training in managing allegations.

7.4 Recruitment – interview panels

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the DfE's statutory guidance, KCSIE 2026 and will be in line with local safeguarding procedures.

7.5 Supervision

As a maintained primary school with a nursery provision, all staff, including early years staff, will have access to supervision with the DSL to provide support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

7.6 Specific safeguarding issues

Staff will receive safeguarding training and regular updates so that they can recognise and respond to specific safeguarding issues, emerging risks and local safeguarding priorities. Training will include indicators of abuse, neglect and exploitation; child-on-child abuse; online safety, including filtering and monitoring; Prevent; harmful sexual behaviour; domestic abuse; exploitation; serious violence; mental health; and risks linked to technology, including AI-generated abuse material, deepfakes and image manipulation.

This section sets out the school's training commitment. Further details about specific safeguarding issues are provided in Section 9 and Appendix C. Further details about children who may be particularly vulnerable are provided in Section 10.

8. RECOGNISING ABUSE – RESPONDING

(See Appendix A)

8.1 Reporting safeguarding concerns

If a member of staff, parent or member of the public is concerned about a pupil's welfare, they should report it to the DSL as soon as possible. If the DSL is not available, it should be reported to a DDSL. If in exceptional circumstances, the DSL and DDSLs are not available, this should not delay action being taken. Staff should consider speaking to the senior leadership team and/or take advice from Local Authority Children's Social Care.

Although any member of staff can make a referral to LA Children's Social Care, where possible there should be a conversation with the DSL. All staff must follow the procedures in the event of a safeguarding issue.

All staff will be alert to indicators of abuse and will report any of the following to the DSL in a timely manner. This list is not exhaustive.

- any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play.
- any concerning behaviours exhibited by children that may indicate that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.
- any significant changes in attendance or punctuality.
- any significant changes in a child's presentation.
- any indicators that a child may be experiencing child-on-child abuse.
- any concerns relating to people who may pose a risk of harm to a child; and/or
- any disclosures of abuse that children have made.

More information about our approach to child-on-child abuse (including sexual violence and sexual harassment) can be found at Appendix B.

The following procedures are in line with statutory guidance (see Section 3) and the Northamptonshire Safeguarding Children Partnership's Threshold Guidance (2018). Referral procedures can be found in Appendix A.

8.2 If a child discloses that they are suffering or at risk of suffering abuse.

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

If a child discloses that he or she has been abused in some way, the member of staff/volunteer will:

- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely.
- Reassure the child, but do not make promises which it might not be possible to keep.
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.
- Reassure him or her that what has happened is not his or her fault.
- Stress that it was the right thing to tell.
- Listen, only asking questions when necessary to clarify.
- Not criticise the alleged perpetrator.
- Explain what must be done next and who must be told.
- Make a written record (see Record Keeping); and
- Pass the information to the DSL without delay. They will direct your further action which is likely to include your recording this information on the school's recording system, My Concern. Alternatively, if appropriate, make a referral to Local Authority Children's Social Care and/or the police directly (see 9.2), and tell the DSL as soon as possible that you have done so.
- All staff will reassure victims that they are being taken seriously and that they will be supported and

kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment, nor should a victim ever be made to feel ashamed for making a report.

8.3 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Figure 1 (page 16) illustrates the procedure to follow if you have any concerns about a child's welfare. Staff should always speak to the DSL first to agree to the most appropriate course of action, unless this is not possible or doing so would delay urgent safeguarding action

The DSL (or DDSL) will decide on the most appropriate course of action and whether the concerns should be referred to Local Authority Children's Social Care, using the [Thresholds document 2025](#). If it is decided to make a referral to Local Authority Children's Social Care, the parent will be informed, unless to do so would place the child at further risk or undermine the collection of evidence. See Section 5.2 for more details.

All concerns, discussions and decisions will be recorded in writing. The DSL will provide guidance on the appropriate action. Options will include:

- Managing any support for the child internally via the school's own pastoral support processes.
- Seeking advice from the local Family Help coordinator(s).
- A Family Help Assessment; or
- A referral for statutory services

8.4 Family Help

All staff should be prepared to identify children who may benefit from Family Help. Family Help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. If Family Help is appropriate, a DDSL under the guidance of the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in a Family Help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to Local Authority Children's Social Care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse. Timelines of interventions will be monitored and reviewed.

All staff will be made aware of the Family Help process, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. This also includes staff monitoring the situation and feeding back to the DSL any ongoing/escalating concerns so that consideration can be given to a referral to Local Authority Children's Social Care.

We recognise that any child can be the victim of abuse and may benefit from Family Help. However, we will be particularly vigilant to the potential need for Family Help if a child:

- is disabled or has certain health conditions and has specific additional needs.
- has special educational needs (whether or not they have a statutory Education, Health and Care plan) or has a mental health need.
- is a young carer.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- is frequently missing/goes missing from education, home or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation.
- is at risk of being radicalised or exploited.
- has a parent or carer in custody or is affected by parental offending.
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- is misusing alcohol or other drugs themselves.
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.
- is pregnant or is a young parent.
- is displaying early signs of abusive, harmful or concerning behaviour.
- is repeatedly removed from class, uses internal isolation frequently, or is at risk of disengagement from education.
- is on a part-time timetable or has a reduced educational offer.
- is at risk of faith-based abuse.
- has experienced bereavement, parental separation or other significant family stress.

- is living in temporary accommodation or is at risk of homelessness.
- is experiencing, or is at risk of experiencing, financial exploitation.
- is looked after, previously looked after, or living in kinship care arrangements.
- has, or has previously had, a social worker.

8.5 Referrals

If it is appropriate to refer the case to Local Authority Children's Social Care or the police, the DSL will make the referral or support staff to do so. If staff make a referral directly (Appendix A) you must tell the DSL as soon as possible. Local Authority Children's Social Care assessments should consider where children are being harmed in contexts outside the home, so the school will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

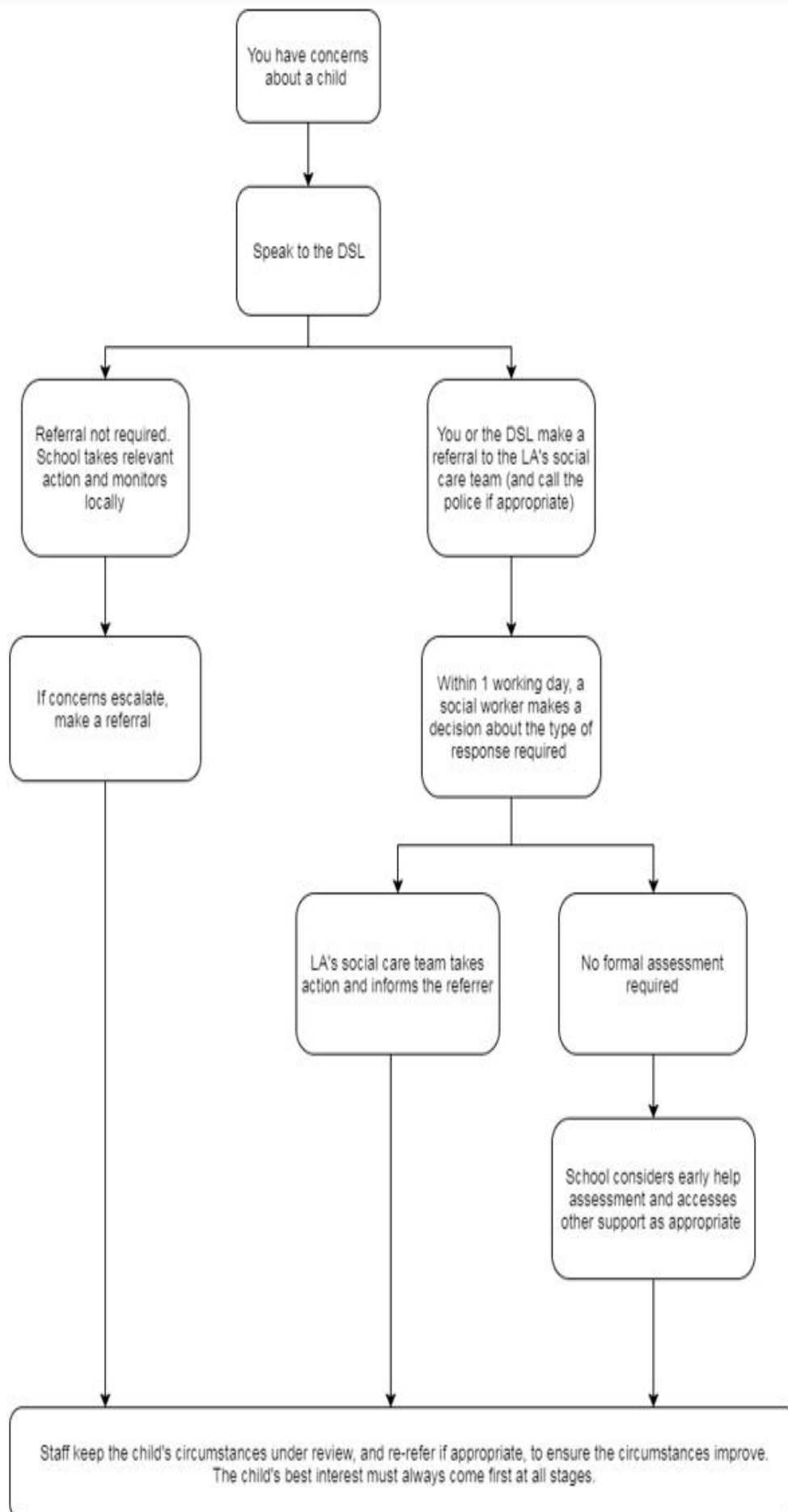
The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

The DSL or DDSL should refer all cases of suspected abuse or neglect to the Multi-Agency Safeguarding Hub (MASH), police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern. Safeguarding referrals must be made in one of the following ways:

- By telephone contact the Multi-Agency Safeguarding Hub (MASH): **0300 126 7000**
- By using the online referral form found at: MASH ONLINE REFERRAL
- In an emergency outside office hours, contact children's social care out of hours team on 0300 126 7000 or the Police
- If a child is in immediate danger at any time, left alone or missing, you should contact the police directly and/or an ambulance using 999.

8.6 Figure 1 Reporting and Responding to Concerns Flow chart.



9. SPECIFIC SAFEGUARDING ISSUES

For more information relating to specific safeguarding issues, please see Appendix C. For more information about child-on-child abuse, please see Appendix B.

9.1 Female Genital Mutilation (FGM)

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have good reason not to, they should also discuss the case with the DSL and involve Local Authority Children's Social Care as appropriate. Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

9.2 Radicalisation and extremism

All schools are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 in the exercise of their functions to have "due regard" to the need to prevent people from being drawn into terrorism. In the event that concerns are raised relating to radicalisation and extremism, the DSL should be informed immediately.

We adhere to the Prevent Duty statutory guidance (2023).

We promote tolerance and cohesion through our carefully planned PSHE and RE curriculums, promoting British Values and our school rules of kindness, respect, trying our best and being safe. We also utilise class calendars and assemblies as a way of celebrating and promoting our pupils' and families' special days and events as well as local, national, and international awareness days. We carefully monitor any use of discriminatory language or behaviour and work with pupils to help them to understand why this is so harmful as well as supporting pupils who may have been the target. We are open and transparent about such incidents, and we are aware of the need to involve parents. The DSL monitors such incidents including patterns and oversees responses to situations which might be at an individual, class, year group or whole school level.

9.3 Children potentially at greater risk of harm

The school recognises that some children need a social worker due to abuse, neglect, exploitation or family circumstances and that abuse, and trauma, can leave children vulnerable to further harm, as well as educational disadvantage.

The DSL will hold information relating to social workers working with children at the school. This information will inform decisions about safeguarding and promoting welfare (including the provision of pastoral and/or academic support).

The school will also take action to promote the educational outcomes of, and protect:

- Children missing education.
- Children missing from home or care.

There are other familial issues that can have a detrimental impact on children. We work with other agencies in line with

- Children facing court procedures and/or children in the court system.
- Children with family members in prison.
- Children who are homeless.
- Children who need a social worker.

9.4 Mental health

Mental health problems can, in some cases, be an indicator that a child has suffered, or is at risk of suffering abuse, neglect or exploitation.

Staff are alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse, neglect, exploitation or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood and into adulthood. Staff are trained in understanding how these experiences can impact on children's mental health, behaviour, and education.

There are several staff who are trained in mental health first aid; information about these staff is displayed on posters positioned around the school.

If staff have a mental health concern about a child, they should speak to the DSL or DDSL without delay. The DSL or DDSL will consider whether the concern is also a safeguarding concern and whether parents, the SENDCo, the Senior Mental Health Lead, health professionals or other agencies should be involved.

If the concern indicates that the child is suffering, or is likely to suffer, harm, staff must follow the safeguarding procedures in this policy and seek urgent advice from the DSL or DDSL.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health concern. However, this school will provide information and signposting services to children and parents and assist with the teaching of emotional health and wellbeing to children in our curriculum.

Refer to the DfE guidance on mental health and behaviour in schools for more information.

9.5 Child-on-child abuse

The school takes all reports and concerns about child-on-child abuse, including child on child sexual violence and harassment, very seriously. This includes any reports or concerns that have occurred outside of the school premises, or online.

In order to ensure that our policy on child-on-child abuse is well-promoted, easily understood, and accessible, we have included information about our approach to minimising and responding to child-on-child abuse as an appendix. Full details of how the school prevents, responds to, and supports victims of child-on-child abuse can be found in Appendix B.

The school has a child-friendly information leaflet helping pupils to understand child-on-child abuse which is on each class' safety board.

9.6 Online safety including filtering and monitoring.

Our Online Safety Policy is set out in a separate document. We ensure that we have effective mechanisms to identify, intervene in, and escalate any incident where appropriate. Online safety is included in our curriculum at all levels and information is also provided to parents/carers.

All staff are made aware of the school policy on Online Safety which sets our expectations relating to:

- Creating a safer online environment – including training requirements, filters, and monitoring.
- What staff should be alert to, what to report and how staff should report any concerns – including those related to the efficacy of filtering and monitoring systems.
- Giving everyone the skills, knowledge and understanding to help children and young people stay safe online.
- Inspiring safe and responsible use and behaviour.
- Safe use of mobile phones both within school and on school trips/outings.
- Safe use of camera equipment, including camera phones; and
- What steps to take if you have concerns and where to go for further help.

Staff must read the *Online Safety Policy* in conjunction with our Code of Conduct in relation to personal online behaviour. Any concerns related to children's safety online (either safeguarding or technical) should be reported to the DSL immediately. Pupils are not permitted to use their phones on school premises. Pupils in years 5 and 6 are allowed to bring phones on to school site but these are collected in by staff when they enter school, either at breakfast club or in the classroom. They must be switched off and are stored securely then handed out at the end of the day. If a child is going to after school club, phones are handed to the adult leading club, or the school office if this is an external provider such as Hotshots Basketball.

10. CHILDREN WHO MAY BE PARTICULARLY VULNERABLE

Some children may be more vulnerable to abuse, neglect, exploitation or barriers to help-seeking because of their individual needs, lived experiences, family circumstances or wider social context. Increased vulnerability is not the fault of the child. It may arise because adults and systems do not always recognise or respond effectively to children's diverse circumstances, communication needs or indicators of harm.

The school will take a child-centred, inclusive and professionally curious approach. Staff will consider vulnerability alongside what they know about each child's attendance, behaviour, presentation, attainment, relationships, communication and family circumstances. Concerns will be shared with the DSL or DDSL without delay.

Children who may need additional safeguarding consideration include, but are not limited to, those who:

- have special educational needs, disabilities, medical conditions, communication needs or mental health needs.
- have, or have previously had, a social worker, or are looked after, previously looked after, privately fostered or living in kinship care arrangements.
- are missing from education, absent from education on repeated occasions or for prolonged periods, missing from home or care, on a reduced timetable, at risk of exclusion, or attending alternative provision.
- are young carers, young parents, pregnant, homeless or at risk of homelessness, living in temporary accommodation, or living away from home.
- are affected by domestic abuse, adult mental health needs, substance misuse, parental offending, family members in prison, bereavement, parental separation or significant family stress.

- are vulnerable to discrimination, bullying, prejudice, isolation, exploitation, radicalisation, serious violence, faith-based abuse, so-called honour-based abuse, modern slavery, trafficking, child sexual exploitation, child criminal exploitation or financial exploitation.
- are lesbian, gay or bisexual, are questioning their gender, are perceived to be LGBT, or may lack trusted adults with whom they can be open.
- do not have English as their first language, are asylum seekers, are from newly arrived or transient families, or may face barriers to communicating concerns.

This list is not exhaustive. Staff must remain alert to any factor that may increase a child's vulnerability or reduce their ability to seek help. The school will respond to the child's individual needs, seek advice from the DSL or DDSL, involve parents and carers where appropriate and safe to do so, and work with other agencies in line with this policy.

10.1 Children with Special Educational Needs/Disabilities

Children with special educational needs, disabilities, medical conditions or communication needs can face additional safeguarding barriers. Indicators of abuse, neglect or exploitation may be wrongly attributed to a child's needs without further exploration. These children may also be disproportionately impacted by bullying or may find it harder to communicate worries, seek help or be heard.

Staff will remain professionally curious, consider behaviour and presentation in context, and speak to the DSL or DDSL if they have any concerns. The SENDCo, who is also a DDSL, works closely with the DSL to support pupils and families and to consider safeguarding and child protection concerns for pupils with SEND.

10.2 Looked After Children, Previously Looked After Children and Children in Kinship Care

Staff will have the skills, knowledge and understanding needed to keep looked after and previously looked after children safe. The designated teacher is responsible for promoting the educational achievement and wellbeing of looked after and previously looked after children and will work closely with the DSL team and Virtual School Head.

- respond quickly and effectively to safeguarding concerns relating to looked after and previously looked after children.
- work with the Virtual School Head to promote educational achievement, attendance, progress and wellbeing.
- consider the needs of children in kinship care arrangements and seek advice where appropriate.
- provide staff with relevant information, expertise and training where needed.

10.3 Children with a Social Worker or who have Previously Needed a Social Worker

Children may need a social worker due to abuse, neglect, exploitation or family circumstances. Experiences of adversity and trauma can leave children vulnerable to further harm and may affect attendance, learning, behaviour, mental health and educational outcomes.

Where the school is aware that a pupil has, or has previously had, a social worker, the DSL will use this information to inform decisions about safeguarding, pastoral support, attendance, behaviour, academic progress, referrals and information sharing. Staff will work with and support social workers and other agencies to help protect children and promote their welfare and educational outcomes.

10.4 Children Who Attend Alternative Provision

The school retains safeguarding responsibility for pupils attending alternative provision. The DSL and Assistant Headteacher for Inclusion and Behaviour will maintain oversight of placements and ensure safeguarding information is shared promptly and securely.

- obtain written assurance that the provider has appropriate safeguarding arrangements and safer recruitment checks in place.
- agree how safeguarding concerns, attendance, welfare and progress will be communicated, recorded and followed up.
- maintain regular contact with the provider, parents or carers and relevant professionals.
- review the quality and safety of the provision, including visits where appropriate and practicable.

10.5 Contact arrangements for absences for children who are considered vulnerable

Some children with additional vulnerabilities may require closer monitoring when absent from school. Office staff will pass daily information about identified pupils' absence to the DSL and DDSLs. The DSL team will decide what contact is needed, how it will be made and how regularly it will take place. Contact arrangements may include phone calls, email, text messages or home visits and will be recorded on My Concern.

Absences that are unexplained, repeated, prolonged or not considered justifiable will be reviewed by the DSL team and shared with social workers or other agencies where appropriate.

10.6 Children who are lesbian, gay or bisexual, or who are questioning their gender

Being lesbian, gay or bisexual, or questioning gender, is not in itself a safeguarding risk. However, children who are LGBT, perceived to be LGBT, or questioning their gender may be targeted by others or may face additional barriers to sharing concerns, including fear of being judged, misunderstood or treated differently.

Staff will provide a safe and supportive environment, respond sensitively, avoid assumptions and seek advice from the DSL where there are safeguarding concerns. When supporting a child who is questioning their

gender, the school will take a cautious approach, consider the child's individual needs and wider vulnerabilities, involve parents unless this would create a significant risk of harm, and have regard to relevant statutory guidance.

10.7 Elective home education

We understand that parents may choose to educate their child at home and that this is not, in itself, a safeguarding issue. However, where a child is vulnerable, has special educational needs or a disability, has or has previously had a social worker, or there are welfare concerns, the school will encourage parents to meet with us before a final decision is made.

The school will notify the local authority when a child is removed from roll to be educated at home and will share safeguarding information where this is necessary and lawful to protect the child or promote their welfare.

11. RECORD KEEPING

All safeguarding concerns, and decisions made and the reasons for those decisions must be recorded in writing. This includes instances where referrals were or were not made to another agency. If in doubt about recording requirements staff should discuss this with the DSL.

When a child has made a disclosure, the member of staff/volunteer should.

- record as soon as possible after the conversation.
- not destroy the original notes in case they are needed by a court.
- record the date, time, place and any noticeable non-verbal behaviour, and the words used by the child.
- draw a diagram to indicate the position of any injuries if relevant; and
- record statements and observations rather than interpretations or assumptions.

All records need to be given to the DSL promptly. The member of staff or volunteer should retain no copies. This will be recorded or stored on MyConcern.

The Designated Safeguarding Lead will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

Records will 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.

To allow the new school/college to have support in place when the child arrives, this should be within:

- 5 days for an in-year transfer, or within
- the first 5 days of the start of a new term

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them. We will hold records in line with our records retention schedule.

If a child for whom the school has, or has had, safeguarding concerns moves to another school or college, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. Safeguarding information may be shared with the receiving school or college before the child starts, where this is necessary to support safe transition, safeguarding planning, continuity of support, or the safety and welfare of the child or others. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school or college and provide information to enable them to make any necessary preparations.

Appendix D sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks. Appendix E sets out our policy on record-keeping with respect to allegations of abuse made against staff.

12. RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) CURRICULUM

We work to create and embed a culture of openness, trust and transparency, in which the school's values and expected behaviour (as set out in the staff code of conduct) are constantly lived, monitored and reinforced.

Through the vehicle of Protective Behaviours (PB) children are taught about personal safety. The two main themes of PB encourage and support children to make safe choices. The themes are:

- Everyone has the right to feel safe all of the time.
- We can talk with someone about anything even if it feels awful or small.

Children are guided to listen to their Early Warning Signs, recognise when a situation does not feel safe and how to take action. Children are taught to consider who they feel they can talk to about

worries and things that make them feel unsafe. This is called their safety network. Children also complete an activity regularly where they have the opportunity to complete an 'I wish my teacher knew activity.'

The teaching of personal safety and safeguarding is also addressed extensively through:

- The computing curriculum (online safety),
- Drugs education
- Relationship, Sex and Health Education (RSHE)
- Mental health and emotional literacy lessons (recognising and understanding emotions)
- First Aid lessons
- Road, water and fire safety lessons
- Anti-Bullying lessons and activities to raise the profile of this issue including stereotyping.
- Belonging, diversity, inclusion, families and community lessons
- Consent Units of Study
- Protective Behaviours

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance on discrimination and behaviour that targets a protected characteristic. This is reinforced through our curriculum but also through regular staff training and vigilance. All incidents are reported to the DSL who undertakes regular monitoring, analysis, and action planning to address any issues at individual, class, year group, phase, and/or whole school level.

RSHE is compulsory. As a school, we have developed our approaches to meeting statutory requirements and the teaching of this. This will include equality, diversity and difference. We acknowledge that there may be times during the teaching of RSHE when issues might be discussed that cause children to become worried, or realise their own circumstances are unsafe. The teaching and learning of protective behaviours in school and safety networks encourages and supports this. Parents' right to request their child is withdrawn from non-statutory sex education taught in primary schools is outlined in our RSHE curriculum.

13. STAFF USE OF MOBILE PHONES AND SMART DEVICES

Staff expectations on the use of mobile phones and smart devices are clearly laid out in the Acceptable Use Policy. All staff sign to acknowledge that they have read and agreed to this.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school. Under no circumstances will staff members take photos of children on their phones or show photos to children that are stored on their phones.

14. SAFEGUARDING CONCERNS ABOUT AND ALLEGATIONS ABOUT STAFF MEMBERS

14.1 Allegations that may meet the harms threshold.

In the event that there is an allegation of abuse against a member of staff, we will adhere to Part 4, Section 1 of Keeping Children Safe in Education 2026.

Allegations that may indicate that a person will pose a risk of harm if they continue to work in their present position or in any capacity with children in a school include:

- staff having behaved in a way that has harmed a child or may have harmed a child.
- staff possibly committing a criminal offence against, or related to, a child.
- staff behaving towards a child(ren) in a way that indicates they may not be suitable to work with children; and/or
- staff behaving or possibly behaving in a way that indicates they may not be suitable to work with children.

This includes behaviour or incidents that have occurred both in school and outside of school.

14.2 Allegations against the headteacher

If an allegation is made against the Headteacher, it must be reported to the chair of governors - details cited at the beginning of the policy.

14.3 Allegations against staff

If a concern or allegation of abuse arises against any member of staff, supply teacher or volunteer other than

the Headteacher, it must be reported to the Headteacher without delay. This includes supply staff, volunteers and anyone working in or on behalf of the school, whether paid or unpaid. Allegations of abuse against staff must be reported, not discussed directly with the person involved.

The Headteacher or Chair of Governors should consider if the concern or allegation meets the threshold for Designated Officer (DO) intervention.

Allegations against staff relating to a position of trust issue will be referred to the DO within 24 hours. If a child has suffered or may have suffered abuse or harm, a MASH referral will also be made, and the police will be contacted if necessary.

A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns or would have been removed if they had not resigned.

14.4 Safeguarding concerns that do not meet the harm threshold (low-level concerns)

In the event that there is a safeguarding concern about a member of staff that does not meet the harm threshold, we will adhere to guidance outlined in Part 4, Section 2 of Keeping Children Safe in Education 2026.

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

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

It is essential that low-level concerns are reported. Such behaviours can exist over a wide spectrum, from inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse. Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating pupils

Action will be taken quickly, proportionately and appropriately in the event of a low-level concern, to prevent abuse or harm of a child and to promote a culture of safeguarding. Dealing with low-level concerns also protects those working on behalf of schools and colleges from potential false allegations or misunderstandings.

Staff will receive training in what may constitute a low-level concern. More information can be found in Part 4 of Keeping Children Safe in Education 2026.

14.5 Reporting low-level concerns

Low-level concerns should be reported to the headteacher.

All low-level concerns will be recorded in writing. The record will include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns will also be noted. If the individual wishes to remain anonymous, that will be respected as far as reasonably possible.

The headteacher may:

- Speak directly to the person who raised the concern (unless it has been raised anonymously).
- Speak to the individual involved and/or witnesses.

The headteacher will then categorise the type of behaviour and decide on an appropriate course of action. This will be recorded, along with the rationale for any decisions made and details of action taken.

Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. In the event that patterns and/or wider cultural issues within the school are identified, the school will either:

- take action through our disciplinary procedures.
- refer behaviour to the local authority DO where a pattern of behaviour moves from a concern to meeting the harms threshold; and/or
- revise policies or implement extra training as appropriate, to minimise the risk of behaviour happening again.

We will retain low-level concerns information until the person is no longer employed at the school.

14.6 Supply staff

Although the school does not directly employ supply teachers, we will ensure that any concerns or allegations against supply teachers are handled properly. We will never cease to use a supply teacher for safeguarding reasons without finding out the facts and liaising with the Designated Officer to reach a suitable outcome.

The Governing Body will liaise with the supply agency to determine whether to suspend or redeploy the supply

teacher whilst they carry out their investigation.

The school will inform supply agencies of its process for managing allegations and will take account of the agency's policies and their duty to refer to the DBS as personnel suppliers.

14.7 What school or staff should do if they have concerns about safeguarding practices within the school or safeguarding policies.

Whistleblowing

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistleblowing Policy which can be found on My Concern in the resources section.

A whistleblowing disclosure must be about something that affects the general public such as:

- A criminal offence has been committed, is being committed or is likely to be committed.
- A legal obligation has been breached.
- There has been a miscarriage of justice.
- The health or safety of any individual has been endangered.
- The environment has been damaged.
- Information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the government.

0808 028 0285

help@nspcc.org.uk [Whistleblowing Advice Line | NSPCC](#)

14.8 Complaints procedures

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil. Complaints are managed by senior staff, the Headteacher, and governors.

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for managing allegations against staff.

Complaints from staff are dealt with under the school's complaints procedures.

15. USE OF SCHOOL OR COLLEGE PREMISES FOR NON-SCHOOL ACTIVITIES

Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):

- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place and inspect them if needed.
- Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
- Make sure that safeguarding requirements are a condition of using the school premises, including in any transfer of control agreement and that any agreement to use the premises would be terminated if the other body fails to comply.

16. POLICY IMPLEMENTATION, MONITORING AND REVIEW

The governing body will annually review the policy. It will be implemented through the school's induction and training programme, and as part of day-to-day practice. Compliance with the policy will be monitored by the DSL.

Appendix A: procedure to follow in cases of suspected abuse or neglect.

Be alert

- Be aware of the signs of abuse and neglect
- Identify concerns early to prevent escalation.
- Know what systems the school has in place regarding support for safeguarding, e.g. induction training, staff behaviour policy / code of conduct and the role of the Designated Safeguarding Lead (DSL).

Question behaviours

- Talk and listen to the views of children, be non-judgemental.
- Observe any change in behaviours and question any unexplained marks / injuries.
- Raise concerns about poor or unsafe practice, refer to the HT or principal; if the concerns are about the HT or Principal, report to Chair of Governors. Utilise the whistleblowing procedure.

Ask for help

- Record and share information appropriately with regard to confidentiality.
- If staff members have concerns, raise these with the school's Designated Safeguarding Lead (DSL)
- Responsibility to take appropriate action, do not delay.

Refer

- DSL or DDSL will make referrals to children's social care. However staff members can speak directly to MASH themselves and make a referral by calling 0300 126 7000 (Option 1)

Appendix B: child-on-child (child on child) abuse

Child-on-child abuse is any abuse of a child or children that is perpetrated by another child or children. This includes all forms of sexual harassment, sexual violence and abuse. We strive to create a culture of safety, where children are free from harassment or abuse of any kind. We take a zero-tolerance approach to sexual violence and sexual harassment – it is never acceptable, and it will not be tolerated.

We know that even if we do not receive any reports relating to child-on-child abuse, it does not mean that it is not happening. We support and encourage anyone – especially our pupils – to come forward to share any concerns about child-on-child abuse so that we can take action to keep all children safe.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- abuse in intimate personal relationships between peers.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery).
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or causing the victim humiliation, distress or alarm; and
- 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).

All children are capable of abusing their peers and we recognise that girls are more likely to be the victims of child-on-child abuse and boys' perpetrators. All child-on-child abuse is unacceptable and will be taken seriously.

Harmful sexual behaviour (HSB)

We recognise that children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive, and violent. We refer to problematic, abusive, and violent sexual behaviour as 'harmful sexual behaviour.'

When responding to HSB, we will:

- Consider the behaviours in a child protection context.
- Consider the ages and developmental stages of the children involved.
- Take action in line with local thresholds and pathways guidance and relevant statutory guidance; and
- Seek specialist support as required.

We will act at the earliest possible point, to safeguard children and to prevent problematic, abusive, and/or violent behaviour in the future.

We recognise that children displaying HSB have often experienced their own abuse and trauma, and we will offer support as required.

Staff training

All staff are made aware that children can abuse other children, that this can happen online or in person, at school or outside of school. All staff will receive training so that they can confidently recognise the indicators and signs of child-on-child abuse in order to identify it and respond appropriately to reports. All staff will be made aware of the school policy and procedures with regards to child-on-child abuse and the crucial role that they play in preventing it and responding to it, as necessary. It will be made clear that addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

We recognise that a crucial part of our safeguarding responsibility is to minimise the opportunity for child-on-child abuse to occur. In order to do this, and to establish a safe environment for all children, we:

- have a robust Behaviour and Belonging Policy, which makes it clear that we have a zero-tolerance approach to any kind of child-on-child abuse.
- ensure staff understand what is meant by child-on-child abuse and the school policy on child-on-child abuse by ensuring regular training.
- ensure a consistent approach by having one named staff member (DSL) overseeing all child-on-child abuse incidents, concerns and allegations. Staff are directed to pass all such matters onto the DSL.

- have a robust and clear recording and monitoring system in place.
- train staff thoroughly so that they challenge inappropriate behaviour (even if it appears to be relatively innocuous).
- train staff thoroughly so that they are confident to challenge inappropriate behaviours between peers, which are actually abusive in nature.
- never downplay certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys”, as this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it; and
- recognise that sexual harassment and sexual violence, as well as other forms of child-on-child abuse, may be happening even if they are not reported.

How we address child-on-child abuse within the curriculum and across the school

We have a carefully planned PSHE and RSHE curriculum in school that meets the needs of our pupils in those areas to prepare them for issues they might face in present day society. (See section 12)

We ensure that our systems for reporting all safeguarding concerns are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously.

How to report concerns

Our pupils

If a young person witnesses or experiences any form of child-on-child abuse, we strongly encourage them to speak to a trusted member of staff, parent or trusted adult about it. If a child discloses to an adult outside of school, the adult should contact the DSL without delay to report the issue.

All victims will be taken seriously, regardless of how long it has taken them to come forward, and they will be supported and kept safe. Abuse that occurs online or outside of school will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting child-on-child abuse, including sexual violence or sexual harassment. A victim will never be made to feel ashamed of making a report or have their experience minimized.

In the event that a pupil reports or discloses child-on-child abuse, we will take their report seriously and take prompt action to respond and to safeguard the child or children involved, and we will ensure that we are listening to the voice of the child when deciding on the best course of action to take. We will always act in the best interests of children. We will review our school systems regularly to determine if any learning can be derived from the situation to further strengthen our approach to this issue. We will always encourage our pupils to safely express their views and give feedback on how they have been supported following a safeguarding concern.

Our staff

Any member of staff that has concerns about child-on-child abuse should follow the procedure set out in Section 8 and must report concerns immediately.

Others

We encourage everyone to report any form of abuse or harm perpetrated by or against our pupils. Any concerns should be reported to the DSL.

What happens when an allegation of child-on-child abuse is made?

We will follow Part 5 of Keeping Children Safe in Education 2026 when responding to reports of child-on-child sexual harassment and sexual violence.

Upon receiving a concern, report or disclosure of abuse, the DSL will decide what further action is necessary. Our starting point regarding any report of child-on-child sexual harassment or violence should always be that there is a zero-tolerance approach, it is never acceptable, and it will not be tolerated. It is especially important not to pass off any sexual violence or sexual harassment as “banter,” “just having a laugh,” “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

The subsequent action taken will vary depending on the type of child-on-child abuse and the severity of the incident/s disclosed. The DSL will take contextual factors into account when managing the report.

The DSL will always consider the following:

- the wishes of the victim in terms of how they want to proceed. The victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered.
- the nature of the alleged incident(s), including the level of coercion or threat, whether a crime may have been committed and consideration of harmful sexual behaviour.
- both the chronological ages and developmental stages of the children involved.
- any power imbalance between the children, including consideration of the age of children and whether children have special educational needs or disabilities.
- the impact on the victim.

- that sexual violence and sexual harassment can take place in intimate personal relationships between peers.
- if the alleged incident is a one-off or a sustained pattern of abuse.
- if there are ongoing risks to the victim, other children, adult students or school or college staff; and
- Other related issues and wider context, such as links to child criminal or child sexual exploitation.

Depending on the nature of the incident/s, the DSL may

- Seek further information from those involved, and witnesses.
- Undertake a risk assessment and needs assessment to ascertain steps necessary to safeguard the victim, alleged perpetrator, adults and other children.
- Decide to manage the concern internally.
- Organise a meeting with relevant staff and agencies to assess risk and agree a safety plan.
- Refer the victim and/or the perpetrator to local services for Family Help.
- Refer the case to Children's Services via a MASH referral.
- Liaise with social workers working with children involved (if applicable).
- Make a report to the police.
- Liaise with specialist services.

In the event of a disclosure of child-on-child sexual violence, we will make an immediate risk and needs assessment. The risk and needs assessment will consider:

- the victim, especially their protection and support. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
- whether there may have been other victims,
- the alleged perpetrator(s); and
- all the other children, (and, if appropriate, adult students and staff) at the school or, especially, any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harm.

More information about these options in relation to sexual violence and sexual harassment can be found in Part 5 of Keeping Children Safe in Education 2026.

Recording procedures

All incidents will be recorded on the school's safeguarding system, and the DSL will ensure that this is reviewed and monitored, and any emerging patterns are addressed and shared with the Senior Leadership team so they can be addressed as a whole school matter.

Members of staff will follow the procedures for recording a disclosure as outlined in Section 11 of this policy.

How we support victims of child-on-child abuse

The school recognises that child-on-child abuse has a significant impact on young people and victims are likely to need ongoing support. Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. Appropriate support will be put in place for victims of child-on-child abuse whilst an investigation is taking place and following the initial response. Support will continue for as long as it is needed and will be reviewed regularly to ensure the victim is receiving appropriate care. The school will do everything we can to maintain the victim's normal routine. We will do everything we can to protect the victim from further bullying, harassment or abuse as a result of their disclosure. Support might involve the family support worker or other relevant adults, and where appropriate, and with parental agreement, the school will make referrals to other agencies who might be able to offer support.

How we will support alleged perpetrators and perpetrators of child-on-child abuse

We have a responsibility to safeguard and support all children. We will adhere to KCSIE 2026 when managing reports of child-on-child abuse and decide on action and support on a case-by-case basis. The school has a responsibility to ensure that an alleged perpetrator continues to receive a suitable education and will consider a range of options in continuing educational provision if they are unable to attend school. This might include work being set electronically, work being delivered to the child, regular home visits by a member of staff or if this is not possible virtual contact or phone calls.

We recognise that children who perpetrate child-on-child abuse may be being abused themselves. The school will continue to safeguard the alleged perpetrator and provide them with support.

A plan to reduce the risk posed by the alleged perpetrator will be put in place as part of the risk assessment made following the alleged abuse. The DSL will take advice from children's social care, specialist services and the police, as necessary. The school may choose to impose a sanction or punishment on the alleged perpetrator following an incident of child-on-child abuse. In this case, we will follow the school Behaviour and Belonging Policy in determining the level and severity of sanction.

If the alleged perpetrator moves to another setting, the Designated Safeguarding Lead will share information as necessary to safeguard the individual and other children at the new setting.

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

Appendix C: Types of Abuse

Abuse, neglect, exploitation and other safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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

Emotional abuse is the persistent emotional maltreatment of a child such as causing severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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.
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as over-protection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- Seeing or hearing the ill-treatment of another.
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including online).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate caregivers).
- 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 absent from education or missing education

A child being absent from education, particularly repeatedly or for prolonged periods, or missing education can be a warning sign of a range of safeguarding issues. These may include abuse, neglect, exploitation, mental health concerns, substance misuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect.
- Are at risk of forced marriage or FGM.
- Come from Gypsy, Roma, or Traveller families.
- Come from the families of service personnel.
- Go missing or run away from home or care.
- Are supervised within the youth justice system.
- Cease to attend school.
- Come from new migrant families.

We will follow our procedures for unauthorised absence, repeated or prolonged absence and children missing education. We will make reasonable enquiries, follow up unexplained absence promptly and work with parents, the local authority and other agencies where appropriate. We will hold at least two emergency contacts for each pupil where reasonably possible, and parents or carers should update the school promptly

when details change. We will meet all duties relating to the admission register and notify the local authority when required.

Staff will be trained in signs to look out for, and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the Local Authority Children's Social Care team, and the police, if the child is suffering or is likely to suffer from harm or is in immediate danger.

Extra-familial harm

Children may experience harm outside their families, including in peer groups, schools, public spaces, neighbourhoods and online. This may include exploitation, serious violence, child-on-child abuse, abuse in intimate relationships, stalking, financial exploitation, criminal exploitation and sexual exploitation. The school will consider the contexts in which harm occurs, share relevant information and work with safeguarding partners to assess and address risks to the child and others.

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse may be perpetrated by adults or children of any sex. It can be a one-off occurrence or a series of incidents over time and can range from opportunistic to complex organised abuse.

A child can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by criminal exploitation because perpetrators may threaten them or their families, create debt, use violence, coerce them into carrying weapons or criminalise them for conduct carried out under coercion. Exploitation may be committed or facilitated by an individual, organised network or gang, and a child may identify as belonging to the group exploiting them. Their vulnerability as victims must be recognised even where they appear to have agreed to the activity or have committed offences. CCE may constitute modern slavery.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Indicators of CCE can include a child:

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

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the MASH and the police, if appropriate.

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK, using dedicated mobile phone lines or another form of "deal line".

Exploitation is an integral part of the county lines offending model, with children and vulnerable adults exploited to move and store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence), and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Serious violence

Signs that a child is at risk from, or involved with serious violent crime 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.
- signs of assault or unexplained injuries; and/or
- unexplained gifts or new possessions, which could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Risk factors associated with serious violence may include:

- having been frequently absent, suspended or permanently excluded from school;
- having experienced child maltreatment or trauma;
- having been involved in offending, such as theft or robbery; and/or being affected by exploitation, criminal networks, gangs, or weapon carrying.

If a member of staff suspects a child is involved in, or at risk of, serious violent crime, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's team and the police, if appropriate.

Modern slavery, human trafficking, and financial exploitation

Modern slavery includes human trafficking, slavery, servitude and forced or compulsory labour. Children may be exploited through criminal activity, sexual exploitation, forced labour, domestic servitude, or other forms of abuse. Child criminal exploitation and child sexual exploitation may constitute modern slavery. Financial exploitation may include coercing, deceiving, or manipulating a child into handling money, opening or using accounts, moving funds, taking on debt, committing fraud or allowing others to use their identity or financial information.

Staff must report concerns to the DSL without delay. The DSL will consider referral to Local Authority Children's Social Care and the police and, where appropriate, whether a referral through the National Referral Mechanism is required.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse may be perpetrated by adults or children of any sex and can be committed or facilitated by an individual, organised network or gang. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. Most sexual abuse is committed by people known to the child, although it can also be committed by strangers.

CSE can affect any child who has been coerced, manipulated, or deceived into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited for example, they may believe they are in a genuine romantic relationship.

Children and young people often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the Local Authority Children's Social Care team and the police, if appropriate.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

In the event that anyone has concerns about child abduction or community safety incidents, they should speak to the DSL immediately.

Cybercrime

Cybercrime is a criminal activity committed using computers and/or the internet. It is broadly categorised as

either 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded.
- Denial of Service (DoS or DDoS) attacks or 'booting.' These are attempts to make a computer, network, or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offences, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If we have concerns about a child and possible risk of being drawn into cybercrime, the Designated Safeguarding Lead (or a deputy) will consider referring to the Cyber Choices programme. This is a nationwide police programme, supported by the Home Office and led by the National Crime Agency, working with regional and local policing. We will refer to Local Authority Children's Social Care if we think a child is suffering or is at risk of suffering harm.

Domestic abuse

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

We are working in partnership with North Northamptonshire Council and West Northamptonshire Council and Northamptonshire Police to identify and provide appropriate support to pupils who have experienced domestic abuse in their household; nationally this scheme is called Operation Encompass. In order to achieve this, North Northamptonshire Council and West Northamptonshire Council will share police information with the Designated Safeguarding Lead(s) of all domestic incidents where one of our pupils has been affected. On receipt of any information, the Designated Safeguarding Lead will decide on the appropriate support the child requires; this could be silent or overt.

All information-sharing and resulting actions will be undertaken in accordance with Operation Encompass protocols. Further information is available from [Operation Encompass](#). Members of the DSL team complete Operation Encompass training.

We will record and store this information in accordance with the record keeping procedures outlined in this policy.

The DSL will provide support according to the child's needs and update records about their circumstances.

Homelessness

Being homeless, or being at risk of becoming homeless, presents a real risk to a child's welfare.

The DSL and DDSs will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to Local Authority Children's Social Care.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing. Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff are concerned, they will speak to the DSL, who will activate local safeguarding procedures.

Female Genital Mutilation

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM. Section 9.1 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place.
- A mother/family member disclosing that FGM has been carried out.
- A family/pupil already being known to social services in relation to other safeguarding issues.
 - Having difficulty walking, sitting or standing, or looking uncomfortable

- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school or absent for a prolonged period.
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations.
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin.
- A parent or family member expressing concern that FGM may be carried out.
- A family not engaging with professionals (health, education or other) or already being known to Local Authority Children's Social Care in relation to other safeguarding issues.
 - Having a mother, older sibling or cousin who has undergone FGM.
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman."
 - Talking about a long holiday to her country of origin or another country where FGM is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period.
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM.
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to consider the context of the discussion)
 - Being unexpectedly absent from school
 - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage.

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats, or another form of coercion are not used. Forced marriage legislation applies to non-binding, unofficial 'marriages' as well as legal marriages.

Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e., we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they must report this to the DSL immediately. Staff must not approach the family or community or attempt to mediate, as this may increase the risk to the child.

The DSL will:

- Speak to the pupil in a secure and private place, where it is safe and appropriate to do so.
- Activate local safeguarding procedures and refer to Local Authority Children's Social Care and/or the police, as appropriate.
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fcdo.gov.uk.
- Arrange appropriate ongoing safeguarding and pastoral support.

Private fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially

vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or can be involved in trafficking, child sexual exploitation or modern slavery.

Schools must report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the Designated Safeguarding Lead when they become aware of private fostering arrangements. The Designated Safeguarding Lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Preventing radicalisation

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

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to negate or destroy the fundamental rights and freedoms of others, undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights, or intentionally create a permissive environment for others to achieve those results. Staff will have regard to the Prevent duty and current government definitions when assessing concerns.

Terrorism is an action that:

- Endangers or causes serious violence to a person/people.
- Causes serious damage to property; or
- Seriously interferes with or disrupts an electronic system.

The use or threat of terrorism 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.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alerted to changes in pupils' behaviour. The government website [Educate Against Hate](https://educateagainsthate.com)¹ and charity [NSPCC](https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/protecting-children-from-radicalisation/)² say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves.
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy.
- Adopting new beliefs or expressing views that may indicate support for terrorism or extremist ideology
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views.
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on social media platforms
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations.

There is no single profile or checklist for radicalisation. These indicators may have many explanations and should be considered in context. Staff must remain professionally curious, record concerns and seek advice from the DSL without delay.

¹ <https://educateagainsthate.com/signs-of-radicalisation/>

² <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/protecting-children-from-radicalisation/>

If staff are concerned about a pupil, they will follow our procedures set out in Section 8 of this policy, including discussing their concerns with the DSL. Staff should always take action if they are worried.

Non-collection of children

If a child is not collected at the end of the session/day, we will:

Prioritise the child's wellbeing and, if necessary, arrange for them to remain safely in after-school provision.

Try to contact all adults listed by the parents or carers as authorised contacts.

If contact is unsuccessful, senior staff will consider the child's circumstances and follow the school's safeguarding and non-collection procedures.

If the child is not collected and we are unable to contact another adult who has parental responsibility or who is listed as a contact, and we are concerned that the child is not going to be collected by the time school is closed, which is 6pm, we will call Local Authority Children's Social Care or the police, as appropriate.

Appendix D: Safer recruitment

We adhere to Part 3 of Keeping Children Safe in Education 2026.

All relevant safer recruitment and pre-appointment checks will be completed before appointment or, where permitted by KCSIE 2026, before the individual starts work at the school. Where KCSIE 2026 permits limited circumstances for an individual to start before a check is complete, this will only occur following a written risk assessment and appropriate supervision arrangements.

Where an individual starts work before their DBS certificate has been received, this will only be permitted where KCSIE 2026 allows it, after a separate barred list check has been completed where required, a written risk assessment has been completed and agreed, and appropriate supervision arrangements are in place until the DBS certificate is received and reviewed.

We will record all information on the checks carried out in the school's single central record (SCR). Evidence relating to these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

Single Central Record checklist

The school will maintain a Single Central Record in line with Part 3 of KCSIE 2026. The SCR will record the date and outcome of all required pre-appointment checks, including where relevant:

- identity checks;
- enhanced DBS checks and, where required, children's barred list information, including the DBS certificate number and date the certificate was seen;
- children's barred list checks where the role involves regulated activity;
- teacher prohibition checks for those carrying out teaching work;
- section 128 checks where required, including governors;
- right to work in the UK checks;
- professional qualification checks where required for the role;
- checks for individuals who have lived or worked outside the UK, where relevant;
- written confirmation from supply agencies, third-party organisations and providers that appropriate checks have been completed before the person starts work; and
- risk assessments and supervision arrangements where a permitted start is made before receipt of a DBS certificate.

The SCR will be kept up to date, monitored regularly, and checked as part of the school's safer recruitment and safeguarding assurance processes.

Pre-appointment safer recruitment

We will include the following in all job advertisements:

- our commitment to safeguarding and promoting the welfare of children.
- clear confirmation that safeguarding checks will be undertaken.
- the safeguarding responsibilities of the post as per the job description and person specification; and
- whether the post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

Where a role involves engaging in regulated activity relevant to children, we will include a statement in the application form or elsewhere in the information provided to applicants, that it is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.

Applicants

We require applicants to provide:

- Personal details, current and former names, current address and National Insurance number.
- Details of their present (or last) employment and reason for leaving.
- Full employment history since leaving school, including education, employment and voluntary work, with reasons for any gaps.
- Qualifications, the awarding body and date of award.
- Details of referees; and
- A statement of the personal qualities and experience that the applicant believes are relevant to their suitability for the post advertised and how they meet the person specification.

We will not accept copies of curriculum vitae in place of an application form.

As part of the shortlisting process, the school will carry out an online search on shortlisted candidates to help identify any publicly available incidents or issues that may need to be explored at interview. Candidates will be informed that online searches may be carried out.

Shortlisted candidates will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children. For more details of what this will contain, please see Part 3 of Keeping Children Safe in Education 2026.

At least two people will carry out shortlisting and they will explore any potential concerns, including inconsistencies and/or gaps in employment.

References will be sought before interview where possible, including from the candidate's current employer and, where relevant, the employer where the candidate last worked with children. References will be scrutinised and any concerns, inconsistencies or gaps will be followed up before appointment.

When providing references, we will ensure that the information is factual, accurate and not misleading. It will include substantiated safeguarding concerns or allegations that meet the harm threshold, where relevant, and will not include unsubstantiated, unfounded, false or malicious allegations.

- Recruitment decisions may take account of relevant safeguarding information, including low-level concerns, where this is appropriate and lawful.
- Any concerning information arising from safer recruitment or pre-employment checks will be risk assessed, recorded, and advice will be sought where appropriate before a final recruitment decision is made.

New staff

When appointing new staff, we will:

- Verify a candidate's identity, including being alert to changes of name. Best practice is to check the name on the person's birth certificate where available.
- Obtain (via the applicant) an enhanced DBS check (including children's barred list information, for those who will be engaging in regulated activity with children).
- Obtain a separate children's barred list check if an individual will start work in regulated activity with children before the DBS certificate is available.
- Verify the candidate's mental and physical fitness to carry out their work responsibilities.
- Verify the person's right to work in the UK.
- If the person has lived or worked outside the UK, carry out any further checks the school considers appropriate.
- Verify professional qualifications, as appropriate; and
- Ensure that an applicant to be employed to carry out teaching work is not subject to a prohibition order.
- Carry out any further checks considered appropriate for candidates who have lived or worked outside the UK. These may include, where available:
 - For all staff, including teaching positions: [criminal records checks for overseas applicants](#)
 - For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they have not imposed any sanctions or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to teach.
 - Section 128 checks will be completed where required, including for governors. The outcome and date will be recorded on the Single Central Record.
 - We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. When we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Regulated activity includes:

- Teaching, training, instructing, caring for or supervising children, if carried out frequently, on more than three days in a 30-day period, or overnight. From 1 September 2026, the supervision exemption no longer applies to this activity, whether it is paid or unpaid.
- Paid work undertaken regularly in a specified establishment, such as a school, where the work provides an opportunity for contact with children, subject to the statutory exceptions.
- Providing relevant personal care or health care to a child, even if undertaken only once.
- Relevant overnight activity.

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in [relevant conduct](#);

- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- The 'harm test' is satisfied in respect of the individual (i.e., they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left.

Agency and third-party staff

Before any agency or supply member of staff starts work at the school, the school will obtain written confirmation from the agency that all required safer recruitment checks have been completed, including an enhanced DBS check and barred list information only where the person is in regulated activity.

We will obtain written notification from any agency or third-party organisation that has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

For contractors employed or commissioned through the school's Private Finance Initiative (PFI) arrangements, **Amey, as the employer or contracting organisation, is responsible for completing the appropriate safer recruitment and employment checks.** The Site Supervisor is responsible for coordinating contractors on site and for providing the school with appropriate assurance that the required checks and safeguarding arrangements are in place.

Before a contractor is permitted to work at the school, the school will obtain written confirmation from Amey, or from the relevant employing or contracting organisation, that the checks appropriate to the individual's role have been completed. The site supervisor will also verify the identity of contractors and their staff on arrival and ensure that they follow the school's signing-in, identification and safeguarding procedures.

The level of DBS check will depend upon the nature of the work undertaken:

- Contractors engaging in regulated activity with children must have an enhanced DBS check with children's barred-list information.
- Contractors who are not engaging in regulated activity, but whose work provides an opportunity for regular contact with children, must have an enhanced DBS check without children's barred-list information.
- Contractors for whom the school has not received satisfactory assurance that the appropriate checks have been completed must be supervised at all times and must not engage in regulated activity.

The school, Site Supervisor and Amey will agree appropriate supervision and access arrangements, taking into account the nature and location of the work, the opportunity for contact with children and any associated safeguarding risks. Under no circumstances will a contractor for whom the appropriate checks or assurances have not been obtained be permitted to work unsupervised or undertake regulated activity.

For contractors who are not employed or commissioned through the PFI arrangements, the school will obtain written assurance from the relevant employer or contracting organisation that the required checks have been completed. Where an individual is self-employed, the school will consider obtaining the appropriate DBS check because a self-employed individual cannot apply directly to the DBS on their own behalf.

Where a copy of a DBS certificate is retained, it will not be kept for longer than six months. Any required confirmation, risk assessment, supervision arrangement or letter of assurance will be retained in accordance with the school's record-keeping procedures.

For self-employed contractors working in relevant childcare provision, such as music teachers or sports coaches, the school will also consider whether the Childcare Act 2006 and the Childcare (Disqualification) Regulations

2018 apply. Where the school decides that an individual is outside the scope of these requirements, the assessment, any risks identified, control measures and advice sought will be recorded

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the initial teacher training provider that the required checks have been completed and that the trainee has been judged suitable to work with children. The school will verify the trainee's identity on arrival.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

Volunteers will be assessed individually in line with KCSIE 2026. The school will consider the nature and frequency of the activity, whether it involves teaching, training, instructing, caring for or supervising children, whether personal or health care is provided and whether it involves overnight activity. The appropriate checks and any necessary risk assessment and supervision arrangements will be completed and recorded before the volunteer starts.

- From 1 September 2026, the supervision exemption no longer applies when determining whether a volunteer is undertaking regulated activity. Volunteers who are engaged in regulated activity with children must have an enhanced DBS check with children's barred list information before they start. The school will assess each volunteer role individually to determine whether it constitutes regulated activity and what checks are required.
- Where an existing volunteer becomes newly engaged in regulated activity because of the removal of the supervision exemption, the school will obtain an enhanced DBS check with children's barred list information. A standalone children's barred list check may be used through the Department for Education's check a teacher's record service where permitted, including to ensure that the volunteer is not barred while the enhanced DBS application is being completed.
- A volunteer for whom no checks have been obtained will never be left unsupervised or permitted to undertake regulated activity.
- Where a volunteer is not in regulated activity, the school will complete and record a written risk assessment and use professional judgement to decide what checks, if any, are appropriate. Barred list information will only be requested where the volunteer is undertaking regulated activity or where a standalone barred list check is otherwise expressly permitted.

The school will verify the identity of governors and complete an enhanced DBS check and a section 128 check. Children's barred list information will only be obtained where the governor also undertakes regulated activity with children. Any additional checks considered appropriate because a governor who has lived or worked outside the UK will also be completed.

Alternative provision

Where the school places a pupil with an alternative provision provider, it remains responsible for the pupil's safeguarding. The school will obtain written confirmation that the provider has completed appropriate safeguarding checks on staff and will agree arrangements for sharing safeguarding information, monitoring attendance and welfare, reporting concerns and reviewing the placement.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including mobile phones where required by school procedures, in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign in on the electronic system and wear a visitor's badge.

Visitors will not be given unsupervised access to children solely because a DBS certificate has been seen. Visitors will normally be supervised while on site unless the school has confirmed that appropriate safer recruitment checks are in place for the nature of their role and there is a clear professional reason for unaccompanied access.

All other visitors, including visiting speakers, will be accompanied by a member of staff unless the school has confirmed that the appropriate safer recruitment checks are in place for the nature of their role, there is a clear professional reason for unaccompanied access, and this has been agreed by a senior member of staff. The

school will not invite into the school any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Where a candidate has lived or worked outside the UK, the school will carry out such further checks as it considers appropriate and relevant, in line with KCSIE 2026 and having regard to the person's role, history and circumstances.

Appendix E: How the school responds to allegations that may meet the harms threshold

This section of this policy applies to all cases in which it is alleged that a current member of staff, including a supply teacher or volunteer, has:

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

It applies regardless of whether the alleged abuse took place in the school or elsewhere. Allegations against a teacher who is no longer teaching, and historical allegations of abuse, will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer quickly, in a fair and consistent way, that provides effective child protection while also supporting the individual who is the subject of the allegation. Our procedures for dealing with allegations will be applied with common sense and judgement.

For more information about how the school responds to low-level concerns that do not meet the harm threshold, please see sections 14.4 and 14.5 of this policy.

Suspension of the accused until the case is resolved.

Suspension will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative. We will seek views from our personnel adviser, the local authority designated officers/s, the police and/or Local Authority Children's Social Care (as appropriate).

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned.
- Providing an assistant to be present when the individual has contact with children.
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children.
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment, and parents have been consulted.
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the local authority.

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations.

In the event of an allegation that meets the criteria above, the headteacher (or chair of governors) where the headteacher is the subject of the allegation) – the 'case manager' – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or Local Authority Children's Social Care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children, or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police).
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or Local Authority Children's Social Care services, where necessary). Where the police and/or Local Authority Children's Social Care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies.
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements

such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or Local Authority Children's Social Care services, as appropriate.

- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within one working day, and the individual will be given a named contact at the school and their contact details.
- **If it is decided that no further action is to be taken** regarding the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation.
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school, and/or liaise with the police and/or Local Authority Children's Social Care services, as appropriate.
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with Local Authority Children's Social Care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice.
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child.
- We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.
- If the school is made aware that the Secretary of State has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.
- Where the police are involved, wherever possible the governing body will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as supply staff provided by an agency, we will take the actions below in addition to our standard procedures.

We will never cease to use a supply teacher for safeguarding reasons without first finding out the facts and liaising with the Local Authority Designated Officer to reach a suitable outcome. The governing body will discuss with the agency whether it is appropriate to suspend the supply teachers, or redeploy them to another part of the school, while the school carries out the investigation.

We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the local authority designated officer as required.

We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary).

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within one week.
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within three working days.
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days.

Specific actions

Action following a criminal investigation or prosecution.

The case manager will discuss with the designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or Local Authority Children's Social Care services.

Conclusion of a case where the allegation is substantiated.

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required. If they think that the individual has engaged in conduct that has harmed (or is likely to harm) a child, or if they think the person otherwise poses a risk of harm to a child, they must make a referral to the DBS.

If the individual concerned is a member of the teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension.

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation if they are still attending the school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the headteacher, or other appropriate person in the case of an allegation against the headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

Confidentiality

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

The case manager will take advice from the local authority's designated officer, police and Local Authority Children's Social Care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared.
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality.
- What, if any, information can be reasonably given to the wider community to reduce speculation.
- How to manage press interest if, and when, it arises.

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation.
- Details of how the allegation was followed up and resolved.
- Notes of any action taken, and decisions reached (and justification for these, as stated above).

If an allegation or concern is not found to have been malicious, the school will retain the records of the case in the individual's confidential personnel file and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached the normal pension age, or for 10 years from the date of the allegation if that is longer. The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

Learning lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the members of staff.
- The duration of the suspension
- Whether or not the suspension was justified

- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual.

For referrals regarding adults in education and other information on the role of the Designated Officer (formerly LADO) please visit: <http://www.northamptonshirescb.org.uk/schools/referrals-eha/designated-officer/>

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.

Appendix F: Online Safety

The school's Acceptable Use Agreements are included within the Online Safety Policy. These set out expectations for safe, responsible and appropriate use of technology for staff, visitors, volunteers, work experience students and pupils in Key Stage 1 and Key Stage 2.

Teaching pupils how to stay safe online and keeping children safe when using technology are integral to safeguarding. The school takes a whole-school approach that protects and educates pupils and staff, supports parents and carers, and provides clear mechanisms to identify, report, intervene in and escalate concerns.

Our approach to online safety runs through every aspect of our work with children, including (but not limited to):

- curriculum planning and RSHE.
- teacher training.
- the role and responsibilities of the DSL; and
- parental engagement.

This appendix complements and should be read alongside the Online Safety Policy, Acceptable Use Agreements and Staff Code of Conduct. All staff receive online-safety training at induction and regular updates thereafter. Training includes filtering and monitoring responsibilities, emerging online risks, artificial intelligence and how to report safeguarding or technical concerns.

The DSL has lead responsibility for online safety, including understanding the filtering and monitoring systems and processes in place. The DSL works with the headteacher, governing body, curriculum leads, School Business Manager and IT provider so that safeguarding and technical responsibilities are clearly understood and concerns are acted on promptly.

Risks to children

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

- content: being exposed to illegal, inappropriate or harmful content, including pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation, conspiracy theories and AI-generated or manipulated content;
- contact: being subjected to harmful online interaction with other users, including peer pressure, adults posing as children or young adults, grooming and exploitation for sexual, criminal, financial or other purposes;
- conduct: personal online behaviour that increases the likelihood of, or causes, harm, including bullying, abuse, sharing personal information, making, sending or receiving nude or semi-nude images or videos, and creating or sharing digitally altered or AI-generated abusive material; and
- commerce: risks such as online gambling, inappropriate advertising, phishing, financial scams, in-app purchases and other forms of financial exploitation.

We refer to these four areas of risk when planning our approach to online safety and ensuring that we are safeguarding children against a broad spectrum of potential online harms.

Artificial intelligence and emerging technology

The school recognises that artificial intelligence can support teaching and learning but may also create safeguarding, privacy, accuracy, discrimination, copyright and security risks. Staff and pupils must use only approved services and follow the school's Acceptable Use Agreements and Staff AI Use Agreement.

Personal data, confidential information and safeguarding records must not be entered into unapproved AI systems. AI-generated output will be checked for accuracy, bias and suitability before use. Concerns involving deepfakes, sexualised or abusive images, impersonation, harmful influencers, automated grooming or manipulation will be reported to the DSL without delay.

The school will consider AI-generated content and AI-enabled products when reviewing filtering, monitoring, data protection, information security and curriculum arrangements.

Filtering and monitoring

The school uses appropriate filtering and monitoring systems on school-owned networks and devices.

Filtering is preventative and blocks access to illegal, inappropriate or potentially harmful content. Monitoring is reactive and helps identify concerning activity. Safeguarding alerts and reports are reviewed by appropriately trained staff and escalated in line with this policy.

Filtering and monitoring arrangements are proportionate to the school's context, age range, number of pupils, access to technology and identified risks, including the Prevent duty. The school balances protection with the need to avoid unreasonable over-blocking and has clear processes for requesting, approving and recording changes to filtering.

Pupil mobile phones

Only years 5 and 6 children are allowed mobile phones on site as parents may feel they need them when they are walking to and from school unaccompanied. Phones are collected in at the beginning of the day after

being turned off and kept securely. They are returned as the children leave school. If a child does not hand in their phone school will work with parents and the child will no longer be allowed to have their phone in school.

Remote learning

The same standards of safeguarding, behaviour, privacy and professional conduct apply to remote education. Staff will use approved platforms and school accounts, apply appropriate access and privacy settings, follow the Staff Code of Conduct and report concerns without delay. Pupils and parents will receive clear guidance about safe participation and reporting routes.

How to report online safety concerns

Pupils, parents, carers and staff should report online-safety concerns to the DSL or a DDSL without delay. This includes concerns about content, contact, conduct, commerce, artificial intelligence, devices, accounts or the effectiveness of filtering and monitoring. Immediate danger or suspected crime will be referred to the police or other agencies as appropriate.

Concerns raised initially with a class teacher or another member of staff must be passed to the DSL or DDSL without delay and recorded on MyConcern. The DSL or DDSL will consider the child's immediate safety, evidence preservation, parental involvement, referrals and ongoing support.

Suspected under-filtering, missed alerts or other failures in filtering or monitoring must be reported immediately to the DSL or DDSL and School Business Manager. Safeguarding action will not wait for the technical issue to be resolved. The School Business Manager will liaise with the IT provider, and the incident, response and outcome will be recorded.

Suspected over-filtering must be reported to the School Business Manager. Any request to unblock content will be risk assessed, authorised and recorded, with advice from the DSL where safeguarding may be affected.

Regular review of our approach to online safety

We recognise that technology, and the risks and harms related to it evolve and change rapidly.

The governing body will ensure that the effectiveness of filtering and monitoring systems is reviewed at least annually and that the outcome is recorded. Reviews will involve the DSL, relevant senior leaders, IT support and the responsible governor and will consider incidents, alerts, changes in technology, artificial intelligence, user access, local and national risks, staff understanding and whether improvements are required.

More information

Further information is set out in Part one and Part two of Keeping Children Safe in Education 2026, the Department for Education filtering and monitoring standards, and the school's Online Safety Policy.