



ST MARY'S SCHOOL HAMPSTEAD

Child Protection and Safeguarding POLICY

September 2026

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MISSION STATEMENT

St Mary's School seeks to provide an outstanding education firmly founded on the Catholic Faith.

Spiritual and moral principles are nurtured in a way that is reflected in daily life.

Within a happy and caring environment and based on the recognition of the dignity, worth and wellbeing of each child, high standards are expected. Intellectual development is emphasised and fostered along with the pursuit of academic excellence.

St Mary's values the unique contribution of every child within the school community.

St Mary's is inclusive and welcomes girls from all communities and faith backgrounds, or none, and believes that all benefit from the school's values.

St Mary's aims to encourage an active partnership between home, school, parish and the wider community.

KEY EXTERNAL CONTACT DETAILS

Local Authority Designated Officer	Sophie Kershaw TEL: 0207 974 4556/6658/1276
Local Authority Children's Social Services	TEL: 020 7974 3317 EMAIL: www.camden.gov.uk/childrensafeguarding OUT OF HOURS EMERGENCY DUTY TEAM TEL: 020 7974 4444
Multi-Agency Safeguarding Hub	TEL: 020 7974 3317 EMAIL: LBCMASHadmin@camden.gov.uk or Secure email: LBCMASHadmin@camden.gov.uk.cjsm.net
Camden Local Safeguarding Partnership	TEL: 020 7974 6658/1276 EMAIL: CSCP@camden.gov.uk
Support and Advice about Extremism	Police Police Prevent engagement officer TEL: 07818587396 EMERGENCY: 999 NON-EMERGENCY NUMBER: 101 Local Authority Camden Prevent Co-Ordinator TEL: 020 7974 1475 Department for Education NON-EMERGENCY NUMBER: 020 7340 7264 EMAIL: counter.extremism@education.gsi.gov.uk National Police Prevent line: 0800 011 3764
NSPCC Whistleblowing Advice Line	ADDRESS: Weston House, 42 Curtain Road London EC2A 3NH TEL: 0800 028 0285 EMAIL: help@nspcc.org.uk

NSPCC Report Abuse in Education Advice Line	TEL: 0800 136 663 EMAIL: help@nspcc.org.uk
Disclosure and Barring Service	ADDRESS: DBS customer services PO Box 3961 Royal Wootton Bassett SN4 4HF TEL: 03000 200 190 EMAIL: customerservices@dbb.gov.uk
Teacher Regulation Agency	ADDRESS: Teacher Regulation Agency Ground Floor South, Cheylesmore House, 5 Quinton Road, Coventry, CV1 2WT TEL: 0207 593 5393 EMAIL: TRA.Caseworker@education.gov.uk
OFSTED Safeguarding Children	TEL: 0300 123 4666 (Monday to Friday from 8am to 6pm) EMAIL: enquiries@ofsted.gov.uk
ISI (Independent Schools Inspectorate)	TEL: 0207 6000100 EMAIL: info@isi.net

KEY SCHOOL CONTACT DETAILS

Governors	Chair of Governors Sean Murphy TEL: 020 7435 1868 EMAIL: Sean.Murphy@stmaryshampstead.org.uk Nominated Safeguarding Trustee Robert Carlisle TEL: 020 7435 1868 EMAIL: Robert.Carlisle@stmaryshampstead.org.uk Deputy Safeguarding Governor Sean Murphy TEL: 020 7435 1868 EMAIL: Sean.Murphy@stmaryshampstead.org.uk
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Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs)	Main DSL for the School (currently on maternity leave) Philippa d'Aquino Deputy Head TEL: 0207 435 1868 EMAIL: Philippa.d'Aquino@stmh.co.uk Acting DSL Imogen Mendelssohn Deputy Head (Academic) TEL: 0207 435 1868 EMAIL: Imogen.Mendelssohn@stmh.co.uk Acting Deputy DSL for the school Amanda Jennings Head of EYFS TEL: 0207 435 1868 EMAIL: Amanda.Jennings@stmh.co.uk
Designated Teachers for Looked After Children	Philippa d'Aquino (currently on maternity leave) TEL: 0207 435 1868 EMAIL: Philippa.d'Aquino@stmh.co.uk Acting DSL Imogen Mendelssohn Deputy Head (Academic) TEL: 0207 435 1868 EMAIL: Imogen.Mendelssohn@stmh.co.uk
Headmistress	Charlotte Owen TEL: 0207 435 1868 EMAIL: Charlotte.Owen@stmh.co.uk

Other Policies that refer to safeguarding:

- Children Missing in Education Policy
- Missing Children Policy
- Anti-Bullying Policy
- Behaviour and Discipline Policy
- Recruitment, Selection and Disclosures Policy (and Recruitment of Trustees and Governors and Recruitment of Volunteers Policies)
- Pupils' Use of ICT, Mobile Phones and other Electronic Equipment (E-Safety) Policy
- IT Acceptable Use Policy
- Online Safety Policy
- Visiting Speaker Policy

INTRODUCTION

This policy applies to St Mary's School, Hampstead which includes the EYFS setting. This policy is reviewed and updated annually (as a minimum) and is available on the School website.

This policy has regard to the following guidance and advice:

- Keeping Children Safe in Education (September 2026) ('KCSIE')
 - KCSIE incorporates the additional statutory guidance Disqualification under the Childcare Act 2006 (September 2018)
 - KCSIE also provides links to various toolkits and additional advice and support
- Working Together to Safeguard Children (March 2026) ('WT')
- WT refers to the non-statutory advice: Information sharing: Advice for practitioners providing safeguarding services for children, young people, parents and carers (May 2024)
- Prevent Duty guidance: Guidance for specific authorities in England and Wales (December 2023). Prevent supplemented by a briefing note:
 - The Prevent Duty: Departmental advice for schools and childminders (June 2015)
 - How social media is used to encourage travel to Syria and Iraq (July 2025)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025)
- Behaviour in schools (February 2024)
- Working together to improve school attendance: statutory guidance for maintained schools, academies, independent schools and local authorities (July 2026)
- Children Missing Education (September 2025)
- Digital and technology standards in schools and colleges (August 2026)
- Mobile phones in schools (June 2026)
- After School clubs, community activities, and tuition (safeguarding guidance for providers) (February 2026)
- The Charity Commission guidance: Safeguarding and protecting people for charities and Trustees (June 2022)
- Early Years Foundation Stage Statutory Framework for group and school-based providers (July 2026)

This policy also takes into account the procedures and practice of Camden local authority as part of the multi-agency safeguarding procedures set up by Camden Local Safeguarding Partners.

EQUALITY ACT 2010

The School understands and recognises their obligations under the Equality Act and that the school must not discriminate against pupils because of a protected characteristic including sex, race, disability, religion or belief, gender reassignment, pregnancy, maternity, or sexual orientation. In the context of safeguarding, the School will consider how to support pupils with regard to particular protected characteristics in order to meet their specific needs. The School will also consider their duty to make reasonable adjustments for disabled pupils.

The school recognises that effective safeguarding is anti-discriminatory and anti-racist, and understands factors, including economic and social circumstances, ethnicity and disability, which can impact on children and families' lives. It promotes an inclusive, anti-discriminatory culture where racism, and other forms of discriminatory behaviour are recognised, challenged and addressed as part of its safeguarding responsibilities. Staff are alert to the risk of adultification bias, where

children, particularly black children, may be perceived as older than they are, which can lead to their needs being poorly understood and opportunities to provide help being missed.

The School complies with its legal duties under the Equality Act 2010, including putting special provision in place to support dialogue with children who may not be able to convey their wishes and feelings as they may want to. This might include, for example, those who have communication difficulties and those who do not speak English or for whom English is not their first language.

CONCERNS ABOUT A CHILD

The Staff and Governors are committed to safeguarding all its pupils. The School has a duty to consider at all times the best interests of the pupil and take action to enable all pupils to achieve the best outcomes. Safeguarding and promoting the welfare of children is everyone's responsibility. The School adopts a 'whole school' approach to safeguarding. This means involving everyone in the school and ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.

Parents are encouraged to raise any concerns directly with the School, if necessary using this safeguarding policy for concerns about the safety and/or welfare of children. Parents may contact the ISI (Independent Schools Inspectorate) directly if they wish.

The School has arrangements for listening to children and providing early help. Details of these arrangements can be found in the Staff Handbook.

Definitions of child protection and safeguarding and types and signs of abuse

Safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, whether that is within or outside the home, including online, and in kinship care, foster care or residential care;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Child protection is part of safeguarding and promoting the welfare of children and is defined as activity that is undertaken to protect children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

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 extra-familial context by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults, or by another child or children. This includes in teenage relationships, or under the guise of 'honour' based

abuse including forced marriage and female genital mutilation, or abuse related to faith or belief such as allegations of demonic possession.

Abuse can be:

- physical abuse;
- emotional abuse;
- sexual abuse; and/or
- neglect.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

The nature of physical abuse:

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. However, accidental injuries normally occur on the bony prominences – e.g., shins. Injuries on the soft areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

Indicators of physical abuse / factors that should increase concern:

- Multiple bruising or bruises and scratches (especially on the head and face);
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped);
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head;
- Bruises on the back, chest, buttocks, or on the inside of the thighs;
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle;
- Bite marks;
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette;
- Scalds with upward splash marks or tide marks;
- Untreated injuries;
- Recurrent injuries or burns;
- Bald patches.

In the social context of the school, it is normal to ask about a noticeable injury.

The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- the explanation given does not match the injury;
- the explanation uses words or phrases that do not match the vocabulary of the child (adult's words);
- no explanation is forthcoming;
- the child (or the parent/carer) is secretive or evasive;
- the injury is accompanied by allegations of abuse or assault.

You should be concerned if the child or young person:

- is reluctant to have parents/carers contacted;
- runs away or shows fear of going home;
- is aggressive towards themselves or others;
- flinches when approached or touched;
- is reluctant to undress to change clothing for sport;
- wears long sleeves during hot weather;
- Is unnaturally compliant in the presence of parents/carers;
- has a fear of medical help or attention;
- admits to a punishment that appears excessive.

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

The nature of emotional abuse:

- Most harm is produced in low warmth, high criticism homes, not from single incidents;
- Emotional abuse is difficult to define, identify/recognise and/or prove;
- Emotional abuse is chronic and cumulative and has a long-term impact;
- All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself;
- Children can be harmed by witnessing someone harming another person – as in domestic violence.

It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate

challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Indicators of emotional abuse:

Developmental issues:

- Delays in physical, mental and emotional development;
- Poor school performance;
- Speech disorders, particularly sudden disorders or changes.

Behaviour:

- Acceptance of punishment which appears excessive;
- Over-reaction to mistakes;
- Continual self-deprecation (I am stupid, ugly, worthless etc.);
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking);
- Self-mutilation;
- Suicide attempts;
- Drug/solvent abuse;
- Running away;
- Compulsive stealing, scavenging;
- Acting out;
- Poor trust in significant adults;
- Regressive behaviour – e.g., wetting;
- Eating disorders;
- Destructive tendencies;
- Neurotic behaviour;
- Arriving early at school, leaving late;
- Social issues;
- Withdrawal from physical contact;
- Withdrawal from social interaction;
- Over-compliant behaviour;
- Insecure, clinging behaviour;
- Poor social relationships.

Emotional responses:

- Extreme fear of new situations;
- Inappropriate emotional responses to painful situations ('I deserve this');
- Fear of parents being contacted;
- Self-disgust;
- Low self-esteem;
- Unusually fearful with adults;
- Lack of concentration, restlessness, aimlessness;
- Extremes of passivity or aggression.

Sexual Abuse

Please refer to Appendix 1

The nature of sexual abuse:

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

Characteristics of child sexual abuse:

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic;
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent;
- grooming the child's environment – abusers try to ensure that potential;
- adult protectors (parents and other carers especially) are not suspicious of their motives;
- Most people who sexually abuse children are men, but some women sexually abuse too.

Indicators of sexual abuse:

- Physical observations;
- Damage to genitalia, anus or mouth;
- Sexually transmitted diseases;
- Unexpected pregnancy, especially in very young girls;
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching;
- Unexplained recurrent urinary tract infections and discharges or abdominal pain;
- Behavioural observations;
- Sexual knowledge inappropriate for age;
- Sexualised behaviour or affection inappropriate for age;
- Sexually provocative behaviour/promiscuity;
- Hinting at sexual activity;
- Inexplicable decline in school performance;
- Depression or other sudden apparent changes in personality as becoming insecure or clinging;
- Lack of concentration, restlessness, aimlessness;
- Socially isolated or withdrawn;
- Overly-compliant behaviour;
- Acting out, aggressive behaviour;
- Poor trust or fear concerning significant adults;
- Regressive behaviour, Onset of wetting, by day or night; nightmares;
- Onset of insecure, clinging behaviour;
- Arriving early at school, leaving late, running away from home;
- Suicide attempts, self-mutilation, self-disgust;
- Drawing sexually explicit pictures;

- Eating disorders or sudden loss of appetite or compulsive eating;
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys;
- Become worried about clothing being removed;
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

Staff are referred to Appendix 1 of this policy for further detail of the types of abuse and possible signs of abuse, as well as further information regarding specific safeguarding issues such as child criminal and/or sexual exploitation.

PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

If staff suspect or hear any allegation or complaint of abuse, exploitation, or neglect from a child or any third party, they must act immediately and follow the relevant procedure below. Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe. All staff should recognise that children may experience prejudice-based harm, including racism, faith-based prejudice, and other forms of discrimination. These should be treated as safeguarding concerns and reported in accordance with this policy.

The Governors recognise the importance of information sharing between practitioners and local agencies, including ensuring arrangements for sharing information within the School and with local authority children's social care, the safeguarding partners and other organisations, agencies, and practitioners as required. Fears regarding sharing information under data protection laws (the Data Protection Act 2018, the UK General Data Protection Regulation and the Data (Use and Access) Act 2025) must not be allowed to stand in the way of safeguarding and promoting the welfare of children, and data protection laws do not prevent the sharing of information for the purposes of keeping children safe.

When deciding what information to share, staff should consider:

- the relevancy of the information, including to the current safeguarding risk;
- what is necessary for the receiving setting to know; and
- whether it is clearly presented and appropriately contextualised.

Professional judgement should be used to ensure that the information shared is focused and proportionate. This may include summarising or omitting information which is not necessary for safeguarding purposes. Care should be taken not to omit information where it may be relevant to understanding or managing safeguarding risk. If in doubt about what information can and should be shared, staff should speak to the Designated Safeguarding Lead ('DSL').

The Governors will ensure that staff understand the relevant data protection principles which allow them to share (and withhold) personal information, including:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal and should be treated as 'special category personal data';

- understanding that ‘safeguarding of children and individuals at risk’ is a processing condition that allows the sharing of special category personal data, including without the need for consent where there is good reason to do so.
- not providing pupils’ personal data in response to a Subject Access Request where the serious harm test under the data protection legislation is met.

The guidance, ‘Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers (May 2024)’ supports staff who have to make decisions about sharing information. St Mary’s has appropriate arrangements in place to ensure that safeguarding information is transferred, reviewed and actioned promptly at all transition points, including in-year moves, in line with the statutory guidance. When sharing safeguarding information, the School will clearly distinguish current safeguarding concerns and support needs from historic information.

Where the School receives safeguarding information for pupils this will be reviewed by the DSL who will take steps to clarify any information that is unclear or incomplete. Where there are issues or concerns this may include a conversation between the DSLs at both settings. The DSL will ensure that key staff are aware of any relevant information for new pupils.

Where the School receives any information that indicates an incoming pupil may present a risk to others and/or themselves, the School will assess the risk and put in place a safety and support plan for when the child arrives.

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

- listen carefully;
- avoid asking leading questions;
- observe their behaviour;
- reassure the individual that the allegation/complaint will be taken seriously and that they will be supported and kept safe;
- ensure that the individual is not made to feel ashamed for making the report or given the impression that they are creating a problem by making the report;
- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken;
- be aware that the individual may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful. Staff should exercise professional curiosity and speak to the DSL if they have concerns;
- determine how best to build trusted relationships with children and young people which facilitate communication.

All concerns, discussions and decisions (including the rationale for those decisions) made under these procedures should be recorded in writing. This includes instances where referrals were or were not made to another agency, such as children’s social care or the Prevent programme. This will help if/when responding to any complaint about the way a case has been handled. The record should include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and a note of any action taken, the decision reached and the outcome. The record

should include the date, time and place of the conversation and detail of what was said and done by whom and in whose presence and signed by the person making it. Where the allegation relates to harmful sexual behaviours, if possible, the disclosure should be managed with two members of staff present (preferably one of them being the Designated Safeguarding Lead or their deputy). The information should be kept confidential and stored securely, ensuring that the file is only accessible to those who need to see it, and is shared in accordance with the guidance set out in Parts one and two of KCSIE.

Where there is a safeguarding concern, the School will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. This is particularly important in the context of harmful behaviours such as sexual harassment and sexual violence. The School manages this by speaking to the pupil by ensuring that there are systems in place, that are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

The School implements a child-centred approach to safeguarding. Whilst the School are committed to working collaboratively, and in partnership, with parents and carers as far as possible the wishes and feelings of the child and what is in their best interest is always central to the School's decision-making process.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the School and can occur between children outside School. All staff, but especially the DSL and any deputies, should consider the context within which such incidents and/or behaviours occur. The School will as part of the wider assessment of children, consider whether environmental factors are present in a child's life that are a threat to their safety and/or welfare. The School will share as much information with Children's Social Services as possible as part of the referral process to enable consideration of all the available evidence and the full context of any abuse.

Early Help and Family Help

Early help means the support available to all children and families through universal and community-based services, including schools, health services, and other local provision. Its purpose is to improve resilience and outcomes or to reduce the chance of problems getting worse. Any child may benefit from early help but all staff should be particularly alert to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific additional needs;
- Has special educational needs (whether or not they have a statutory education, health and care plan);
- Has a mental health need;
- Is a young carer (a child who provides or intends to provide, care for another person);
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement as 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, or Alternative Provision or a Pupil Referral Unit;
- Is misusing drugs and other alcohol themselves;
- Is at risk of modern slavery, trafficking and/or sexual or criminal exploitation;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- Is at risk of being radicalised or exploited;
- Has a parent or carer in custody, or is affected by parental offending;
- Is a privately fostered child;
- Is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.

Where a child's needs go beyond what universal early help services can address for example, where a child has multiple and/or complex needs, or where their circumstances make them more vulnerable the child may require targeted support through Family Help.

The school has effective measures in place to identify emerging problems and potential unmet needs of individual pupils. All staff undertake appropriate training to ensure that they know when to share information with other agencies and what action to take to support early identification and assessments.

In the first instance, staff who identify a pupil that may benefit from Early Help or Family Help should discuss this with the School's DSL. If appropriate, the DSL will work with the Camden Safeguarding Children Board to undertake an assessment. Where the child's needs can be met through universal Early Help, the DSL will coordinate the school's response and liaise with relevant services. Where a child's needs are more complex and may require a multi-disciplinary Family Help assessment, the DSL will make a referral in accordance with the local authority's referral process. Further guidance can be found in Working Together to Safeguard Children (March 2026) and the Families First Partnership Programme Guide.

If Early Help or Family Help is provided, the matter will be kept under review and consideration given to a referral to children's social care for a child protection assessment if the pupil's situation does not appear to be improving or if concerns escalate.

What staff should do if they have concerns about a child

If staff (including Governors, supply staff, Trustees, agency staff and volunteers) have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, act immediately and speak with the school's DSL to agree a course of action, although staff can make a direct referral to children's social services.

As set out above, staff should not assume that somebody else will take action and should share information that might be critical to keep a child safe; they should maintain an attitude of 'it could happen here'. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. If a child's situation does not appear to be improving, the DSL should press children's social services for reconsideration. Staff should challenge any inaction and follow this up with the DSL and children's social services as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

What staff should do if a child is in danger or at risk of harm

If staff (including Governors, supply staff, Trustees, agency staff and volunteers) believe that a child is in immediate danger or at risk of harm, they will contact the DSL or deputies, who will make an immediate referral to children's social services and/or the Police. In the absence of the DSL or deputies, anyone can make a referral. Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the Police and children's social services. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. The local authority social worker should acknowledge receipt to the referrer within 24 hours and make a decision about the next steps and type of response required. Staff should challenge any inaction and follow this up with the DSL and children's social services as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

The School's Local Safeguarding Children Partnership is Camden. A full copy of their local procedures can be found: <https://cscp.org.uk/>

Staff are reminded that they must ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, engaging in inappropriate electronic communication with a pupil or former pupil, use of staff mobile phones, gifts, cards and notes etc.).

What staff should do if a child is seen as at risk of radicalisation

Staff should follow the School's normal referral processes when there are concerns about children who may be susceptible to radicalisation into terrorism. This may include a Prevent referral or referral to children's social services, depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999 or submit a referral form to MASH (Multi-Agency Safeguarding Hub) or call them directly. Advice and support can also be sought from children's social services.

The School, in recognition that pupils may be susceptible to being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the Police) which assess how their learners or staff may be at risk of being radicalised into terrorism, including online. Such risk assessments are discussed with the Head, DSL and DDSL and governors responsible for safeguarding to ensure the School's safeguarding arrangements are sufficiently robust to ensure that those at risk of radicalisation are identified and appropriate support is provided and is regularly revised as needed.

What staff should do if they discover an act of Female Genital Mutilation ('FGM')

Staff must report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with DSL and involve children's social care as appropriate. Staff are referred to Appendix 1 of this policy for the procedure to be followed where they suspect that a pupil may be at risk of FGM.

What staff should do if they have concerns that children are at risk from or involved with serious violent crime

All staff should be aware of the indicators which may signal that children are at risk from or are involved with serious violent crime. These may include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, signs of assault or unexplained injuries.

If staff have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action, although staff can make a direct referral to children's social services.

How should staff respond to an incident of nude or semi-nude images being shared by pupils

All members of staff in an education setting have a duty to recognise and refer any incidents involving nude and semi-nude images or videos and will be equipped with the necessary safeguarding training and support to enable them to recognise concerns.

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

This could be via social media (including Snapchat), gaming platforms, chat apps (including WhatsApp and iMessage) or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The sharing of nude or semi-nude images and/or videos may happen publicly online, in 1:1 messaging or via group chats and/or via closed social media accounts. The images, videos or live streams may include more than one child.

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

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

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

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

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

If staff are notified or become aware of an incident of nudes or semi-nudes including those generated using AI being shared by a pupil or of a pupil, they should refer the incident to the DSL as soon as possible. All incidents involving the sharing of nude or semi-nude images will receive a safeguarding response, regardless of whether they are consensual or non-consensual. The School will take a proportionate approach that considers the age, development, and circumstances of the children involved, as well as any elements of coercion, exploitation or vulnerability.

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

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

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

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

If none of the above apply, the School may decide to respond to the incident without involving the police or children's social care. All incidents relating to nudes and semi-nudes being shared need to be recorded, whether they have been referred externally or not. The decision to respond to an incident without involving the police or children's social care will only be made in cases where the DSL (or equivalent) is confident that they have enough information to assess the risks to any child or young

person involved and the risks can be managed within the School's pastoral support and disciplinary framework. Any decision in this regard will be made by the DSL (or equivalent) with input from the Head. The decision will be made and recorded in line with this Policy and will be based on consideration of the best interests of any child or young person involved. Any decision will take into account proportionality as well as the welfare and protection of any child or young person. The decision will be reviewed throughout the process of responding to the incident. If doubts remain local safeguarding arrangements will be followed.

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

What staff should do if a child is absent from education

Children who are absent from education, particularly, on repeat occasions and/or for prolonged periods, and children missing education can act as a vital warning sign to a range of safeguarding issues, including abuse, neglect, sexual abuse, and child sexual and/or criminal exploitation, particularly county lines. It is important that the School's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. The School's procedures for unauthorised absence and for dealing with children who are absent, repeatedly and/or for prolonged periods and children missing from education are outlined in the Children Missing in Education Policy, the Missing Children Policy and our Attendance Policy. Further details can also be found at Appendix 1 of this policy.

Where reasonably possible, the School will hold more than one emergency contact number for each pupil to provide the School with additional options to make contact with a responsible adult particularly when a child who is repeatedly absent and/or absent for prolonged periods is also identified as a welfare and/or safeguarding concern.

The School will report to Camden Local Authority a pupil who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more.

When working with local authority children's services where school absence indicates safeguarding concerns the School will have regard to the statutory DfE guidance 'Working together to improve school attendance: statutory guidance for maintained schools, academies, independent schools and local authorities (July 2026)' and to the EYFS Statutory Framework for children aged 0-5.

What staff should do if a child needs a social worker (Children in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect, exploitation and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

What staff should do if a child requires mental health support

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

- promoting good mental wellbeing and preventing the onset of mental illness;
- observing pupils and identifying early those who may be experiencing mental health problems or being at risk of developing one;
- ensuring early targeted support is provided; and
- liaison with/referral to specialist services where needed.

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. The School aims to prevent health problems by promoting resilience as part of a whole school approach to social and emotional wellbeing of our pupils.

Staff can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the DfE *Mental Health and Behaviour in Schools* guidance. Public Health England has produced a range of resources to support school teachers to promote positive health, wellbeing and resilience among young people.

Responding to self-harm, suicide, mental health framework

St Mary's recognises that in order for pupils to be successful, the School and all staff have a role to play in supporting them to be resilient and mentally healthy. In addition, it is understood that mental health problems can themselves be a sign or symptom of connected safeguarding concerns for a young person and/or leave them vulnerable to other specific safeguarding issues.

The School also recognises that the early identification of mental health problems is critical in seeking to prevent the dangerous outcomes they can lead to such as suicide, self-harm or suicidal ideation. Children are a standing agenda item on all SLT and SMT and staff meetings. This allows all staff to be aware of any children who may need monitoring.

We need to know a lot more about why young people develop mental health problems, and the resources in people's lives that can help and hinder good mental health. The School has access to TAMHs (Target Mental Health) and works closely with them when necessary, as a means of supporting students with mental health issues.

The School acknowledges that any stigma, which is allowed to be, associated with mental health problems and any condemnation of young people presenting with self-harming behaviours undermines all attempts to promote good mental health and to address mental health problems.

Staff will also challenge the expression of views from pupils, colleagues or parents that mental health problems and self-harming behaviours are unimportant or dishonourable and where necessary, escalate such matters to the Senior Leadership Team.

St Mary's staff recognise that pupils experiencing a range of behaviour or emotional problems that are outside of the normal range of their age or gender could be displaying signs or symptoms of mental health problems. Such problems could include emotional disorders (phobias or anxiety states), conduct disorders (defiance or ASB), hyperkinetic disorders (attention and disturbance), developmental delays, attachment difficulties or eating disorders.

Form teachers and other school leaders involved in pastoral care and safeguarding meet informally on a daily basis and at least twice weekly formally at St Mary's. Where concerns are raised that a pupil may be experiencing mental health problems, the concerns will be shared with the DSL and then with the pupil and with the family before deciding together the best approach. This might involve the school making a referral to local healthcare professionals such as CAMHS or the local GP. Referrals to CAMHS can come from parents/carers, a teacher or a GP. The School can also write to the GP and recommend referral or arrange for our SENDCo and Deputy Head to assess and make a referral. The School Chaplain is available at times to offer counselling to children who may require it.

Where mental health problems present a persistent barrier to learning, it may be appropriate to identify the pupil as having SEND (Special Educational Needs) and or disability, and such a decision should be taken by the School SENDCo in collaboration with the DSL.

Staff at St Mary's acknowledge that significant life events can lead to mental health problems for some children regardless of the number of risk and protective factors in their lives. These may include loss or separation, life changes or traumatic events and staff are alert to the need to offer immediate intervention where necessary in response to such events and know to seek advice about such matters from the DSL or the project managers of the in-school counselling service.

Despite the best efforts of all staff at St Mary's, the more dangerous outcomes of mental health problems (self-harm and suicidal ideation) cannot always be prevented. In such instances, the School will make every effort to address them sensitively and effectively in partnership with families, healthcare professionals and other extended services.

Where self-harm, threats of self-harm or suicidal ideation are known to have taken place, staff at St Mary's must inform the DSL immediately. It may be necessary in such circumstances for the pupil to be taken to the local accident and emergency centre, to receive first aid at school or to have an emergency GP appointment arranged by the family. All such decisions would be taken by the DSL in collaboration with the pupil and the family where appropriate to do so.

What to do if you are concerned about a young person's mental health:

1. Member of staff becomes concerned about a child's mental health;
2. Member of staff informs and discusses this with the DSL;
3. Some concerns may be shared with the Deputy Head or Chaplain. The School may support by sign posting a parent to CAMHS or GP for counselling;
4. Class teacher/ DSL / SENDCo share concerns with the parents;
5. Agreed course of action. Action may require a referral made to CAMHS by GP, parents or School.

What staff should do if they have safeguarding concerns about another staff member

If staff have safeguarding concerns about another staff member (including supply staff, agency staff, volunteers and contractors), then this should be referred to the Headmistress. Where there are concerns about the Head, this should be referred to the Chair of Governors. In the event of the concerns not being managed by the Chair of Governors, staff are aware that they can refer the matter directly to the designated officer(s) at the Camden local authority.

What staff should do if they have concerns about safeguarding practices in the school

The school aims to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'. Where staff have concerns about poor or unsafe practices and potential failures in the School's safeguarding systems, these should be raised in accordance with the School's whistleblowing procedures which can be found in the Employment Manual. The same process should be followed for concerns about poor or unsafe practices in any area of the school. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline can be found on the Key Contacts page at the start of this policy.

ARRANGEMENTS FOR DEALING WITH CHILD-ON-CHILD ALLEGATIONS (INCLUDING CHILD-ON-CHILD SEXUAL VIOLENCE AND HARASSMENT)

Child-on-child abuse is abuse by one or more children against another child. It can be standalone or as part of wider abuse and can happen both inside and outside of school, and online. It can manifest itself in many ways and can include:

- bullying (including cyber bullying, prejudice-based and discriminatory bullying),
- discriminatory behaviour, including racism, faith-targeted abuse, and other prejudice-based incidents,
- abuse in intimate personal relationships between children (also known as teenage relationship abuse),
- physical abuse and harm (such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm),
- physical assault and harm, or the threat of harm with a weapon,
- initiation/hazing type violence and rituals,
- upskirting
- consensual and non-consensual making or sharing of nude or semi-nude images and/or videos including those generated using AI e.g. deepfakes,

- harmful sexual behaviours, sexual violence and sexual harassment, which may include misogyny/misandry
- 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
- a group of children sexually assaulting or sexually harassing a single child or group of children.

These arrangements apply to all reports and concerns of child-on-child abuse, whether they have happened in school or outside of it, and/or online. Abuse that occurs online or outside of school should not be downplayed and should be treated equally seriously.

Staff will address inappropriate behaviour (even if it appears to be relatively innocuous) to help prevent problematic, abusive and/or violent behaviour in the future. The School takes a zero-tolerance approach and abusive comments and interactions should never be passed off or dismissed as 'banter' or 'part of growing up'. Nor will harmful sexual behaviours, including sexual comments, remarks or jokes and online sexual harassment, be dismissed as the same or 'just having a laugh' or girls being girls. Staff will also challenge physical behaviours (that are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them. All concerns and incidents of child-on-child abuse must be reported to the DSL immediately.

The School acknowledges that even if there have been no reported cases of child-on-child abuse in relation to pupils within the School, such abuse may still be taking place and is simply not being reported. The School will ensure that children are aware of how they can report abuse, and that they are aware of the procedures that the School will follow once a report has been made. These procedures will be well promoted and in a format that is easily accessible and easily understood by children.

The School recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust. The School also recognises that children may not find it easy to tell staff about their abuse verbally and that instead they may show signs or act in ways they hope adults will notice and react to. It is also recognised that an incident may come to a member of staff's attention through a report of a friend, or by overhearing conversations. It is therefore important that all staff are clear on the School's policy and procedures with regards to child-on-child abuse and can recognise the indicators and signs of child-on-child abuse and know how to identify it and how to respond to reports.

The School recognises that a first disclosure to a trusted adult may only be the first incident reported. It is not necessarily representative of a singular incident. Staff will take all reports of abuse seriously regardless of how long it has taken for the child to come forward. Staff will act immediately and will support the victim when they raise a concern.

The School recognises that children with special educational needs and disabilities (SEND) or certain health conditions are three times more likely to be abused by their peers and can face additional safeguarding challenges and may be more prone to peer-on-peer group isolation or bullying (including prejudice-based bullying) than other children. The School will consider extra pastoral support for those children. These children would be supported by the Deputy Head and SENDCo. The School also recognises that certain children may face additional barriers to reporting an incident of abuse because of their vulnerability, disability, sex, ethnicity and/or sexual orientation.

Child-to-child abuse will be managed through the School Anti-Bullying Policy and disciplinary procedures. Victims of child-to-child abuse will be supported through the normal pastoral channels and external agencies if required.

Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, harm', staff should follow the procedures below rather than the School's Anti-Bullying and Behaviour and Discipline Policies.

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the Camden Safeguarding Partnership on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator(s). If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the Camden Safeguarding Partnership, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the Camden Safeguarding Partners and/ or the Police as appropriate. The School will have regard to the procedures set out in *KCSIE* at all times.

The victim may ask the School not to tell anyone about the sexual violence or sexual harassment. Advice should be sought from the DSL or DDSL who should consider: parents or carers should normally be informed unless doing so would put the victim at greater risk; the basic safeguarding principal that if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social services; and whether a crime has been committed. Ultimately, the DSL or DDSL will balance the victim's wishes against their duty to protect the victim and other children.

Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the Police. Where a report has been made to the Police, the School will consult the Police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. If the DSL decides to make a referral to children's social services and/or a report to the Police against a victim's wishes, the reasons should be explained to the pupil and appropriate specialist support offered. The DSL may also decide that the children involved may benefit from early help and may make the necessary referral in accordance with the Camden Safeguarding Children Board referral process.

The School's approach to sexting is that it is forbidden.

The School will follow the DDMSC / UKIS guidance *Sharing nudes and semi-nudes: advice for education settings working with children and young people* (March 2024) when responding to an allegation that nudes and/or semi-nudes have been shared.

In the event of disclosures about child-on-child abuse, all children involved (both victim and perpetrator) will be treated as being at risk, and safeguarding procedures in accordance with this policy will be followed. Victims will be supported by the Senior Leadership Team and support from external agencies will be sought, as appropriate.

When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim;
- whether there may have been other victims;
- the alleged perpetrator(s); and
- all the other children (and, if appropriate, staff) at the School especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

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

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

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

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

In the event that a report is proven to be false, unsubstantiated, unfounded or malicious, the DSL will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social services may be appropriate. If a report is shown to be deliberately invented or

malicious, the Head will consider whether any disciplinary action is appropriate against the individual who made it in accordance with the School's Behaviour Policy.

DEALING WITH SAFEGUARDING CONCERNS OR ALLEGATIONS MADE ABOUT STAFF (INCLUDING SUPPLY TEACHERS), GOVERNORS, VOLUNTEERS AND CONTRACTORS

The School's procedures for managing allegations against staff (including supply staff, governors, volunteers and contractors) who are currently working in the School whether in a paid or unpaid capacity follows DfE statutory guidance and Camden Child Safeguarding Partnership arrangements and applies when staff (including volunteers) have (or are alleged to have):

- Behaved in a way that has harmed a pupil, or may have harmed a child; and/ or
- Possibly committed a criminal offence against or related to a child; and/ or
- Behaved towards a child or children in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children; and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children, including behaviour that may have happened outside of school.

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

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

If an allegation is made against anyone working with children in the School, before contacting the LADO, the School will conduct a basic enquiry in line with local procedures to establish the facts in order to determine whether there appears to be any foundation to the allegation. The School should not undertake their own investigation of the allegation/s without prior consultation with the Local Authority designated officer or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the School may discuss informally with the designated officer on a no-names basis.

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

Concerns including allegations about a staff member should be investigated as a priority to avoid any delay.

1. Concerns including allegations which appear to meet the above reporting criteria are to be reported straight away to the 'case manager' who is the Head, or in her absence to the DSL, or the DDSL in the DSL's absence. If an allegation is reported to the DSL, the DSL will keep the Head

informed. Where allegations are reported to the DDSL, the DDSL will keep the head informed. Where the Head or DSL is absent or is the subject of the allegation or concern, reports should be made to the Chair of Governors. The Chair of Governors will refer the allegation to the LADO. Where the Head or DSL is the subject of the allegation or concern, the Head or DSL must not be informed of the allegation prior to contact with the Chair of Governors and designated officer. If there was a conflict of interest with the Head/ case manager, the person in question would relinquish their role as case manager. This would be passed to the Chair of Governors. Any reasons would be recorded in writing and the action taken appropriately documented.

2. The case manager should immediately refer the allegations to the LADO and then discuss the allegation with the LSCP designated officer (LADO) and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, or in an emergency situation, the case manager should contact children's social services and as appropriate may involve the Police immediately.) All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The designated officer should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the Police and/or children's social services. The DSL is responsible for ensuring the child is not at risk.
3. Where the case manager is concerned about the welfare of other children in the community, or the member of staff's family, they will discuss these concerns with the designated officer (LADO) and make a risk assessment of the situation. It may be necessary for the designated officer (LADO) to make a referral to children's social services.
4. When to inform the individual, who is the subject of the allegation will be considered on a case-by-case basis and with guidance from the designated officer, and if appropriate, the Police and/or children's social services. Subject to any objection, the case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by children's social services or the Police. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.
5. The case manager should give careful consideration as to whether the circumstances of the case warrant suspension from contact with children at the school or whether alternative arrangements should be put in place until the allegation is resolved. The following alternative arrangements should be considered by the case manager before suspending a member of staff:
 - redeployment within the School so that the individual does not have direct contact with the child or children concerned;
 - providing an assistant to be present when the individual has contact with children;
 - redeploying to alternative work in the School so the individual does not have unsupervised access to children;
 - moving the child or children to classes where they will not come into contact with the member of staff, but this decision should only be made if it is in the best interest of the child or children

concerned and takes account of their views. It should be made making it clear that this is not a punishment and parents have been consulted; or,

- temporarily redeploying the member of staff to another role in a different location, for example to an alternative school where available.

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

Suspension should not be an automatic response when an allegation is reported. It should be considered only in cases where there is cause to suspect a child or other children at the School is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. The case manager will give due weight to the views of the designated officer, WT and KCSIE when making a decision about suspension (including with respect to considering alternatives). Where the individual is suspended, the case manager will confirm the decision within one working day and will ensure they know who their point of contact is in the School and shall provide them with their contact details. The case manager will also record the rationale and justification for the suspension, including what alternatives were considered and why they were rejected.

6. Where further enquiries are required to enable a decision about how to proceed, the designated officer (LADO) and case manager should discuss how and by whom the investigation will be undertaken. The LADO will provide advice and guidance to the School to ensure that an appropriate investigation is carried out. In straightforward cases, the investigation should usually be undertaken by a senior member of staff at the School. Where there is lack of resource, or the nature or complexity of the allegation requires it, an independent investigator may be appointed to undertake the investigation.
7. The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social services or the Police. Parents and others will be made aware that there are restrictions on publishing information which may lead to the identification of the teacher subject to the allegation.
8. The case manager will monitor the progress of cases to ensure they are dealt with as quickly as possible in a thorough and fair process. The outcome of the investigation of an allegation will record whether it is substantiated (sufficient evidence to prove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it), malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive or cause harm to the person subject of the allegation) or unfounded (to reflect cases where there is no evidence or proper basis which supports the allegation being made).
9. Reviews are conducted at fortnightly or monthly intervals, depending on the complexity of the case. The first review will take place no later than four weeks after the initial assessment and subsequent review dates will be set at the review meeting.
10. The case manager will discuss with the designated officer whether a referral to the Disclosure and Barring Service or Teacher Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or

otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).

11. On conclusion of the case, the case manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future. Learning lessons where the allegation is concluded to be either, unfounded, false, malicious or unsubstantiated, the case manager (and if they have been involved, the LADO) should consider the facts and determine whether any lessons can be learned and if improvements can be made.

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

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

Where initial discussions lead to no further action, the case manager and the designated officer should record the decision and justification for it and agree on what information should be put in writing to the individual concerned, and by whom.

Allegations found to be malicious or false will be removed from the individual's personnel records unless the individual gives consent for retention of the information. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with KCSIE and a copy will only be provided to the individual concerned. The information to be kept on file includes a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, a note of any action taken, decisions reached and the outcomes, and a declaration on whether the information will be referred to in any future reference. Schools have an obligation to preserve records which contain information about allegations of sexual abuse for the duration of the inquiry in accordance with the guidelines of the Independent Inquiry into Child Sexual Abuse ('IICSA'). All records should be retained until the accused has reached pension age, or for a

period of 10 years from the date of the allegation, whichever is longer. Records should be reviewed at the end of the retention period in case it is necessary to keep it for longer.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the DSL should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a pupil who made it in accordance with the School's behaviour policy; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

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

PROCEDURE FOR MANAGING CONCERNS AND ALLEGATIONS ABOUT SUPPLY TEACHERS AND CONTRACTORS

The School's procedures for managing allegations against staff above also apply to staff not directly employed by the School, for example, supply teachers provided by an employment agency or business ('the agency'). The School will usually take the lead on handling allegations to ensure appropriate action is taken. The School will be responsible for gathering the facts and managing the safeguarding process, but agencies should be fully involved and will usually lead on any disciplinary action. The School will co-operate with any enquiries from the LADO, Police and/or children's social care services.

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

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

When using an agency, the School should inform the agency of its process for managing allegations but also take account of the agency's policies and their duty to refer to the DBS as personnel suppliers. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

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

DEALING WITH SAFEGUARDING CONCERNS AND ALLEGATIONS ABOUT ORGANISATIONS OR INDIVIDUALS USING SCHOOL PREMISES

The School may receive an allegation or concern relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children and/or vulnerable adults (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, the School will follow their safeguarding policy and procedures, including informing the LADO.

When services or activities at the School are provided under the direct supervision or management of school staff, this Policy will apply in relation to any safeguarding concerns or allegations. Where services or activities are not under the direct supervision or management of the School, the School will seek assurance that any individual or organisation has appropriate safeguarding and child protection policies and procedures in place (and the School will inspect these as needed); and ensure that there are arrangements in place for the provider to liaise with the School on these matters where appropriate. The School will expect, where appropriate, providers to fully comply with the DfE guidance 'After School clubs, community activities, and tuition (safeguarding guidance for providers) (September 2023)' and will seek assurances in this regard. The School will expect, where appropriate, providers to fully comply with the DfE guidance *After school clubs, community activities, and tuition (safeguarding guidance for providers) (September 2023)* and will seek assurance in this regard.

The School has arrangements in place for the use of school premises for non-school activities including the availability of the DSL or DDSL and how they can be contacted.

ARRANGEMENTS FOR DEALING WITH LOW LEVEL CONCERNS OR ALLEGATIONS (I.E. THAT DO NOT MEET THE HARMS THRESHOLD) ABOUT TEACHERS AND OTHER STAFF (INCLUDING THE HEAD, GOVERNORS, SUPPLY STAFF, VOLUNTEERS AND CONTRACTORS)

A low-level concern is any concern that an adult working in or on behalf of the school or college 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 LADO.

A low-level concern does not mean that it is insignificant. A concern may be a low-level concern, no matter how small, even if it does no more than give a sense of unease or a 'nagging doubt'. Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, 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 (for example, grooming-type behaviours).

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

The School's Code of Conduct can be found in the Employment Manual. The aim of the code of conduct is to provide clear guidance about the standards of appropriate behaviour and actions of its staff so as to not place pupils or staff at risk of harm or of allegation of harm to a pupil. All staff are expected to comply with the standards contained within this code of conduct all times.

The procedure for sharing confidentially any such concerns is in the same as for dealing with all concerns. The Head is the ultimate decision-maker in respect of all low-level concerns.

Staff must share all concerns with the DSL (or a deputy) without delay so that they can be recorded and dealt with appropriately, sensitively, and proportionately and in a timely manner. Where a low-level concern is raised about the DSL, it should be shared with the Head. If the low-level concern relates to the Head, it should be shared with the Chair of Governors, if the low-level concern relates to the Chair of Governors, it should be shared with the Chair of Trustees.

Staff are also encouraged to self-refer in the event that they have found themselves in a situation which may be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in a way that may be considered to fall below the expected professional standard. All concerns will be handled sensitively and will be dealt with appropriately and proportionately.

If a concern is raised by a third party, the DSL will collect as much evidence as possible by speaking to the person who has raised the concern (if known), to the individual involved and any witnesses. The concern will be recorded in accordance with this policy, in the usual way.

The School will address unprofessional behaviour at an early stage and will support the individual to correct it.

All low-level concerns will be recorded in writing by the DSL. The record will include details of the concern, the context within which the concern arose, and details of the action taken. The name of the reporting individual should also be included, unless they have asked to remain anonymous, which will be respected as far as reasonably possible. The records will be kept confidential, will be held securely and in compliance with the Data Protection Act 2018 and the UK GDPR at all times. The information will be retained for 10 years or until the individual has left employment, whichever is longer.

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

The School will also reflect on reported concerns in order to identify any patterns of concerning, problematic or inappropriate behaviour which may indicate an unacceptable culture, or any weaknesses in the Schools safeguarding system which may require additional training or modified policies. Where a pattern is identified, the School will decide on a course of action, either through its disciplinary procedures, or, where the pattern moved from a concern to meeting the harms threshold, it will follow the above procedure and refer the matter to the LADO.

Where a low-level concern relates to a person employed by a supply agency or a contractor, staff should share that concern with the Head. The concern will be recorded in accordance with the School's low-level concern, and the individual's employer will be notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.

If the School is in any doubt as to whether a low-level concern in fact meets the harm threshold, the Head will consult with the LADO and take a more collaborative decision-making approach.

ALTERNATIVE PROVIDER

The School remains responsible for the safeguarding of pupils placed with an 'alternative provider'. The school will ensure that they are satisfied the provider meets the needs of pupils and will work together to ensure that any child placed with an alternative provider is kept safe. The School acknowledges that young people who attend alternative provision are some of the most vulnerable pupils at School, and we need to be extra vigilant in ensuring their safety.

The School will ensure any child attending an alternative provision remains dual registered even if they are there for most or all of the day.

Some of the checks on an alternative provision may include but are not limited to:

- Written confirmation of checks of their safeguarding provision.
- Written confirmation that all appropriate safeguarding checks (equivalent to those performed on school staff) have been completed on all staff at the alternative provider.
- That the alternative provider agrees to inform the school of any changes that puts the child at risk (i.e. staff changes).
- Physically vetting the provision and conducting own safeguarding quality assurance processes.
- Agreeing and attendance policy and how to highlight lack of attendance between the providers.
- Establishing a contact plan highlighting how both providers will keep each other informed and parents informed.
- The school will review the alternative provision at least half termly to ensure the child is regularly attending and the placement continues to be safe and meet the child's needs.
- If a safeguarding concern does arise, this will be reviewed and, if necessary, terminated immediately or until the safeguarding concern has been satisfactorily addressed.

SAFER RECRUITMENT

The School is committed to safer recruitment processes to create a culture that safeguards and promotes the welfare of children in the School whilst deterring and preventing people who are unsuitable to work with children from applying or securing employment, or volunteering opportunities, within the School.

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

Members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, volunteers and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks,

additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role.

For most appointments, an enhanced DBS check with “barred list” information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service.

In respect of staff working in, or having unsupervised contact with children in EYFS, an enhanced DBS disclosure and barred list check must be obtained before the individual starts work or begins volunteering. No individual may commence work or volunteering in EYFS until the results of both the DBS disclosure and barred list check have been received and are satisfactory.

As part of the shortlisting process, the School will also consider carrying out an online search on shortlisted candidates as part of its due diligence. This may help to identify any incidents or issues that have happened and are publicly available online, which the School may want to explore with an applicant at interview. This forms part of the School’s wider safeguarding due diligence which aims to prevent and/or deter individuals who may be unsuitable to work with children from working in a school environment.

Full details of the School's safer recruitment procedures for checking the suitability of staff, Governors, Trustees, contractors and volunteers to work with children and young people is set out in the School's Recruitment, Selection and Disclosures Policy, Recruitment of Trustees and Governors Policy and Recruitment of Volunteers Policy.

The School's protocols for ensuring that any visiting speakers, whether invited by staff or pupils themselves, are suitable and appropriately supervised is set out in the School’s Visiting Speaker Policy.

The School supervises all contractors who have not been through our vetting process and placed on the Single Central Record.

MANAGEMENT OF SAFEGUARDING

The School's DSL is Philippa d’Aquino (currently on maternity leave). Acting DSL is Imogen Mendelssohn, who is a member of the leadership team. The DSL’s role covers the whole school including the Early Years Foundation Stage. They are supported by the Acting DDSL.

Imogen Mendelssohn is the DDSL, to whom reports should be made in the absence of the DSL. This ensures there is the required cover for the role at all times. Whilst the DSL is on maternity leave, Amanda Jennings is the Acting DDSL.

The DSL and DDSL's contact details can be found on the Key Contacts page at the start of this policy.

The DSL's role is to take lead responsibility for safeguarding and child protection matters in the School. The DSL's responsibility is to maintain an overview of safeguarding within the School, to open channels of communication with local statutory agencies, refer incidents to third parties (including the local authority children’s services, the DBS, Channel and the Police) where appropriate, to support staff in carrying out their safeguarding duties and to monitor the effectiveness of the School's policies and procedures in practice. The DSL will take lead responsibility for online safety and understanding the

filtering and monitoring systems and processes the School have in place. The DSL works with the Governors to review and update the School's safeguarding policy.

Where a pupil leaves the School, including for in-year transfers, the DSL and/or DDSL will also ensure their child protection file is transferred to the new school (separately from the main pupil file) as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. The DSL and/or DDSL will ensure secure transit and obtain confirmation of receipt. In addition to the child protection file, the DSL and/or DDSL should also consider if it would be appropriate to share any additional information with the new school in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school.

The DSL regularly reviews the School's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in the absence of action, directly to local children's services.

The DSL or Deputy DSL will always be available to discuss safeguarding concerns. During term time and in school holidays when Holiday Club is running, the DSL or DDSL or a member of staff who has Level 3 safeguarding training will always be available (during school/Holiday Club hours) for staff in the School to discuss any safeguarding concerns. For out of hours/out of term activities, the School's arrangements are that all staff have phone numbers for the DSL and DDSL.

The DSL or Deputy DSL should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NSPCC - *When to call the Police; guidance for schools and colleges* (npcc.polic.uk) can assist the DSL or Deputy DSL understand when they should consider calling the Police and what to expect when they do. If the School has questions about any Police investigation, it will ask the Police. The DSL or DDSL will also be responsible for liaising with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health. The DSL (and DDSL) should be confident as to what local specialist support is available to support all children involved in sexual violence and sexual harassment and be confident as to how to access this support when required.

Whilst the Head should ensure that the policies and procedures adopted, particularly those concerning referrals of cases of suspected abuse, exploitation and neglect, are understood and followed by all staff, and the Governors are ultimately responsible for ensuring staff are competent, supported and regularly reviewed in relation to safeguarding, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

Full details of the DSL's role can be found at Annex C of KCSIE.

TRAINING

Induction and training are in line with advice from Camden Safeguarding Children Partnership.

ALL STAFF

All new staff will be provided with induction training that includes:

- the Child Protection and Safeguarding Policy (this policy) (including the policy and procedures to deal with child-on-child abuse);
- the role and identity of the DSL and DDSL;
- the Behaviour and Discipline Policy (including measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying);
- the Staff Code of Conduct including the School's Whistleblowing procedure and the IT Acceptable Use Policy, staff/pupil relationships and communications including the use of social media;
- the safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods or children missing from education;
- the Online Safety Policy, including an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring;
- a copy of Part one of KCSIE at least or, for staff that do not work directly with children, Annex A; and
- School leaders and staff who work directly with children will also be required to read Annex B of KCSIE (and Part five of KCSIE). Governors and Trustees must also read Part to of KCSIE.

Copies of the above documents are provided to all staff during induction.

Temporary staff and volunteers are provided with:

- The School's Child Protection and Safeguarding Policy (this policy);
- The Staff Code of Conduct Policy, including the Whistleblowing procedure;
- The role, identity and contact details of the DSL and DDSL;
- Part 1 of KCSIE.

All staff are also required to:

- Read Part One of KCSIE and confirm that they have done so. Each time Part One of KCSIE is updated by the Department for Education, staff will be updated on the changes via email.
- Understand key information contained in Part One of KCSIE and Annex B. The School will ensure staff understanding by staff completing a test.
- Receive training in safeguarding and child protection regularly, in line with advice from the Camden Safeguarding Children Partnership. Training will include online safety (including the expectations, applicable roles and responsibilities in relation to filtering and monitoring) and harmful sexual behaviours (including child on child sexual violence and harassment). Additionally, it will include racism, faith-based prejudice and other prejudice-based harm as safeguarding concerns, including how to recognise, challenge, address and report such concerns. It will also include Prevent awareness training to equip staff to understand the factors that lead people to support terrorist ideologies or engage in terrorist related activity, be able to recognise susceptibility to terrorism and be aware of what action to take in response, including the School's internal Prevent arrangements.
- Undertake regular informal updates at least annually, to provide them with relevant skills and knowledge to safeguard children effectively, including online. The School provides these via, for example, emails and staff meetings.

- All EYFS staff are required to attend safeguarding training specifically designed for staff caring for 0–5-year-olds which must cover all the areas set out in Annex C to the EYFS Statutory Framework: “Criteria for effective safeguarding training.”
- Training must be renewed every two years and all staff are required to attend. EYFS staff are supported to put their training into practice via regular updates and reminders from the DSL and inset training sessions, as well as regular meetings with the Head of EYFS (DDSL) which will always include safeguarding as an agenda item.

The Governors and DSL will ensure that all Governors receive appropriate safeguarding and child protection (including online) safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in the School are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

The Governors are aware of their obligations under the Human Rights Act 1998 (HRA), the Equality Act 2010, the Data Protection Act 2018, the UK GDPR, and their local multi-agency safeguarding arrangements. Under the Human Rights Act 1998, it is unlawful for the School to act in a way that is incompatible with the European Convention on Human Rights (ECHR) Convention. Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach conventions set out in the European Convention on Human Rights (ECHR) Convention. The Data Protection Act 2018 and the UK GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

In addition, the Governors comply with the DfE’s Data Protection guidance for schools, ensuring school staff, Governors and Trustees know how to comply with data protection law, develop their data policies and processes, what staff and pupil data to keep and the importance of good practices for preventing personal data breaches.

DSL(s)

The DSL receives updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children susceptible to radicalisation, recognising and responding to prejudice-based harm including racism and faith-based prejudice, record keeping and promoting a culture of listening to children and training in the Camden Safeguarding Children Partnership approach to Prevent duties and harmful sexual behaviours. The DSL also received more in-depth training, including on extremist and terrorist ideologies, how to make referrals and how to work with Channel panels. The training is updated at least every two years, enabling the DSL to support other staff on Prevent matters and update them on relevant issues. Further details of the required training content for the DSL are set out in Annex B of KCSIE.

In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role. In particular, the School will support the DSL in developing their knowledge and skills to understand the views of children including to encourage a

culture of listening to children and taking account of their wishes, as well as having an awareness of the difficulties children may face in approaching staff with a disclosure.

The DDSL is trained to the same level as the DSL, as are all members of SMT.

OVERSIGHT OF SAFEGUARDING, INCLUDING ARRANGEMENTS FOR REVIEWING POLICIES AND PROCEDURES

Robert Carlysle is the board-level lead designated to take a lead in relation to responsibility for the safeguarding arrangements in the School. Sean Murphy is the Deputy Safeguarding Governor. They are members of the governing body.

The School considers its obligation to review safeguarding practices a matter of its everyday concerns. A review of the School's child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation, including lessons learnt by the school, Governors and Trustees and mechanism for the annual review. The School draws on the expertise of staff, including the DSL(s), in shaping the School's safeguarding arrangements and policies.

The School's safeguarding policies and procedures should be transparent, clear, and easy to understand for staff, pupils, students, parents, and carers.

If there has been a substantiated allegation against a member of staff, the School will work with the Local Authority designated officer to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

THE SCHOOL'S ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING RESPONSIBILITIES

Teaching Children How To Keep Safe

The governing body ensures that all pupils are taught about safeguarding, including online, through the curriculum and PSHCEE to help children to adjust their behaviours, both inside and outside of school, in order to reduce risks and build resilience, including to radicalisation and extremism. This includes teaching pupils about the safe use of electronic equipment and the internet and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. The School recognises that a 'one size fits all' approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some children with SEND might be needed.

Internet safety (including when children are online at home) is an integral part of the School's ICT curriculum and also embedded in PSHCEE and Relationships and Sex Education (RSE).

Filtering and monitoring

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online when using the School's IT system. The School's systems are Smoothwall Guardian.

Such systems aim to reduce the risk of children being exposed to illegal, inappropriate or harmful materials online for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories (content risk); reduce the risk of children being subjected to harmful online interaction with others including commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes (contact risk); restrict access to online risks such as online gambling, inappropriate advertising, phishing and/or financial scams (commerce risk); and help manage online behaviour that can increase a child's likelihood of, or causes, harm for example making, sending and receiving explicit images, e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying (conduct risk).

The School ensures compliance with the DfE's '*Cyber security/filtering and monitoring standards for schools*' by;

- Identifying and assigning roles and responsibilities to manage filtering and monitoring systems;
- Reviewing the effectiveness of the filtering and monitoring provision at least annually. Reviews will be carried out by the SLT members responsible for filtering and monitoring, with the support of the school's DSL and IT support. They will include checks that filtering is working appropriately on all devices in all relevant locations, and a record is kept of these checks;
- Blocking harmful and inappropriate content without unreasonably impacting teaching and learning;
- Having effective monitoring strategies in place that meet our safeguarding needs.

The School utilises the UK Safer Internet Centre 360 Safe service to self-assess compliance and ensure that filtering and monitoring is robust.

The School has regard to the DfE's guidance 'Generative AI: product safety expectations' when considering how the filtering and monitoring arrangements in place apply to the use of generative AI within education. The School ensures that any generative AI products effectively and reliably prevent access to harmful and inappropriate content by pupils by:

- integrating the highest standards of filtering possible within the product, and
- using additional filtering solutions that work on top of an AI product. The school uses Smoothwall which includes real-time detection. Its dynamic, targeted approach offers advanced protection for students and facilitates effective enforcement of AI policies by managing access to generative AI tools. Smoothwall allows the school to block other AI tools easily, or limit and restrict usage based on factors.

Further detail of the Schools policy and procedures in relation to online safety can be found School's e-Safety Policy which also includes detail on the use of mobile and smart technology in School, including the School's management of the associated risks, and the School's filtering and monitoring arrangements to ensure that children are safe from harmful and inappropriate content, including terrorist and extremist material when accessing the internet through the School's systems.

The School will liaise with parents to reinforce the importance of children being safe online and the systems the School uses to filter and monitor online use. Parents and carers will be made aware of

what their children are being asked to do online when undertaking remote learning, including the sites they will be asked to access and who from the School their child is going to be interacting with online.

Use of artificial intelligence (AI)

St Mary's recognises that artificial intelligence, including generative AI, presents both significant opportunities and safeguarding risks in education. The School is committed to ensuring that the use of AI is safe, ethical, transparent and aligned with the School's safeguarding obligations. The School's approach to AI safeguarding is embedded within the existing provisions of this policy, including in relation to filtering and monitoring, online safety, training and responding to specific safeguarding issues.

The School will only use AI products that meet the DfE's Generative AI: product safety expectations and any use of generative AI by staff or pupils will be carefully considered and assessed, evaluating the benefits and risks within the School's context.

The School is alert to the safeguarding risks arising from AI, including but not limited to:

- the generation of deepfake images and AI-generated intimate imagery;
- the potential for AI chatbots to produce harmful, inaccurate, or age-inappropriate content;
- the risk of 'cognitive offloading' where pupils defer their critical thinking to AI tools; and
- the use of AI to facilitate grooming, exploitation, or the creation of child sexual abuse material.

Any safeguarding or wellbeing concern arising from the use of AI tools should be reported to the DSL immediately, using the procedures set out in this policy.

This includes, but is not limited to, concerns about:

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

The DSL will investigate any AI-related safeguarding concern and determine whether it should be referred to external agencies such as children's social care and/or the police, in accordance with the procedures set out in this policy.

COMMUNICATION WITH PUPILS AND FORMER PUPILS (INCLUDING THE USE OF TECHNOLOGY)

Communicating with children and parents, guardians or carers: All communication with children, former pupils or parents, guardians or carers should conform to School policy and be limited to professional matters. Except in an emergency communication should only be made using School property.

Application: These rules apply to any form of communication including new technologies (including 3G / 4G / 5G technologies) such as mobile telephones, web-cameras, social networking websites and

blogs. You should also ensure you comply with the more detailed IT Acceptable Use Policy, Online Safety Policy and Social Media Policy.

Dealing with "crushes": Crushes, fixations or infatuations are part of normal adolescent development. However, they need sensitive handling to avoid allegations of exploitation. Such crushes carry a high risk of words, actions and expressions being misinterpreted; therefore, the highest levels of professionalism are required. If you suspect that a pupil or a former pupil has a crush on you or on another colleague you should bring it to the attention of the Designated Safeguarding Lead at the earliest opportunity. Suggestions that a pupil or a former pupil may have developed a crush should be recorded. Staff should avoid being alone with pupils who have developed a crush on them and if the pupil sends personal communications to the member of Staff, this should be reported to the Headmistress and recorded.

Personal details: Adults must not give their personal contact details to pupils or former pupils, including email addresses, home or mobile telephone numbers, unless the need to do so is agreed with the Headmistress and parents, guardians or carers.

Communication with former pupils The School is aware that as a result of its strong sense of community, former pupils may wish to keep in touch with us after they leave. This is supported through the School's alumnae organisation, SMOHGA, as the School wishes to support the growth of an ever-stronger community. As a precaution and to protect you, however, the guidance in this policy also applies to contact with former pupils. To the extent that it is necessary to have contact with former pupils (for example if arranging a careers fair or writing a future reference), you must use your School email address and ensure that communication remains professional at all times. Using personal social media and email accounts creates risk of allegations about the abuse of power in a former staff/pupil relationship, or even of a former pupil being groomed. This risk is not time limited and may be alleged at any time. Indeed, the sector is increasingly aware of former pupils making allegations at other schools. So, to protect yourself, you must not use your personal social media or email to maintain contact with former pupils of the School. These guidelines are designed to protect you from potentially career-ending allegations. Should any former pupil make personal contact with you, you must notify the Designated Safeguarding Lead immediately and follow guidance issued to you in order to ensure the School email system is used for a professional response.

Relationships and Sex Education (RSE)

The School understands that children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships.

The School's Relationships Education/RSE curriculum is delivered as part of a whole school approach to wellbeing and positive relationships that prepares children for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia, and sexual violence/harassment. The School focusses on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. The School recognises that discussions about sensitive topics in Relationships Education/RSE can lead to increased safeguarding reports. All staff know what to do if they have concerns that a pupil is being neglected or abused, including those who have seen, heard or experienced the effects of domestic abuse.

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

The School's RE/RSE Policy sets out the curriculum content, how and when it will be taught, and who is responsible for teaching it, including any external providers the School will use. The School proactively engages and consults parents in the development and review of this policy.

Looked after children

The governing body ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by a local authority.

(Philippa d'Aquino - currently on maternity leave) Acting DSL is Imogen Mendelssohn, is the designated member of staff who has responsibility for their welfare and progress. The School ensures that the designated member of staff receives appropriate training in order to carry out their role.

Arrangements for visiting speakers

The School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and the British values of democracy.

The School will undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

Visiting Speakers, whilst on the School site, will be supervised by a school employee. On attending the School, Visiting Speakers will be required to show original current identification documents including a photograph, such as a passport or photo card driving licence. The School shall also keep a formal register of visiting speakers retained in line with its Data Protection Policy.

Arrangements for use of school premises for non-school activities

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

Where services or activities are not under the direct supervision or management of the School, the School will seek assurance that any individual or organisation has appropriate safeguarding and child protection policies and procedures in place (and the School will inspect these as needed); and ensure that there are arrangements in place for the provider to liaise with the School on these matters where

appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll.

The School will ensure that the DSL or DDSL can be contacted and/or is available at all times the School premises are in use, whether that activity is a school or non-school activity and regardless as to whether the children attending are on the school roll.

Please see the information at the top of this policy for how to contact the DSL and DDSL.

The School will ensure that safeguarding requirements are included in any agreement for use of the school premises (such as a lease or hire agreement) as a condition of use and occupation of the premises and that failure to do so by the provider to comply with this will lead to termination of the agreement.

When considering the safeguarding arrangements any providers have in place the School will have regard to the DfE's non statutory guidance '*After School clubs, community activities, and tuition (safeguarding guidance for providers)*' (September 2023).

(A) Safeguarding requirements when services or activities are taking place during the normal operating hours of the school (such as before/after school clubs as well as break-time/lunchtime clubs)

The Hirer must comply with the School's Child Protection and Safeguarding Policy at all times.

The Hirer must provide to the School all information reasonably required about members of its staff who will be working at the School's site in order for the School to complete its safer recruitment process in respect of those staff. The Hirer must obtain confirmation from the School that this process has been satisfactorily completed prior to allowing the member of staff to undertake activities at the School. The Hirer's staff must also complete all training reasonably requested by the School within the timeframes given.

The Hirer understands that its staff may not work at the School unless the safer recruitment process and training has been completed.

The Hirer must obtain from the parents at least 2 contact numbers for children attending their club.

The Hirer must obtain from the parents information on the medical needs of all pupils attending their club and must ensure that its staff are able to adequately care for the needs of the children accepted into the Club.

The Hirer must ensure that it releases all pupils attending the Club to an adult authorised to collect the child by their parent. Any child not collected at the end of the Hire Period should be brought to the School Reception where the School will support the Hirer's staff to contact the child's parents. The Hirer's staff must wait with the child at the School until the parent or authorised adult is able to collect the child unless the School, in its discretion agree to accept the child into its care until she is collected.

The Hirer must provide a list of pupils registered to attend the club to the School at least 48 hours prior to the start of the Club.

The Hirer must maintain a register of children attending the club at all times. This register must be taken by the Hirer's staff to the Assembly Point in the event of an emergency evacuation.

The Hirer's staff must sign in and out on arrival and departure.

The Hirer's staff must not take out or use their mobile phone whilst on the Premises except in agreed areas (such as the staff room) or to summon help in an emergency.

No photographs or video may be taken whilst on the Premises except with the School's express consent. Any photographs or video taken with consent must only be utilised in accordance with the terms agreed with the School.

A risk assessment must be in place covering the activities to be undertaken and this must be followed.

(B) Safeguarding requirements when services or activities are taking place outside of the normal operating hours of the school (such as at weekends or during school holiday periods)

Prior to agreeing the hire or lease of all or part of the School site, the potential Hirer will meet with key School staff to discuss the School's requirements and the potential Hirer's intended arrangements for providing the services and activities, including safeguarding arrangements.

The Hirer must provide a copy of their Child Protection and Safeguarding Policy to the school in advance of the hire or lease of the school building being agreed. The Hirer must ensure that they provide to the School a copy of any updated policy as soon as any changes are made, where these are made after the hire or lease has been agreed. The School reserves the right to cancel any hire or lease agreement if after these amendments the School determines that appropriate safeguarding and child protection policies and procedures are no longer in place.

The Hirer will agree the procedures that will be used for the provider to liaise with the School on child protection and safeguarding matters where appropriate, particularly the procedures for contacting key school staff (including the DSL/DDSL) out of normal school operating hours. The Hirer will liaise with and inform the School's DSL/DDSL immediately of any safeguarding concerns they have about a child/staff member, stating how they have dealt with these concerns. The school reserves the right (under obligations set out in KCSIE 2024) to be provided immediately with the personal data of staff and/or children related to any safeguarding concerns. In the event of an allegation/concern the Hirer should provide the School with an explanation of how they have dealt with the incident and rationale as to why. The School reserves the right to follow its own safeguarding policy and procedures, including informing the LADO if required. The Hirer must ensure that their DSL has read the School's Child Protection and Safeguarding Policy and is aware of the procedures that would be followed. Where the Hirer has contacted Social Services or the LADO the School will also contact these to confirm this has happened.

The Hirer must provide the School with information on its safer recruitment procedures and training requirements for its staff. The Hirer understands that its staff may not work at the School unless their safer recruitment procedures and required training have been completed. Where the School is also running its own activities for children (such as Holiday Club) at the same time, the School will require the Hirer to comply with the School's safer recruitment process for contractors' staff so that its staff can be placed on the School's Single Central Register whilst they are working in the School and the School's activities are taking place. In this case, the School may require the Hirer's staff to read relevant

School policies and confirm completion of any other training reasonably requested by the School within the timeframes given.

The Hirer must provide information on the names, enhanced DBS numbers and contact details of key members of staff who will be present on site during the period of hire or lease, including the senior person on site with responsibility for the services or activities and, if different, the Hirer's on-site DSL. The Hirer must ensure that, at all times that children are present at its services or activities, at least one member of the Hirer's staff present on site must be trained to DSL level and at least one member of the Hirer's staff present on site must hold a suitable recognised First Aid qualification. The Hirer must provide, if required, a register showing which members of its staff were on site and when.

The Hirer must obtain from the parents at least 2 contact numbers and an address for children attending their services or activities.

The Hirer must obtain from the parents information on the medical needs of all pupils attending their services or activities and must ensure that its staff are able to adequately care for the needs of the children accepted into the services or activities.

Any accidents occurring on the School site must be notified to a member of the School staff and an accident report completed.

The Hirer must ensure that it releases all children attending their services or activities to an adult authorised to collect the child by their parent or, for children in Year 6 and above and with their parents' written consent, allow the children to self-dismiss, where appropriate. The Hirer must have processes in place to be able to contact a child's parents/emergency contact in the event that the child has not been collected. The Hirer must have arrangements for its staff to wait with the child at the School until the parent or authorised adult is able to collect the child.

The Hirer must maintain a register of children attending their services or activities at all times. This register (and a register of all the Hirer's staff present on site) must be taken by the Hirer's staff to the Assembly Point in the event of an emergency evacuation. It is the responsibility of the Hirer's staff to take a register roll call and advise the School staff immediately if anyone is missing.

The Hirer's staff must sign in and out on arrival and departure so there is a record at all times of who is on the School site.

The Hirer's staff must not take out or use their mobile phone whilst on the Premises except in agreed areas (such as the staff room) or to summon help in an emergency.

No photographs or video may be taken whilst on the Premises except with the School's express consent. Any photographs or video taken with consent must only be utilised in accordance with the terms agreed with the School.

A risk assessment must be in place covering the activities to be undertaken and this must be followed. The risk assessment must include procedures for managing safeguarding. The risk assessment must be provided to the School in advance hire or lease of the school building being agreed. The Hirer must ensure that they provide to the School a copy of any updated risk assessment as soon as any changes are made, where these are made after the hire or lease has been agreed. The School reserves the right to cancel any hire or lease agreement if after these amendments the School determines that appropriate procedures to manage risks are no longer in place.

Operation Encompass

The school is part of Operation Encompass, which is an information sharing scheme placed on a statutory footing by Section 49A of the Domestic Abuse Act 2021 (as inserted by Section 20 of the Victims and Prisoners Act 2024). Operation Encompass supports children who experience domestic abuse.

Under this statutory duty, the police are required to notify the school if they have reasonable grounds to believe that a child may be a victim of domestic abuse. This duty applies in respect of all children connected to a household where police attended a domestic abuse incident, including children who were not physically present at the time of the incident. This sharing of information should occur prior to the start of the next school day. The notification should be sent to the DSL (known as the Key Adult) and inform us about the context of the incident and will include the child's perspective.

The Operation Encompass notification is stored in line with all other confidential safeguarding and child protection information.

The Safeguarding Team have completed the National Online Operation Encompass Key Adult training. All staff are encouraged undertake the online training. The DSL will provide training for all staff and Governors about Operation Encompass, the prevalence of domestic abuse and the impact of this abuse on children.

We ensure our parents are fully aware that we are an Operation Encompass setting including when a new child joins the School.

The Safeguarding Lead reports on Operation Encompass in the termly report to Governors. All information is anonymised for these reports.

Temporary accommodation notification

Where the School receives a notification from the local housing authority, under the Children's Wellbeing and Schools Act 2026, that a child has been placed in temporary accommodation, the DSL or DDSL will:

- assess whether the child's welfare needs have changed and whether additional pastoral, academic or safeguarding support is required;
- liaise with relevant agencies, including the local housing authority and, where appropriate, local authority children's social care, to ensure coordinated support is provided; and
- make a referral to local authority children's social care where there are concerns that the child has been harmed or is at risk of harm.

This notification does not replace existing safeguarding and welfare duties. Staff who become aware of concerns about a child's welfare arising from homelessness or temporary accommodation should report these to the DSL in the usual way.

EARLY YEARS PROVISION SAFEGUARDING ARRANGEMENTS

DDSL for the EYFS

The School adheres to the requirements set out in the EYFS Statutory Framework including the requirements regarding safer sleeping arrangements, paediatric first aid training, safer eating and children's privacy in relation to toileting and nappy changes.

The practitioner designated to take lead responsibility for safeguarding children in the Early Years settings is Amanda Jennings. She works closely with the DSL and passes all information and concerns across.

Disqualification from working in childcare

Where staff work in, or are involved in the management of, the School's early years or provision of care of pupils under the age of eight, the School will take steps to check whether those staff are disqualified under the Childcare Act 2006. These checks will be undertaken pre-appointment, and from time to time during employment. This forms part of the School's safer recruitment practices, further details of which can be found in the School's Recruitment, Selection and Disclosures Policy.

The School records all checks of staff employed to work in or manage relevant childcare on the Single Central Record. This includes the date disqualification checks were completed.

Where a member of staff is found to be disqualified or if there is doubt over that issue then, pending resolution, the School will remove them from the work from which they are or may be disqualified. Suspension or dismissal will not be an automatic response; the School will consider if there is scope in principle to redeploy them with other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the designated officer when appropriate.

Use of mobile phones, cameras and other electronic devices

To meet the requirement of the EYFS Framework, the School is required to have a policy with regard to the use of mobile phones, cameras and other electronic devices with imaging and sharing capabilities. The statement below applies to the whole school:

- Mobile phones and other electronic devices with imaging and sharing capabilities must not be visible and must be switched off at all times in all areas of the School where children may be present. This applies to all staff, parents, helpers, volunteers, Governors and Trustees. Mobile phones may only be used in the Staffroom, off site (not on class trips) and when there are NO children on the premises. In exceptional circumstances (such as in the event of a sick relative or when waiting for a doctor's appointment), permission may be granted by a member of SLT for staff to keep their phone on silent (not switched off) and to use their mobile phone in a classroom/office (outside of EYFS) when pupils are not present. The mobile phone must still be kept out of sight when children may be present. There are some School mobile phones which staff may use during the School day: SLT, SMT, Premises and PE staff.
- Some older pupils (Year 6) who self-dismiss bring mobile phones to school; these phones must be handed into the School Office at the start of each day and the pupils then collect them as they leave the School.

- Only School cameras may be used for 'purposeful educational activity'. The use of cameras will be monitored using the School's digital agreement and e-safety policies.
- Storage, use and management of all data in all forms will comply with all aspects of data protection and all safeguarding guidelines. Please refer also to the School's Online Safety Policies.

Screen use

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

Duty to notify Ofsted

The School will inform Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. For example, where the School is satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Any significant event must be notified to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the School became aware (or ought reasonably to have become aware) of it.

The School will notify Ofsted within 14 days of any allegation of harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

Safeguarding training

The School ensures staff are trained in line with the criteria set out in Annex C of the EYFS Statutory Framework and are supported to implement the Policy on an ongoing basis.

The DSL provides support, advice and guidance to all staff on an ongoing basis, and on specific safeguarding issues that may arise. The DSL attends a training course, consistent with the criteria set out in Annex C of the EYFS Statutory Framework (July 2026).

The School's safeguarding training will be renewed every two years and the School will consider whether staff need to undertake annual refresher training during any two-year period and to keep up to date with changes to safeguarding procedures or as a result of any safeguarding concerns that may occur at the school.

Lone working policy

See also the Intimate Care Policy.

The School aims to ensure that no member of the EYFS team is left alone working with a child/children at any time. However, there may be occasions when this isn't possible, for example, due to:

- Toilet breaks;
- Nappy changes;

- Supporting a child in the toilet area that may have had an accident;
- Comforting a child that may be unwell in a quiet area;
or
- Following a child's interest, as this may lead staff away with a child to explore an area.

We always ensure that our staff:child ratios are maintained and other staff are always in calling distance and if needed staff move between the rooms at these times. The EYFS classrooms are in close proximity to each other on the ground and first floor and most of the rooms are connected by dividing doors. As part of the staff's induction, lone working and intimate care procedures are explained.

On the other rare occasions that lone working within a room does take place in the EYFS, we have included this in the EYFS risk assessment. Control measures include:

- that the member of staff required to work alone has the required qualification/training and/or skills for the role, e.g. holds a level 3 qualification (or higher), is a paediatric first aider, and has completed safeguarding and child protection and basic food hygiene training;
- that staff members working alone are competent in their role;
- that the staff member can call on others in an emergency, including procedures if there was a fire evacuation;
- there are procedures in place to check in on the staff member and to cover for breaks;
- ratios are always maintained and other staff are always in calling distance.

Appendix 1 - Signs And Types of Abuse

All school staff should be aware that abuse, neglect, exploitation and safeguarding issues are rarely standalone events that can be covered by one definition by one label alone. In most cases, multiple issues will overlap. Staff should understand that children can experience more than one type of harm simultaneously. Therefore, staff should always be vigilant and always raise any concerns with the DSL (or deputy).

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the School and/or can occur between children outside of these environments. All staff, but especially the DSL and DDSL, should consider whether children are at risk of abuse or exploitation in situations outside the home. This is often referred to as “extra-familial harm.’ Extra-familial harm can occur in a range of extra-familial contexts, including in school, peer groups, or within community/public spaces, and/or online. Children may experience this type of harm from other children and/or from adults and harm may be perpetrated or facilitated by individuals or gangs. Forms of extra-familial harm include child criminal exploitation (such as county lines and financial exploitation), serious violence, modern slavery and trafficking, online harm, sexual exploitation, (including group-based child sexual exploitation), child-on-child sexual abuse and other forms of harmful behaviour displayed by children towards their peers, teenage relationship abuse, and the influences of extremism which could lead to radicalisation. Children of all ages can experience extra-familial harm. While any child can experience harm outside the home, children with special educational needs or disabilities, those missing from home, care or education, looked after children, and those with previous experience of abuse or neglect, may be at greater risk of harms such as sexual or criminal exploitation. Perpetrators, including those acting in organised groups, may purposefully target children who are already vulnerable.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues and should recognise that children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently online and in daily life. Staff should be aware that children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of nude or semi-nude images and/or videos including those generated using AI, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the DSL (or deputy).

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

Signs of physical abuse:

- Unexplained bruises or burns especially if they are recurrent;
- Human bite marks, welts or bald spots;
- Unexplained lacerations, fractures or abrasions;
- Untreated injuries;
- Self-destructive tendencies;

- Improbable excuses given to explain injuries;
- Aggressive or withdrawn;
- Chronic runaway;
- Fear of returning home;
- Reluctant to have physical contact;
- Clothing inappropriate to weather.

Emotional abuse: the persistent emotional or psychological maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Signs of emotional abuse:

- Sudden speech disorder;
- Signs of mutilation;
- Signs of solvent abuse;
- Wetting and/or soiling;
- Attention seeking behaviour;
- Poor peer relationships;
- Neurotic behaviour (rocking, twisting hair, thumb sucking);
- Reluctance for parent liaison;
- Fear of new situations;
- Chronic runaway;
- Inappropriate emotional responses to painful situations.

Sexual abuse: involves forcing, causing or inciting a child 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, such as acts of penetration, whether that is with part of a person's body or an object (e.g. rape or assault by penetration), and non-penetrative acts, such as masturbation, kissing, rubbing and touching over clothing. Sexual abuse may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online as well as offline, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not.

Sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school policy and procedures for dealing with it. There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity.

The Centre of Expertise on Child Sexual Abuse has introduced new resources to help education professionals identify and respond to concerns of child sexual abuse and abusive behaviours. There are also the below resources available:

- Tackling Child Sexual Abuse Strategy – Home Office policy paper
- Together we can stop child sexual abuse – HM Government campaign

Sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school. Sexual harassment is likely to violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual ‘jokes’ or taunting; physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, or upskirting, and sharing of unwanted explicit content (for example displaying pictures, photos or drawings of a sexual nature; and online sexual harassment, which might include consensual or non-consensual sharing of sexual images and videos (and sharing sexual images and videos (both often referred to as the sharing of nudes/semi nudes or sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. For further information refer to KCSIE.

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

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

Harmful sexual behaviour: problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is ‘harmful sexual

behaviour'. Harmful sexual behaviour can occur online and/or face-to-face and can also occur simultaneously between the two. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' age difference, or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

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

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

The NSPCC provides free and independent advice about harmful sexual behaviour: NSPCC Learning: Protecting children from harmful sexual behaviour and NSPCC - Harmful sexual behaviour framework. Beyond Referrals | The Contextual Safeguarding programme based at the University of Durham provides a school self-assessment toolkit and guidance for addressing harmful sexual behaviour in schools.

StopItNow – Preventing harmful sexual behaviour in children: provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.

Sharing of nudes and/or semi-nudes: the sending or posting of nude or semi-nude images, videos, or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts and may include images or footage of more than one child or young person.

Alternative terms used by children and young people may include 'dick pics' or 'pics' or may be referred to by adults or professionals as 'youth produced/involved sexual imagery', 'indecent imagery', 'image based sexual abuse' or 'sexting'. Terms such as 'deep fakes' and 'deep nudes' may also be used by adults and young people to refer to digitally manipulated and AI-generated nudes and semi-nudes.

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

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer;

- children and young people digitally manipulate an image of a young person into an existing nude online or use artificial intelligence (Ai) to generate a new nude or semi-nude image of a young person;
- images created or shared are used to abuse or blackmail peers. Situations could include:
 - children and young people selling nudes or semi-nudes of others online
 - children and young people coercing a peer into sharing a nude or semi-nude to blackmail them for money, further images, or force them into illegal activity
 - children and young people hacking a peer's account to share images more widely without consent to publicly shame
- children and young people create and share a nude or semi-nude with an adult who has presented themselves as someone under the age of 18 to groom, sexually abuse or blackmail them.

For this reason, incidents can either be classified as 'aggravated' or 'experimental'. The DDCMS / UKIS guidance *Sharing nudes and semi-nudes: advice for education settings working with children and young people* (March 2024) sets out the classification of incidents, and how each should be handled.

Signs of sexual abuse:

- Soreness or bleeding in the genital or anal areas or in the throat;
- Torn, stained or bloody underclothes;
- Chronic ailments such as stomach pains;
- Difficulty in walking or sitting;
- Frequent urinary or yeast infections;
- STDs;
- Unexplained pregnancies;
- Chronically depressed;
- Inappropriately seductive or precocious;
- Sexually explicit language;
- Low self-esteem, self-devaluation;
- Recurring nightmares/fear of the dark;
- Outbursts of anger;
- Overly protective to siblings.

Upskirting: is a criminal offence and typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs of neglect:

- Tiredness;
- Lack of social relationships;
- Compulsive stealing, begging or scavenging;
- Frequently late or absent;
- Low self-esteem;
- Sudden speech disorder;
- Signs of mutilation;
- Signs of solvent abuse;
- Wetting and/or soiling;
- Attention seeking behaviour;
- Poor peer relationships.

Specific safeguarding issues: behaviours linked to drug taking, alcohol abuse, unexplained and/or persistent absences from education and sexting put children in danger. Safeguarding issues can also manifest themselves via peer-on-peer abuse, such as abuse within intimate partner relationships, bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Safeguarding issues can also be linked to, for example, children being absent, repeatedly and/or for prolonged periods, children missing from education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse (including ostracism of families); female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

Serious violence: indicators which may signal that children are at risk from or are 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, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the associated risks which increase the likelihood of involvement in serious violence (for example, being male, frequent absence from school or permanently excluded from school, experienced child maltreatment, having been involved in offending, having previously used drugs or alcohol in early adolescence or having previously been a victim of violence) and understand the measures in place to manage these. Staff must report any concern about a child carrying or using a weapon or expressing intent to do so, to the DSL immediately.

Child sexual exploitation (CSE): CSE is a form of child sexual abuse (see above) which occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual activity. It may involve an in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or the financial advantage or increased status of the perpetrator or facilitator. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any

persons (male or female) under the age of 18 years (including 16- and 17-year-olds who can legally consent to have sex) who has been coerced into engaging in sexual activities. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g., through others copying videos or images they have created and posted on social media). Some children may not realise they are being exploited e.g., they believe they are in a genuine romantic relationship.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

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

The below CCE (as defined in the section below) indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

The DfE has published guidance on this entitled *Child sexual exploitation: guide for practitioners*.

The Children's Society and Home Office has also published guidance on Preventing Child Sexual Exploitation.

CSE may occur alone, or may overlap with CCE, and/or county lines, as well as other forms of abuse.

Child criminal exploitation (CCE): CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into taking part in any criminal activity. It may involve an in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or for the financial or other advantage (such as increased status) of the perpetrator or facilitator and/or through violence or the threat of violence. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see below), forced to shoplift or pickpocket. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, their vulnerability as victims is not always recognised by adults and professionals (especially when they are older children). It is important in these circumstances that the child perpetrator is also recognised as a victim.

Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts, money, or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

The experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however staff 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.

CCE may occur alone, or may overlap with CSE, and/or county lines, as well as other forms of abuse.

Children who have been exploited will need additional support to help maintain them in education.

County lines: county lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs, using dedicated mobile phone lines or other form of ‘deal line’.

This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults exploited to sell drugs and 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 be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes, and care homes. Children are increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the ways of identifying indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing (from school or home) and are subsequently found in areas away from their home;
- that have been the victim, perpetrator or alleged of serious violence (e.g., knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity;

- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office and The Children's Society County Lines Toolkit For Professionals.

Modern slavery: modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the National Referral Mechanism is available in the statutory guidance *Modern slavery: how to identify and support victims* (June 2025).

Cybercrime: is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). 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 offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the DSL (or a deputy), should consider referring into 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. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, NPCC- *When to call the Police* and National Cyber Security Centre - NCSC.gov.uk

The School has regard to all elements set out by Government's Cyber Security standards, which can be found here: <https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/cyber-security-standards-for-schools-and-colleges>

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

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse, exploitation and neglect, or potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, attendance and progress at school.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this policy, and speaking to the DSL or a deputy.

More information can be found in the Mental health and behaviour in schools' guidance. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children.

So called 'honour based' abuse: encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the Multi-agency statutory guidance on FGM. To give an example of indications that a girl has already been subjected to FGM:

- A pupil may have difficulty walking, sitting, or standing and may even look uncomfortable;
- A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating;
- There may be prolonged or repeated absences from School and/or noticeable behaviour changes (e.g., withdrawal or depression) on the pupil's return;
- A pupil is reluctant to undergo medical examination.

If staff have a concern that a pupil may be at risk of FGM, they should speak to the DSL (or deputy) who will (where appropriate) activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care.

There is a statutory duty on teachers to personally report to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (i.e., where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim

or visual evidence) or it involves a pupil over 18, teachers should follow the School's local safeguarding procedures.

Further information can be found in the multi-agency statutory guidance on female genital mutilation and the FGM resource pack, particularly section 13.

Forced marriage: forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

Schools and colleges can play an important role in safeguarding children from forced 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 18th birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found in the multi-agency guidelines: Handling cases of forced marriage (last updated April 2023). Further information on forced marriage is available in guidance published on [gov.uk](https://www.gov.uk) and by the Forced Marriage Unit. School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fcdo.gov.uk.

Radicalisation: is the process of a person legitimising support for or use of terrorist violence.

Extremism is the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern. However, it is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be susceptible and act proportionately, which may include making a Prevent referral.

Designated Safeguarding Leads and other senior leaders in colleges should familiarise themselves with the revised Prevent duty guidance: for England and Wales especially paragraphs 141-210, which are specifically concerned with education. Staff should contact the DSL or the Deputy DSL, who should be aware of the local procedures in place, before making a Prevent referral.

In the event of a child leaving, the DSL should consider if it would be appropriate to share any information with the new school or college. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives at the new school.

Special educational needs and/or disabilities (SEND), or pupils with certain health conditions: pupils with SEND or certain health conditions can face additional safeguarding challenges. These children may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect, or bullying.

These can include:

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

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

An incident relating to the management of a child's medical condition may highlight concern that a child might be at an increased risk of being neglected, abused or exploited by persons inside or outside of their family unit. This might occur where relevant information about their medical condition is not provided to the School, or where they are repeatedly sent in without essential medication.

Lesbian, gay, bisexual or gender questioning: a child or young person being lesbian, gay or bisexual is not in itself an inherent risk factor for harm; however, they can sometimes be targeted by other children. In some cases, a pupil who is perceived by their peers to be lesbian, gay or bisexual (whether they are or not) can be just as vulnerable as children who are.

When supporting a gender questioning child, the School will take a cautious approach and consider the broad range of the pupil's individual needs, in partnership with the parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. The School will adopt (to the extent that it is reflected in *KCSIE*), the draft DfE guidance for schools and colleges in relation to Gender Questioning Children, when deciding how to proceed.

Risks can be compounded where children lack trusted adults with whom they can be open. The School endeavours to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

Staff will not adopt any changes relating to social transition unless a decision has been made in partnership with the School, child and their parents or carers.

Domestic abuse: Domestic abuse is one of the most prevalent forms of abuse. The Domestic Abuse Act 2021 introduces a statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear, or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including but not limited to, physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, and psychological, emotional, or other abuse such as ‘honour’ abuse, faith- or belief-based abuse, forced marriage, female genital mutilation or reproductive coercion, harassment and stalking.

Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be ‘personally connected’ (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio- economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any person under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Domestic abuse may lead to other safeguarding concerns and should therefore be managed under this policy.

School staff can contact Operation Compass on 0204 513 9990 for advice in respect of children who have experienced domestic abuse.

Operation Encompass

Operation Encompass: Section 20 of the Victims and Prisoners Act 2024 introduced a new provision into Part 3 of the Domestic Abuse Act 2021 under Section 49A, placing a statutory duty on police forces across England and Wales to notify a child's educational setting if they have reasonable grounds to believe a child may be a victim of domestic abuse. This duty applies to all children connected to the household where police attended a domestic abuse incident, including children not physically present. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs.

Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare.

More information about the scheme and how schools can become involved is available on the Operation Encompass website: <https://www.operationencompass.org/>. Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8:00 to 13:00, Monday to Friday on 0204 513 9990 (charged at local rate).

Homelessness: being homeless, or at risk of homelessness presents a real risk to a child's welfare. The School should be aware of potential indicators of homelessness including household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as a family being asked to leave a property. If staff are made aware or suspect that a pupil may be at risk of homelessness, they should talk to the DSL in the first instance. Whilst referrals to the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not and should not replace a referral to the LADO where a child has been harmed or is at risk of harm, in accordance with this policy.

Children who are absent from school: a child being absent from School, particularly repeated and/or for prolonged periods, and children missing education is a potential indicator of a range of safeguarding issues such as abuse, neglect, sexual abuse, CSE and CCE. It can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM, so-called 'honour'-based abuse or risk of forced marriage. Staff must follow the School's procedures for dealing with children who are absent, particularly persistently or for prolonged periods. The School's procedure for dealing with children who are absent and/or missing can be found Missing Child Policy and the Attendance and Punctuality Policy. All unexplained absences will be followed up in accordance with this Missing Child Policy.

The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education Attendance (Pupil Registration) (England) Regulations 2024). This will assist the local authority to:

- a) fulfil its duty to identify children of compulsory school age who are missing from education; and
- b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect, exploitation or radicalisation.

School attendance registers are carefully monitored to identify any trends. The School will inform the local authority (and the local authority where the child is normally resident) of any pupil who fails to

attend school regularly or has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority.

Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare. The School's policy supports identification of abuse and provides preventative measures against the risk of the child being absent and/or becoming a child missing education in the future. This applies when issues are first emerging as well as where children are already known to the local authority children's social services and need a social worker.

Child abduction and community safety incidents: child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local Police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Children and the court system: Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5–11-year-olds and 12–17-year-olds available on the gov.uk website.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. The School may refer some parents and carers to this service where appropriate.

Children with family members in prison: approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation, and poor mental health.

The Prison Service will undertake a child safeguarding enquiry with children's social care for all sentenced prisoners to identify any who present an ongoing risk to children from within custody. Prisons will also decide on the level of contact, if any, they will allow between a prisoner and a child based on a child contact risk assessment.

The Prisoners' Families Helpline provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. Further support for families can be found at the Prisoners' Families Helpline website.

APPENDIX 2 – Online Safety

The educational and social benefits for children in using the internet should be promoted, but this should be balanced against the need to safeguard children against the inherent risks from internet technology. Further, schools need to be able to teach children how to keep themselves safe whilst on-line.

Benefits and risks

Computing covers a wide range of activities, including access to information, electronic communications and social networking. As use of technology is now universal, children need to learn computing skills in order to prepare themselves for the working environment and it is important that the inherent risks are not used to reduce children's use of technology. Further, the educational advantages of computing need to be harnessed to enhance children's learning.

The risk associated with use of technology by children can be grouped into 4 categories.

Content

The internet contains a vast store of information from all over the world which is mainly aimed at an adult audience and may be unsuitable for children. There is a danger that children may be exposed to inappropriate images such as pornography, or information advocating violence, racism, suicide or illegal and anti-social behaviour that they are unable to evaluate in a critical manner.

Contact

Chat rooms, gaming sites and other social networking sites can pose a real risk to children as users can take on an alias rather than their real names and can hide their true identity. The sites may be used by adults who pose as children in order to befriend and gain children's trust (known as 'grooming') with a view to sexually abusing them.

Children may not be aware of the danger of publishing or disclosing personal information about themselves such as contact details that allow them to be identified or located. They may also inadvertently put other children at risk by posting personal information and photographs without consent.

The internet may also be used as a way of bullying a child, known as online bullying.

Commerce

Children are vulnerable to unregulated commercial activity on the internet that could have serious financial consequences, such as fraud or identity theft, for themselves and their parents. They may give out financial information, for example, their parent's credit card details, in response to offers for goods or services without seeing the fraudulent intent. Contact via social networking sites can also be used to persuade children to reveal computer passwords or other information about the family for the purposes of fraud.

Culture

Children need to be taught to use the internet in a responsible way, as they may put themselves at risk by:

- becoming involved in inappropriate, anti-social or illegal activities as a result of viewing unsuitable materials or contact with inappropriate people;
- using information from the internet in a way that breaches copyright laws;
- uploading personal information about themselves, including photographs, on social networking sites without realising they are publishing to a potentially global audience;
- online bullying (see section 4.5 for further details);
- use of mobile devices to take and distribute inappropriate images of the young person (sexting) that cannot be removed from the internet and can be forwarded on to a much wider audience than the child intended.

Children may also be adversely affected by obsessive use of the internet that may have a negative impact on their health, social and emotional development and their educational attainment. They may visit sites that advocate extreme and dangerous behaviour such as self-harm or suicide or violent extremism, and more vulnerable children may be at a high degree of risk from such sites. All children may become desensitised to pornography, violence, sex and drug use or self-harm by regularly viewing these on-line.

Whole school approach

Computing is now a key part of the school curriculum as well as a key element of modern communications technology that is widely used, and one of the key aims of computing is to ensure that pupils are aware of online safety messages. This is part of the school's responsibility to safeguard and promote the welfare of pupils, as well as the duty of care to children and their parents to provide a safe learning environment.

Staff are aware that online safety is an element of many safeguarding issues as technology can be used to aid many forms of abuse and exploitation, for example sexual harassment and cyberbullying, and should be aware of the use of technology in child-on-child abuse.

The school ensures that consistent messages are given to staff and pupils and that everyone understands the online safety policy.

Staff are reminded to be aware of the importance of ensuring their own use of technology complies with school policies, particularly in terms of contact with pupils, and schools must ensure there are clear policies available to staff on expectations for online behaviour.

The behaviour and sanction policy sets out expected standards for pupil's online behaviour and expected sanctions for breaches.

School's online safety policies are reviewed regularly and staff training refreshed in order to ensure that they remain relevant in the face of changing technologies.

The School uses the Smoothwall firewall which monitors some online activity and alerts the DSL to concerns.

A culture of safe practice underpinned by a strong framework of online safety policy that ensures everyone is aware of expected standards of on-line behaviour.

Children are taught to keep themselves and others safe on-line and use technology responsibly; this should be achieved by working in partnership with parents and carers and raising awareness of the potential risks of internet use.

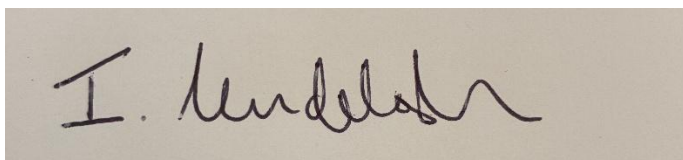
Signed:



Miss Charlotte Owen

Headmistress

Signed by the Acting DSL, Imogen Mendelssohn:



(Deputy Head and Designated Safeguarding Lead, Ms Philippa d'Aquino is currently on maternity leave)

Signed:



Robert Carlyle

Safeguarding Trustee