# The Grange School Policy

# Whole School Child Protection and Safeguarding

## POLICY STATEMENT

- Our school recognises both its moral and statutory duty to safeguard and promote the welfare of all Pupils. We expect all members of the school community including visitors and volunteers to share this unwavering commitment. We are committed to ensuring that every child, regardless of age, disability, special educational needs or disabilities (SEND), gender reassignment, race, religion or belief, sex, or sexual orientation, has an equal right to protection from all forms of harm and abuse.

- We strive to provide a safe, inclusive, and welcoming environment where children are respected, valued, and heard. Our Team Members remain vigilant to the signs of abuse, neglect, and exploitation, and follow established procedures to ensure that children receive timely and effective support and protection.

- We actively listen to our Pupils and take their concerns seriously. Pupils are made aware of the trusted Team Members they can approach if they feel unsafe or worried. Where there are concerns about a Pupil's welfare, we may need to share information and work collaboratively with external agencies. We will always aim to involve parents or carers unless doing so would place the Pupil or others at further risk. This Child Protection and Safeguarding Policy underpins all safeguarding procedures and protocols within our school and reflects our commitment to the highest standards of child welfare

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# 1. Scope

## 1.1 Safeguarding Team

| Role | Name | Email | Telephone |
|---|---|---|---|
| Designated Safeguarding Lead (DSL) | Jane Holloway | Jane.Holloway@phoenixschools.org.uk | 0330 135 8 135<br>07551420974 |
| Deputy DSL | Emily Pearson | Emily.Pearson@phoenixschools.org.uk | 07483 976851 |
| Deputy DSL | Ida Moeller | Ida.Moeller@phoenixschools.org.uk | 07780 051770 |
| Headteacher | Jane Holloway | Jane.Holloway@phoenixschools.org.uk | 0330 135 8 135<br>07551420974 |
| Regional Education Lead | Greg Regan | gregan@plcl.org.uk | 07872 455 521 |
| Operations Director (Education) | Darren Jackson | djackson@plcl.org.uk | 07587747868 |

## 1.2 Terminology

1.2.1 'Working Together to Safeguard Children' defines safeguarding and promoting the welfare of children as:

- providing help and support to meet the needs of children as soon as problems emerge.
- protecting children from maltreatment, whether that is within or outside the home, including online.
- preventing 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.
- promoting the upbringing of children with their birth Parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children.
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.
- Throughout this policy, the term *child* reflects our statutory safeguarding responsibilities and applies to all children. The term *Pupil* is used where reference relates specifically to children enrolled at the school.

1.2.2 Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

1.2.3 References within this policy to Team Members include employees, agency workers, contractors, trainees, volunteers, Governance and Oversight Team, consultants, visitors and any other adults working on behalf of the school.

1.2.4 Child includes everyone under the age of 18 or 25 if a care leaver.

1.2.5 Parents refers to birth Parents and other adults who are in a parenting role, for example, Stepparents, Foster Carers, Adoptive Parents, and Local Authority Corporate Parents.

## 1.3 Legislation and Guidance

1.3.1 The following safeguarding legislation and guidance has been considered when drafting this policy:

- Non-Maintained Special schools (England) Regulations 2015
- Children Act 1989 (and 2004 amendment),
- Serious Crime Act 2015,
- Statutory guidance on FGM,
- Rehabilitation of Offenders Act 1974,

- Safeguarding Vulnerable Groups Act 2006,
- Statutory guidance on the Prevent duty,
- Human Rights Act 1998,
- The Equality Act 2010,
- The Public Sector Equality Duty (PSED),
- Education Act 2002 Section 175 (maintained schools only)
- Education Act 2002 Section 157 (Independent schools incl Academies and CTC's)
- The Education (Independent school Standards) (England) Regulations 2003
- The Safeguarding Vulnerable Groups Act 2006
- Teachers' Standards (Guidance for school leaders, school staff and governing bodies)
- Working Together to Safeguard Children 2026
- Keeping Children Safe in Education 2026
- Information Sharing 2024
- What to do if you're worried a child is being abused
- Filtering and monitoring standards in schools and colleges (DfE)

### 1.4 Safeguarding Handbook Guidance

1.4.1 Our school maintains a Safeguarding Guidance Handbook that sits alongside this policy.

1.4.2 The handbook provides additional safeguarding guidance, indicators and procedures relating to:

- Categories of abuse and neglect.
- Child-on-child abuse.
- Child criminal and sexual exploitation.
- Domestic abuse.
- Honour or faith-based abuse.
- Female genital mutilation.
- Children missing education.
- Mental health.

- Online safety, artificial intelligence and cybercrime.
- Vulnerable groups and additional safeguarding risks.

1.4.3 All Team Members are expected to familiarise themselves with this guidance alongside this policy and Keeping Children Safe in Education

1.4.4 Team Members should be aware of the categories of abuse, neglect and exploitation and understand that safeguarding concerns can overlap. Further guidance and indicators are contained within the school Safeguarding Guidance Handbook

## 1.5 Policy Principles, Aims and Values

1.5.1 The welfare of the child is paramount:

- We recognise that all adults, including Team Members, Agency Support, Visitors, Parents/Carers, Volunteers and the Governance and Oversight team, have a duty to protect our Pupils from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- We believe that all Team Members should provide a caring, positive, safe, and stimulating environment that promotes the social, physical, mental wellbeing and moral development of the individual child.
- All children regardless of age, gender, culture, language, race, ability, sexual identity, or religion have equal rights to protection, safeguarding and opportunities.
- Pupils and Team Members involved in child protection issues will receive appropriate support and supervision.

1.5.2 This policy aims to:

- Raise the awareness of all Team Members of the need to safeguard children.
- Provide all Team Members with guidance on the procedures they should adopt in the event that they suspect a child or children, may be experiencing, or be at risk of experiencing, harm. Including (by Designated Safeguarding Lead and their deputies (DSL/DDSLs) consideration to the use of appropriate assessments, resources, and agency support.
- Provide an environment in which Pupils feel safe, secure, valued, and respected, and that they will be listened to should they make a disclosure.
- Raise awareness that abuse can be both Familial and/or Contextual; and abusers can be both adult/s to child/ren or child/ren to child/ren.
- Demonstrate the school's commitment regarding safeguarding and child protection to Pupils, Parents, and other partners.
- Provide a systematic means of monitoring children known or thought to be at risk of harm.

- To emphasise the need for high levels of communication between Team Members and the Designated Safeguarding Leads internally and with external agencies and partners, including our contribution to assessments, referrals, and support plans.
- To develop and promote effective working relationships with other partnership agencies, particularly Childrens Social Care, Police and Health.
- Support the child's development in ways that will foster security, confidence, and independence.
- Ensure that all Team Members working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance), and a single central record is kept for audit.
- Provide clarity and expectations on professional behaviours and code of conduct including lone working requirements.

### 1.6 Supporting and Protecting Children:

1.6.1 We recognise that a child who is abused or witnesses' violence may feel helpless and humiliated and could experience barriers to making a disclosure.

1.6.2 We understand that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn as well as exhibiting signs of mental health problems.

1.6.3 We understand the impact on a child's mental health, behaviour, and education from familial and/or contextual abuse. School may not only provide stability in the lives of children who have been abused or who are at risk of harm, but it plays a significant part in the prevention of harm to our children.

1.6.4 Our school will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying (incl. cyber bullying).
- Promoting a caring, safe, and positive environment within the school and providing children with good lines of communication with trusted adults, supportive friends, and an ethos of protection.
- Responding sympathetically to any requests for time out to deal with distress and anxiety.
- Offering details of helplines, counselling, or other avenues of external support.
- Liaising and working together with all other settings, support services and those agencies involved in the safeguarding of children.
- Notifying Children's Social Care as soon as there is a significant concern.

- Ensuring appropriate information is shared confidentially at key transition points in a child's journey to ensure continues support (incl. school medical records).
- Children are taught to understand and manage risk through our Personal, Social, Health and Economic (PSHE) education and Relationship and Sex Education (RSE) and through all aspects of school life. This includes online safety.
- By accessing and utilising the necessary resources, guidance, and toolkits to support the identification of children requiring mental health support, support services and assessments.
- Reassuring victims that they are being taken seriously and that they will be supported and kept safe.

1.6.5 The school community will protect children by:

- Working to establish and maintain an ethos where children feel secure, are encouraged to talk, and are always listened to.
- Ensure that all children know there are adults in the school whom they can approach if they are worried or in difficulty.
- Including regular consultation with children, Parents/Carers, and Team Members, gathering their voice.
- Including safeguarding across the curriculum to equip children with the skills they need to stay safe from harm and to know to whom they should turn for help; in particular this will include anti-bullying work, information about child on child abuse (sexual harassment and sexual violence, consent), online-safety, road safety, pedestrian and cycle training; provide focussed activities to prepare key year groups for transition to new settings and/or key stages e.g. more personal safety/independent travel; and
- Ensuring all Team Members, Pupils and Parents/Carers are aware of school guidance for their use of mobile technology and the safeguarding issues around the use of mobile technologies, including the use of social media and their associated risks have been shared.
- Working to establish and maintain an ethos where children feel secure, are encouraged to talk, and are always listened to.
- Ensuring that all children know there are adults in the school whom they can approach if they are worried or in difficulty.

## 1.7 Safe school

1.7.1 Our school is committed to maintaining a safe, inclusive and protective environment where safeguarding is embedded throughout all aspects of school life. To support this commitment:

- All Team Members, including agency workers, support teams and volunteers, will read and understand Part One of Keeping Children Safe in Education and receive safeguarding information appropriate to their role at induction.
- The Senior Leadership Team, Designated Safeguarding Leads and Governance and Oversight Team will maintain an appropriate level of safeguarding knowledge and oversight and will undertake safeguarding training relevant to their responsibilities.
- The school will provide a coordinated Family Help offer, contribute to multi-agency safeguarding arrangements and maintain appropriate safeguarding records in accordance with statutory guidance and Phoenix Learning & Care expectations.
- The school will operate robust safer recruitment and vetting procedures to promote the safety and welfare of children.
- All Team Members will receive safeguarding induction, annual safeguarding training and regular safeguarding updates, including online safety
- All Team Members will understand their safeguarding responsibilities, including their role in identifying concerns, implementing support plans and promoting the welfare of children.
- Parents and Carers will have access to safeguarding information, relevant policies and appropriate sources of support and guidance
- Community users and third-party organisations using school premises will be expected to comply with safeguarding requirements and, where appropriate, provide relevant safeguarding information and assurances.

## 1.8 Safeguarding Culture

1.8.1 Our school is committed to maintaining a strong, open and positive safeguarding culture.

1.8.2 This means:

- Team Members feel confident to raise concerns.
- Concerns are acted upon promptly and appropriately.
- Leaders provide effective safeguarding oversight and challenge.
- Safeguarding is embedded within all aspects of school life.
- Pupils know they will be listened to, believed and supported.
- Safeguarding is recognised as everyone's responsibility.
- Learning from safeguarding practice is used to strengthen systems and improve outcomes for Pupils.

# 2. Roles and Responsibilities

2.1.1 We will follow the statutory guidance as set out in the latest Keeping Children Safe in Education (and associated documents and guidance), adhering to the roles, responsibilities and expectations identified for:

- Governing bodies, proprietors, and management committees.
- The Headteacher
- The Designated Safeguarding Lead.
- The Deputy Designated Safeguarding Lead/s
- Team Members

## 2.2 Governance and Oversight

2.2.1 All members of the Governance and Oversight Team understand and fulfil their responsibilities, namely, to ensure that there is a Child Protection and Safeguarding policy together with a Team Member Code of Conduct.

2.2.2 The Education Governance and Oversight Team receive ongoing appropriate safeguarding and child protection (including online) training at induction and as part of their continuous development. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training is regularly updated

2.2.3 Roles and responsibilities will include ensuring that:

- Child protection, safeguarding, recruitment and managing allegations policies and procedures, including the Code of Conduct are consistent with the Local Authority and statutory requirements, are reviewed annually and that the Child Protection and Safeguarding policy is publicly available on the school website or by other means.
- All Team Members, including temporary Team Members and volunteers, are provided with the school's Child Protection and Safeguarding policy and Colleague Code of Conduct.
- Team Members have read Keeping Children Safe in Education Part 1 and those mechanisms are in place to assist Team Members in understanding and discharging their roles and responsibilities as set out in the guidance.
- The school operates a safer recruitment procedure that includes statutory checks on Team Members, disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training.
- The school has procedures for dealing with allegations of abuse against Team Members (including the Headteacher), supply teachers and teaching assistants, volunteers and against other children and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have had they not resigned.

- A member of the Education Operations Team, usually the Operations Director, is nominated to liaise with the Local Authority on Child Protection issues and in the event of an allegation of abuse made against the Headteacher.

- The Education Operations Team will ensure that an appropriately trained member of the Senior Leadership Team is appointed as the Designated Safeguarding Lead (DSL). The DSL will take lead responsibility for safeguarding and child protection within the school.

- On appointment, the DSL and deputy(ies) undertake appropriate Level 3 identified training offered by the Local Authority or other provider every two years.

- All other Team Members have safeguarding training updated as appropriate; but at least annually.

- All members of the Education Operations Team have completed safer recruitment training to be refreshed at least every five years.

- Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues to meet their needs including children who have recognised vulnerabilities.

- Appropriate safeguarding responses are in place for children who go missing from education.

- Appropriate online filtering and monitoring systems are in place.

- Enhanced DBS checks at the appropriate level are in place for all members of the Education Operations Team.

- Any weaknesses in Child Protection are remedied immediately.

### 2.3 The Headteacher

2.3.1 The Headteacher will support the Education Operations Team, Governance and Oversight Team, Designated Safeguarding Lead, deputies, Team Members and volunteers to fulfil their roles and responsibilities.

2.3.2 Roles and responsibilities will include:

- Ensuring the Child Protection and Safeguarding policy and procedures are implemented and followed by all Team Members.

- Enabling sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and deputy(ies) DSL(s) to carry out their roles effectively,

- Supporting and promoting an open and positive safeguarding culture and ethos in school so that child/ren's wishes and feelings are considered when determining what action to take and what services to provide.

- Ensuring systems are in place for children to express their views and give feedback.

- Following the whistleblowing policy and procedures if an allegation is made against a member of the school team, supply teacher/ teaching assistant or volunteer or volunteer all, including liaising with the Local Authority Designated Officer (LADO) and referring anyone who has harmed or may pose a risk to a child to the Disclosure and Barring Service and Teacher's Regulation Agency as appropriate.

- that Pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.

## 2.4 The Designated Safeguarding Lead (DSL)

2.4.1 The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description.

2.4.2 Roles and responsibilities will include:

- Availability – being available during school hours.

- Managing referrals – to e.g., Children's Social Care, Channel programme, Disclosure and Barring service, the Police and regulatory professional bodies such as the Teachers Regulation Agency

- Working with others – e.g., a point of contact with safeguarding partners, a source of support and advice for Team Members, to promote supportive engagement with Parents and/or Carers and the Senior Leadership Team and Governance and Oversight team.

- Information sharing and managing the child protection files.

- Raising Safeguarding and Child Protection Awareness

- Updating training, knowledge and skills required to carry out the role of DSL.

- Providing support to Team Members

- Holding and sharing information

- Overseeing and acting upon filtering and monitoring reports and checks to these systems.

## 2.5 The Deputy Designated Safeguarding Lead/s (DDSL)

2.5.1 DDSLs are trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of Pupils. In the event of the long-term absence of the DSL the deputy will assume all the functions above.

2.5.2 Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the DSL, this lead responsibility should not be delegated.

## 2.6 All Team Members

2.6.1 Roles and responsibilities will include:

- Maintaining an attitude of 'it could happen here' where safeguarding is concerned.
- Identifying concerns early, provide help for children, promote children's welfare, and prevent concerns from escalating.
- To provide a safe environment in which children can learn.
- Knowing what to do if a child tells them they are being abused, exploited, or neglected.
- Being able to reassure victims that they are being taken seriously and that they will be supported and kept safe.
- Recognising the barriers for children when wanting to make a disclosure (verbal or non-verbal)
- Identifying children who may benefit from Family Help and Targeted Support, (providing support as soon as a problem emerges) and the part they play in these support plans.

2.6.2 Any concerns regarding a child must be reported promptly in accordance with the school's safeguarding policies and procedures. If there is an immediate risk of harm, action should be taken without delay. Failure to follow these procedures may result in disciplinary action.

- Being aware of Local Authority referral processes and supporting social workers and other agencies following any referral.
- Adhering to Teachers' Standards, that teachers (which includes Headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Being aware of policies, systems and processes within school which support safeguarding e.g., safeguarding policy, therapeutic approaches policy (behaviour policy), colleague code of conduct, attendance policy (incl. children missing Education (CME)), online filtering and monitoring.
- Attending regular safeguarding and child protection training.
- Recognising that children missing or absent from education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation.

## 2.7 Confidentiality

2.7.1 Our school recognises that to effectively meet a child's needs, safeguard their welfare, and protect them from harm the school must contribute to inter-agency working in line with Working Together to Safeguard Children and share information between professionals and agencies where there are concerns.

2.7.2 All Team Members must be aware that they have a professional responsibility to share information with other agencies to safeguard children and that the Data Protection Act 2018 is not a barrier to sharing information where the failure to do so would place a child at risk of harm.

2.7.3 All Team Members must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

2.7.4 However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the Headteacher or DSLs will only disclose information about a child to other members of the team on a need-to-know basis.

2.7.5 We will always undertake to share our intention to refer a child to the Local Authority Safeguarding Hub with their Parents/Carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will contact the Local Authority Safeguarding Hub consultation line.

2.7.6 In line with Keeping Children Safe in Education (KCSiE) all children's safeguarding files will be kept confidential and stored securely. Where there are paper copies of safeguarding files, these will be kept separate from Pupils' schools' files.

# 3. Recognising and Responding to Safeguarding Concerns

## 3.1 Professional Curiosity

3.1.1 Professional curiosity is an essential component of effective safeguarding practice.

3.1.2 Team Members will:

- Maintain an attitude of professional curiosity where there are concerns regarding a Pupil's welfare.
- Consider whether changes in behaviour, attendance, presentation, emotional wellbeing or engagement may indicate a safeguarding concern.
- Seek to understand the lived experience of the child and any barriers they may face in seeking help.
- Respectfully explore concerns with the child, family and relevant professionals where appropriate.
- Share concerns with the DSL/DDSL without delay where safeguarding concerns are identified.
- Recognise that seemingly low-level concerns may form part of a wider safeguarding picture

3.1.3 Team Members will maintain professional curiosity and remain alert to contextual safeguarding concerns, disguised compliance and factors that may result in the adultification of children.

## 3.2 Recognising

3.2.1 Any child, in any family, in any school, could become a victim of abuse. Team Members should always maintain an attitude of “It could happen here.”

3.2.2 We recognise that abuse, neglect, exploitation and safeguarding issues are often complex and rarely occur in isolation. Team Members should be aware that multiple concerns may overlap and interact.

3.2.3 Abuse, neglect and exploitation are forms of maltreatment. A child may be abused, neglected or exploited by inflicting harm or by failing to act to prevent harm. Children may be abused within their family, institution, peer group, community or online environment by adults or other children.

3.2.4 Safeguarding concerns may arise within or outside the home, including through contextual safeguarding concerns such as exploitation, serious violence, radicalisation and child-on-child abuse.

3.2.5 Team Members should be aware that behaviours linked to substance misuse, missing education, poor attendance, youth-produced sexual imagery, criminal exploitation and online activity can increase vulnerability and may be indicators of wider safeguarding concerns.

3.2.6 The school recognises a range of safeguarding concerns including, but not limited to:

- Child missing or absent from education.

- Child missing from home or care.
- Child sexual exploitation (CSE).
- Child criminal exploitation (CCE).
- County Lines.
- Bullying and cyberbullying.
- Domestic abuse.
- Substance misuse.
- Fabricated or induced illness.
- Faith-based abuse.
- Female Genital Mutilation (FGM).
- Forced marriage.
- Honour or faith-based abuse.
- Gangs and serious youth violence.
- Gender-based violence and violence against women and girls (VAWG).
- Mental health concerns.
- Private fostering.
- Radicalisation and extremism.
- Child-on-child abuse.
- Sexual violence and sexual harassment.
- Upskirting.
- Online abuse and exploitation.
- Artificial intelligence and technology-facilitated abuse.
- Financial exploitation and cybercrime.

3.2.7 Detailed guidance relating to abuse, neglect, safeguarding indicators, exploitation, vulnerable groups and specific safeguarding concerns is contained within the Safeguarding Guidance Handbook. All Team Members are expected to familiarise themselves with this guidance alongside this policy and Part One of Keeping Children Safe in Education.

3.2.8 There will be occasions when Team Members may suspect that a Pupil is at risk but have no clear evidence. Changes in behaviour, attendance, presentation, emotional wellbeing, communication, relationships or engagement may indicate that a child requires help or protection.

3.2.9 Team Members should maintain professional curiosity and seek to understand the lived experience of the child. Concerns should always be discussed with the DSL/DDSL and recorded in line with school procedures.

### 3.3 Responding

3.3.1 Following an initial conversation with the Pupil, if the member of the team remains concerned, they should discuss their concerns with the DSL and put them in writing, see FLOW CHART A. Records should include:

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

3.3.2 If the Pupil does begin to reveal that they are being harmed, Team Members should follow the advice in FLOW CHART A and in the table below 'Pupil making a disclosure.'

3.3.3 All concerns however small must be recorded and shared with the DSL/DDSL as this information could provide the 'missing' piece of the bigger picture of the lived experience for the child.

### 3.4 FLOW CHART A – Responding to a Disclosure.

1. Offer reassurance, listen and take seriously what is being said. Never promise to keep secrets or be persuaded by the child, young person or their family not to take action.

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2. Recognise that it is not your job to investigate, verify what is being said or examine the individual disclosing; this is the statutory responsibility of the child protection services and/or the Police.

However, it is important to ascertain relevant information.

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**3.** Explain the process to the individual; that you will need to pass this information on, to whom, the reasons why and possible actions.

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4. Any concerns will be recorded , including the child's voice, body map (if necessary) and other relevant information in line with our schools recording procedure. Concerns may also be shared with the DSL/DDSL verbally, these conversations will also be recorded in writing

3.4.1 Allegations or concerns regarding the conduct of a Team Member, volunteer, contractor or visitor must be managed in accordance with the Allegations Management Procedure and may require consultation with the Local Authority Designated Officer (LADO).

### 3.5 If a Pupil Discloses to a Member of the Team

3.5.1 We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty, or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.

3.5.2 A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

3.5.3 During their conversation with the Pupil, Team Members will:

- Listen to what the child has to say and allow them to speak freely.
- Remain calm and not overact or act shocked or disgusted – the Pupil may stop talking if they feel they are upsetting the listener.
- Reassure the child that it is not their fault and that they have done the right thing in telling someone.
- Not be afraid of silences – Team Members must remember how difficult it is for the Pupil and allow them time to talk.
- Take what the child is disclosing seriously.
- Ask open questions and avoid asking leading questions.

- Avoid jumping to conclusions, speculation or make accusations.
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused.
- Avoid admonishing the child for not disclosing sooner. Saying things such as 'I do wish you had told me about it when it started' may be the Team Members's way of being supportive but may be interpreted by the child to mean they have done something wrong.
- Tell the child what will happen next, that they cannot keep secrets and that information will be shared to ensure the right level of support is given.

### 3.6 Notifying Parents/Carers

3.6.1 The school will normally seek to discuss any concerns about a Pupil with their Parents/Carers. This must be handled sensitively and normally the DSL/DDSL will contact the Parent/Carer in the event of a concern, suspicion, or disclosure of abuse of that the child has been harmed in some way.

3.6.2 Where the school believes that a child may be at immediate risk of significant harm if they leave the school environment, the child will remain supervised in a safe location whilst urgent advice is sought from Children's Social Care and/or the Police and an appropriate safeguarding plan is agreed

3.6.3 Where there are concerns about forced marriage or honour-based abuse Parents/Carers should not be informed a referral is being made as to do so may place the child at a significantly increased risk. In some circumstances it would be appropriate to contact the police.

### 3.7 Making a Referral

3.7.1 Concerns about a child or a disclosure should be immediately raised with the DSL who will help decide whether a referral to children's Local Authority Safeguarding Hub or other support (e.g. Family Help) as appropriate in accordance with The Local Authority Threshold Tool.

3.7.2 If the school is uncertain about whether a concern raised should be referred to the Local Authority Safeguarding Hub, a consultation will be sought with the Local Authority to seek further support and guidance.

3.7.3 If a referral is needed, the DSL should make this rapidly and have the necessary systems in place to enable this to happen. However, anyone can make a referral and if for any reason a Team Members thinks a referral is appropriate and one hasn't been made, they can, and should, consider making a referral themselves.

3.7.4 The child (subject to their age and understanding) and the Parents/Carers will be told that a referral is being made, unless to do so would increase the risk to the child.

3.7.5 If after a referral the child's situation does not appear to be improving the Designated Safeguarding Lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child's situation improves.

3.7.6 If a child is in immediate danger or is at risk of harm a referral should be made to children's Local Authority Safeguarding Hub and/or the police immediately. Anybody can make a referral.

3.7.7 Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

### 3.8 Family Help and Early Intervention

3.8.1 Our school recognises the importance of early identification and intervention to prevent concerns escalating.

3.8.2 The school will:

3.8.3 Promote a Family Help approach that enables children and families to access support at the earliest opportunity.

3.8.4 Work collaboratively with parents, carers and partner agencies to identify needs and strengths.

3.8.5 Contribute to community-based family help and targeted family help support where appropriate.

3.8.6 Ensure Team Members understand local referral pathways, thresholds and statutory interventions.

3.8.7 Provide support to children and families before concerns reach statutory safeguarding thresholds where appropriate

### 3.9 Understanding Children's Services and Support Pathways

- All Team Members will understand the range of support available to children and families.

3.9.1 This includes:

- Universal services.
- Community-based Family Help.
- Targeted Family Help.
- Child in Need support.
- Child Protection processes.
- Children in Care arrangements.
- Support available for children with SEND and additional vulnerabilities.

3.9.2 Team Members will understand how concerns escalate through these levels of intervention and how to access support appropriately

### 3.10 Supporting Team Members

3.10.1 We recognise that Team Members working in the school who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.

3.10.2 We will support such Team Members by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

### 3.11 Professional Challenge and Escalation

3.11.1 The school recognises the importance of professional challenge and escalation in safeguarding children.

3.11.2 Where a Team Member believes:

- A safeguarding concern has not been adequately addressed;
- Appropriate action has not been taken;
- A child remains at risk of harm;
- A decision places a child at ongoing risk; or
- There is professional disagreement regarding thresholds or intervention;

3.11.3 they must escalate their concerns promptly.

3.11.4 Team Members will:

- Raise concerns with the DSL/DDSL in the first instance.
- Escalate concerns to the Headteacher or other senior leaders where necessary.
- Follow local safeguarding partnership escalation procedures where professional disagreements arise.
- Make a direct referral to Children's Social Care where they believe a child remains at risk of significant harm.
- Ensure all escalation activity and decisions are appropriately recorded.
- Our school promotes a culture where respectful professional challenge is encouraged and recognised as good safeguarding practice.

### 3.12 Children Who Are Particularly Vulnerable

3.12.1 Our school recognises that some children are more vulnerable to abuse, neglect and contextual safeguarding concerns and that additional barriers exist when recognising abuse for some children. We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children’s diverse circumstances, rather than the individual child’s personality, impairment, or circumstances.

3.12.2 In some cases, possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs, or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.

3.12.3 Some children may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.

3.12.4 Any child may benefit from Family Help, but all Team Members should be particularly alert to the potential need for targeted support for a child who:

- is disabled and has specific additional needs.
- has special educational needs (whether they have a statutory education, health, and care plan).
- is a young Carer.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- is frequently missing/goes missing from education, care or from home.
- is misusing drugs or alcohol themselves.
- is at risk of modern slavery, trafficking, or exploitation.
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- has returned home to their family from care.
- is showing early signs of abuse and/or neglect.
- is at risk of being radicalised or exploited.
- is a privately fostered child.
- has an imprisoned Parent.
- is experiencing mental health, wellbeing difficulties.
- is persistently absent from education (including persistently absent for part of the school day).
- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a Pupil referral unit.
- is at risk of 'honour' based abuse such as FGM or Forced Marriage

### 3.13 Mental Health

3.13.1 The school recognises that mental health concerns can, in some cases, be an indicator that a child has experienced, or may be at risk of experiencing, abuse, neglect, exploitation or other safeguarding concerns.

3.13.2 Whilst only appropriately qualified professionals can diagnose mental health conditions, all Team Members have an important role in promoting positive wellbeing, identifying concerns and supporting children to access help at the earliest opportunity.

3.13.3 The school recognises that experiences such as abuse, neglect, trauma, exploitation, bereavement, family difficulties, bullying, domestic abuse and other adverse childhood experiences can have a significant impact on a child's emotional wellbeing, mental health, behaviour and ability to learn.

3.13.4 Team Members will:

- Promote positive mental health and emotional wellbeing through everyday interactions, relationships and the curriculum.
- Remain alert to changes in behaviour, mood, presentation, attendance, engagement, relationships or academic progress.
- Recognise that self-harm, suicidal ideation, eating difficulties, risk-taking behaviour and emotional distress may indicate that additional support is required.
- Consider whether a mental health concern may be linked to a safeguarding issue and respond accordingly.
- Share concerns promptly with the DSL/DDSL and record concerns in line with school procedures.
- Work collaboratively with parents, carers and external agencies where appropriate to support positive outcomes for children.
- Potential indicators of mental health concerns may include, but are not limited to:
    - Significant changes in behaviour, mood or personality.
    - Persistent anxiety, low mood or emotional dysregulation.
    - Social withdrawal or isolation.
    - Changes in eating or sleeping patterns.
    - Loss of interest in activities previously enjoyed.
    - Self-harm or discussion of self-harm.
    - Expressions of hopelessness, suicidal thoughts or plans.
    - Unexplained physical symptoms.
    - Deterioration in attendance, engagement or educational progress.

3.13.5 Where there are immediate concerns regarding a child's safety arising from their mental health, including significant self-harm, suicidal ideation or where a child is believed to be at immediate risk of serious harm, Team Members must take immediate action. Team Members must not wait for advice before acting.

3.13.6 Emergency services should be contacted via 999 where there is an immediate risk to life, or NHS 111 where urgent mental health support is required. The Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) must be informed without delay.

3.13.7 The school will ensure that mental health concerns are responded to in a child-centred, trauma-informed and therapeutic manner and that support is proportionate to the child's needs, risks, strengths and lived experiences

### 3.14 Children Questioning Their Gender

3.14.1 The school recognises that children who are questioning their gender may require additional support and may experience increased vulnerability to bullying, discrimination, social isolation, emotional distress and mental health difficulties.

3.14.2 The school will respond to individual circumstances in a child-centred, respectful and safeguarding-focused manner, taking account of safeguarding responsibilities, statutory guidance, equality duties and the rights, welfare and best interests of all children.

3.14.3 The school will:

- Listen to and support children in a respectful and sensitive manner.
- Take all reasonable steps to prevent bullying, harassment and discrimination.
- Involve parents and carers in decision-making wherever appropriate and safe to do so.
- Take a careful and considered approach to requests relating to social transition.
- Ensure that any decisions are informed by safeguarding considerations, risk assessment and the welfare of all children affected.
- Maintain appropriate records of decisions, actions taken and the rationale for those decisions.
- Seek advice from relevant professionals and agencies where appropriate.
- Review arrangements regularly to ensure they remain appropriate and continue to meet the needs of the child.

3.14.4 The school will not initiate social transition. Any request for support relating to social transition will be considered on an individual basis, in accordance with statutory guidance, safeguarding responsibilities and parental involvement where appropriate.

### 3.15 Single-Sex Facilities and Activities

3.15.1 The school recognises its responsibilities to safeguard all children and to provide safe, suitable and dignified facilities for Pupils.

3.15.2 The school will:

- Maintain appropriate safeguarding arrangements in relation to toilets, changing facilities, showers and residential accommodation where applicable.
- Consider the safety, privacy, dignity and wellbeing of all children when making decisions regarding access to facilities.
- Undertake and document risk assessments where alternative arrangements are required.
- Keep arrangements under review and amend them where necessary to ensure ongoing safety and suitability.
- Consider requests relating to participation in activities, including sport, on an individual basis and in accordance with safeguarding responsibilities, statutory guidance and the welfare of all children.

3.15.3 Further operational guidance relating to children who are questioning their gender, social transition, single-sex facilities, sport and risk assessment processes is contained within the Safeguarding Guidance Handbook.

### 3.16 Safeguarding Through the Curriculum

3.16.1 The school recognises that safeguarding is achieved not only through responsive practice but also through prevention, education and empowerment.

3.16.2 Safeguarding education is embedded throughout the curriculum and wider school experience.

3.16.3 Pupils will be supported, in an age and stage appropriate manner, to develop knowledge, resilience and skills relating to:

- Healthy and respectful relationships.
- Consent and personal boundaries.
- Child-on-child abuse.
- Online safety and the responsible use of technology.
- Exploitation, abuse and grooming.
- Mental health and emotional wellbeing.
- Personal safety within the community.
- Extremism and radicalisation.
- Artificial intelligence, misinformation and online harms.
- Identifying trusted adults and seeking help when worried.

- The school will promote a culture where Pupils feel safe to discuss concerns, ask questions and access support.

### 3.17 Child-on-Child Abuse Prevention

3.17.1 The school recognises that child-on-child abuse is preventable and should be addressed through a whole-school safeguarding approach.

3.17.2 The school will:

- Promote a culture of respect, kindness, inclusion and safety.
- Challenge sexism, racism, misogyny, misandry, homophobia, biphobia and discriminatory behaviour.
- Recognise harmful behaviour may exist on a continuum from inappropriate behaviour to abusive behaviour.
- Provide timely, evidence-informed intervention and support.
- Recognise that safeguarding support may be required for both the victim and the alleged perpetrator.
- Promote preventative education and healthy relationships.
- Reinforce that child-on-child abuse will never be dismissed as banter, part of growing up, or harmless behaviour.
- Ensure that there is a child-on-child risk assessment/safety plan in place

### 3.18 Online Safety, Artificial Intelligence and Emerging Technologies

3.18.1 The school recognises that online risks generally fall into four categories:

- Content – exposure to harmful, inappropriate, illegal or misleading material.
- Contact – harmful interactions with adults or peers.
- Conduct – unsafe, abusive or risky online behaviour.
- Commerce – risks relating to financial exploitation, scams, gambling and commercial influences

3.18.2 The school recognises that emerging technologies create additional safeguarding risks. (See Online Safety and Acceptable Use of Technology Policies)

3.18.3 The school will:

- Educate Pupils about online harms including AI-generated content, misinformation and manipulated media.
- Promote awareness of deepfakes and AI-generated images.

- Support children to understand the risks associated with sharing images and content online.
- Educate Pupils about harmful online influencers and online exploitation.
- Raise awareness of cybercrime, financial exploitation and online scams.
- Ensure Team Members understand emerging technological safeguarding risks.
- Review safeguarding arrangements to respond to technological developments and emerging risks.

3.18.4 Incidents involving youth-produced sexual imagery (nudes or semi-nudes) will be treated as safeguarding concerns. Team Members must not view, copy, print or share images and must report concerns immediately to the DSL/DDSL. Such incidents will be managed in accordance with statutory guidance and safeguarding procedure

### 3.19 Mobile Phones and Personal Devices

3.19.1 The school recognises that unrestricted access to mobile phones and personal devices can present safeguarding, wellbeing and educational risks. As a result, Pupils are not permitted to use mobile phones during the school day.

3.19.2 The school operates in accordance with its Mobile Phone and Acceptable Use of Technology policies and takes appropriate steps to minimise risks associated with the use of personal devices during the school day.

3.19.3 Pupils, Team Members, visitors and contractors are expected to comply with the school's arrangements regarding the use of mobile phones, personal devices and social media whilst on school premises and when undertaking school activities. Failure to comply may result in disciplinary or safeguarding action where appropriate.

### 3.20 Filtering and Monitoring

3.20.1 The school will ensure that:

- Appropriate filtering and monitoring systems are in place.
- Filtering and monitoring arrangements are reviewed at least annually.
- Reviews are undertaken by relevant leaders with DSL involvement.
- Checks are conducted across all internet-connected devices and relevant locations.
- Records of filtering and monitoring reviews are maintained.

### 3.21 Serious Violence and Weapons

3.21.1 The school recognises that serious violence and weapon carrying present significant safeguarding risks.

3.21.2 Where concerns arise regarding serious violence, weapon carrying or threats of violence:

- Team Members must immediately report concerns to the DSL/DDSL.
- The school will assess risks to the individual child and others.
- The school will consider wider contextual safeguarding concerns and risk factors.
- Appropriate safety and support plans will be implemented where required.
- Relevant agencies will be involved where appropriate.
- Concerns, actions and outcomes will be appropriately recorded.
- The school recognises that children involved in serious violence may themselves be vulnerable and require safeguarding support.

### 3.22 Young Carers

3.22.1 The school recognises that young carers may experience additional vulnerabilities that impact attendance, wellbeing, learning and development.

3.22.2 The school will:

- Seek to identify young carers where possible.
- Consider the impact of caring responsibilities on the Pupil's lived experience.
- Provide appropriate support and signposting.
- Work collaboratively with families and external agencies where appropriate.
- Promote positive educational, wellbeing and safeguarding outcomes for young carers.

### 3.23 Honour-Based Abuse, Faith-Based Abuse and Forced Marriage

3.23.1 The school recognises Honour-Based Abuse, Faith-Based Abuse and Forced Marriage as serious forms of abuse and safeguarding concerns.

3.23.2 Team Members must remain alert to indicators of these forms of abuse and report concerns immediately to the DSL/DDSL.

3.23.3 The school recognises the One Chance Rule and understands there may only be one opportunity to identify risk and intervene to safeguard a child. Delays in responding to concerns are unacceptable.

3.23.4 Parents or carers will not normally be informed prior to seeking safeguarding advice where concerns relate to Honour-Based Abuse, Faith-Based Abuse or Forced Marriage, as doing so may increase the risk to the child.

3.23.5 Detailed guidance is contained within the school Safeguarding Guidance Handbook.

### 3.24 Female Genital Mutilation (FGM)

3.24.1 The school recognises Female Genital Mutilation (FGM) as a form of child abuse and violence against women and girls.

3.24.2 Team Members must report concerns regarding FGM immediately to the DSL/DDSL.

3.24.3 Teachers are reminded of their statutory duty to report known cases of FGM involving children under 18 directly to the Police in accordance with current legislation.

3.24.4 The school recognises that concerns relating to FGM require immediate action and must never be delayed. Further guidance is contained within the school Safeguarding Guidance Handbook.

### 3.25 One Chance Rule

3.25.1 The school recognises the One Chance Rule and understands there may only be one opportunity to safeguard a child at risk of these forms of abuse. Delays in responding to concerns are unacceptable.

### 3.26 Prevent Duty and Radicalisation

3.26.1 The school recognises that protecting children from radicalisation forms part of its wider safeguarding responsibilities. Concerns that a child may be vulnerable to radicalisation or extremism will be managed in line with safeguarding procedures and referrals to external agencies, including Channel, will be considered where appropriate.

### 3.27 Operation Encompass

3.27.1 The school participates in Operation Encompass and will respond appropriately to information provided by the Police regarding domestic abuse incidents which may affect a Pupil's safety, wellbeing or ability to engage in learning.

### 3.28 Private Fostering

3.28.1 Concerns regarding private fostering arrangements must be reported to the DSL/DDSL. The school will ensure that appropriate notifications are made to Children's Services in accordance with statutory requirements.

# 4. Organisational and Team Member Safeguarding Responsibilities

## 4.1 Safer Recruitment

4.1.1 The school will undertake appropriate safeguarding and vetting checks for Team Members, agency workers, contractors, trainees and volunteers in accordance with statutory guidance and the requirements relating to regulated activity. (See Recruitment and Selection Policy)

## 4.2 Whistleblowing

4.2.1 We recognise that children cannot be expected to raise concerns in an environment where Team Members fail to do so.

4.2.2 All Team Members should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements. Please consult the Raising Concerns and Whistleblowing policy for further details.

4.2.3 The NSPCC whistleblowing helpline is available for Team Members who do not feel able to raise concerns regarding child protection failures internally. Team Members can call: 0800 028 0285 line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

4.2.4 Whistleblowing re the Headteacher should be made to the Operations Director for Education whose contact details are readily available to Team Members.

## 4.3 Allegations Against Team Members

4.3.1 When receiving a concern about a Team Member, the DSL should contact the relevant Local Authority Designated Officer (LADO) in the Local Authority where the risk is located.

4.3.2 All Team Members should take care not to place themselves in a vulnerable position with a Pupil. It is always advisable for interviews or work with individual Pupils to be conducted in view of other Team Members. Guidance about conduct and safe practice, including safe use of mobile phones by Team Members and volunteers will be given at induction.

4.3.3 Team Members, Parents/Carers and Governors are reminded that publication of material that may lead to the identification of a Team Member who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

## 4.4 Procedure for Senior Manager / DSL with Safeguarding Responsibilities in the case of an allegation or concern about the behaviour of a Team Member

4.4.1 Allegations Management Procedures must take place where an allegation or concern is made against a Team Member, Visitor or Volunteer, stating that they have:

- behaved in a way that has harmed a Pupil or may have harmed a Pupil.
- possibly committed a criminal offence against or related to a Pupil.

- behaved towards a Pupil or Pupils in a way that indicates that person will pose a risk of harm if they work regularly or closely with children or Adults at Risk, and/or.

- behaved or may have behaved in a way that indicates that they may not be suitable to work with children or Adults at Risk

4.4.2 Regardless of where the alleged abuse took place; the Allegations Management Procedures must be implemented. Note: No investigation should take place until feedback has been received from the LADO/Safeguarding. If it is decided by the Local Authority Designated Officer (LADO) or Adult Safeguarding Team that a Strategy Meeting is to be called, school should not carry out an investigation until the Strategy Meeting has taken place.

4.4.3 The DSL will notify the Headteacher, or if the complaint is against the Headteacher, the Operations Director (Education) must be contacted immediately.

4.4.4 If a serious criminal offence is suspected, the police should be informed.

4.4.5 A written record must be completed.

4.4.6 The Local Authority Designated Office (LADO) and/or Adult Safeguarding Team must be informed and the advice given by the LADO or Adult Safeguarding Team must be followed, and the LADO/Adult Safeguarding Team will decide if the allegation meets the criteria for a strategy meeting.

4.4.7 Where an allegation is made against another person that is not a Team Member, Governor, volunteer, or contractor at the school, but who the school has reason to believe is a person who works or is a volunteer with children the school will inform the LADO.

4.4.8 Where LADO states that the allegation does not meet their threshold, internal investigation procedures must be followed. This may include a full internal investigation or a safeguarding reflective review dependent on the severity of the allegation and evidence.

### 4.5 Disciplinary Procedure in the event of an Allegation

4.5.1 The Headteacher will take advice from the LADO, however, where there is reasonable suspicion that the allegation is serious and the outcome of an investigation could result in the action being gross misconduct, the school will consider suspending the Team Member in accordance with its disciplinary procedures.

4.5.2 Suspension of the Team Member, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO (if the Pupil is aged under 18), the Operations Director for Education and People Services in making this decision. Where a Team Member is not suspended, a non-suspension risk assessment will be completed.

4.5.3 Team member suspension is not in itself a disciplinary action and will be used for the following reasons:

- To protect the Pupil or others from possible further abuse.

- To allow a full investigation without the danger of influence by the Team Member.

- To protect the Team Member from further allegations.

4.5.4 We recognise that this can be a very uncomfortable experience for the Team Member involved and will seek to support that Team Member either through the People Services department, Employee Assistance programme (EAP) or if appropriate an external agency.

4.5.5 Team Members are reminded that a Team Member who is suspended is not guilty of anything at that stage, neither should they discuss the issues with others in the Organisation. This should be respected and Team Members returning from suspension should be supported and treated professionally.

4.5.6 Our school has a statutory duty to refer the individual to the Disclosure and Barring Service where it withdraws permission for an individual to engage in regulated activity, or would have done so had that individual not resigned, retired, been made redundant or been transferred to a position which is not regulated activity because they think that the individual has engaged in relevant conduct, satisfied the Harm Test or received a caution or conviction for a relevant offence.

4.5.7 The Director of Operations (Education) will be responsible for ensuring the school meets this duty.

### 4.6 Team Members with responsibility for Allegations Management

4.6.1 Designated Safeguarding Lead

4.6.2 Headteacher

4.6.3 Operations Director (Education)

4.6.4 People Director

### 4.7 Referrals to External Agencies and Professional Bodies

4.7.1 The school recognises its statutory responsibilities regarding referrals to external agencies and professional regulatory bodies.

4.7.2 Where appropriate, the school will refer safeguarding allegations to the Local Authority Designated Officer (LADO), make referrals to the Disclosure and Barring Service (DBS) where legal thresholds are met, and consider referrals to the Teaching Regulation Agency (TRA) in cases involving teaching professionals where misconduct may meet the threshold for prohibition consideration.

4.7.3 Such referrals will be made in accordance with statutory guidance and legal requirements.

### 4.8 Physical Intervention

4.8.1 We acknowledge that Team Members must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

4.8.2 Team Members who are likely to need to use physical intervention will be appropriately trained.

4.8.3 Please refer to the Physical Interventions Policy for further information

## 4.9 Confidentiality, Sharing Information and GDPR

4.9.1 All Team Members will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the Pupil and Team Members involved but also to ensure that information being released into the public domain does not compromise evidence.

4.9.2 Safeguarding records will be clear, factual and distinguish between observed concerns, professional opinion and historic information.

4.9.3 Team Members should be proactive in sharing as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

4.9.4 Team Members should only discuss concerns with the DSL, Headteacher/Headteacher, or Director of Education (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

4.9.5 However, following several cases where senior leaders in school had failed to act upon concerns raised by Team Members, Keeping Children Safe in Education emphasises that any member of the team can contact children's social care if they are concerned about a child.

4.9.6 Child protection information will be stored and handled in line with the Data Protection Act 2023 and HM Government Information Sharing and Advice for practitioners providing safeguarding services to children, young people, Parents and Carers, July 2018. school will consider where appropriate information sharing prior to the child's formal transfer to their new setting, this could also include key Team Members from their new setting to be invited to meetings e.g., Child Protection, Core group or Team Around a Family (with consent of Parents and professionals).

4.9.7 At the point a child formally transfers to their new setting, their safeguarding file will be transferred securely in line with GDPR expectations as soon as possible but within 5 working days.

4.9.8 Information sharing is guided by the following principles:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure

4.9.9 Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

4.9.10 Our school will ensure that images of children used within publications, publicity and on the website has written Parental/Carer consent prior to any images being taken and used. This consent will be obtained in line with school's annual data collection process.

4.9.11 When a Pupil moves to another educational setting, the school will ensure safeguarding information is shared appropriately. The school will:

- Share information that is necessary, relevant and proportionate.
- Ensure information is clearly presented and appropriately contextualised.
- Support effective safeguarding risk assessment and management.
- Consider information that may be relevant to the safety of the child or others.
- Transfer safeguarding records securely and promptly.
- Facilitate professional discussion between DSLs where safeguarding concerns exist

### 4.10 Arrangements for safeguarding children for work experience and provision by external providers.

4.10.1 No trips or visits must take place under any circumstances without relevant requirements being adhered to most specifically in relation to the Education Visits Coordination Policy.

4.10.2 A child educated off site will be safeguarded by the DSL/safeguarding leads at the alternative provision venue and the policies of these providers will apply. However, the child remains the substantive responsibility of their original school who must assure themselves and ensure that the setting is fit for purpose.

4.10.3 Annual quality assurance of offsite/dual roll/alternative provision is the responsibility of the DSL at the original (substantive or referring) school . Full Due Diligence checks should be completed.

4.10.4 The school requires written confirmation of the safer recruitment policies and procedures.

4.10.5 Regular contact must be made with the alternative provider and the DSL of the home school who should communicate and update each other regularly. (KCSiE). The school should also hold placement reviews at least half termly. https://www.gov.uk/government/collections/keeping-children-safe-in-out-of-school-settings

4.10.6 Third party organisations using or hiring any school premises for their own activities and/or events must provide their own safeguarding policies to Headteachers of those venues that are being used. Providers must meet the expectations of the guidance and leasing agreements must reflect this expectation

4.10.7 Where allegations are received relating to an incident that happened when an individual or organisation was using their premises for the purposes of running activities for children, the school should follow its own safeguarding policy and procedures, including informing the LADO. This responsibility falls on the school and not the out of school setting. (KCSiE)

## 4.11 Policy Links

4.11.1 This policy also links to our policies on:

- Behaviour - Therapeutic Approaches
- Colleague Code of Conduct Policy
- Whistleblowing
- Anti-bullying
- Health & Safety
- Whistle Blowing and Making protected disclosures policy
- Complaints
- Attendance
- Curriculum
- PSHE
- Medication
- Substance misuse
- Relationships and Sex & Health Education
- Physical intervention
- Online Safety
- Acceptable Use of Technology and Social Media
- Child on Child (Peer on Peer) Policy
- Recruitment and Selection
- Personal Care
- Radicalisation and Extremism
- Data Protection/GDPR Guidance
- Low Level Concerns

## 4.12 Additional Resources

4.12.1 NSPCC: http://www.nspcc.org.uk/

4.12.2 Childline: http://www.childline.org.uk/pages/home.aspx

4.12.3 Anti-Bullying Alliance: http://anti-bullyingalliance.org.uk/

4.12.4 Beat Bullying: http://www.beatbullying.org/

4.12.5 Provision for transgender Pupils: Guidance for maintained schools and academies in England on provision for transgender Pupils November 2022

4.12.6 Childnet International – making the internet a great and safe place for children. Includes resources for professionals and Parents/Carers. http://www.childnet.com/

4.12.7 Thinkuknow (includes resources for professionals and Parents/Carers) https://www.thinkuknow.co.uk/

4.12.8 Safer Internet Centre http://www.saferinternet.org.uk/

# For Early Help, Consultation and Enquiries please contact:

Telephone: **01635 503090**
Email: child@westberks.gov.uk

Additional information available at:
About the Contact, Advice and Assessment Service (CAAS) - West Berkshire Council

**Post:**
Multi-Agency Safeguarding Hub, Council Offices , Market Street , Newbury , RG14 5LD
**Emergency Duty Team** out of hours 01344 351 999
**Police** non-emergency 101

**For all LADO enquiries** Berkshire (01635) 503153
LADO@westberks.gov.uk
The Local Authority Delegated Officer (LADO) - West Berkshire Council

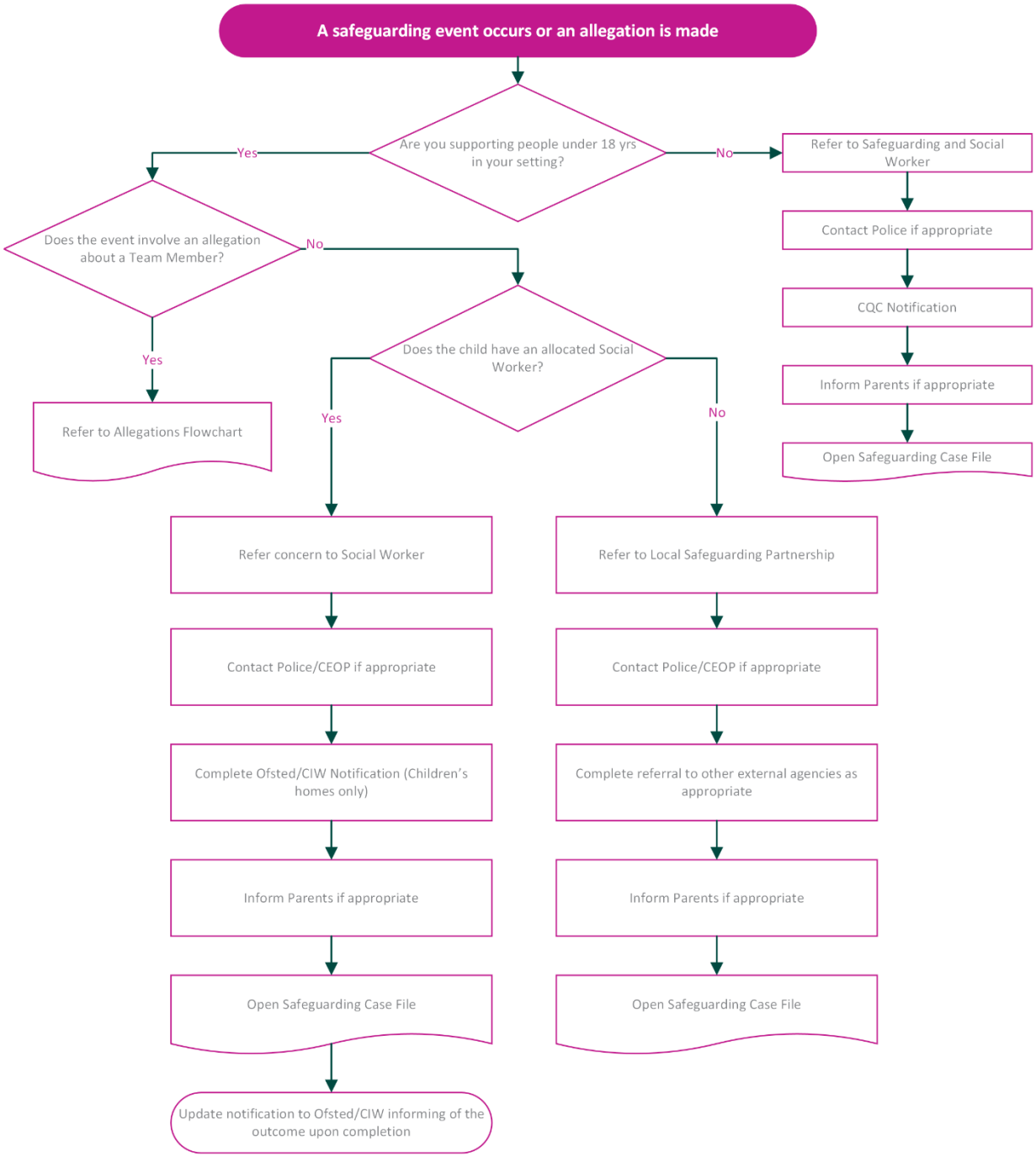
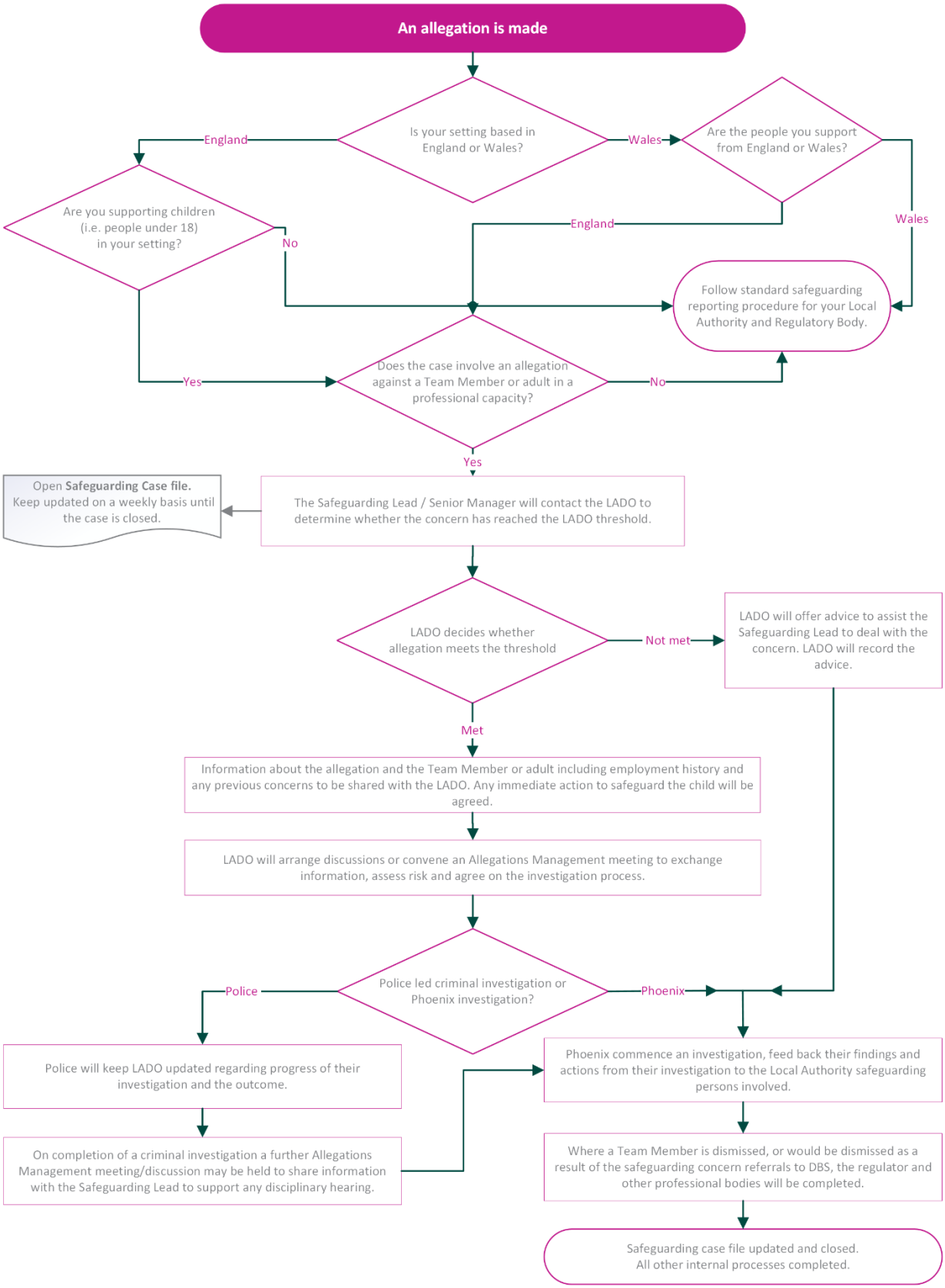
# Early Help Response Hub

Telephone: **01635 503090**
Email: child@westberks.gov.uk

Additional information available at:
The Early Response Hub - West Berkshire Council

For emergencies outside of office hours please call:
01344 351 999

## Safeguarding Process Flowchart



## Safeguarding Process Flowchart