Part of Brighter Futures Educational Trust

CHILD PROTECTION POLICY

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Version Control

V1.1	September 2025	New policy for PH
V1.2	September 2026	• Updated safeguarding roles, responsibilities and contact details, including Trustees, the DSL and Deputy DSLs. • Strengthened requirements around staff safeguarding training, whistleblowing, online safety, filtering and monitoring. • Updated guidance on online safety and the safeguarding risks associated with generative AI and AI-generated content. • Updated statutory guidance, legislation and local safeguarding arrangements. • Expanded guidance on children who may require early help, including updated Family Help arrangements and additional safeguarding indicators. • Strengthened guidance on child-on-child abuse, sexual violence and harassment, including the sharing of nude and semi-nude images. • Updated safer recruitment, DBS and regulated activity requirements. • Strengthened procedures for reporting and managing allegations against staff, volunteers, contractors and the Headteacher, including LADO and Teaching Regulation Agency referrals. • Updated safeguarding procedures for disclosures, referrals and concerns about FGM, extremism and mental health. • Strengthened record-keeping and confidentiality requirements, including CPOMS and contingency arrangements where CPOMS is unavailable. • Updated guidance for children with SEND, children with social workers, looked-after and previously looked-after children, and other potentially vulnerable groups.

		• Added/updated the site-specific Safeguarding Guide for School Visitors as Appendix 1a. • General updates to terminology, local procedures and cross-references to related safeguarding policies and guidance.

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1. Induction

The purpose of the Child Protection Policy is to inform staff, parents, volunteers, and trustees about the school's responsibilities for safeguarding children. To enable everyone to have a clear understanding of how these responsibilities should be carried out.

Larwood School follows the procedures established by the Central Bedfordshire Safeguarding Children Partnership (CBSC); a guide to procedure and practice for all professional staff in Central Bedfordshire who work with children and their families. https://www.centralbedfordshire.gov.uk/info/11/children_and_young_people/112/child_protection_-_safeguarding_children_and_young_people

All school staff have daily contact with children and are therefore particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop.

They should be aware of the important role the school has in early recognition of the signs and symptoms of abuse or neglect and the appropriate referral process.

All school staff will receive safeguarding and child protection training at induction so they understand the school safeguarding systems, can recognise signs of abuse, neglect and exploitation, and know the procedures to follow. Training will be regularly updated, with safeguarding and child protection updates, including online safety, provided as required and at least annually. DSLs and deputy DSLs will undertake formal safeguarding training at least every 2 years and refresh their knowledge and skills at least annually.

All staff members will undertake safeguarding and child protection training at induction, including whistleblowing procedures and online safety. Training will be regularly updated, aligned with the whole-school safeguarding approach and local safeguarding partner advice. Staff will also receive safeguarding and child protection updates, including online safety, as required and at least annually. The DSL and deputy DSLs will undertake formal safeguarding and child protection training at least every 2 years and will refresh their knowledge and skills at regular intervals and at least annually.

Training and school systems will explicitly cover the expectations, applicable roles and responsibilities for filtering and monitoring, including where generative AI is used on school devices or networks.

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school.

This policy should also be read alongside the Attendance Policy, Equality Policy, Relationships and Sex Education/RSHE Policy, Artificial Intelligence (AI) Policy or guidance, Mobile Phone Policy and the school's filtering and monitoring arrangements.

This policy should be read in conjunction with the Safer Recruitment Policy, Behaviour Policy, Physical Intervention Policy, Anti-Bullying Policy, Code of Conduct/Staff Behaviour Policy, Online Safety Policy, and ICT Acceptable Usage Policy.

At Larwood School**,** we understand the responsibility to educate our pupils on online safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom.

The site-specific Safeguarding Guide for School Visitors is available at Reception for all visitors and forms Appendix 1a to this policy. The final approved version of the relevant site brochure will be attached to the policy before publication.

2. Rationale

Our pupils will:

Be encouraged in a variety of ways to engage in all activities to promote their progress, improve their behaviour, and make the necessary changes to engage in their own education. They will achieve!

Experience consistent boundaries and expectation with staff trained in Relational Practice. We expect them to make changes!

Value themselves and others and be able to set themselves realistic goals, and targets. We believe that our pupils can improve, and we aim to help them believe this as well!

Develop a sense of pride in themselves, their work and being part of 'Team Larwood.' They know that we enjoy working with them and hope they enjoy working with us!

Go onto become life-long learners!

Become more resilient as young people, moving forwards to secondary schools and

Our staff:

- Are encouraging, empathetic, well trained and love working with our pupils
- Will go the 'extra mile' to help pupils make the changes they need to make
- Appreciate that they are preparing pupils for jobs that don't even exist right now!
- Promote the values of respect, responsibility, honesty, hard work, equality, and appreciation of differences
- Provide pupils with the opportunity to express themselves in a safe, productive, and reassuring manner
- Will promote educational development in the widest sense including intellect, creativity, and physical development
- Promote the role of the family-whatever shape or form that may take
- Provide a well-resourced, safe, and welcoming environment for everybody
- Use Relational Practice. as a behaviour management process to enable our pupils to become able to self-regulate more often and with independence
- Enable and encourage a love of learning for fun!

- Model the behaviour that we expect from pupils so that they can undertake the future roles that they would like and make a meaningful contribution to their communities and society
- Liaise with parents/ carers, and other professionals to promote the very best outcomes for Larwood School will help our pupils believe, achieve, expect, and enjoy! We succeed where other schools cannot and for that reason, our school is a special place to learn and develop.

3. Statutory framework

To safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act (1989)
- The Children Act (2004)
- Education Act (2002) (section 175/157)
- Outlines that Local Authorities and School Governing Bodies have a responsibility to "ensure that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils".
- Central Bedfordshire Safeguarding Children Partnership Procedures (electronic)
- Keeping Children Safe in Education (DfE, July 2025)
- Keeping Children Safe in Education: Part One – information for all school and college staff (DfE July 2025) Appendix 1 and all staff need to be familiar with section 5
- Keeping Children Safe in Education (DfE, 2026)
- Keeping Children Safe in Education: Part One – information for all school and college staff (DfE 2026) Appendix 1 and all staff need to be familiar with section 5
- Working Together to Safeguard Children (DfE, 2026)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74 of the Serious Crime Act 2015)
- See also Statutory Guidance on children who run away or go missing from home or care- January 2014
- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- Keeping Children Safe in Education (DfE, 2026)
- Working Together to Safeguard Children (DfE, 2026)
- The Human Rights Act 1998 and the Equality Act 2010, including the Public Sector Equality Duty

- Operation Encompass statutory guidance, under which the police notify schools of domestic abuse incidents involving their pupils
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, as amended by the Protection of Freedoms Act 2012 and the Crime and Policing Act 2026, in relation to regulated activity with children

Larwood School is committed to adopting its principles and working in accordance with this new guidance. It requires all schools to follow the procedures for protecting children from abuse which are established by the Central Bedfordshire Safeguarding Children Partnership and in doing so ensure a child cantered approach. The school is expected to do this in collaboration with other external agencies know to the child and family in order to gain a full picture of the child's needs.

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe a child has been abused or are at risk of abuse. These procedures should also cover circumstances in which a member of staff is accused of or is suspected of abuse.

4. Definitions:

Safeguarding and promoting the welfare of children means:

- 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
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to protect specific children who are suspected to be suffering, or being 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 and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Children includes everyone under the age of 18.

Making or sharing of nudes or semi-nudes is where children make or share nude or semi-nude images, videos or live streams. This includes images that are digitally altered or wholly AI-generated (sometimes called deepfakes or deep nudes) that otherwise appear to be a photograph or video. Consensual and non-consensual making or sharing both require a safeguarding response.

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. This also includes pseudo-images that are computer- generated images that otherwise appear to be a photograph or video.

The following 3 safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- Integrated care boards (previously known as clinical commissioning groups) for an area within the LA
- The chief officer of police for a police area in the LA area

Victim is widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and perpetrator(s) are widely used and recognized terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case- by-case basis.

5. Equality Statement

Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 9)-should we recognize that we have all pupils that fall into this group?
- Have health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalization
- Are asylum seekers

- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 11)
- Are missing from education or absent from education for prolonged periods and/or repeat occasions
- Whose parent/carer has expressed an intention to remove them from school to be home educated

6. Roles and Responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and Trustees in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, transphobia, homophobia, biphobia, and sexual violence/harassment. This will be underpinned by our:

- Behaviour policy
- Pastoral support system

Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice, and equality
- Body confidence and self-esteem
- How to recognise an abusive relationship (including coercive and controlling behaviour)
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and female genital mutilation (FGM) and how to access support
- What constitutes sexual harassment and sexual violence and why they're always unacceptable

Keeping Children Safe in Education (2026) places the following responsibilities on all schools:

- All staff will read and understand at least Part 1 of Keeping Children Safe in Education (KCSIE) 2026 in full, and will review this guidance at least annually.
- All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance and read part one as outlined above.

- Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g., sites they need to visit or who they'll be interacting with online)
- Provide a safe space for pupils who are LGBT to speak out and share their concerns

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, and the safeguarding response to children who go missing from education
- The early help assessment process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including those linked to county lines)
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay or bisexual (LGB) can be targeted by other children
- What to look for to identify children who need help or protection
- All staff will be aware of the school's unauthorised absence procedures and children missing education procedures, and that unexplained, persistent or frequent absence can be a safeguarding indicator.
- All staff will understand the process for community-based Family Help assessments alongside early help and statutory social care assessment processes.
- Staff must be able to recognise abuse, neglect, exploitation and modern slavery, including domestic and sexual abuse, controlling or coercive behaviour, and frequent, intense and unresolved parental conflict.
- Staff will remain alert to overlapping safeguarding issues and new or emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation and the role of technology and social media in presenting harm.

- Staff will recognise that mental health can itself develop into a safeguarding concern, including self-harm, suicidal ideation or risk of suicide, and can also indicate that a child has suffered or is at risk of abuse, neglect or exploitation.
- Staff will be aware that lesbian, gay or bisexual pupils can be vulnerable to discriminatory bullying; that children questioning their gender may have particular vulnerabilities; and that a child and family may be experiencing multiple needs at the same time.
- Schools should be aware of and follow the procedures established by the Central Bedfordshire Safeguarding Children Partnership
- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions.
- Mandatory Reporting Duty of Female Genital mutilation
- Anti-radicalisation and staff awareness and training of Prevent Strategy
- Schools should have procedures of which all staff are aware, for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse or is suspected of abuse.
- A Designated Senior Lead (DSL) should have responsibility for coordinating action within the school and liaising with other agencies.
- Staff with designated responsibility for Child Protection should receive appropriate training. Procedures should reflect a child centered approach

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.

This should be achieved through training, PSHE, pastoral support, particular emphasis on SEND pupils and others who may be additionally vulnerable. Coordinated working and early help assessment by Schools with the GP, Social Care, and other professionals. High quality support is to be expected by universal services as part of a support continuum.

These early help assessments, such as the use of the Common Assessment Framework (CAF) should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment

Staff should also be aware of and follow the 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (2011) and its advice on how to establish the safest possible learning environments which safeguard children and young people and reduce the risk of adults working with them being falsely accused of improper or unprofessional conduct.

Designated Senior Lead (DSL):

Role	Person	Job Title
The Designated Senior Lead (DSL)	Bianca Osobu	Headteacher

Deputy Designated Senior Leads	Pierre Van Der Merwe	CEO
Deputy Designated Senior Leads	Clara McDermott	Deputy Headteacher (CBC Site)
Deputy Designated Senior Leads	Todd Baines	Deputy Headteacher (Stevenage Site)
Deputy Designated Senior Leads	Adiba Hanam	Assistant Headteacher (CBC Site)
Deputy Designated Senior Leads	Melanie Sutton	Assistant Headteacher (Stevenage Site)
Deputy Designated Senior Leads	Nicholas Sheldon	Assistant Headteacher (Stevenage Site)
Deputy Designated Senior Leads	Kelly Keeler	Office Manager (Stevenage Site)
Deputy Designated Senior Leads	Gemma Boulton	Family Support Worker

It is the role of the DSL for Child Protection to:

- The designated safeguarding lead (DSL)
- The DSL is a member of the senior leadership team. Our DSL is Bianca Osobu – Headteacher. The DSL takes lead responsibility for child protection and wider safeguarding in the school.
- During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.
- The DSL can also be contacted outside of school hours on 07748 977 043 or bosobu@larwood.org.uk

When the DSL is absent, the deputies, listed above will act as cover.
The DSL will be given the time, funding, training, resources, and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour

The DSL will also:

- Refer all cases of suspected abuse or neglect to the Local Authority Children's Services (Safeguarding and Specialist Services), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern
- Liaise with the CEO to inform him of issues- especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice, and expertise to staff on matters of safety and safeguarding and when deciding whether to make a child protection contact or referrals by liaising with relevant agencies
- Support staff who make child protection contact
- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensure they have details of the CLA's social worker and the name of the virtual school Headteacher in the authority that looks after the child.
- Ensure the school or college's policies are known, understood, and used appropriately.
- Work with the governing bodies or proprietors to ensure that the school's or college's child protection policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly.
- Ensure the safeguarding and child protection policy is available publicly and that parents are aware that advice regarding child protection concerns could be sought from the Integrated Front Door and that Child Protection Contacts about suspected abuse or neglect may be made. Ensure parents are aware of the role of the school or college in this.
- Link with Central Bedfordshire Safeguarding Children Partnership (CBSCP) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Ensure that when children leave the school or college, they ensure the file for safeguarding and any child protection information is sent to any new school/college as soon as possible but transferred separately from the main pupil file. The file should not be sent until the child is physically attending the new school.

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

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

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

- Obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines (see Record Keeping Guidance on Hertfordshire Grid for Learning for further information.)

- Consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.
- The Designated Senior Lead should undergo formal training every two years. The DSL should also undertake Prevent awareness training. In addition to this training, their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) at least annually to understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the school's or college's safeguarding and child protection policy and procedures, especially new and part time staff
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Understand and support the school or college with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- Be able to keep detailed, accurate, secure written records of concerns, child protection contacts and referrals
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

The Board of Trustees

The board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements.
- Appoint a senior board level (or equivalent) lead to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL
- Make sure that the school has appropriate filtering and monitoring systems in place and review their effectiveness
- Review the DfE's filtering and monitoring standards, and discuss with IT staff and service
- providers about what needs to be done to support the school to meet these standards
- Make sure the DSL takes lead responsibility for understanding the filtering and monitoring systems in place as part of their role
- Make sure that all staff undergo safeguarding and child protection training, including online safety and that such training is regularly updated and is in line with advice from the safeguarding partners
- Make sure staff understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training

Make sure:

- The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources, and support
- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
- The leadership team and relevant staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns
- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers, and contractors). Appendix 3 of this policy covers this procedure
- That this policy reflects those children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised

Where another body is providing services or activities (regardless of whether the children who attend these services/activities are children on the school roll):

- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
- Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
- Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply
- The chair of trustees will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (see appendix 3).
- Trustees will ensure the school has an appropriate policy for restrictive interventions and reasonable force, recognising that a blanket no-contact approach can prevent staff from fully supporting and protecting pupils.
- Trustees will ensure appropriate cyber-security systems are in place.
- Trustees will ensure appropriate filtering and monitoring systems are in place and that their effectiveness is reviewed at least once every academic year. The review will involve the SLT member responsible for filtering and monitoring, supported by the DSL and IT team, and will include checks on all internet-connected devices in relevant locations and consideration of the DfE filtering and monitoring standards.
- All trustees will read Keeping Children Safe in Education in its entirety.

The Headteacher

The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
- Are informed of our systems which support safeguarding, including this policy, as part of their induction
- Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training, and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this
- make sure that online safety training is included in staff safeguarding and child protection training

7. Raising Awareness

- The Designated Safeguarding Lead (DSL) should ensure the school or college's policies are known, understood, and used appropriately.
- Ensure the school safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that Child Protection Contacts about suspected abuse or neglect may be made and the role of the school or college in this.
- Where children leave the school or college, ensure the file for safeguarding and any child protection information is sent to any new school /college as soon as possible but transferred separately from the main pupil file.
- Schools should obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines (see Record Keeping Guidance on Hertfordshire Grid for Learning for further information.)
- work with the governing bodies or proprietors to ensure that the school's or college's child protection policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly.
- Link with Central Bedfordshire Safeguarding Children Partnership (CBSCP) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Ensure that when children leave the school or college, they ensure the file for safeguarding and any child protection information is sent to any new school/college as soon as possible but transferred separately from the main pupil file. The file should not be sent until the child is physically attending the new school.
- consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

The Board of Trustees

The Governing Body must comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures, and training at Larwood School are effective and comply with the law at all times.

Link Safeguarding Lead

Role	Person	Job Title
Safeguarding Link Lead	Ruth Ashmore	Trustee

The Governing Body

- Child protection policy and procedures are in place and used, together with a staff behaviour (Code of Conduct Policy)
- Ensuring staff are provided with Part One of Keeping Children Safe in Education (DfE 2026) –

- Annex A Appendix 1 and are aware of specific safeguarding issues
- Safe recruitment procedures are in place and used.
- Appointment of a DSL who is a member of the school leadership team
- Relevant safeguarding children training for school staff/volunteers is always attended (Induction and ongoing training)
- Ensuring that all the Designated Senior Leads (including deputies) should undergo formal child protection training every two years (in line with HSCP guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments)
- Safe management of allegations
- Ensuring that children are taught about safeguarding in an age-appropriate way
- Deficiencies or weaknesses in safeguarding arrangements are remedied without delay
- A member of the Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation being made against the Headteacher.
- Ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. Additional information to support governing bodies and proprietors is provided in Annex C of Keeping Children Safe in Education (DFE 2025)- available at https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
- Safeguarding policies and procedures are reviewed annually and information provided to the local authority about them and how the above duties have been discharged

Virtual school heads

Virtual school heads have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of pupils with a social worker.
They should also identify and engage with key professionals, e.g., DSLs, SENCOs, social workers, relevant pastoral, wellbeing and mental health professionals, and others.

8. School Procedures

Recognising abuse and taking action

Staff, volunteers and trustees must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean

"the DSL (or deputy DSL)".

If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to children's social care and/or the police immediately if you believe a child is suffering or likely to suffer from harm or is in immediate danger. Anyone can make a referral.

Tell the DSL as soon as possible if you make a referral directly. Please note that pictures of the safeguarding team in displayed throughout the school.

You can make a referral directly by calling 0300 4043 – it would be helpful to have the child's date of birth, address, and parent contact details – this can all be located in the student section of behaviour watch.

You may also use the below link for guidance: https://www.gov.uk/report-child-abuse-to-local-council

If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Complete a CPOMS safeguarding record and alert the DSL without delay. Alternatively, if appropriate, make a referral to children's social care and/or the police directly and tell the DSL as soon as possible that you have done so. Aside from those who need to know, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.

Bear in mind that some children may:

- Not feel ready, or know how to tell someone that they are being abused, exploited, or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers
- None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

If you discover that FGM has taken place, or a pupil is at risk of FGM

Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in this policy.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.
- Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures. Please note that pictures of the safeguarding team in displayed throughout the school.
- The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.
- Any member of staff who suspects a pupil is at risk of FGM or suspects that FGM has been carried out should speak to the DSL and follow our local safeguarding procedures.

https://www.beds.police.uk/advice/advice-and-information/fgm/how-to-report-fgm/

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

Figure 1 below, illustrates the procedure to follow if you have any concerns about a child's welfare.

The Local Authority Designated Officer (LADO) 07580 743693 louise.mckenna@hertfordshire.gov.uk

Staff member/volunteer has a safeguarding concern about a child

Local Safeguarding Children Partnership Initial Response Team: 03001234043

Special Circumstances:
If the concern is about a staff member/volunteer in your organization, the DSL should refer this to the LADO who will determine the best route of action to be taken
If your concern would involve a Prevent/Channel referral, contact: Emergency: 999 Prevent Team: 0300 123 8594
If you have a concern that a girl has undergone, or is about to undergo, FGM, contact: Mandatory reporting through police: 101

concern is reported promptly:

Designated Safeguarding Lead (DSL) Larwood Named: Bianca Osobu Contact Details: 01438236333
bianca.osobu@larwood.herts.sch.uk

DSL reviews the report

no referral

Designated Safeguarding Lead decides a referral is not required. School takes relevant action, e.g., early help and monitors the situation within an agreed timescale

referral required

DSL refers to Children's Services and saves referral details to CPOMS

referral if matters escalate

social care will decide what response is required within one working day

The child is in need of immediate protection The referrer will be informed of this

Appropriate emergency action is taken by a social worker, the police or the NSPCC

A section 47 enquiry is required by social care if they have reasonable cause to suspect a child is suffering or likely to suffer significant harm The referrer will be informed of this

Child is identified as being at risk of significant harm

Child protection plan is drawn up if required

A section 17 enquiry is required if social care believe the child needs extra help from professionals or services The referrer will be informed of this

Child is identified as being a child in need

Child is identified as being a child in need Appropriate support that the child needs is identified

No formal assessment is required The referrer will be informed of this

Organisation considers pastoral support, an early help assessment and accessing universal services and other support

All concerns and correspondence will be kept secure, via CPOMS. The child's circumstances will be kept under review at all stages and a referral will be made again if it is appropriate for improving the child's circumstances. The child's best interests must always come first.

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken.

Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

If the school receives an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, you should follow your safeguarding policies and procedures and inform the local authority designated officer (LADO), as you would with any safeguarding allegation.

9. Early Help Assessment

If an early help assessment is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

We will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

10. Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly you must tell the DSL as soon as possible.

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

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

The DSL will, contact children's services and escalate to the manager of the social worker and then to the senior manager before making a complaint to the Director of Children and Families Central Bedfordshire –

currently, this is Hayley Griffin.

11. If You Have Concerns About Extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken.

Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to.

This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and trustees can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk

Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centered. This means that they should consider, at all times, what is in the best interests of the child.

If any member of staff is concerned about a child, he/she must inform the DSL as soon as possible.

12. If You Have a Mental Health Concern

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

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in RECORD KEEPING

If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.

- A Step2 referral put in place
- Discussion with parents/carers on going to the GP or A and E.
- Intervention Work
- Anxiety Mapping
- Work with the MHST
- Therapy work put in place with Butterfly Rooms
- Look for another outside agency that can best support the needs of the student.

This list is ongoing, and we attempt to find the best support for the student at that time to meet their needs.

The DSL will decide whether the concerns should be referred to Children, Schools and Families (CSF). If it is decided to make a Child Protection Contact to CSF, this will be done with prior discussion with the child's parents/carers unless to do so would place the child at further risk of harm.

Particular attention will be paid to the attendance and development of any child about whom the school has concerns or who has been placed on the Child Protection Register and a written record will be kept.

If a pupil who is or has been on the Child Protection Register changes school, the DSL will inform the Social Worker responsible for the case and transfer the appropriate records to the receiving school, in a secure manner, to a named person and separate from the child's academic file.

The Designated Senior Lead is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse, or sexual harassment, such as indecent exposure, sexual assault, up skirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

See appendix 4 for more information about child-on-child abuse. Procedures for dealing with allegations of child-on-child abuse If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

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

Concerns about a staff member, supply teacher, volunteer, or contractor

If you have concerns about a member of staff (including a supply teacher, volunteer, or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the headteacher as soon as possible. If the concerns/allegations are about the headteacher, speak to the chair of trustees.

The headteacher/chair of trustees will then follow the procedures set out in appendix 3, if appropriate.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer, or contractor) to the headteacher, report it directly to the local authority designated officer (LADO).

We will continue to follow the principles set out in part 4 of Keeping Children Safe in

Education. Staff should continue to act on any concerns they have immediately.

We will continue to refer adults who have harmed or pose a risk of harm to a child or

vulnerable adult to the Disclosure and Barring Service (DBS).

We will refer potential cases of teacher misconduct to the Teaching Regulation Agency in accordance with current statutory guidance and the applicable referral arrangements.

Creating a supportive environment in school and minimising the risk of child-on-child abuse:

We recognise the importance of taking proactive action to minimize the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems (as described in section 7.10 below)
- Ensure staff reassure victims that they are being taken seriously
- Be alerted to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- Ensure staff are trained to understand:
- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- That even if there are no reports of child-on- child abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"
- That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
- Children can show signs or act in ways they hope adults will notice and react to
- A friend may make a report
- A member of staff may overhear a conversation
- A child's behaviour might indicate that something is wrong

- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they must play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g., by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a consequence accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children's social care to determine this
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

Sharing of nudes or semi nudes (also known as sexting and youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

This is a suggested approach based on the guidance from the UK Council for Internet Safety for all staff and for DSLs and senior leaders.

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi- nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers

- Say or do anything to blame or shame any young people involved
- You should explain that you need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL.

13. Initial Review Meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment if there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed, or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

14. Further Review by the DSL

If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks. They will hold interviews with the pupils involved (if appropriate).
If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers
The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm

Referring to the police
If it is necessary to refer an incident to the police, this will be done through dialling 101.

Recording incidents
All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

Curriculum coverage
Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our relationships and sex education and computing programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding, or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation
- Pupils also learn the strategies and skills needed to manage:
- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

Reporting systems for our pupils
Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

Reporting systems for pupils

- Pupils are encouraged to name staff that they feel comfortable with (this is not limited to DSLs)
- Pupils can visibly see who DSLs are in class and around school on DSL Posters
- Pupils are encouraged to share experiences in circle time (daily)
- Pupils know that they can ask to 'drop-in' to speak to a DSL or safe person via the 'I need to
- chat letter box' in class (morning and afternoon sessions)
- The promotion of all the above is also part of half termly safeguarding focused assemblies as well as ongoing PSHE lessons

15. Notifying Parents or Carers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g., moving them out of classes with the victim, and the reason(s) behind any decision(s)

16. Children Who May Require Early Help

In addition to the existing early-help indicators in this policy, staff will be particularly alert where a child: is pregnant and/or a parent; has exhibited early signs of abusive, violent or harmful behaviour; is bereaved; is repeatedly removed from class, has multiple suspensions, is on a part-time timetable, is at risk of permanent exclusion or is in alternative provision; is at risk of exploitation, modern slavery or trafficking; has a parent/carer in custody or is affected by parental offending; is viewing problematic or inappropriate online content or developing inappropriate online relationships; has returned home from care; or is privately fostered.

Central Bedfordshire offer early help services for families. Please see attached:
https://www.centralbedfordshire.gov.uk/info/8/support_for_professionals/518/information_for_practitioners_-_eha/2

All staff should be aware of the early help process, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Senior Lead any ongoing/escalating concerns so that consideration can be given to Child Protection Contact to Children's Services (Safeguarding and Specialist Services) if the child's situation doesn't appear to be improving.

If Family Help is appropriate, the DSL (or a DDSL) will generally lead on liaising with other agencies and, where appropriate, support or coordinate a community-based Family Help assessment in line with local arrangements.

17. When to be Concerned

All staff are informed of the process for making child protection contact to local authority children's social care and for statutory assessments that may follow a contact or referral, including the role they might be expected to play

Options will then include:

- managing any support for the child internally via the school or college's own pastoral support processes.
- supporting or coordinating a community-based Family Help assessment, or making a referral/request for support in line with local arrangements.
- a Child Protection Contact for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer significant harm from abuse or neglect.

All staff and volunteers should be aware that the main categories of abuse are (see appendix 4 for details):

- Physical abuse

- Emotional abuse
- Sexual abuse
- Neglect
- Indicators of Female Genital Mutilation
- Identifying children at risk of radicalisation

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm

- Has any injury which is not typical of the bumps and scrapes normally associated with children's injuries
- Regularly has unexplained injuries
- Frequently has injuries (even when apparently reasonable explanations are given)
- Gives confused or conflicting explanations about how injuries were sustained
- Exhibits significant changes in behaviour, performance, or attitude
- Indulges in sexual behaviour which is unusually explicit and/or inappropriate for his/her age
- Discloses an experience in which he/she may have been significantly harmed
- Any other cause to believe that a child may be suffering harm.

All staff and volunteers working within Larwood Trust should be alert to the potential need for early help for children who are more vulnerable. For example:

- Children with a disability and/or specific additional needs
- Children with special educational needs
- Children who are acting as a young carer
- Children who are showing signs of engaging in anti-social or criminal behaviour
- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence

Children who are showing early signs of abuse or neglect

18. Children with Special Educational Needs and Disabilities

Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration

- Assumptions that children with SEN and disabilities can be disproportionally impacted by things like bullying – without showing any signs
- Communication barriers and difficulties
- Reluctance to challenge carers (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased
- A disabled child's understanding of abuse
- Lack of choice/participation
- Isolation

We offer extra pastoral support for these pupils. This includes:

- Intervention Work
- Family Support Work
- A timetable to suit needs
- Work with Alternative Provision
- Work with outside agencies

Any abuse involving pupils with SEND will require close liaison with the DSL (or deputy) and the SENCO.

19. Children with a Social Worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour, and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare, and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

20. Looked After and Previously Looked After Children

Pupils with medical conditions

An incident relating solely to the management of a child's medical condition does not itself require a safeguarding referral. A referral will be made where the incident indicates that the child may be at increased risk of neglect, abuse or exploitation because of the medical condition, for example where essential information or medication is repeatedly withheld.

Young carers

The school recognises that caring responsibilities can affect attendance, attainment, behaviour and wellbeing. Early identification is important so that young carers receive appropriate support from the school, local authority, health services and other partners.

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. We will ensure that:

- Appropriate staff have relevant information about children looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed designated teacher Bianca Osobu, Head teacher (Larwood School) who is responsible for promoting the educational achievement of looked-after children and previously looked- after children in line with statutory guidance.
The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

Child-on-child abuse

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

In order to minimise the risk of child-on-child abuse the school:

- Provides a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.

- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed, and valued.
- Develop robust risk assessments where appropriate (e.g., Using the Risk Assessment Management Plan and Safety and Support Plan tools).
- Have relevant policies in place (e.g., behaviour policy).

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned
- Whether the perpetrator has repeatedly tried to harm one or more other children
- Whether there are concerns about the intention of the alleged perpetrator

Child-on-child abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual, or emotional and can include gender-based violence/ Sexual assaults, sharing of nudes or semi nudes (sexting), child-on-child exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

19 Legislation.gov.uk
20 It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped. More information: here
21 PSHE Teaching about consent from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4.

Sexual Assault
A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Sexual harassment
When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. 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. Whilst not intended to be an exhaustive list, 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 (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos, or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. 22 It may include:
- up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.
- non-consensual sharing of sexual images and videos.
- sexualised online bullying.
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the Child Protection Contact process. As is always the case, if staff are in any doubt as to what to do, they should speak to the designated safeguarding lead (or a deputy).

Hertfordshire County Council recommends that education settings use The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service to help professionals assess and respond appropriately to sexualised behaviour. The tool can be found at www.brook.org.uk/our-work/the-sexual- behaviours-traffic-light-tool Staff should also refer to Part five of Keeping Children Safe in Education (DfE2025) – 'Child on child sexual violence and sexual harassment':

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 SERIOUS VIOLENCE

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. Also refer to Schools Toolkit the characteristics of young people's vulnerability to CSE and CCE on the HFGL.

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or significant change in wellbeing
- Signs of assault or unexplained injuries

- Unexplained gifts/new possessions

21. Female Genital Mutilation (FGM)

Pupils who are lesbian, gay or bisexual

Being lesbian, gay or bisexual is not in itself a safeguarding risk. However, pupils who are, or are perceived to be, lesbian, gay or bisexual can be vulnerable to discriminatory bullying. The school will take a proactive approach to preventing such bullying, provide safe opportunities for pupils to raise concerns and report any safeguarding concern to the DSL.

Pupils who are questioning their gender

The school recognises the potential vulnerabilities of children who are questioning their gender, including possible complex mental-health and psychosocial needs relating to family, peers or the wider social environment. The DSL will lead safeguarding consideration in these cases and the school will take a strong, proactive stance on bullying or harassment.

Where a pupil who is questioning their gender asks the school for support, parents/carers will be engaged as a matter of priority. The exception is the rare circumstance where involving parents/carers may place the pupil at greater risk; in that case, the DSL will determine the safeguarding action required before contact is made.

The school will not initiate social transition. If a pupil or parent/carer asks the school to make changes to facilitate social transition, the school will take a careful approach, work with parents/carers, consider the welfare and best interests of the pupil and other pupils, comply with safeguarding, equality and human-rights duties, document the decision-making process and review the decision if circumstances change.

Pupils will not use toilets, changing rooms, showers or residential accommodation designated for the opposite biological sex. Where single-sex sport is used for safety or fairness, pupils will participate in accordance with biological sex, in line with the 2026 model policy.

Larwood School, by its very nature only has a small minority of girls at any time (usually below 10 out of 90 pupils), many of which present with complex difficulties and high levels of vulnerabilities. It is therefore emphasised to staff to be vigilant and aware of possibilities for FGM to take place.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long- lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to

be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. (See appendix 5 for indicators)

Section 5B of the Female Genital Mutilation Act 2003 (inserted by section 74 of the Serious Crime Act 2014) places a mandatory duty on teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under the age of 18.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

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

22. Preventing Radicalisation

Protecting children from the risk of radicalisation is part of Larwood Trust's wider safeguarding duties and is viewed as similar in nature to protecting pupils from other forms of harm and abuse.

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

Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces

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 of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

In line with managing other safeguarding risks staff should be alerted to changes in a child's behaviour and use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately including where necessary making a referral to the Channel Programme.

The Prevent Duty – A duty under section 26 of the Counter Terrorism and Security Act 2015

is the duty of a number of professional bodies, including schools to prevent people from being drawn into terrorism.

Paragraph 57 – 76 of the Prevent Guidance concerns specifically with schools and staff are expected to ensure they familiarise themselves with this material.

As a school we will:

- Assess the risk of individual children being drawn into terrorism
- Ensure we follow local safeguarding arrangements in relation to policies and procedures of Local Safeguarding Children's Board
- Provide Prevent awareness training for all staff to assist with their ability to identify children at risk
- Ensure that we have rigorous online safety protocols ensuring pupils are safe from terrorist and extremist materials when accessing the internet
- Material to be delivered by visitors to school, who are working with pupils, have been appropriately checked to ensure extremist or radical views are not promoted to pupils
- School staff will refer any concerns to the DSL who will understand when it is appropriate to make a referral to the Channel programme.

23. Online Safety

The school's approach to mobile and smart technology will include the expectation that the school is a mobile-phone-free environment by default, subject to the school's published mobile-phone policy, safeguarding needs and agreed reasonable adjustments.

The 4 categories of online risk include: Content - illegal, inappropriate or harmful content including pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation and conspiracy theories; Contact - harmful interaction with other users or generative AI applications that simulate interaction, including grooming and exploitation; Conduct - harmful online behaviour including making, sending or receiving explicit images, including AI-generated images, and online bullying; Commerce - risks including online gambling, inappropriate advertising, phishing and financial scams.

The school will carry out an annual online-safety review supported by an annual risk assessment, and an annual review of filtering and monitoring effectiveness led by the responsible SLT member with the support of the DSL and IT support. Filtering and monitoring arrangements also apply to generative AI use.

Artificial intelligence (AI)

Generative AI tools are widespread and can support teaching, learning and safeguarding. They can also facilitate abuse, including bullying and grooming, or expose pupils to harmful content. AI can be used to create convincing image, audio or video hoaxes (deepfakes). Any

use of AI to access harmful content, bully or abuse pupils will be dealt with under this policy and the school's behaviour, online-safety and AI arrangements.

Making or sharing nudes or semi-nudes includes images that are digitally altered or wholly AI-generated, sometimes called deepfakes or deep nudes. Consensual and non-consensual making or sharing both require a safeguarding response, and all incidents and decisions will be recorded.

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers, and trustees
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk
Our approach to online safety is based on addressing the following categories of risk:

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

To meet our aims and address the risks above we will:
Educate pupils about online safety as part of our curriculum. For example:

- The safe use of social media, the internet and technology
- Keeping personal information private

- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim

Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber- bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year
Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them, so they know how to raise concerns about online safety
Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:

- Staff are allowed to bring their personal phones to school for their own use but will limit such use to non-contact time when pupils are not present (staff are permitted to keep phones on their person for circumstances including but not limited to, during off-site trips to communicate with school, when expecting a call related to a personal emergency or circumstance.
- Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff, volunteers, and trustees aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones include, tech bans, detentions.
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search
- pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key
- categories of risk (described above) from the school's IT systems
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community
- This section summarises our approach to online safety and mobile phone use. For comprehensive details about our school's policy on online safety and the use of mobile phones, please refer to our online safety policy and mobile phone policy, which you can find on our website.

24. Dealing with a Disclosure

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

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child without making promises which it may not be possible to keep

- Not promise confidentiality. It may be necessary to refer to Children, Schools, and Families.
- Reassure the child that what happened was not his/her fault.
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what must be done next and who needs to be told
- Make a written record (see Record Keeping) (Use CPOMS)
- Pass information to the Designated Senior Lead without delay

25. Support

Dealing with a disclosure from a child and safeguarding issues can be a stressful experience. Therefore, the member of staff concerned should consider seeking support; this should be discussed in the first instance with the Designated Senior Lead. The DSL can offer support through the MHST (mental health support team) or the Butterfly rooms.

If a member of staff receives a disclosure about potential harm caused by another member of staff, they should follow the procedures outlined in the Allegations Involving School Staff/Volunteers section of this policy.

26. Confidentiality

Child Protection raises issues of confidentiality that must be clearly understood by all staff/volunteers in the school.

- Both teaching and non-teaching staff in the school have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).
- If a child confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tell the child in a manner appropriate to their age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to keep the child or other children safe. This may not ultimately be in the best interests of the child.
- Adults in school who receive information about children and their families in the course of their work must share that information only within appropriate professional contexts.
- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk

- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
- There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
- The DSL will have to balance the victim's wishes against their duty to protect the victim and other children

The DSL should consider that:

- Parents or carers should normally be informed (unless this would put the victim at greater risk)
- The basic safeguarding principle is: 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 care
- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains
- Regarding anonymity, all staff will:
- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities
- The government's information sharing advice for safeguarding practitioners includes 7
- 'golden rules' for sharing information, and will support staff who must make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)
- Confidentiality is also addressed in this policy with respect to record-keeping in section 14, and allegations of abuse against staff in appendix 3

27. Record Keeping

When a child makes a disclosure, the member of staff is required to:

- Make a safeguarding record as soon as possible and on the same day using CPOMS. Record the child's own words where relevant and distinguish fact from opinion. If CPOMS is temporarily unavailable, make a dated written record and pass it immediately to the

DSL; the information must be transferred securely to CPOMS as soon as the system is restored. Complete a body map where relevant in accordance with school procedures.

- Not destroy the original notes in case they are needed by a court in the future
- Record the date, time place and any noticeable non-verbal behaviour and the words used by the child.
- All schools Use the Body Chart on CPOMS to record any injuries on the student. Or Draw a diagram or use a body pro-forma to indicate the position of any bruising or other injury
- Record statements and observations rather than interpretation or assumptions

All concerns of a possible Child Protection nature must be recorded on the school's CPOMS or Cause for Concern Form (Appendix 5) and given promptly to the DSL. No copies of this form should be retained by the member of staff.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000 or Safeguarding Hub on 01438 737511. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

28. Storage

Records kept by the DSL should be kept separate from the pupil's files in a folder marked "Strictly Confidential". These must be secured in a lockable cabinet and should not be kept anywhere other than on the school premises. A marker should be entered on the pupil's file to indicate that the DSL has a separate confidential record.
From September 2025, records will also be securely kept on CPOMS.

The Designated Senior Lead will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.
If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Senior Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Senior Lead at the receiving school, in a secure manner, and separate from the child's academic file.

The Designated Senior Lead is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

In the case that a child moves from Larwood school, and their new school is unknown, we will keep the records up until the child has left school.

29. School Procedures

See Appendix 3: What to do if you are worried a child is being abused: Flowchart

If any member of staff is concerned about a child, he or she must inform the Designated

Senior Lead. The Designated Senior Lead will decide whether the concerns should be raised to Children's Services by completing a Child Protection Contact: Safeguarding and Specialist Services. If it is decided to make a Child Protection Contact to Children's Services: Safeguarding and Specialist Services this will be discussed with the parents, unless to do so would place the child at further risk of harm.

While it is the DSLs role to make Child Protection Contact, any member of staff can make a Child Protection Contact to Children's services and referrals to children's services or police will not be delayed in the unlikely event that all DSLs are not on site/available at the time of disclosure. If a child is in imminent danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM), a Child Protection Contact should be made to Children's Services and/or the Police immediately. Where Child Protection Contact are not made by the DSL, the DSL should be informed as soon as possible.

Central Bedfordshire Children's Services: 0300 300 8585 out of hours: 0300 300 8123

30. Allegations Involving Staff / Volunteers

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates s/he will pose a risk of harm if they work regularly or closely with children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

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

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

31. What Staff Should Do If They Have Concerns About Safeguarding Practices With The School

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding arrangements.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school's

senior leadership team.

If staff members have concerns about another staff member, then this should be referred to the Headteacher. Where there are concerns about the Headteacher, this should be referred to the Chair of Trustees.

If the concerns are about the Headteacher, then the Chair of Trustees should be contacted.

Role	Person	Contact Details
Chair of Trustees	Ruth Ashmore	rashmore@bfetrust.org.uk

If the Chair of Trustees cannot be reached, staff should contact the Vice Chair of Trustees or Safeguarding Trustee Link:

Role	Person	Contact Details
Vice Chair of Trustees	Linda Lewis	llewis@bfetrust.org.uk
Safeguarding Link Lead, Trustee	Ruth Ashmore	rashmore@bfetrust.org.uk

In the event of allegations of abuse being made against the Headteacher, or where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO). Staff may consider discussing any concerns with the Designated Senior Lead and if appropriate make any Child Protection Contact via them. (See Keeping Children Safe in Education: Part Four, DfE 2026, for further information). The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised, and the person should be advised that the concern will be shared on a 'need to know' basis only. Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date, and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated, and immediately passed on to the Headteacher.

The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Headteacher/Chair of Trustees will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer:

- Children's Services – 0300 300 8585
- Out of Hours Service-Children's Services – 0300 300 8123

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

If it is decided that the allegation meets the threshold for safeguarding, this will take place in accordance with section 4.1 of the Central Bedfordshire Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures.

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

The Headteacher should, as soon as possible, following briefing from the Local Authority Designated Officer inform the subject of the allegation.

For further information see:
Central Bedfordshire's "Dealing with Allegations of Abuse Against Teachers and other staff" : https://www.centralbedfordshire.gov.uk/migrated_images/dealing-allegations-abuse_tcm3-13168.pdf

Where a staff member feels unable to raise an issue with their employer/through the whistleblowing procedure or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- Children's Services 0300 300 8585 out of hours: 0300 300 8123
- NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff 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

32. Safer Working Practice

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/ school code of conduct / staff behaviour policy and Safer Recruitment Consortium document Guidance for safer working practice for those working with children and young people in education settings (September 2015) available at

http://www.thegrid.org.uk/info/welfare/child_protection/allegations/safe.shtml

The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional, and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998). Please see the Trust's behaviour management policy for more information.

The following appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.

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Appendix 1: Types of Abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by 1 definition or label. In most cases, multiple issues will overlap.

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

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

Emotional abuse may involve:

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

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

- Physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing

- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)
- Provide adequate food, clothing, and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate caregivers)
- Ensure access to appropriate medical care or treatment

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

Appendix 2: Safer Recruitment and DBS Checks – Policy and Procedures

As part of a shortlisted candidate's self-declaration, the school may also ask whether the candidate is known to the police or children's local authority social care and whether they have been disqualified from providing childcare, where relevant to the role.

Safer recruitment and regulated-activity decisions will be made in line with KCSIE 2026 and the Safeguarding Vulnerable Groups Act 2006 as amended, including amendments made by the Crime and Policing Act 2026.

Recruitment and selection process
To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising roles, we will make clear:

- Our school's commitment to safeguarding and promoting the welfare of children
- That safeguarding checks will be undertaken
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

Application forms

Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders

Shortlisting

Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns

Once we have shortlisted candidates, we will ask shortlisted candidates to:

Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they can share relevant information and discuss it at interview stage. The information we will ask for includes:

- If they have a criminal history
- Whether they are included on the barred list
- Whether they are prohibited from teaching
- Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
- Any relevant overseas information

Sign a declaration confirming the information they have provided is true

We will also consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online.

Seeking references and checking employment history

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.
When seeking references, we will:

- Not accept open references
- Liaise directly with referees and verify any information contained within references with the referees
- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be

confirmed by the headteacher/principal as accurate in respect to disciplinary investigations

- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- Resolve any concerns before any appointment is confirmed

Interview and selection

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work with children
- Record all information considered and decisions made

Pre-appointment vetting checks

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

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre- employment checks. When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed, we may keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. These could include, where available:

- For all staff, including teaching positions: criminal records checks for overseas applicants
- For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they have not imposed any sanctions or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to teach

Check that candidates taking up a management position* are not subject to a prohibition from management (section 128) direction made by the secretary of state
* Management positions are most likely to include, but are not limited to, headteachers, principals and deputy/assistant headteachers.

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Regulated activity

Means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- There are concerns about an existing member of staff's suitability to work with children; or
- An individual moves from a post that is not regulated activity to one that is; or
- There has been a break in service of 12 weeks or more

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

- We believe the individual has engaged in relevant conduct; or
- We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the

Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or

- We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third party staff

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

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee / Student Teachers

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

Where trainee teachers are fee-funded, we will obtain written confirmation from the training

provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

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

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Trustees and Members

All trustees, and members will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.
The chair of the board will have their DBS check countersigned by the secretary of state. In our setting this is carried out via an Academy Trust Suitability Check on behalf of the Secretary of State.

All proprietors, trustees, and members will also have the following checks:

- A section 128 check (to check prohibition on participation in management under section 128 of the Education and Skills Act 2008).
- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Appendix 3: Allegations of Abuse Made Against Staff

Section 1: Allegations that may meet the harms threshold

This section is based on 'Section 1: Allegations that may meet the harms threshold' in part 4 of Keeping Children Safe in Education.

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

- Behaved in a way that has harmed a child, or may have harmed a child, and/or
- Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

If we're in any doubt as to whether a concern meets the harm threshold, we will consult out local authority designated officer (LADO).

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the headteacher, or the chair of trustees where the headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity. Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension of the accused until the case is resolved

Suspension of the accused will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm,

or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

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

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

If in doubt, the case manager will seek views from the school's legal advice and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

Definitions for outcomes of allegation investigations

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

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and
- whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police before consulting the designated officer – for example, if the accused individual is deemed to be

an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)

- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
- Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care
- If immediate suspension is considered necessary, agree, and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. This includes advice to seek union support, offer of therapeutic intervention through the Butterfly Rooms etc.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)

- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply teachers and all contracted staff

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

- We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome
- The governing board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

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

Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

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

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

Unsubstantiated, unfounded, false or malicious reports

If a report is:

- Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Unsubstantiated, unfounded, false or malicious allegations

If an allegation is:

- Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or

person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate

- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality and information sharing

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

The case manager will take advice from the LADO, police, and children's social care services, as appropriate, to agree:

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

Record-keeping

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

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- Include substantiated allegations, provided that the information is factual and does not
- include opinions

Learning lessons

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

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

Section 2: concerns that do not meet the harm threshold

The section is based on 'Section 2: Concerns that do not meet the harm threshold' in part 4 of Keeping Children Safe in Education.

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers, and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Safeguarding concern or allegation from another member of staff
- Disclosure made by a child, parent, or other adult within or outside the school
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority
- Examples of such behaviour could include, but are not limited to:
- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating pupils

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns as per this policy
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage

- Providing a responsive, sensitive, and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's code of conduct. The headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely, and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves
- from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves' employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or

- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

Appendix 4: specific safeguarding issues

Child abuse 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.

Indicators in the child bruising

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence, or an adequate explanation provided:

- Bruising in or around the mouth
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital, and rectal area
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g., belt marks, hand prints or a hair brush
- Linear bruising at any site, particularly on the buttocks, back or face
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms, or leg
- Petechiae haemorrhages (pinpoint blood spots under the skin.) Commonly associated with slapping, smothering/suffocation, strangling and squeezing

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress.

If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

Children absent from education (previously children missing from education)

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

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

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

We will follow our procedures for unauthorised absence which are:

- Log contact with home/attempted on Behaviour Watch
- If no contact received by mid-morning report on CPOMS
- DSL with HoS will discuss home visits where necessary
- All under 90% to be logged on CPOMs
- All on plan will have SW notified same day no matter what attendance is or reason provided (DSL)
- Parent meeting with SLT on return from holidays

and for dealing with children who go absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going absent in future. This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when

applicable, when removing a child's name from the admission register at non-standard transition points.

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

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

Child criminal exploitation

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

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

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

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

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for

the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

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

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

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

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

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

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online and can occur simultaneously between the 2.

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are there no reports, that doesn't mean that this kind of abuse isn't happening.

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

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (this is sometimes known as
- 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)

- Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.
- If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and
- 7.9 set out more detail about our school's approach to this type of abuse.
- When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma and will offer them appropriate support.

Domestic abuse

- Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.
- Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological, or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others – for example, the impact of all forms of domestic abuse on children.
- Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.
- Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development, and ability to learn.
- If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the

designated safeguarding lead) before the child or children arrive at school the following day.

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

Homelessness

- Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.
- The DSL deputies will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).
- Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's
- social care.

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

- So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing. Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.
- All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues A girl:
- Having difficulty walking, sitting, or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period

- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

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

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

A girl:

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a "special procedure" or to attend a special
- occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

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

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of 1 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. Marriage under the age of 18 is illegal even without threats, violence or coercion.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the '1 chance' rule, i.e., we may only have 1 chance to speak to the potential victim and only 1 chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalisation

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

Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces

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 of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

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

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

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

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.
Staff will be alert to changes in pupils' behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities, they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations
- Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Adult-involved nude and semi-nude image sharing incidents are child sexual abuse offences and must be referred immediately to police and/or children's social care. Staff must be alert to sexually motivated grooming and financially motivated abuse, including coercion, blackmail or sextortion, movement to private or encrypted platforms, offers of money or gaming credits, and the use of manipulated or AI-generated images to pressure a child into sending real images.

Children who are victims of sexual violence and sexual harassment 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.
If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.
When supporting victims, staff will:

- Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- Regularly review decisions and actions, and update policies with lessons learnt
- Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns
- Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay or bisexual (LGB), and children questioning their gender children are at greater risk. Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (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

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as

appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above)

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff.

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

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out (if this is provided, we will not ask to see the DBS certificate)

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Non-collection of children

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

Call the parent/carer/Taxi company to check why they haven't arrived Contact the child's emergency contact list

A member of staff will wait with the child

If a parent/carer cannot be reached a referral to police and children's services will be made

Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

- Contacting parents, relatives and neighbours using known contact details
- Ask local police to do a welfare check
- Do a home visit (usually 2 staff will attend together)
- Checking local databases within the LA, or the DfE's Key to Success or school2school systems
- Following local information sharing arrangements, making enquiries to:
- Other local databases and agencies
- Agencies known to be involved with the family
- Checking with UK Visas and Immigration and/or the Border Force
- Checking with the LA and school from which our pupil moved from originally, or any past LAs or schools that have educated our pupil
- Checking with the LA where our pupil lives if it's different from Central Bedfordshire
- In the case of children of service personnel, checking with the Ministry of Defence Children's Education Advisory Service

If we still can't locate a pupil (and neither can the LA), we will remove them from our register

Appendix 5: Recording safeguarding concerns on CPOMS

All safeguarding concerns, disclosures, decisions and actions must be recorded on CPOMS as soon as possible and on the same working day.

Records should be factual, clear and professional; include the date and time; identify the child and person making the record; use the child's own words where relevant; distinguish fact, opinion and hearsay; and record action taken, decisions, rationale and outcomes.

The DSL/DDSL will review safeguarding records, ensure appropriate action is taken, record referrals and professional consultation, and ensure relevant feedback and information-sharing decisions are documented.

Where a body map is required, it must be completed in accordance with school procedures. Staff must not photograph injuries on personal devices.

If CPOMS is temporarily unavailable, staff must make a dated written record and give it immediately to the DSL/DDSL. The record must be stored securely and transferred to CPOMS as soon as access is restored; the temporary paper record must then be disposed of securely in accordance with the school's information-governance arrangements.

Child's Name :			
Child's DOB :			
Male/Female :	Ethnic Origin :	Disability Y/N :	Religion :

Date and time of concern :			
Your account of the concern : (what was said, observed, reported and by whom)			
Additional information : (your opinion, context of concern/disclosure)			
Your response : (what did you do/say following the concern)			
Your name :		Your signature :	
Your position in school :		Date and time of this recording :	
Action and response of DSP/Headteacher :			
Feedback given to member of staff reporting concern:		Outcome of action taken by DSP/Headteacher (e.g. what was parental response? outcome of professional consultation/referral? etc.)	
Information shared with any other staff? If so, what information was shared and what was the rationale for this?			
Name: ……..		Date:……..	

Checklist for DSP (to be printed on back of record of concern form)

- ✓ Child clearly identified?
- ✓ Name, designation and signature of the person completing the record populated?
- ✓ Date and time of any incidents or when a concern was observed?

- ✓ Date and time of written record?
- ✓ Distinguish between fact, opinion and hearsay
- ✓ Concern described in sufficient detail, i.e. no further clarification necessary?
- ✓ Child's own words used? (Swear words, insults, or intimate vocabulary should be written down verbatim.)
- ✓ Record free of jargon?
- ✓ Written in a professional manner without stereotyping or discrimination?
- ✓ Record of concern passed to DSP in a timely manner?
- ✓ The record includes an attached completed body map (if relevant) to show any visible injuries (body map available at www.thegrid.org.uk/info/welfare/child_protection/proformas/index.shtml)
- ✓ DSP has completed their sections in full-action taken and outcome, feedback to staff and information sharing?

Audit date:		Audited completed by:	
Overall RAG rating (see key below)			
Action needed	Timescale	Name and position of person responsible	Date action completed

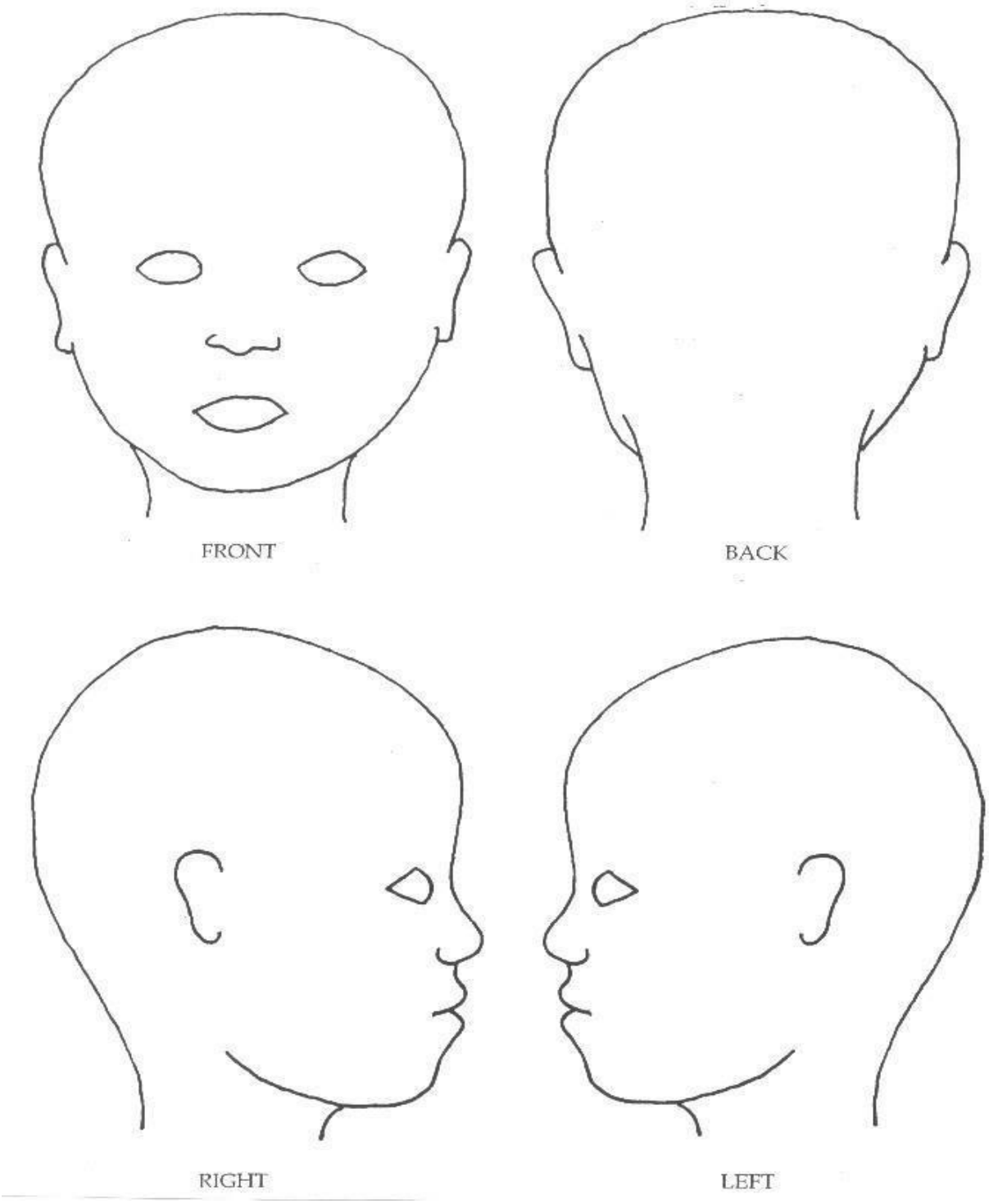
RED	Indicates that information from the checklist is lacking and deficiencies need to be addressed as a matter of urgency
AMBER	Indicates that key information is included but recording could be further Improved
GREEN	Indicates that the recording meets the above required standards

If you intend to give a copy of the above action plan to the member of staff, please ensure they are not given page 1 , i.e. the actual record of concern form which contains confidential details.

Appendix 6: Body Chart

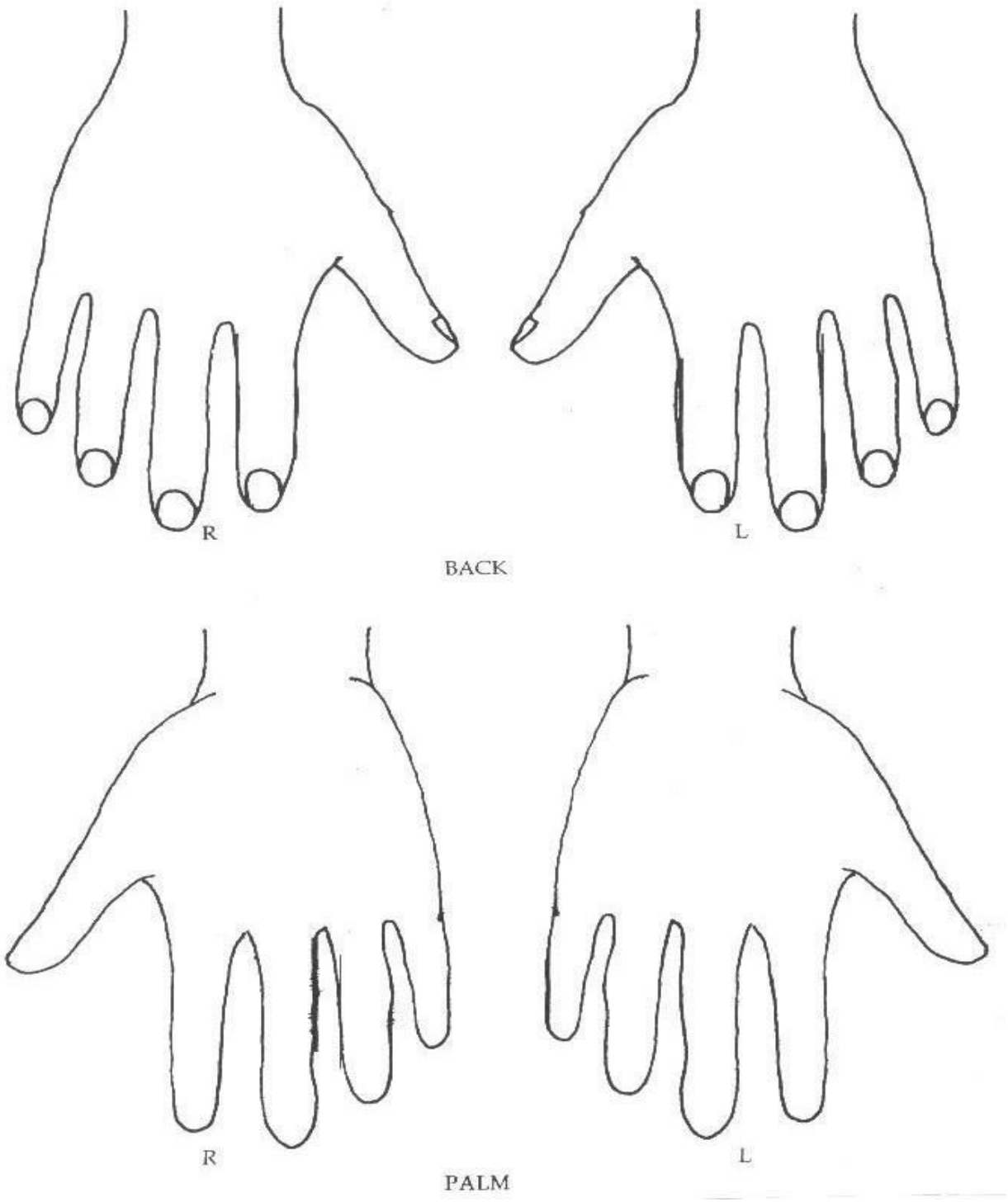
Body Chart 1

First Name:	Last Name:



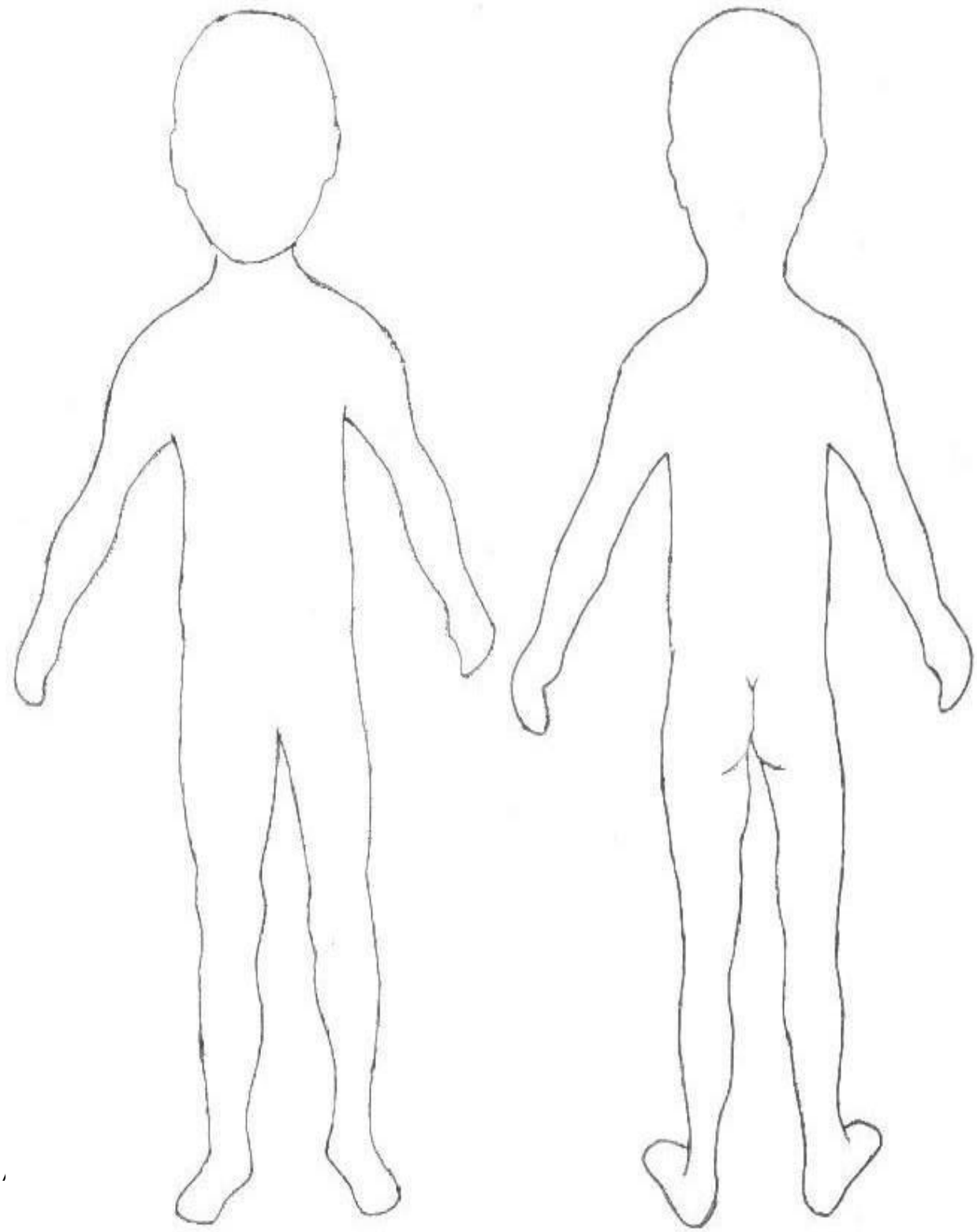
Body Chart 2

First Name:	Last Name:



Body Chart 3

First Name:	Last Name:



Be Alert

- Be aware of the signs of abuse and neglect
- Identify concerns early to prevent escalation.
- Know what systems the school have in place regarding support for safeguarding e.g. induction training , staff behaviour policy / code of

Appendix 8: Indicators of harm FGM

Identifying girls and women at risk of FGM (Multi-Agency Practice Guidance FGM Pg 16/17)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl or woman being at risk of FGM, or already having undergone FGM. **There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.**

Victims of FGM are likely to come from a community that is known to practice FGM – see Section 2.5 for the nationalities that traditionally practice FGM.

Provided that the mutilation takes place in the UK, the nationality or residence status of the victim is irrelevant.

Professionals should also note that the girls and women at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject