



SAFEGUARDING AND CHILD PROTECTION POLICY 2026/27

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PART A – POLICY

1. POLICY STATEMENT

The Girls' Learning Trust (the Trust) takes seriously its duty to safeguard and promote the physical, mental and emotional welfare of every child and young person, both inside and outside of the school premises, including online, and we expect everyone who works in our schools to share this commitment.

The Trust recognises that safeguarding is a shared responsibility. Effective safeguarding requires a child-centred, anti-racist and anti-discriminatory approach, effective information sharing and coordinated working between education, children's social care, health, police and other relevant agencies.

We implement a whole-school preventative approach to managing safeguarding and child protection concerns, ensuring that nothing is more important than the welfare of our students and that their wellbeing is at the forefront of all action taken.

The Trust recognises that statutory safeguarding duties within Keeping Children Safe in Education (KCSIE) apply to children, defined as those under the age of 18. However, all learners, regardless of age, have the right to a safe and supportive learning environment. Therefore, the Trust acknowledges its responsibility to promote the welfare and safety of all learners including those aged 18 and over. We recognise that students over 18 may remain vulnerable and require safeguarding support, particularly where they have special educational needs, disabilities, are care leavers, or otherwise identified at risk. In such cases safeguarding concerns will be addressed with equal priority and, where appropriate, referrals will be made to the local authority's adult safeguarding team.

This policy applies to children in all family and care arrangements, including children living with birth or extended family, children in kinship care, children subject to special guardianship arrangements, adopted children and children looked after in foster or residential settings. Where relevant, safeguarding action may also be required in relation to an unborn child.

This policy sets out a clear and consistent framework for delivering this commitment, in line with safeguarding legislation and statutory guidance. This policy should be read in conjunction with Keeping Children Safe in Education (KCSIE 2026).

The aims of this policy are to:

- Protect children from any maltreatment or harm, whether this is within or outside the home, including online, and provide help and support to meet the needs of children as soon as problems emerge.
- To ensure each school offers a safe and supportive environment for all children under its care and creates a culture of vigilance throughout the organisation.
- Ensure that all staff, governors, and visitors are aware of and clearly understand their statutory safeguarding responsibilities.
- Outline how all staff, governors and visitors will meet their safeguarding duty and protect children from harm.

The Trust will therefore ensure the following arrangements are in place to safeguard and promote the welfare of children:

- **Prevention:** The Trust will create an ethos and culture where all students feel secure and able to build trusted relationships with staff. Students will be encouraged to talk and to feel confident that they will be listened to. They will be taught about safeguarding through various teaching and learning opportunities as part of a broad and balanced curriculum. Staff and volunteers will be trained regularly to understand their responsibilities to recognise and respond to safeguarding and child protection concerns.
- **Protection:** The Trust will ensure that each member of staff, governor and other visitor involved in regulated activity with students has undergone a thorough safer recruitment process and is sufficiently trained and supported to respond appropriately and sensitively to safeguarding and child protection concerns.
- **Support:** Schools will provide structured systems of support for all students and appoint appropriately qualified and experienced Designated Safeguarding Leads (DSLs) and Deputy DSLs to provide advice, training, and support around safeguarding concerns. Provision will be made for any student that has been subject to, or is at risk of, abuse, neglect, or exploitation.
- **Collaboration:** Schools will work closely with parents and external agencies to ensure appropriate communications and actions are undertaken.

2. ROLES AND RESPONSIBILITIES

Trust Board

The Trust Board provides strategic leadership and has overall accountability for each school's safeguarding arrangements and must ensure that they comply with their duties under legislation, including compliance with the Equality Act 2010. It will ensure that policies, procedures, and training across the Trust is effective and always complies with the law and that safeguarding arrangements promote an inclusive, anti-racist and anti-discriminatory culture and that schools work to identify any disproportionality, inequality or barriers affecting particular groups of children.

The Trust Board will appoint a Safeguarding Trustee who will consider safeguarding strategy, ensure effective policy and practice, and champion a safeguarding culture throughout the Trust.

The Trust HR & Remuneration Committee is a sub-committee of Trust Board, responsible for determining Trust procedures for safer recruitment of staff and for ensuring compliant maintenance of the Single Central Record.

Local Governing Bodies

The Local Governing Bodies (LGBs) are responsible for determining any local procedures for safeguarding and for ensuring a safe environment for students to learn. This includes assuring themselves that children are taught about how to keep themselves and others safe, including online, that child protection files are maintained in accordance with Annex C of KCSIE, and that the school has appropriate filtering and monitoring systems in place to help limit students' exposure to risk from the school's IT system. They are responsible for reviewing the annual safeguarding audit of the school and monitoring actions.

The LGB should be assured that:

- The DSL takes responsibility for understanding the filtering and monitoring systems and processes in place within the school as part of their role.

- All staff, including those who do not work directly with children, read and understand Part One of Keeping Children Safe in Education 2026.
- All staff understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training.

The LGB will appoint a Safeguarding Link Governor to work closely with the DSL in each school and to oversee their school's safeguarding arrangements.

CEO

The CEO is responsible for the strategic leadership and oversight of safeguarding across the Trust. This includes ensuring that schools are well-supported and held to account for compliance in this area. The CEO leads on cross-Trust priorities, commissions external reviews where needed, and ensures a safeguarding culture is embedded within each school. As part of this, the CEO will review the DfE's filtering and monitoring standards, discussing with IT staff and service providers what needs to be done to support the school in meeting the standards.

Headteachers

Headteachers, working closely with the DSLs, have overall responsibility for ensuring that a safeguarding culture is paramount within their school, that there is sufficient capacity to meet the safeguarding demands, and that all aspects of safeguarding and child protection are effective.

Headteachers will ensure that safeguarding, pastoral, attendance, SEND and behaviour teams work together and share relevant information so that concerns are considered holistically and children do not experience fragmented or duplicated support.

Headteachers will ensure that the school's approach to restrictive interventions prioritises prevention, early intervention and de-escalation. Restrictive interventions will not be used as a routine behaviour-management strategy, punishment or disciplinary sanction.

Headteachers are responsible for working with DSLs in investigating low-level concerns raised by staff members, in accordance with the Safeguarding Allegations Against Staff & Others Policy and for reporting appropriate concerns to the relevant authority (e.g. Local Authority Designated Officer (LADO), Disclosure and Barring Service (DBS), Teaching Regulation Agency (TRA), and the Police).

Designated Safeguarding Leads (DSLs)

Each school has a named Designated Safeguarding Lead (DSL) and at least one Deputy DSL.

The DSL has a responsibility for day-to-day safeguarding and child protection in their school. Key responsibilities include:

- Managing referrals.
- Working with others (e.g. external agencies).
- Reviewing restrictive intervention incidents where they raise safeguarding concerns, involve a vulnerable student, cause injury or distress, occur repeatedly, or may indicate that a student's needs are not being met.
- Considering whether any incident involving force, restraint or seclusion raises a concern or allegation about a member of staff and, where appropriate, following the Trust's Safeguarding Allegations Against Staff and Others Procedure.
- Coordinating the school's contribution to universal and community-based early help, Family Help, child-in-need and child protection processes.

- Information sharing and managing the child protection file, in consultation with the Trust's Data Protection Officer where appropriate.
- Ensuring that the child's wishes, feelings, identity, lived experience and communication needs are understood and represented in assessments and plans.
- Using local professional challenge and escalation procedures where the school is not satisfied that another agency's response protects the child.
- Raising awareness of safeguarding issues and changes to legislation or statutory guidance.
- Providing support for staff, including training.
- Ensuring robust arrangements are in place for DSL or Deputy DSL cover, including a secure and confidential means for staff to raise urgent concerns when the DSL is unavailable.

The DSL and Safeguarding Link Governor meet termly to ensure there is sufficient oversight of safeguarding issues and priorities within the school.

For further information on the full role of the DSL, see Annex C of Keeping Children Safe in Education (2025).

For the named DSLs for each school, see Appendix A.

Individual Staff

The Teachers' Standards state that teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All staff have a responsibility to provide a safe environment in which children can learn and should be prepared to identify students who may benefit from early help. It should be remembered that sometimes children will not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and / or they may not recognise their experiences as harmful. This should not prevent staff from having a professional curiosity and to raise any concerns with the DSL. Staff should consider how racism, discrimination, disability, language, poverty, immigration status, culture, faith and previous experiences of services may affect a child's safety, the family's engagement with professionals or their access to support.

All staff should be aware of systems within the schools which support safeguarding, and these will be explained to them as part of staff induction. In addition, all staff will receive regular safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

As part of their roles, all staff should:

- Read and understand Part One of Keeping Children Safe in Education 2026. The Part One overview may be used as a supplementary reference but does not replace Part One.
- Ensure they have read and understood the Trust and school policies detailed in section 4.
- Ensure they have undertaken the mandatory training detailed in Appendix D.
- Be aware of the local offer of support, including universal and community-based early help, Family Help, child-in-need services and child protection procedures, and understand their role in identifying needs, sharing information and contributing to assessments and plans.
- Be aware of the process for reporting concerns within school and that in the absence of safeguarding staff they are responsible for contacting social care and seeking advice if a child is at risk of harm.
- Know what to do if a child tells them they are being abused, exploited, or neglected.

- Know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the DSL, DDSL and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child.
- Be able to reassure victims that they are being taken seriously and that they will be supported. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- Understand that reasonable force may only be used where lawful, necessary and proportionate, using no more force than is required and for the shortest necessary period.
- Use prevention, communication and de-escalation wherever practicable before considering a restrictive intervention, unless immediate action is required to protect a pupil or another person from harm.

Please refer to:

- Section 22 of this policy for further information on the reporting process
- Appendix E for a respond and report flow chart
- Appendix A and B for key contact information (internally and externally).

3. DEFINITIONS

The terms 'children', 'child' and 'young person' refer to anyone under the age of 18. The term 'student' has been used interchangeably throughout this policy and covers 'child' and 'young person' as well as learners over the age of 18.

For the purposes of this policy, '**safeguarding and promoting the welfare of children**' is defined in Keeping Children Safe in Education (2026) as:

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

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

Family network means a group of people close to a child made up of relatives and non-related connected people. A family network could include step-parents, siblings, aunts, uncles, cousins, grandparents, godparents, or close family friends. The school will consider how safe members of the family network may contribute to support and protection.

Family Help providing support as soon as a problem emerges at any point in a child's life, from foundation years through to teenage years. It is coordinated, multidisciplinary support for children and families. It brings together targeted early help and support provided under section 17 of the Children Act 1989, frequently referred to as Child In Need, and should normally be set out in a Family Help plan led by an identified practitioner. Detailed information can be found in Working Together to Safeguard

Children.

Restrictive intervention means a physical or non-physical action used to prevent, restrict or subdue the movement of a student's body or part of their body. It includes reasonable force, restraint and seclusion.

Reasonable force means physical force which is lawful, necessary and proportionate in the circumstances. No more force may be used than is necessary, and it must be used for the shortest necessary period.

Restraint is a non-disciplinary intervention which immobilises a pupil or limits their movement. It may involve direct physical contact or may be non-contact, for example removing a mobility aid.

Seclusion is a non-disciplinary intervention in which a pupil is confined away from others and prevented from leaving through physical obstruction, blocking or the belief that they will be punished if they leave.

Staff should refer to the Restrictive Interventions Policy and Procedure for further guidance on permitted circumstances, prevention and deescalation, SEND and trauma considerations, prohibited or high-risk practice, recording, parental reporting, medical assessment, safeguarding review and complaints.

For a full list of definitions for **specific safeguarding issues**, along with guidance and/or actions that would be taken in relation to individual issues, see Appendix C.

4. LEGISLATION AND GUIDANCE

This policy has been developed in accordance with the principles established by the Department for Education's (DfE's) statutory guidance, Keeping Children Safe in Education (2026), Working Together to Safeguard Children (2026), The Children's Wellbeing and Schools Act (2026), and Information Sharing Duty Statutory guidance for safeguarding organisations and their practitioners (2026).

Provisions of The Children's Wellbeing and Schools Act (2026) will be implemented in accordance with their statutory commencement dates. The Trust will review and amend its procedures as regulations and statutory guidance issued under the Act come into force.

This policy also has due regard to all other relevant legislation and statutory guidance.

This policy should be read alongside other relevant school and Trust policies / procedures, including but not limited to:

Policy Title	Trust / School Policy
Student Attendance Policy	Trust Policy
Student Anti Bullying Policy	School Policy
Student Behaviour Policy	School Policy
Data Protection and Freedom of Information Policy	Trust Policy
Information Technology (IT) Policy	Trust Policy
Photographs and Media Policy	Trust Policy
Online Safety Policy	Trust Policy
Safeguarding Allegations Against Staff and Others Procedure	Trust Procedure
SEND Policy	Trust Policy
Safer Recruitment Procedure	Trust Procedure

Staff Code of Conduct	Trust Policy
Whistleblowing Policy	Trust Policy
Restrictive Interventions Policy and Procedure	Trust Policy
Student Placement Procedure (Alternative Provision and Managed Moves)	Trust Procedure
Allergens Policy	Trust Policy
Artificial Intelligence (AI) Policy	Trust Policy
Student Suspensions and Exclusions Policy	Trust Policy
Health and Safety Policy	Trust Policy

5. MULTI-AGENCY WORKING

The Trust recognises safeguarding as a shared responsibility and will participate actively in local multi-agency safeguarding arrangements. Schools will cooperate with safeguarding partners and relevant agencies, share relevant safeguarding information promptly, contribute to assessments, plans, meetings and reviews, and provide professional challenge where this is necessary to protect a child.

Each school will be fully engaged, involved, and included in the child-centred approach towards local safeguarding arrangements. Once the school is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies and its statutory duty to share safeguarding information where this may assist them in safeguarding or promoting the welfare of a child.

The school will develop respectful and trusting relationships with children and families and work with agencies across universal and community-based early help, Family Help, child-in-need and child-protection arrangements. The involvement of another agency does not remove the school's responsibility to monitor the child's welfare and respond to any continuing or increasing concerns.

Where additional needs are identified, the school will consider whether these can be met through school or community-based support or whether a request for Family Help, child-in-need assessment or child-protection intervention is required. The school will contribute fully to any resulting assessment and plan.

Each school will reflect the DfE's expectations to secure strong multi-agency working by:

- Collaborating with services to achieve shared goals and share information.
- Contributing the child's educational history, attendance, behaviour, SEND needs, relationships and presentation to assessments and plans.
- Identifying and challenging disproportionality, racism and discrimination.
- Using local dispute resolution and escalation arrangements where professional disagreement cannot be resolved.
- Evaluating whether multi-agency activity is making a measurable difference to the child.
- Learning from evidence and sharing perspective to evaluate provision.
- Prioritising and sharing resources depending on students' needs.
- Celebrating inclusivity and diversity and challenging discrimination.
- Mutually and constructively challenging other's assumptions in a respectful manner.

6. INFORMATION SHARING AND CONFIDENTIALITY

6.1 Information Sharing

The Trust recognises that it has a statutory duty, under the Information Sharing Duty, to share information where the school holds information relevant to safeguarding or promoting a child's welfare and must share it where it may help another agency covered by the duty to take action.

The Trust understands that there is no threshold that has to be met first and information must be shared unless sharing would be more detrimental to the child than not sharing, which is expected to be a rare circumstance. It also understands that parental consent is not required when sharing safeguarding information under the statutory duty; the lawful basis for sharing information will first be identified and then an explanation will be provided to parents / carers regarding what will happen.

All requests for information sharing should be referred promptly to the DSL and Headteacher, who will determine the appropriate response in accordance with the Trust's safeguarding and data protection obligations. Advice should be sought from the DPO where there is uncertainty about the lawful basis for disclosure, the necessity or proportionality of sharing, confidentiality, or the security of the proposed arrangements. The DPO should also be consulted when establishing new or ongoing information-sharing arrangements with external organisations. The requirement to seek advice must not delay the sharing of information necessary to safeguard a child. Where information is shared urgently, the decision and its justification should be recorded, with the DPO consulted subsequently where appropriate.

When recording, holding, using, and sharing information, the DSL will ensure that they:

- Understand the importance of information sharing, both within the school and with other schools on transfer, including in-year and between primary and secondary education, and with safeguarding partners, other agencies, organisations, and practitioners.
- Understand relevant data protection legislation and regulations, in particular the Data Protection Act 2018 and the UK GDPR.
- Are able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale of those decisions. This will include instances where referrals were and were not made to another agency, such as LA children's social care or the Prevent programme.
- Record decisions to share or not share information, the information considered, who was consulted, the lawful safeguarding purpose and the reasons for the decision.

Parents and carers are given access to all records about their child provided that no relevant exemptions (information which could cause harm to the child or any other individual) apply to their disclosure under the Data Protection Act.

Where a student is leaving the school, the DSL will consider whether it is appropriate to share any information with the student's new provider, in addition to the child protection file, that will allow the new provider to support the student and arrange appropriate support for their arrival.

6.2 Confidentiality

All child protection and safeguarding concerns will be treated in the strictest of confidence. Any disclosures made under the duty to share information does not breach any obligation of confidence.

Where there is an allegation or incident of sexual abuse or sexual violence by a student, the victim is entitled to anonymity by law; therefore, the Headteacher and DSL will agree on what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the students involved in the case.

During the disclosure of a concern by a student, staff members will not promise the student confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

Under the duty to share information, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection, or prosecution of a serious crime. Before doing so, the Headteacher will seek advice from social services and / or the police. Where information is shared or a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

In cases of child-on-child abuse, depending on the nature of a concern and assuming both victim and perpetrator attend the same school, the school will discuss the concern with the parents of the students involved. Discussions with parents will not take place where they could potentially put a student at risk of harm. Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report. Discussion with the alleged perpetrator's parents will have regard to the arrangements that will impact their child, such as moving classes, with the reasons behind decisions being explained and the available support discussed. No information will be provided about the victim. External agencies will be invited to these discussions where necessary.

Where confidentiality or anonymity has been breached, the Headteacher will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised, and future breaches be prevented.

Please refer to the Trust's Data Protection and Freedom of Information Policy for more information.

PART B – PROCEDURES

7. HELP AND SUPPORT FOR CHILDREN AND FAMILIES

Children and families should receive help as soon as needs or concerns emerge. Support may be provided through universal services and community-based early help, school-led support, Family Help, services for children in need or statutory child-protection intervention. Under the duty to share information, relevant information will be shared as part of Early Help or Family Help referrals, without the need for consent. The level and type of support will be determined by the child's needs and risks and will be reviewed where circumstances improve, do not improve, or deteriorate.

Any student may benefit from early help, but in particular, staff will be alert to the potential need for early help for students who:

- Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND, regardless of whether they have a statutory Education, health, and care plan (EHC plan).
- Are suffering from mental ill health.
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing or going missing from care or from home.
- Are at risk of exploitation, modern slavery or trafficking, including child criminal exploitation, child sexual exploitation or financial exploitation.
- Are at risk of being radicalised or exploited.
- Have family members in custody or is affected by parental offending.
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
- Are misusing drugs or alcohol.
- Are at risk of Honour-based or faith-based abuse, including female genital mutilation or forced marriage.
- Are privately fostered.
- Have been repeatedly removed from lessons, are on a part-time timetable, or have experienced multiple suspensions.
- Have experienced multiple suspensions and are at risk of, or have been, permanently excluded from school, alternative provision or a Pupil Referral Unit.
- Are pregnant or are young parents.
- Are displaying early signs of abusive, violent, sexually harmful or exploitative behaviour.
- Are affected by racism, discrimination or hate.
- Are living in kinship care or another informal family arrangement.
- Are experiencing abuse or coercive control in an intimate relationship.
- May be at risk of group-based child sexual exploitation.
- Are an unborn child about whom safeguarding concerns have been identified.

The school will not limit its support to students affected by the above and will be mindful of a variety of additional circumstances in which students may benefit from early help, for example, if they are:

- Bereaved.
- Viewing problematic or inappropriate online content or developing inappropriate relationships online.
- Have recently returned home to their family from care.
- Missing education, or are persistently absent from school, or not in receipt of full-time education.

Staff will be mindful of all signs of abuse, neglect and exploitation and use their professional curiosity to raise concerns to the DSL.

Each school will identify an appropriate practitioner to coordinate school-based and community support. Where needs require coordinated multidisciplinary intervention, the school will contribute to a Family Help assessment and plan. A lead practitioner will be identified in accordance with local arrangements and may be an appropriately skilled practitioner from education or another agency.

The DSL will ensure that support and risk are reviewed regularly. Where the child's circumstances are not improving, needs cannot be met through the existing plan, or risk is increasing, the school will request further assessment or escalation to statutory children's social care.

8. SPECIFIC SAFEGUARDING ISSUES

There are certain specific safeguarding issues that can put children at risk of harm – staff will be aware of these issues.

The schools within the Trust recruit students from across multiple boroughs including Sutton, Croydon, Kingston, Merton, Bromley, Kent and East Sussex. The safeguarding needs of our students vary greatly. Staff are vigilant for warning signs and are provided with regular training opportunities across safeguarding themes, including CSE, County Lines, FGM, Online safety, Mental Health, Sexual Violence and Harassment, Sexual, Physical and Emotional Abuse and Domestic Abuse. All schools work closely with the borough services and engage in regular borough updates and briefings.

Appendix C of this policy sets out details about specific safeguarding issues that students may experience and outlines specific actions that should be taken in relation to these issues. Staff must ensure they familiarise themselves with this.

9. ABUSE, NEGLECT, EXPLOITATION AND MODERN SLAVERY

All staff will be aware of the indicators of abuse, neglect, exploitation and modern slavery and will understand that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. Staff will also be aware that students can be affected by seeing, hearing or experiencing the effects of abuse.

All staff will understand that abuse, neglect, exploitation and other safeguarding issues are rarely standalone events that can be given a specific definition or one label alone. Staff will understand that, in most cases, multiple issues will overlap one another; children may experience several forms of harm at the same time. Assessment and support will consider the interaction between harm within the family, harm in intimate relationships, peer or group-based harm, online harm and exploitation outside the home. Staff will be vigilant and always raise concerns with the DSL.

All staff, especially the DSL and deputy DSLs, will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that students can be at risk of abuse or exploitation in situations outside their families.

Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, financial

exploitation, stalking, trafficking, modern slavery, serious youth violence, county lines and radicalisation.

A child may be criminalised for conduct undertaken as a result of coercion or exploitation; this does not remove their status as a child who may require help and protection.

Staff will be alert to hidden forms of abuse, including child sexual abuse, abusive behaviour and coercive control within teenage relationships, group-based sexual exploitation and honour, faith or belief-based abuse. All staff will be aware of the appropriate action to take following a student being identified as at potential risk, and, in all cases, will speak to the DSL if they are unsure.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

9.1 Recognising abuse

Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may need help or protection.

The first indication of concern about a student's welfare is not necessarily the presence of a serious injury.

The four main categories of abuse (physical abuse, emotional abuse, sexual abuse and neglect) are defined in Appendix C, along with some indicators to help recognise abuse. Staff should also remain alert to exploitation, modern slavery and overlapping forms of harm.

9.2 Working with children

We recognise that children, who are abused, exploited, neglected, or who witness any of these things, may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. The school may be the only stable, secure, and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will support students and enable them to feel safe including through:

- The content of the curriculum.
- Each school's ethos which promotes a positive, supportive, and secure environment and gives students a sense of being valued.
- Each school's behaviour policy which is aimed at supporting vulnerable students in the school - the school will ensure the student knows that some behaviour is unacceptable, but they are valued and not blamed for any abuse which has occurred.
- Liaison with other agencies that support the student such as social services, the child and adolescent mental health service, the borough school attendance service, and the educational psychology service.
- Ensuring that, where a student with a child protection plan joins the school, their information is read and shared appropriately on a need-to-know basis with key adults who will be working closely with them; and
- Ensuring that, where a student with a child protection plan leaves the school, their information is transferred to any new school immediately and that the social worker is informed.
- Seeking and recording the child's wishes and feelings and ensuring that their voice influences assessment, planning and review.
- Speaking directly to the child and not relying solely on accounts provided by adults.
- Making reasonable adjustments to support the child's age, development, disability, language and communication needs.
- Explaining decisions, actions and outcomes to the child in a way they can understand.

10. CHILD-ON-CHILD ABUSE INCLUDING HARASSMENT AND VIOLENCE

Child-on-child abuse (abuse between children) can occur between students of any age and gender, both inside and outside of school, as well as online. Child-on-child abuse can be a one-off serious incident or an accumulation of incidents. It can involve physical, emotional, or sexual abuse.

Child-on-child abuse involves someone who abuses a 'vulnerability' or power imbalance to harm another and has the opportunity or is in an environment where this is possible. While perpetrators of child-on-child abuse pose a risk to others, they are often victims of abuse themselves.

Child-on-child abuse is preventable. It is a safeguarding concern for both the child harmed and the child alleged to have caused harm. It may include serious physical violence, threats involving weapons, harmful sexual behaviour, harassment, misogyny, misandry and coercive or controlling behaviour.

Where a child displays abusive or harmful behaviour, the school will consider both the protection of other children and whether that child has unmet needs, has experienced abuse or exploitation, or requires assessment, help or protection.

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abusive, harassing, misogynistic or misandrist messages, including within group chats.
- Threatening behaviour involving weapons.
- Financial exploitation or coercion.
- Stalking within an intimate or peer relationship.
- Abuse in intimate personal relationships between children – sometimes known as 'teenage relationship abuse'.
- Physical abuse which can include 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).
- Serious physical assault and harm, or the threat of harm with a weapon.
- 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.
- The making or sharing of nudes or semi-nudes, whether consensual or non-consensual, including images that have been digitally altered or wholly generated using artificial intelligence. Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Initiation- and hazing-type violence and rituals, which can 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.

The Trust takes a zero-tolerance approach to abuse, and it should never be passed off as 'banter', 'just having a laugh', 'part of growing up' or 'children will be children' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

All staff will:

- Be aware of the indicators of child-on-child abuse and how to identify it.

- Understand the role they have to play in preventing it and responding where they believe a child may be at risk of child-on-child abuse.
- Recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring.
- Understand the importance of challenging inappropriate behaviour between peers and will not tolerate abuse as “banter” or “part of growing up”.
- Speak to the DSL if they have any concerns about child-on-child abuse.

The DSL will ensure they appropriately assess all instances of child-on-child abuse, including in cases of image-based abuse, to help determine whether the alleged perpetrator(s) is under the age of 18 or is an adult posing as a child. Every incident involving the making or sharing of nudes or semi-nudes will receive a safeguarding response, regardless of whether the image was originally made or shared consensually. The DSL will immediately refer the case to the police if it is found that a so-called child-on-child abuse incident involves an adult, e.g. where an adult poses as a child online to groom a child or young person.

All students will be made aware of how to raise concerns or make a report either through the Sharp system, by talking to a safe person and / or via access to pastoral support. This may be a concern about themselves or their friends or peers. The support offered will vary according to the needs of the student and the specific circumstances of the case. Students will be reassured that they will be taken seriously, be supported, and kept safe.

11. CHILD-ON-CHILD HARMFUL SEXUAL BEHAVIOUR, SEXUAL HARASSMENT AND SEXUAL VIOLENCE

Harmful sexual behaviour (HSB) can occur between two or more children or any age and sex, from primary through to secondary stage and into college. It can also occur through a group of children towards a single child or towards another group of children. HSB exists on a continuum and may escalate into sexual harassment or sexual violence, it can occur online or face-to-face (both physically and verbally) and is never acceptable.

The Trust takes a zero-tolerance approach to sexual harassment and sexual violence; that is, it is never acceptable and it will not be tolerated.

All staff will:

- Recognise, acknowledge and understand the scale of harmful sexual behaviour, sexual harassment and sexual violence.
- Recognise that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.
- Recognise the escalatory nature of misogyny and the benefits of early identification to support the Trust’s approach to minimising the risk of HSB, sexual harassment and sexual violence.
- Challenge behaviours such as grabbing bottoms, breasts and genitalia, pulling down skirts or trousers, flicking bras and lifting up skirts.
- Speak to the DSL as soon as possible if they have any concerns regarding HSB, sexual harassment or sexual violence.

12. ONLINE SAFETY, ARTIFICIAL INTELLIGENCE AND DIGITAL RISK

Each school will adhere to the Trust’s Online Safety Policy, which all staff should refer to for specific guidance on keeping children safe online.

Online safety risks will be considered across the four areas of content, contact, conduct and commerce, recognising that individual incidents may involve more than one category.

To safeguard students in the digital space we will:

- Promote awareness and education about online safety among children, parents and staff.
- Implement robust measures to prevent exposure to harmful, inappropriate, or illegal content.
- Encourage responsible and respectful online behaviour, fostering a safe and inclusive digital environment.
- Regularly review and update our policies to address emerging online risks and technologies.
- Provide clear reporting mechanisms, ensuring swift and appropriate action.

The Trust will ensure that appropriate filtering systems are in place on school devices and school networks to prevent children accessing inappropriate material, in accordance with the Trust's IT Policy and the Online Safety Policy. The effectiveness of filtering and monitoring arrangements will be reviewed at least once every academic year by the Trust's Chief Infrastructure Officer, supported by the DSL and IT staff. The review will include checks on all internet-connected devices and in all relevant locations, and a written record will be maintained.

The school will, however, ensure that the use of filtering and monitoring systems does not cause "over blocking", which may lead to unreasonable restrictions as to what students can be taught online. The school will also ensure that it meets the filtering and monitoring standards published by the DfE. Staff will be aware of the filtering and monitoring systems in place and will know how to escalate concerns where they are identified. Staff will be made aware of their expectations and responsibilities relating to filtering and monitoring systems during their induction.

The Trust recognises that generative artificial intelligence can create safeguarding risks through the creation or alteration of sexualised images, impersonation, grooming, bullying, misinformation, harmful content and the disclosure of personal or confidential information. Schools will teach safe and responsible use and establish clear arrangements for reporting concerns. Staff should refer to the AI Policy for further information.

13. USE OF PERSONAL MOBILE AND PERSONAL DIGITAL DEVICES

Each school will have separate mobile phone guidance based on the school's individual context. This will address use by pupils and staff, online safety, safeguarding, recording or sharing images, storage and confiscation arrangements, and the reporting of concerns.

The Trust accepts that staff will bring their own devices into the workplace and may use them during the day. However, staff should not have such devices out or in use in front of students or in classrooms.

Staff are not permitted to use their personal mobile phone or other digital device to take pictures or videos of students at any time. If there is a requirement for a staff member's role to take photographs or videos of students for school purposes, this must be carefully planned before any activity and carried out using school equipment.

Where photographs and videos will involve pupils who are children looked after (CLA), adopted pupils, or pupils for whom there are security concerns, the Headteacher will liaise with the DSL to determine the steps involved. The DSL will, in known cases of pupils who are CLA or who have been adopted, liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the pupils.

Staff should refer to the Staff Code of Conduct, the Photographs and Media Policy and the Data Protection and Freedom of Information Policy for more detail.

Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures.

14. HARM OUTSIDE THE HOME AND CONTEXTUAL SAFEGUARDING

Children may experience harm in locations and relationships outside their family home, including peer groups, intimate relationships, neighbourhoods, transport networks, parks, shopping areas, organised groups and online spaces. Assessments and referrals will identify the places, people, relationships and online contexts connected to the harm. The school will work with safeguarding partners to reduce risk within those contexts rather than placing sole responsibility on the child or family.

15. STUDENTS POTENTIALLY AT GREATER RISK OF HARM

The Trust recognises that some groups of students can face additional safeguarding challenges, both online and offline, and understands that further barriers may exist when determining abuse and neglect in these groups of students. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outlined below.

15.1 Students who need social workers (Child in Need and Child Protection Plans)

Students may need social workers due to safeguarding or welfare needs. They may need this help due to abuse and/or neglect and/or exploitation and/or complex family circumstances. These experiences of adversity and trauma can leave students vulnerable to further harm and educational disadvantage, including facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools to safeguard and promote the welfare of children.

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

15.2 Children who are absent from education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation – particularly county lines. Safeguarding and attendance staff will work together to review repeated, unexplained, persistent or severe absence. Action will consider neglect, domestic abuse, exploitation, mental health, peer harm, online harm, caring responsibilities and other barriers affecting the child. Where the school cannot establish a child's whereabouts or confirm that they are safe, the matter will be escalated promptly through local safeguarding, children-missing-education and police procedures as appropriate.

Children missing education (CME) are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

Staff should refer to DfE's Children Missing in Education (Statutory guidance for local authorities 2024) for further information, including each school's responsibilities.

Staff should refer to the Trust's Student Attendance Policy for further information on attendance.

15.3 Home-educated children

Parents may choose elective home education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them.

In line with the Education (Student Registration) (England) Regulations 2006, the school will inform the LA of all deletions from the admissions register when a student is taken off roll.

Where a parent has expressed their intention to remove a student from school for EHE, the school, in collaboration with the LA and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the student has SEND, is vulnerable, and/or has a social worker.

The school will provide the local authority with information required under children-not-in-school arrangements and will comply with any restrictions or consent requirements applying to the removal from roll of a child who is subject to specified safeguarding involvement.

Where a child is vulnerable, has SEND, has a social worker or is subject to a Family Help, child-in-need or child-protection plan, the school will seek a multi-agency discussion before removal from roll wherever legislation and circumstances permit.

15.4 Children in kinship care

Children may live with relatives or other people with whom they have a family or significant connection under formal or informal kinship arrangements. Staff will not assume that such arrangements remove safeguarding risk.

The school will identify who holds parental responsibility, understand the child's legal and living arrangements and ensure that relevant kinship carers are included in support and safeguarding planning where appropriate.

15.5 Children Looked After (CLA)

Children most commonly become looked after as a result of abuse and/or neglect. Due to their experiences, they may be at greater risk of safeguarding concerns.

Schools within the Trust recognise the need for a proactive, informed, and coordinated approach to supporting the safety and wellbeing of CLA and previously children looked after (PCLA).

Each school will have a nominated Designated Teacher with oversight of CLA and along with the governing body they hold responsibility for ensuring that CLA and PCLA are appropriately supported and safeguarded.

All CLA will have a Personal Education Plan (PEP), which forms part of their overall care plan and is reviewed termly by a suitable nominated staff member. The Designated Teacher will ensure that the school liaises closely with the Virtual School, who provide further advice, guidance, and support.

The governing body will ensure that staff have the necessary skills, knowledge, and understanding to keep CLA safe during their meetings with the DSL. This includes making sure relevant staff are informed of:

- The student's legal status (e.g. whether they are looked after under voluntary arrangements or under an interim/full care order).
- Contact arrangements with parents or those with parental responsibility.
- The delegated authority arrangements for the carer from the local authority.
- The identity and contact details of the student's social worker and, where applicable, personal advisor (for PCLA).

15.6 Previously Children Looked After (PCLA)

Previously Children Looked After refers to children who were once in the care of a local authority but have since left care through one of the following legal routes:

- Adoption
- Special Guardianship Order (SGO)
- Child Arrangements Order (formerly Residence Order)
- Parental Care

Although no longer looked after, PCLA may continue to face emotional, social, or educational challenges due to their early experiences of trauma, loss, or instability. Our schools recognise their ongoing vulnerability and ensure they are supported effectively, including through the involvement of the Designated Teacher and the Designated Safeguarding Lead (DSL).

15.7 Children with Special Educational Needs or Disabilities (SEND) or Certain Health Conditions

When managing safeguarding in relation to students with SEND, staff will be aware that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse, exploitation and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in managing or reporting these challenges.
- Difficulties identifying or reporting online harm.
- Communication differences which may be misunderstood as challenging behaviour.

Each school will identify students who might need more support to be kept safe or to keep themselves safe. The type of support considered may include:

- Children will have a familiar adult to support with communication through simple language.
- Extra pastoral support is considered for children with SEN and disabilities.
- Use of visual aids and sign language to support understanding where required.
- Use of a familiar Speech and Language therapist to ensure that questioning and answers are put in a manner accessible to the child.
- Children are carefully monitored and observed to provide a full picture of their behaviour and mannerism so that any changes are noted, and a comparison can be made.
- The use of body maps, visuals and sign language are used to allow children to communicate their needs or concerns.

- The use of social stories is regularly used to support appropriate and inappropriate behaviour – such as bullying and keeping safe.
- Intervention groups teach children how to communicate and explain appropriate and inappropriate behaviour.

When reporting concerns or making referrals for students with SEND, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a student with SEND, the DSL will liaise with the school's SENCO, as well as the student's parents where appropriate, to ensure that the student's needs are met effectively.

15.8 Children who are lesbian, gay or bisexual and children who are questioning their gender

The fact that a student may be lesbian, gay, bisexual, or questioning their gender is not in itself an inherent risk factor for harm, however, staff will be aware that these students can be at greater risk of harm. Staff will also be aware that, in some cases, a student who is perceived by others to be lesbian, gay, bisexual or questioning their gender (whether they are or not) can be just as vulnerable as children who identify as such.

Staff will also be aware that the risks to these students can be compounded when they do not have a trusted adult with whom they can speak openly with. Staff will endeavour to reduce the additional barriers faced by these students and provide a safe space for them to speak out and share any concerns they have.

A child questioning their gender may require sensitive and thoughtful support. The school will consider the child's safeguarding, health, wellbeing and educational needs in the round. Decisions will be made on an individual basis, taking account of the child's age, maturity, wishes and feelings, any SEND or mental-health needs, relevant clinical information and the risk of bullying or other harm.

Parents should ordinarily be involved in decisions about support. Where staff believe that involving a parent may place the child at risk of significant harm, advice must be sought from the DSL before information is shared or withheld.

Staff should seek guidance from the Headteacher in the first instance to agree the appropriate approach for the circumstance. The school will follow the relevant sections of Keeping Children Safe in Education 2026 when responding to requests concerning gender-questioning children, single-sex spaces and participation in sport.

15.9 Students requiring mental health support

All staff will be made aware that mental health problems can, in some cases, be an indicator that a student has suffered, or is at risk of suffering, abuse, neglect or exploitation. This can have a lasting impact throughout childhood, adolescence and into adulthood. Staff should be aware that these experiences can impact on children's mental health, behaviour, attendance and progress at school. Staff will also recognise that changes in behaviour, attendance, engagement, presentation, relationships or attainment may indicate mental-health needs.

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

Where a mental-health concern is also a safeguarding concern, staff must act through safeguarding procedures rather than relying solely on pastoral or therapeutic support. Any such concerns including

referrals and escalation to Child and Adolescent Mental Health Services, should be recorded on CPOMs.

15.10 Young Carers

Young carers may experience additional safeguarding, attendance, wellbeing and educational barriers. Staff will be alert to signs that a child has excessive or inappropriate caring responsibilities and will ensure that the child is offered appropriate school, community and multi-agency support.

15.11 Children with medical conditions

Children with medical conditions may face additional safeguarding risks or barriers to participation, attendance and communication. The DSL will work with the SENCO, pastoral staff, medical staff and parents to ensure that safeguarding concerns are not attributed automatically to the child's condition and that appropriate adjustments and support are provided.

16. USE OF SCHOOL PREMISES FOR NON-SCHOOL ACTIVITIES

Where the school hires or rents out school facilities or the school premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate safeguarding arrangements are in place to keep students safe. The school will refer to the DfE guidance on keeping children safe in out-of-school settings in these circumstances.

Where the school provides the activities under the direct supervision or management of school staff, child protection arrangements will apply.

Where activities are provided separately by another body, this may not be the case; therefore, the Headteacher will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed.

The school will also confirm that any organisation using the premises understands which school-premises regulations apply to the activity, has suitable safeguarding and emergency arrangements and provides the school with information about any safeguarding concern arising during its use of the site.

The Trust will ensure safeguarding requirements are included in any transfer of control agreement, i.e. a lease or hire agreement, as a condition of use and occupation of the premises, and specify that failure to comply with this would lead to termination of the agreement.

17. EXTRACURRICULAR ACTIVITIES AND CLUBS

Where sporting activities are delivered by school staff or external coaches, the school will ensure appropriate safer-recruitment checks, supervision, codes of conduct, changing-room arrangements, transport and communication arrangements, and clear processes for reporting concerns. Particular attention will be given to situations where coaches or adults may develop positions of trust or exercise significant influence over pupils.

External bodies that host extracurricular activities and clubs at the school, e.g. charities or companies, will work in collaboration with the school to effectively safeguard students and adhere to local safeguarding arrangements.

Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of students. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary.

All national governing bodies of sport that receive funding from either Sport England or UK Sport must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

18. SITE SECURITY

Everyone using the school site must adhere to the guidelines within this policy. Laxity can cause potential safeguarding issues to arise. Therefore:

- All Exit Doors should be closed to prevent intrusion.
- The Trust will not request DBS checks and barred list checks, or ask to see DBS certificates, for visitors (for example children's relatives or other visitors attending a sports day). The Headteacher will use their professional judgment about the need to escort or supervise visitors.
- For visitors who attend in a professional capacity, their ID will be checked, and assurance will be sought that the visitor has had the appropriate DBS check (or that the visitor's employers have confirmed that their staff have appropriate checks). Any visitors who do not have an appropriate DBS will be given an appropriate identification lanyard and supervised at all times.
- All visitors are required to sign in at the main reception where they will be given a visitor's badge or sticker to use as ID for their visit. This will be returned to the main reception on departure.
- With the exception of students in our sixth forms, all students:
 - will only be allowed home with adults with parental responsibility or confirmed permission.
 - should never be allowed to leave a school alone during school hours without explicit parental permission or collection by an adult.
- All students leaving the site must be signed out.
- Should a student leave the premises without permission then staff have been informed never to chase after a child, but rather to report immediately to the office. Parents and, if appropriate and on the advice of the DSL, police will be informed of the circumstances.

19. ALTERNATIVE PROVISION

Where the school places a student with an alternative provision provider, it will continue to be responsible for the safeguarding of that student and should be satisfied that the placement meets the student's needs. The school will maintain regular direct contact with the pupil, seek their views about the placement and ensure they know how to report concerns to a trusted member of school staff. The school's safeguarding responsibility continues throughout the placement and cannot be delegated to the provider.

Staff should refer to the Student Placement Procedure (section 5 – Safeguarding) for a full list of specific responsibilities, both before any placement begins and during the placement.

Where safeguarding concerns arise, the placement should be immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.

20. WORK EXPERIENCE

When a student is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place.

Where the school has students conducting work experience at the school, the school will determine the appropriate safeguarding and DBS arrangements for work-experience placements in accordance with KCSIE 2026, including the nature and frequency of contact with children and whether any adult or volunteer is undertaking regulated activity.

Staff should be aware that there is an internal work experience process which must be followed for carrying out checks. Guidance can be provided by the DSLs and Trust HR team.

21. HOMESTAY EXCHANGE VISITS

21.1 School-arranged homestays in UK

Where the school is arranging for a visiting child to be provided with care and accommodation in the UK in the home of a family to which the child is not related, the responsible adults are considered to be in regulated activity for the period of the stay. In such cases, the school is the regulated activity provider; therefore, the school will obtain all the necessary information required, including a DBS enhanced certificate with barred list information, to inform its assessment of the suitability of the responsible adults.

Where criminal record information is disclosed, the Headteacher will consider, alongside all other information, whether the adult is a suitable host. In addition to the responsible adults, the Headteacher will consider whether a DBS enhanced certificate should be obtained for anyone else aged over 16 in the household.

21.2 School-arranged homestays abroad

The school will liaise with partner schools to discuss and agree the arrangements in place for the visit. The school will consider, on a case-by-case basis, whether to contact the relevant foreign embassy or High Commission of the country in question to ascertain what checks may be possible in respect of those providing homestay outside of the UK.

The school will use its professional judgement to assess whether the arrangements are appropriate and sufficient to safeguard every child involved in the exchange. Students will be provided with emergency contact details to use where an emergency occurs, or a situation arises that makes them feel uncomfortable.

21.3 Privately arranged homestays

Where a parent or student arranges their own homestay, this is a private arrangement, and the school is not the regulated activity provider.

21.4 Overseas Students

If an overseas student under the age of 16 (or under 18 if disabled) stays with a host for 28 days or more, there is a legal requirement for the host, guardianship agency, language school, agent, or other person or company involved in placing the student, to inform their local authority.

22. PRIVATE FOSTERING ARRANGEMENTS

A private fostering arrangement is one that is made privately (without the involvement of a local authority (or a private sector agency)) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins).

The local authority should be notified of the arrangement at least six weeks before it starts and not doing so is a criminal offence.

Once the local authority has been notified, children's services have a duty to visit and speak to the child, the parent and the foster carer; and everyone in the foster carer's household. Children's services

will then undertake a range of suitability checks including DBS checks on everyone in the household over the age of 16.

23. ARRANGEMENTS IN EVENT OF SCHOOL CLOSURE

The way in which the school can operate in response to an extended school closure due to exceptional circumstances is fundamentally different to 'business as usual'. However, a number of important safeguarding principles will remain the same:

- The best interests of children must always continue to come first.
- If anyone in a school has a safeguarding concern about any child, they should continue to act and act immediately.
- A DSL or Deputy DSL should be available.
- It is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children.
- Children should continue to be protected when they are online.

This means that the school will continue to implement the Safeguarding and Child Protection Policy as normal.

We will also be mindful that an extended school closure will impact on our interaction with students.

As when the school is open, safeguarding concerns must be reported immediately - verbally in the first instance and then followed up with an e-mail. Staff should know not to assume that sending an e-mail means it has been read. All information should be recorded on CPOMS.

In accordance with the Trust's IT Policy, staff will only use agreed platforms and work e-mail addresses to communicate with students. All communications must be professional.

Staff must continue to follow the school's Staff ICT Acceptable Use Policy. In practice, this means:

- If you are on camera, you must be appropriately dressed, and in an appropriate area against a neutral background (no personal information should be seen). Staff should not be seen on camera from a bedroom. There should be no confidential items on display. Please note use of cameras for live lessons should be kept to a minimum.
- Language must be professional and appropriate, including any of your family members in the background.
- Be mindful of who else may be in the background or listening to the lesson in the student's home.
- Lessons must be set in line with the school timetable – and any contact with students should be during school hours unless this has been otherwise agreed with SLT.
- If students are not fully dressed, they should be removed from the lesson.
- There should be no 1:1 remote meeting with students – without prior agreement of the Headteacher or DSL.
- When presenting to the class, take care to ensure you only share information appropriate to the lesson – particularly if you have other screens open simultaneously.
- Any breaches should be reported to the Headteacher or DSL immediately.

This also has implications for students accessing the learning as well. In particular:

- Only use Microsoft Teams and work e-mail addresses to communicate with staff.
- If you are on camera, you must be appropriately dressed. If not, you will be removed from the lesson.
- Language must be appropriate, including any of your family members in the background.

- Live lessons should not be recorded or shared in any way.

In the event of an extended school closure due to exceptional circumstances, the school will:

- Follow any national and local statutory guidance and advice.
- Communicate with parents and carers on a regular basis ensure that they are signposted to appropriate support and advice.
- Communicate with students and ensure that they are signposted to appropriate support and advice.

24. SAFER RECRUITMENT

The safe recruitment of staff and volunteers in our schools and across the Trust is the first step to safeguarding and promoting the welfare of students.

From 1 September 2026, in line with Crime and Policing Act 2026, the Trust will not rely on the previous supervision exemption when determining whether a staff member or volunteer is in regulated activity. A person who teaches, trains, instructs or supervises children on more than three days in a 30-day period or overnight will be treated as undertaking regulated activity and the appropriate barred-list and enhanced DBS checks will be completed.

Safer-recruitment procedures will apply appropriately to employees, supply staff, trainee teachers, volunteers, contractors and self-employed individuals.

Please refer to the Trust's Safer Recruitment Procedure which sets out how the Trust will adhere to government guidance in Keeping Children Safe in Education.

PART C – MANAGING CONCERNS

25. CONCERNS ABOUT STUDENTS – RESPOND AND REPORT PROCESS

If a member of staff has any concern about a student's welfare, or a student has reported a safeguarding concern in relation to themselves or a peer, they must act on this immediately by following the below procedures.

See Appendix E for a respond and report flowchart.

25.1 Recognise

It is important to remember that students may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. If staff have **any** concerns about a child's welfare, they should act on them immediately rather than wait to be told.

25.2 Record

Make a written record of the conversation or observation to add to CPOMs and to pass to the DSL. This record should be factual and professional and not provide opinion or judgement. When receiving the information from the student, staff should:

- Receive: listen to what the student wants to tell you, calmly, without emotion and without judgement. Allow the student to talk freely.
- React: ask open questions to clarify, do not investigate.
- Reassure: accept what is being said, tell the student that they are believed, and that their concern will be followed up.

Where a safeguarding concern relates to the use of force, restraint or seclusion, the safeguarding record should be linked to, but remain distinct from, the statutory restrictive-intervention record. Both records must be completed in accordance with the Restrictive Interventions Policy.

25.3 Report

If the student is not at immediate risk of harm, record the incident on CPOMs with as much detail as possible to enable the DSL to follow up.

If the student is at immediate risk of harm, tell the DSL as soon as possible. It may be necessary to interrupt a lesson to do this – do **not** leave notes in the DSL's pigeonhole or rely on email. If the DSL is not available, it should be reported to the Deputy DSL or Headteacher.

- Early referral gives more time to offer help to the student and family before the situation becomes more serious.
- When the matter is already severe or serious, early referral gives more time for others to protect the student.

Ensure a report is also added to the student's CPOMs record.

It is important to note that any member of staff can make a referral to the London Borough of Sutton Children's First Contact Service (CFCS) or other relevant Local Authority Service Hub or the Police, but they should always consult the DSL wherever possible.

25.4 Refer

Following a staff report, the options for the school (led by the DSL) include:

- Providing support through the school's pastoral or safeguarding arrangements.
- Accessing universal or community-based early help.
- Requesting or contributing to a Family Help assessment and plan.
- Requesting an assessment under section 17 of the Children's Act 1989.
- Making an immediate referral where there is reasonable cause to suspect significant harm under section 47 of the Children's Act 1989.
- Contacting the police where a crime may have been committed or immediate protection is required.

If a student is in immediate danger, a referral will be made to CFCS and/or the police immediately. If a student has committed a crime, such as sexual violence, the police will be notified without delay.

In cases where there are suspicions of sexual abuse or physical chastisement, the DSL will seek immediate advice from CFCS or other relevant Local Authority Service Hub before discussing this with the family.

If staff are concerned that the student or family involved has been exposed to or are susceptible to radicalisation or extremist behaviour, then when making a referral to CFCS, they will request a referral to the national PREVENT strategy (Counterterrorism and Security Act 2015).

At all stages of the reporting and referral process, the student will be informed of the decisions made, actions taken and reasons for doing so. Discussions of concerns with parents will only take place where this would not put the student or others at potential risk of harm. The school will work closely with parents to ensure that the student, as well as their family, understands the arrangements in place, such as in-school interventions, is effectively supported, and knows where they can access additional support.

Where a referral is not accepted, or the response does not adequately address the school's concerns, the DSL will seek clarification, continue to provide and review support, and use the local professional challenge and escalation procedure. The reasons for decisions and escalation will be recorded.

25.5 Managing the child protection file

The DSL is responsible for ensuring that child protection files are kept up to date.

Records include:

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

Information is kept confidential and stored securely, with access only by those who need to see it. Any sharing of information will be in line with the sharing advice set out in section 6. Key staff will be informed when a student is subject to a Child Protection Plan, so they can monitor the student's welfare.

Records relating to the student's welfare will remain on the student's file as long as the student is a student at the school.

When the student leaves the school, the DSL will ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first

5 days of the start of a new term. This will be transferred separately from the main student file and will be transferred securely.

Records will be kept until the student is 25 years old for secondary schools.

26. CONCERNS ABOUT SAFEGUARDING PRACTICE

Any concerns regarding the safeguarding practices within the school or wider Trust should be raised with the Headteacher or Trust CEO. If necessary, whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy.

If the concern is about the Headteacher, it should be reported to the CEO. If the concern is about the CEO, it should be reported to the Chair of Trustees.

If the staff member feels unable to raise the issue with the Trust, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

27. CONCERNS AND ALLEGATIONS AGAINST STAFF AND OTHERS

All safeguarding allegations against staff, supply staff, trainee teachers, volunteers (including governors and trustees) and contractors will be managed in line with the Trust's Safeguarding Allegations Against Staff and Others Procedure. The school will ensure all allegations against staff, including those who are not employees of the school, are dealt with appropriately and that the school liaises with the relevant parties.

When managing allegations against staff, the school will recognise the distinction between allegations that meet the harm threshold and allegations that do not, also known as "low-level concerns", as defined in the Safeguarding Allegations Against Staff & Others Procedure.

Where an incident involving force or another restrictive intervention gives rise to concern about the conduct of a member of staff, the Headteacher and DSL will consider whether it meets the harm threshold and requires referral to the LADO, or whether it constitutes a low-level concern. The fact that the intervention was recorded as a restrictive intervention does not determine whether the conduct was appropriate.

28. MONITORING AND REVIEW

This policy will be reviewed and updated as needed throughout the year to ensure it is up to date with any changes to statutory legislation, as well as any safeguarding issues which emerge and evolve, including any lessons learnt. This policy will be reviewed at least annually by the Trust Board.

Any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme and annually following safeguarding briefings in September.

PART D - APPENDICES

29. APPENDIX A – INTERNAL SAFEGUARDING CONTACTS

Role	Carshalton High School for Girls	Nonsuch High School for Girls	Wallington High School for Girls	From 1 November 2026: Weald of Kent Grammar School
DSL	Miss Helen Holmes hholmes@carshaltongirls.org.uk School Contact: 0208 647 8294 Safeguarding Mobile: 07391 909736	Ms Susannah Osborne sosborne@nonsuchschool.org School Contact: 0208 394 3400 Safeguarding Mobile: 07802 415865	Ms Saima Khan skhan@wallingtongirls.org.uk School Contact: 0208 647 2380 Safeguarding Mobile: 07376 047112	Mr Ken MacSporran kmacsporrان@wealdgs.org School Contact: 01732 373500
Deputy DSL	Mrs. Wendy Newman wnewman@carshaltongirls.org.uk Ms Philippa Simmonds psimmonds@carshaltongirls.org.uk Mrs Fiona Crump fcrump@carshaltongirls.org.uk Ms Pip Jones pjones@carshaltongirls.org.uk	Joanna Hicks jhicks@nonsuchschool.org Mrs. Alexis Williamson williamson@nonsuchschool.org Miss Hannah Johns hjohns@nonsuchschool.org Mrs Nicola Bond nbond@nonsuchschool.org Stephanie Morris smorris@nonsuchschool.org Elizabeth Campbell,	Mrs. Sam Collins scollins@wallingtongirls.org.uk Mrs. Sian McCormack smccormack@wallingtongirls.org.uk Ms Simone Wilson swilson@wallingtongirls.org.uk Mrs. Tracey Corfield tcorfield@wallingtongirls.org.uk	Mrs Karen Reed kreed@wealdgs.org Mr David Hall dhall@wealdgs.org

		ecampbell@nonsuchschool.org		
Safeguarding Governors	Ms L Baptiste lbaptiste@carshaltongirls.org.uk	Mrs Andrea Cooke cooke-a@nonsuchschool.org	Tushar Gupta tgupta@wallingtongirls.org.uk	Saima Islam sislam@wealdgs.org
Trust Safeguarding Trustee	Fiona Johnston fjohnston@carshaltongirls.org.uk			

30. APPENDIX B – EXTERNAL SAFEGUARDING CONTACTS

Sutton	Croydon	Merton	Kent
Children's First Contact Service (CFCS) 020 8770 6001 childrensfirstcontactservice@sutton.gov.uk	Children's Social Care – Single Point of Contact (SPOC) For concerns about a child or to make a referral: 020 8255 2888 option 1 childreferrals@croydon.gov.uk	Children's Social Care, Children and Families Hub – To report concerns about a child or make a referral: 020 8545 4226 candfhub@merton.gov.uk	Children's Services Kent 03000 411 111 Childrens Portal
Social Care - Out of Hours – Emergency Duty Team 0208 770 5000 x9	For child protection concerns outside of office hours: 020 8726 6400 and follow instructions for out of hours services	Out of Hours – Emergency Duty Team (EDT) For urgent safeguarding concerns outside of office hours: 020 8770 5000	Out of Hours Duty team 03000 41 91 91
Sutton Local Safeguarding Children's Partnership 020 8770 4879 suttonlscp@sutton.gov.uk www.suttonlscp.org.uk	Croydon Safeguarding Partnership (CSCP) For safeguarding guidance, policies and multi-agency support: cscp@croydon.gov.uk www.croydonlcsb.org.uk	Merton Safeguarding Children Partnership (MSCP) For multi-agency safeguarding guidance, policies, and escalation procedures: www.mertonscp.org.uk mertonscp@merton.gov.uk	Kent Safeguarding Children Multiagency partnership Training and Resources - Kent Safeguarding Children Multi-Agency Partnership
LADO 0208 770 4776 lado@sutton.gov.uk	LADO 0208 255 2889 lado@croydon.gov.uk	LADO 0208 545 3179 lado@merton.gov.uk	Kent LADO LADO Education Safeguarding Advisory Service (LESAS) Enquiry Form
Prevent team prevent@sutton.gov.uk LBS Prevent and Hate Crime Manager – 0208 649 0672 Education Safeguarding Manager – 07736 338 180	Prevent team prevent@croydon.gov.uk	Prevent team prevent@merton.gov.uk	Prevent team prevent@kent.gov.uk

Escalation procedures: www.suttonlscp.org.uk/lscp-policy-practice	Escalation process for professional disagreements: www.croydonlcsb.org.uk	Escalation procedures: www.mertonscp.org.uk/guidance-policies-procedures/multi-agency-escalation	Escalation procedures: Kent Safeguarding Children Escalation Procedure - Kent Safeguarding Children Multi-Agency Partnership
General Contacts: ▪ Ofsted 0300 123 1231 ▪ Ofsted whistle blowing line – 0300 123 3155 ▪ Police 999 ▪ NSPCC 0808 8005000 ▪ NSPCC whistle blowing helpline number – 0800 028 0285 ▪ ChildLine 0800 11 11			

31. APPENDIX C – SPECIFIC SAFEGUARDING ISSUES AND ACTIONS

This appendix sets out details about specific safeguarding issues that students may experience and outlines specific guidance for staff and/or actions that should be taken in relation to individual issues.

Definition	Guidance / Required Action (where necessary)
Abuse	
Abuse is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.	The first indication of concern about a student's welfare is not necessarily the presence of a serious injury. Many other signs, could be an indication of abuse, these may include (please note this is not an exhaustive list): - Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn, or clingy, or they might have difficulty sleeping or start wetting the bed. - Children with clothes which are ill-fitting and/or dirty. - Children with consistently poor hygiene. - Children who make strong efforts to avoid specific family members or friends, without an obvious reason. - Children who don't want to change clothes in front of others or participate in physical activities. - Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry. - Children who change friendships or have relationships with older individuals or groups. - Children who have a significant decline in performance. - Children who show signs of self-harm or a significant change in wellbeing. - Children who show signs of assault or unexplained injuries. - Children who have unexplained gifts or new possessions. - Children who talk about being left home alone, with inappropriate carers or with strangers.
Physical Abuse	
Physical abuse is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.	
Emotional Abuse	
Emotional abuse is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.	
This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person.	
It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.	
It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental	

capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.	▪ Children who fail reach developmental milestones, such as learning to speak or walk, late, with no medical reason. ▪ Children who are regularly missing from school or home. ▪ Children who are missing from education. ▪ Children who are reluctant to go home after school. ▪ Children with poor school attendance and punctuality, or who are consistently late being picked up. ▪ Parents who are dismissive and non-responsive to practitioners' concerns. ▪ Parents who collect their children from school when drunk, or under the influence of drugs. ▪ Children who drink alcohol regularly from an early age. ▪ Children who are concerned for younger siblings without explaining why. ▪ Children who talk about running away. ▪ Children who shy away from being touched or flinch at sudden movements. If a member of staff becomes aware of, suspects, or has a disclosure of abuse or neglect they must follow the respond and report process outlined in section 24 of this policy.
Sexual Abuse Sexual abuse is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.	
Adolescent to Parent Violence (APV)	
Adolescent to Parent Violence (APV) involves harmful, threatening, or abusive behaviour by a child or young person towards a parent or carer often linked to trauma, SEND, or family stress. It can include verbal threats, physical violence, controlling behaviours, or damage to property. APV is often under-reported and may be linked to trauma, SEND, domestic abuse history, or unmet emotional needs.	Staff members should: ▪ Take any disclosure or sign seriously – even if the behaviour is minimised by the young person or parent. ▪ Report the concern to the Designated Safeguarding Lead (DSL) – treat it as a safeguarding issue. ▪ Record the concern clearly and factually, including quotes from the child or parent if possible, and any patterns (e.g. frequent fear of going home, references to conflict). ▪ Avoid judgment or blame and offer the child space to talk if they feel comfortable.

	▪ Be alert to associated risks, such as emotional harm, family breakdown, or escalation into physical abuse. ▪ Be aware the disclosure may come from a parent The DSL may: ▪ Assess the level of risk and impact on the child and family. ▪ Consider Early Help intervention or make a referral to Children's Social Care if the behaviour is persistent, harmful, or escalating. ▪ Refer to appropriate support services, such as: ○ Local domestic abuse support services. ○ Respect Young People's Programme (for APV-specific interventions). ○ Parenting or family support services. ▪ Work with the child in school, offering pastoral or SEND support as needed, and consider links to mental health, trauma, or contextual safeguarding issues. ▪ Liaise with external professionals (e.g. social workers, youth offending services, CAMHS) as part of a coordinated plan. ▪ Record and monitor the situation, following up on any new disclosures or changes in behaviour.
Adverse Childhood Experiences (ACEs)	
ACEs can include maltreatment, violence and coercion, adjustment, prejudice, family adversity, inhumane treatment, adult responsibilities and bereavement and survivorship. 1 in 3 diagnosed mental health conditions in adulthood are directly related to adverse childhood experiences. If a child has witnessed or experienced any of the following before the age of 18, they have suffered an adverse childhood experience: domestic abuse, sexual abuse, alcohol abuse, physical abuse, parental separation, drug abuse, verbal abuse, mental ill-health, or imprisonment. Please note this list is not exhaustive.	To support students who have experienced ACE effectively, staff should: ▪ Recognise signs of trauma, such as anxiety, hypervigilance, withdrawal, aggression, difficulty concentrating, or inconsistent attendance. ▪ Respond with empathy, consistency, and sensitivity, avoiding punitive or shaming approaches to behaviour. ▪ Build safe, trusting relationships, offering positive adult role models and secure boundaries.

	▪ Use trauma-informed approaches in classroom management and daily interactions. ▪ Adapt teaching and support strategies to reduce stress triggers and allow for emotional regulation (e.g. calm spaces, check-ins, visual supports). ▪ Work closely with the Designated Safeguarding Lead (DSL) to ensure a coordinated approach and that any safeguarding concerns are addressed. ▪ Engage the wider pastoral team, including SEND, counselling, or wellbeing staff, where appropriate. ▪ Encourage and support participation in targeted interventions, such as emotional literacy support, mentoring, or therapeutic services to support emotional regulation. ▪ Communicate regularly with parents/carers and external professionals, as appropriate, to ensure consistency and joined-up support.
AI as a safeguarding concern	
Students are increasingly use AI chatbots and other generative AI tools for advice about highly sensitive issues, including emotional distress, self-harm, suicide, violence or harming another person. AI responses can be inaccurate, inappropriate or unsafe and should never be treated as a substitute for professional support. A student's searches or conversations with AI may also reveal an underlying safeguarding concern.	If Staff become aware of a concern they should treat AI use in the same way as other evidence of possible harm. A student seeking information about self-harm, suicide or harming another person requires a proportionate safeguarding response based on what they have said, searched for or disclosed. Do not ask the student to recreate harmful prompts or searches. Record the concern accurately on CPOMS and inform the DSL/DDSL promptly; where there is an indication of immediate risk, speak directly to safeguarding rather than relying solely on the CPOMS alert.
Body Confidence and Self-Esteem	
Low self-image may affect emotional wellbeing, learning, and can contribute to mental health issues like eating disorders or self-harm.	Staff members should:

	▪ Take the concern seriously, even if the student minimises it. ▪ Create a safe, non-judgemental space for the student to talk, listen actively, and avoid offering superficial reassurance (e.g. “you look fine”). ▪ Look for signs such as: ○ Negative self-talk or appearance-based comments. ○ Withdrawal from activities (e.g. PE, photos, social events). ○ Excessive focus on appearance, body image, or fitness. ○ Possible links to disordered eating or online influence. ▪ Avoid comments on appearance, weight, or body shape — even as a joke or compliment. ▪ Report concerns on CPOMS - highlight any indication of emotional harm, exploitation, or eating disorders. ▪ Record observations and disclosures factually, especially if there's a pattern of behaviour or distress. The Pastoral Team may: ▪ Assess the level of concern, considering the need for Early Help or mental health support. ▪ Liaise with parents/carers if appropriate and safe to do so. ▪ Refer to internal or external support services, such as: ○ School counsellors ○ School Nurse or eating disorder services. ▪ Provide ongoing in-school support, such as regular check-ins with a trusted adult, adjustments to school routines, or referral to wellbeing support.
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	▪ Monitor the student's wellbeing, engagement, and peer relationships regularly.
Breast Binding	
Breast or chest binding involves compressing breast tissue to create a flatter-looking chest. It is not the same as breast ironing which is physical abuse (see below.) Breast binding is not in itself evidence of abuse or a safeguarding concern. However, concerns may arise where a young person is experiencing pain or injury, using unsafe methods, binding excessively, being pressured or coerced, or where it forms part of wider concerns about their physical or emotional wellbeing.	Staff should respond sensitively and without judgement and should not make assumptions about why a student is binding. Do not instruct a student to remove a binder or question them unnecessarily about their body. Physical symptoms or wider wellbeing concerns should be referred through the school's appropriate pastoral arrangements. Safeguarding concerns should be recorded and reported to the DSL/DDSL, who can consider the issue in the context of the child's wider needs and circumstances.
Breast Ironing	
Breast ironing or flattening is the process during which young pubescent girls' breasts are ironed, massaged, flattened and / or pounded down over a period of time (sometimes years) in order for the breasts to disappear or delay the development of the breasts entirely. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breasts to stop them growing further. In the vast majority of cases breast ironing is carried out by mothers or grandmothers to protect girls from men and the men in the family are unaware. Breast ironing is a form of physical abuse.	Indicators that Breast Ironing has been carried out are chest pains or other discomfort, changes in behaviour and fear of undressing. All cases must be handled with cultural sensitivity but without compromising the child's safety. Breast ironing is a criminal offence and a violation of human rights. It must be addressed with the same urgency and seriousness as other forms of physical and emotional abuse. If a member of staff becomes aware of or suspects breast ironing: ▪ Treat the concern as a safeguarding issue and take it seriously. ▪ Do not question the child in detail but listen calmly and reassure them they have done the right thing by speaking up. ▪ Report the concern immediately to the Designated Safeguarding Lead (DSL).

	- Record the disclosure or concern clearly and factually, using the child's words where possible. - Do not speak to the child's family or community members – this may put the child at further risk. The DSL must make a referral to Children's Social Care and, if appropriate, the police. If staff or volunteers are concerned that a student is in immediate danger, they should contact the police.
Bullying	
Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the four main types of bullying are: physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, threats, name calling), social (e.g. isolating an individual from the activities, lying and spreading rumours, damaging someone's reputation and carrying out acts behind a person's back to cause humiliation) and cyber (e.g. sending abusive or hurtful texts, emails, posts, images or videos, deliberately excluding others online, spreading gossip or rumours and imitating others online or using their log-in details). While bullying and unkind behaviour are always taken seriously, there are situations where such behaviours escalate and meet the threshold for child-on-child abuse (previously called peer-on-peer abuse). This occurs when there is a pattern of behaviour or incident(s) that are harmful, exploitative, or abusive in nature, and go beyond the scope of ordinary conflict or relational difficulty. Bullying becomes child-on-child abuse when it involves: - Sexual violence or sexual harassment between children (including online) - Physical abuse such as hitting, kicking, or causing injury. - Emotional abuse, including sustained threats, intimidation, humiliation, or manipulation.	Bullying or unkindness of any kind must be reported and acted on quickly. Please refer to your school's Anti Bullying Policy. If a staff member becomes aware of or suspect child-on-child abuse they should:

▪ Coercive, controlling, or exploitative behaviour, especially in relationships. ▪ Harmful sexual behaviour (HSB), including inappropriate touching, indecent exposure, or sexualised language/actions that are abusive. ▪ Upskirting, making or sharing of nudes or semi-nudes without consent. ▪ Initiation or hazing-type violence/rituals, often seen in group settings or peer pressure contexts. ▪ Discriminatory abuse, such as targeting someone based on race, gender, sexuality, disability, or religion. Key considerations: ▪ Power imbalance – abuse often involves one child exerting power over another (due to age, status, popularity, strength, etc.) ▪ Intent and impact – even if the behaviour was not intended to harm, the impact on the victim matters. ▪ Frequency and severity – repeated or particularly serious incidents require immediate safeguarding responses. ▪ Online abuse – harmful behaviour via social media, messaging apps, or gaming platforms may also constitute abuse.	▪ Never dismiss or minimise child-on-child concerns as "banter," "just having a laugh," or "part of growing up." ▪ Report all concerns to relevant pastoral staff. ▪ Record incidents factually and sensitively, including the voices of all children involved.
Child Abduction and Community Safety Incidents	
Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.	As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org/ and www.clevernevergoes.org

Child-on-child sexual harassment and sexual violence	
The umbrella term ‘harmful sexual behaviour’ (HSB) is widely used in child protection and applies to behaviour occurring online, face-to-face, or both. HSB should always be considered within a child protection context. Children’s sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive or violent. Behaviour that is problematic, abusive or violent is developmentally inappropriate and may cause developmental damage. Please refer to the definitions for Sexual harassment and Sexual Violence below, which include child-on-child.	Advice on stages of typical sexual development and behaviour for different age groups can be found in Sexual development and behaviour in children NSPCC Learning. Advice on responding to children who display sexualised behaviour is available in Responding to children who display sexualised behaviour.
Child Sexual Exploitation (CSE), Group-based Child Sexual Exploitation and Child Criminal Exploitation (CCE)	
Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. Some additional specific indicators that may be present in CSE are children who: ▪ Have older boyfriends or girlfriends. ▪ Suffer from sexually transmitted infections. ▪ Display sexual behaviours beyond expected sexual development. ▪ Become pregnant. Group-based child sexual exploitation is defined as two or more individuals (whether identified or not) who are known to (or associated with) one another and are known to be involved in or to facilitate the sexual exploitation of children. Being involved in the sexual exploitation of children includes e.g. introducing them to other individuals for the purpose of exploitation, trafficking a child for the purpose of	The Trust recognises that both boys and girls can be victims of criminal exploitation, and that as children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised. Children who have been exploited will need additional support to help keep them in education. The Trust will adopt a child-centred approach when responding to any concerns relating to child criminal exploitation and will always consider child criminal exploitation when responding to reports of suspected offending by students. Each school will raise awareness of CSE and CCE when appropriate through the safeguarding curriculum, guided by the age and stage of children and safeguarding priorities within the local area. Each school will recognise that some children may not realise they are being exploited and may believe they are in a genuine, romantic relationship. The school will be particularly mindful of this when responding to reports involving 16- and 17-year-olds who, whilst

sexual exploitation, taking payment for sexual activities with a child or allowing their property to be used for sexual activities with a child, etc. This can be perpetrated within or beyond the family, by both children and adults, and groups can be organised or loosely linked. Child criminal exploitation (CCE) occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology. CSE and CCE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources. Some of the following can be indicators of both child criminal and sexual exploitation where children: ▪ Appear with unexplained gifts, money or new possessions. ▪ Associate with other children involved in exploitation.	above the legal age of consent, may have been coerced into engaging in sexual activity. If a staff member is concerned about CSE or CCE, even if it's based on a 'gut feeling' or subtle signs they must follow the respond and report process outlined in section 24 of this policy. Staff must not delay – exploitation can escalate quickly and pose significant risks to the child's safety. The DSL: ▪ Will assess the level of risk and take appropriate action. ▪ May refer to Children's Social Care and/or the Police, following local safeguarding procedures. ▪ May liaise with external partners such as the MACE (Multi-Agency Child Exploitation) Panel, Youth Offending Services, or specialist charities. ▪ May put in place a safety plan and ensure the child has access to trusted adults and appropriate support.
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▪ Suffer from changes in emotional well-being. ▪ Misuse alcohol and other drugs. ▪ Go missing for periods of time or regularly come home late. ▪ Regularly miss school or education or do not take part in education.	
Children in the Court System	
Children may be involved in family or criminal court proceedings (e.g. custody hearings, youth justice cases), causing emotional distress or instability.	If a child is known or suspected to be involved in court proceedings staff should: ▪ Report the concern or information to the DSL – even if the child is not showing visible signs of distress. ▪ Treat the child with sensitivity and discretion – do not raise the issue publicly or ask probing questions. ▪ Offer emotional support and ensure the child has access to a trusted adult in school. ▪ Monitor for signs of distress, changes in behaviour, attendance issues, or difficulty concentrating. ▪ Liaise with parents/carers (where appropriate) to understand the situation and offer support, while maintaining neutrality. ▪ Maintain confidentiality – only share information on a need-to-know basis with relevant staff. The DSL may: ▪ Contact external agencies, such as: ○ The child’s social worker, legal guardian, or CAFCASS officer. ○ Children’s Social Care if the child is at risk of significant harm. ○ Mental health or wellbeing services if additional emotional support is needed.
Children with family in prison	
Having a parent or close family member in prison can lead to stigma, shame, isolation and emotional trauma.	Staff members should:

	▪ Report the information to the DSL– even if the child does not show immediate signs of concern. ▪ Treat the situation with sensitivity, discretion, and non-judgement – avoid assumptions or public discussion. ▪ Not ask the child for details unless they choose to share; focus on providing emotional support. ▪ Identify a trusted adult in school the child can go to for check-ins and emotional reassurance. ▪ Monitor for signs of emotional distress, withdrawal, bullying, or behavioural changes. The DSL or Pastoral team may: ▪ Liaise with external agencies such as: ○ Children’s Social Care, if the child’s safety or wellbeing is compromised. ○ Family support services (e.g. Barnardo’s, NICCO) offering support for children of prisoners. ○ Early Help if the family requires additional support. ▪ Offer flexibility and pastoral support around issues like attendance, focus, or challenging behaviour. ▪ Work with the child discreetly to help them feel safe and accepted in school, including managing stigma or peer misunderstanding.
Controlling or coercive behaviour	
Also known as coercive control, controlling or coercive behaviour is a form of domestic abuse. In 2015, the offence of controlling or coercive behaviour was introduced under Section 76 of the Serious Crime Act as a criminal offence. Controlling or coercive behaviour is included in the definition of domestic abuse in section 1(3)(c) of the Domestic Abuse Act 2021.	Staff should be alert to signs such as withdrawal, anxiety or fearfulness, sudden changes in independence or peer relationships and / or disclosures of constant monitoring, restricted freedom, threats or emotional manipulation.

Controlling or coercive behaviour is a pattern of abuse (on two or more occasions) that involves multiple behaviours and tactics used by a perpetrator to (but not limited to) hurt, humiliate, intimidate, exploit, isolate, and dominate the victim. It is an intentional pattern of behaviour used to exert power, control, or coercion over another person and can also be present in teenage relationships or between a child and adult. Controlling or coercive behaviour is often committed in conjunction with other forms of abuse and is often part of a wider pattern of abuse, including violent, sexual, or economic abuse. Children can be used to control or coerce the victim, for example, by frustrating child contact and/or child arrangements, telling the children to call the victim derogatory names or to hit the victim, or by threatening to abduct the children. This pattern of abuse causes fear, serious alarm and/or distress which can lead to a substantial adverse effect on a victim's day-to-day life. This can have a significant impact 160 on children and young people. The offence applies to partners, ex-partners or family members, regardless of whether the victim or perpetrator live together.	If a member of staff becomes aware of, suspects, or has a disclosure of coercive or controlling behaviour they must follow the respond and report process outlined in section 24 of this policy. The DSL may: - Assess the level or risk, including contextual safeguarding factors (e.g. whether the student is safe at home or in a relationship). - Consider a referral to Children's Social Care or Early Help if the student is at risk of experiencing harm. - Liaise with relevant agencies, such as domestic abuse services, youth services, or police (in cases involving criminal behaviour). - Ensure a trusted adult is available in school for the student to talk to and put in place a safety and support plan if needed. - Inform parents / carers only if it is safe to do so. If the abuser is a parent / carer this must be discussed with Social Care first. They will also document all actions and decisions clearly.
Consent	
Consent is defined as having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity and has the freedom and capacity to make that choice. Children under the age of 13 do not have the legal capacity to consent to any form of sexual activity. The legal age of consent is 16. Sexual intercourse without consent is rape.	Children will be taught about consent through the safeguarding curriculum. All staff are expected to understand the meaning of consent.
County Lines	

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, student referral units, children’s homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who: Go missing and are subsequently found in areas away from their home. Have been the victim or perpetrator of serious violence (e.g. knife crime) Are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs. Are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity. Owe a ‘debt bond’ to their exploiters. Have their bank accounts used to facilitate drug dealing.	Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home Office and The Children’s Society County Lines Toolkit For Professionals Staff members must be alert to the warning indicators such as frequent missing episodes, unexplained money or gifts, use of new slang, association with older individuals or gang, or possession of burner phones. If a staff member suspects a student is involved in, or at risk of, County Lines activity they must follow the respond and report process outlined in section 24 of this policy. The DSL will: ▪ Assess the level of risk and make a referral to Children’s Social Care and, where appropriate, the Police or the local multi-agency child exploitation (MACE) panel. ▪ Work with external agencies, including Youth Justice, social care and relevant voluntary organisations. ▪ Develop a safety and support plan for the child within school. ▪ Consider contextual safeguarding – looking at risks in the wider environment, such as peer groups, local parks, or transport routes.
Cyber Crime	
Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either ‘cyber-enabled’ (crimes that can happen off-line but	If there are concerns about a child in this area, the DSL (or Deputy), should consider referring into the Cyber Choices programme. This is

are enabled at scale and at speed on-line) or ‘cyber dependent’ (crimes that can be committed only by using a computer). Cyber-dependent crime continues to represent one of the most significant and rapidly evolving threats within the United Kingdom’s (UK) crime landscape. Offences under the Computer Misuse Act 1990 (CMA) have risen substantially. Young people across the UK experiment with illegal online activity, often without understanding the legal or ethical implications. The impact of cybercrime extends well beyond immediate financial losses, with scope to cause disruption to national infrastructure. Cyber-dependent crimes include: ▪ Unauthorised access to computers (illegal ‘hacking’), for example accessing a school’s computer network to look for test paper answers or change grades awarded. ▪ Denial of Service (Dos or DDoS) attacks or ‘booting’. These are attempts to make a computer, network, or website unavailable by overwhelming it with internet traffic from multiple sources; and ▪ Making, supplying, or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets, and Remote Access Trojans with the intent to commit further offence, including those above. Children with skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.	a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Note that Cyber Choices does not currently cover ‘cyber-enabled’ crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at ‘Cyber Choices, ‘NPCC- When to call the Police’ and via the National Cyber Security Centre.
Dangerous Dogs	
Dangerous Dogs may pose a physical and emotional risk to children, particularly if the dog is: ▪ A banned breed under the Dangerous Dogs Act (e.g. XL Bully, Pit Bull Terrier). ▪ Kept in unsafe conditions (e.g. unrestrained, aggressive). ▪ Linked to intimidation, criminal activity, or neglectful care.	Staff should: ▪ Report the concern to the Designated Safeguarding Lead (DSL) immediately. ▪ Record the concern factually, including any quotes from the child, type of dog (if known), injury details, or patterns (e.g. repeated fear of going home).

Concerns may arise from disclosures, observations (e.g. injuries), or third-party reports or being seen around the school vicinity.	- Do not make assumptions or suggest the family remove the dog – always follow safeguarding procedures. The DSL may: - Liaise with Children’s Social Care to assess whether the environment is unsafe or poses a safeguarding risk. - Contact the local authority dog warden or police (via 101) if the dog is suspected to be a banned breed or has behaved dangerously. - Consider whether the concern fits within a broader safeguarding context (e.g. neglect, criminal activity, coercion, domestic abuse).
Disguised compliance	
Disguised compliance refers to parents who appear to cooperate to avoid professionals getting too close or asking too many questions. There is a tendency by professionals to confuse participation with cooperation. Indicators include parents that put little effort into making changes, limited improvement despite significant input, conflicting views of child and parent, parents align with certain professionals and only engage with part of the plan. The risks of disguised compliance are that cases may drift and lack focus, significant issues may be missed, risks may increase, cases may be closed too early, and the child remains at risk of harm.	For staff it is important to keep an open mind, use an investigative approach and effective questioning. As professionals we must look beyond the obvious.
Domestic Abuse	
Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Domestic abuse may include child-to-parent or caregiver abuse and abuse, stalking or coercive control within children’s own intimate relationships.	Students will be encouraged to report incidents of domestic abuse by raising awareness of healthy relationships through the curriculum and regularly reminding students of sources of help and support available. Staff will also be mindful that the behavioural response of children who witness domestic abuse may include acting out, withdrawal or

That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and / or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, wellbeing, development, and ability to learn.	anxiousness to please. They may exhibit signs of anxiety, or may use violence, aggression, or self-injury to express themselves. Any concerns relating to domestic abuse must be logged on CPOMs immediately. Schools will engage with Operation Encompass, a scheme run by the police, through which the school is notified of incidents of domestic abuse. Upon receipt of this information, DSLs will ensure that students are closely monitored, and that support is put in place where appropriate. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare. The following resources may be helpful: <u>National Domestic Abuse Helpline</u> Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. <u>Operation Encompass</u> provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate). Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:
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	Transform Sutton - 020 8092 7569 / transformsutton@cranstoun.org.uk
Fabricated or induced illness	
Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.	N/A
Family group decision making (FGDM)	
Family group decision-making is an umbrella term for voluntary, family-led decision-making forums in which a child's family network has all the resources, adequate preparation, relevant information and a safe and appropriate environment to make a plan in response to concerns about a child's safety and wellbeing, working alongside skilled professionals. At pre-proceedings stage, practitioners should consider the use of an independent coordinator and families should be offered "private family time", unless there are safeguarding concerns which would mean this might be considered inappropriate or unsafe. The Department for Education does not prescribe a particular model for delivering family group decision-making. However, local partnerships should consider the strong evidence for the family group conference model. In both domestic and international studies, family group conferences have been shown to be highly effective in supporting families, improving decision-making processes and diverting children from care.	N/A
Female Genital Mutilation (FGM)	
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.	The Female Genital Mutilation Act 2003 (as amended by the Serious Crime Act 2015) places a statutory duty upon teachers to personally report to the police where they discover that FGM appears to have been carried out on a girl under 18. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

	Further information on FGM can be found on the government website here. Further information on the Mandatory Reporting of FGM can be found on the government website here. Further information on Multi-agency statutory guidance can be found here.
Financial Exploitation	
Financial exploitation can take many forms. In this context, we use the term to describe exploitation which takes place for the purpose of money laundering. This is when criminals target children and adults and take advantage of an imbalance of power to coerce, control, manipulate or deceive them into facilitating the movement of illicit funds. This can include physical cash and/or payments through financial products, such as bank and cryptocurrency accounts.	Staff should be aware that financial exploitation may form part of wider criminal exploitation. Children may be groomed, coerced or encouraged to allow their bank accounts, payment apps or cryptocurrency accounts to be used to receive or transfer criminal funds, sometimes known as money muling. Indicators may include unexplained money or expensive items, unusual bank transactions, multiple accounts, transferring money for others, secrecy around finances, or offers of “easy money” online. A child may appear to participate willingly but may still be experiencing exploitation. Staff should exercise professional curiosity and be aware that financial exploitation can overlap with child criminal exploitation, county lines, sexual exploitation and organised criminal networks. Any concerns about financial exploitation must be logged on CPOMS immediately and reported to the DSL/DDSL. Staff should not investigate financial transactions themselves. The DSL will consider the wider safeguarding context and, where appropriate, work with parents/carers, Children's Social Care, police and other relevant agencies.
Forced Marriage (see Honour or Faith-based abuse)	

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. A marriage must be entered into with the free and full consent of both parties; there must be a choice. Forced marriage is a crime. Since 2023, it has also been a crime for a person to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial ‘marriages’ as well as legal marriages.	When responding to concerns regarding Forced Marriage, advice can be sought from the Forced Marriage Unit: Telephone: 0207 008 0151 Email: fm@fcdo.gov.uk Multi-agency statutory guidance for dealing with forced marriage can be found here.
Hidden Children	
Children who do not attend school can become hidden, which means that we are less able to help and protect them. Some of these children may experience risks within their family, such as abuse and neglect. There may also be risks outside their family, such as radicalisation or exploitation. Protecting children from these external risks is known as contextual safeguarding. Children who do not attend school may be at further risk of not achieving their educational potential. They may not be able to access formal education or employment in the future if they have not gained recognised qualifications. They will also not benefit from the role that schools play in developing children’s skills to participate fully and constructively in society.	<u>Which children are we talking about?</u> Children not attending school nor on a school roll, including children who have been excluded both on a permanent or an informal basis and for whom no suitable alternative provision is arranged. Children who fall under the heading ‘educated at home’, but may not be receiving effective, efficient, and suitable education or any education. This includes some children who may not be known to their local authority (LA) or any agencies. Children attending unregistered schools, sometimes under the guise of being electively home educated. Children in alternative provision that is of insufficient quality or is not provided for the required hours. Children without a school place in LAs in which the protocols are not working well enough for hard-to-place children.
Honour or faith-based abuse (including FGM, breast binding and forced marriage)	

Honour or faith-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving honour often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.	If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or a deputy). As appropriate, the designated safeguarding lead (or a deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children's social care.
Homelessness and Temporary accommodation notification duty	
Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. The Homelessness Reduction Act 2017 places a legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. In most cases staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised that in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support.	The DSL (and Deputy) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Local authority children's social care will be the lead agency for these children, and the DSL (or deputy) should ensure appropriate referrals are made based on the child's circumstances. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm. The following factsheets usefully summarise the new duties: <u>Homeless Reduction Act Factsheets</u>

The Children's Wellbeing and Schools Act places a new duty on local housing authorities in England to notify educational institutions, health visiting services and general medical practices, when a child is placed in temporary accommodation. This notification should be made when consent has been given from the parent, those with parental responsibility or care of the child, or the child themselves in cases of 16–17-year-olds living independently from their parents. The notification will enable school and college staff to safeguard and promote the welfare of these children at the earliest opportunity and support them to improve their outcomes. Whilst any discussion with the local housing authority should be progressed as appropriate, this notification does not, and should not, replace existing safeguarding and welfare duties nor a referral into local authority children's social care where a child has been harmed or is at risk of harm.	
Kinship Care	
Kinship care is when a child lives full-time or most of the time with a relative, friend or connected person and that person provides most or all of the child's care. It does not include parents, foster carers with no prior connection to the child, or anyone caring in a professional capacity. Kinship care arrangements can be formal (through legal orders or kinship fostering) or informal (family or friends caring without a formal agreement in place).	Further information on the types of kinship care arrangements can be found in Working Together to Safeguard Children 2026.
Maltreatment	
All forms of physical and/or emotional ill-treatment, sexual abuse, neglect, or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power.	
Misinformation and Disinformation	
Students encounter misleading and false information online, including misinformation shared without an intention to deceive and disinformation deliberately created or shared to mislead.	Encourage students to question the source, purpose and reliability of online information and to seek advice from a trusted adult. Staff should be professionally curious where online content appears to be influencing a student's behaviour, wellbeing or beliefs. Where misinformation is linked to exploitation, radicalisation, self-harm,

AI-generated content, deepfakes and highly personalised social-media feeds can make false information increasingly convincing. Harmful content may relate to health, relationships, identity, extremism, conspiracy theories, self-harm or violence.	violence or another safeguarding risk, record and report the concern to the DSL/DDSL.
Misogyny and Misandry	
Misogyny is prejudice, hostility or contempt towards women and girls. Misandry is prejudice, hostility or contempt towards men and boys. This may be expressed through sexist language, stereotypes, harassment, humiliation, threats or online content. In schools, misogynistic attitudes may contribute to sexual harassment, harmful sexual behaviour, coercive relationships or violence.	Staff should be particularly alert to online communities and influencers that normalise hatred, entitlement, control or violence. Staff should challenge sexist or degrading language and behaviour rather than dismissing it as banter. Consider patterns, escalation, the influence of online content and whether behaviour indicates a wider safeguarding concern. Concerns involving harassment, threats, harmful sexual behaviour, coercion, violence or possible radicalisation should be recorded on CPOMS.
Modern Slavery	
Modern slavery encompasses exploitation, including sexual exploitation, criminal financial exploitation, human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including forced labour, slavery, servitude, forced criminality and the removal of organs.	Further information and training for professionals on exploitation and modern slavery is available here - Modern slavery training: resource page - GOV.UK The National Referral Mechanism is the system used within the UK to support potential victims of exploitation and modern slavery. Further information on the signs that someone may be a victim of exploitation and modern slavery, the support available to victims and how to refer them to the NRM is available in statutory guidance Modern slavery: how to identify and support victims - GOV.UK.
Neglect	
Neglect is defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:	Staff should remain alert to the signs of neglect, including poor hygiene, constant hunger, inappropriate clothing, frequent tiredness, untreated medical issues, or development delays. Staff must follow the respond and report process outlined in section 24 of this policy.

▪ 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 ▪ provide suitable education. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.	The DSL will: ▪ Assess the level of concern, considering the frequency, duration, and impact of neglect. ▪ Consult with the local Children's Social Care team and make a referral if the threshold for significant harm is met. ▪ Record and track concerns over time, especially when there is evidence of chronic neglect or cumulative harm. ▪ Work with pastoral staff, health professionals, and external agencies to provide support and monitoring where appropriate. ▪ Engage the child and family, if safe to do so, and contribute to multi-agency early help or safeguarding plans.
Nudes and semi-nudes, including where generated by AI	
The term 'making or sharing nudes and semi-nudes' refers to the creation, sending or posting of nude or semi-nude images by young people under the age of 18. The term 'images' includes all visual content, such as photographs, videos and livestreams. Images may be taken by the child themselves (sometimes referred to as self-generated imagery) or taken or created by another person. They may also have digitally altered or wholly generated using artificial intelligence (AI), including what are sometimes described as 'deepfakes' or 'deep nudes'. Childline / IWF provides a free tool, Report Remove, for children to report nude or sexual images and/or videos of themselves that they think might have been shared online.	All incidents involving the creation or sharing of a nude or semi-nude image, whether they are consensual or non-consensual (even if the image is AI generated or digitally altered) requires a safeguarding response with a proportionate approach that considers age, development, and circumstances of the children involved, as well as any elements of coercion, exploitation or vulnerability. Staff must immediately follow the respond and report process outlined in section 24 of this policy. Staff must not view, share, download or forward the image or video under any circumstances. Doing so may be a criminal offence. Staff must also preserve the evidence (without handling the content), for example by taking note of usernames, platforms, times and dates to assist with investigations.

	The DSL will: ▪ Report the incident to Children’s Social Care and the Police where appropriate, especially if the image is shared or causes significant harm. ▪ Consider a referral to CEOP (Child Exploitation and Online Protection Command) for support with image removal and legal response. ▪ Ensure the victim receives appropriate pastoral and mental health support, including safety planning. ▪ Engage parents/carers, unless doing so places the student at further risk. ▪ Liaise with the Behaviour lead to take appropriate disciplinary action, if any students were involved in the creation or sharing of content.
Prejudice and Equality	
Prejudice-related incidents in schools may involve racism, sexism, homophobia, transphobia, ableism, religious intolerance, or any form of discriminatory behaviour or language. These incidents harm a child’s sense of safety, identity, and wellbeing, and may amount to child-on-child abuse or hate incidents.	If a staff member witnesses or is informed of a prejudice-related concern: ▪ Respond immediately – challenge the behaviour or language in a calm, firm, and educational manner. ▪ Reassure the affected student(s) that the behaviour is unacceptable and will be dealt with appropriately. ▪ Report the incident to the Pastoral team. ▪ Record the incident accurately, noting the language used, those involved, context, and any impact. ▪ Do not ignore so-called "banter" or "jokes" – tackle all forms of discriminatory behaviour consistently. ▪ Provide support for the victim, including a trusted adult, and offer opportunities to express how the incident made them feel.

	The Pastoral team may: - Investigate the incident and assess its severity – including whether it constitutes a safeguarding concern, hate incident, or bullying. - Consider whether to report the incident to the local authority under statutory hate crime/prejudice-based incident recording (as per local protocol) liaising with the DSL and Behaviour lead. - Engage with the student responsible to explore attitudes and understanding and implement appropriate consequences or restorative approaches. - Involve parents/carers where appropriate, ensuring the conversation promotes learning and accountability. - Provide follow-up support to both the victim and the perpetrator, ensuring safety and reflection. - Use the incident as a learning opportunity across the school if appropriate (e.g. through PSHE, assemblies, tutor time).
Prevent Duty	
All schools and colleges are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard [150] to the need to prevent people from being drawn into terrorism”. [151] This duty is known as the Prevent duty.	The DSL (and Deputy) should be aware of local procedures for making a Prevent referral. All staff will undertake Prevent awareness training every 2 years.
Radicalisation and Extremism	
Children may be susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of the school’s safeguarding approach. Keeping Children Safe in Education (2025) provides the following definitions of radicalisation, extremism and terrorism: Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.	Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are possible indicators that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child’s vulnerability.

Extremism is the vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. However, the government provided a new definition in 2024 as follows: Extremism is the promotion of advancement of an ideology based on violence, hatred or intolerance that aims to: 1. Negate or destroy the fundamental rights and freedoms of others; or 2. Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or 3. Intentionally create a permissive environment for others to achieve the results in (1) or (2). Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.	Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). The Trust has a statutory duty under section 26 of The Counter Terrorism and Security Act 2015 and the statutory Prevent Guidance 2023 to have 'due regard to the need to prevent people from becoming terrorists or supporting terrorism'. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) making a Prevent referral. Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised. Staff should recognise the possible signs such as sudden changes in behaviour, expressing extremist views, isolation from peers, glorifying violence, or excessive interest in extremist materials or online content. Staff must follow the respond and report process outlined in section 24 of this policy. Staff should not investigate or challenge the student directly about their views or activities. The DSL will: ▪ Assess the concern, considering the child's vulnerability, context, and risk level. ▪ Seek advice from the local Prevent lead or police Prevent team, if needed.
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	▪ Make a referral to the local Channel Panel via the local authority, if appropriate – Channel provides multi-agency support for individuals at risk of being drawn into terrorism. ▪ Engage support staff, pastoral care, or external professionals to monitor and support the student. ▪ Inform parents/carers, unless this would increase the risk to the child. ▪ Document all steps and decisions taken, including consultations and referrals.
Serious Violence	
Serious violence covers specific types of crime, such as homicide, knife crime, and gun crime, and areas of criminality where serious violence or its threat is inherent, such as in gangs and county lines drug dealing. It also includes crime threats faced in some areas of the country such as the use of corrosive substances as a weapon. For the purposes of the Serious Violence Duty, as per section 13 of the Police, Crime, Sentencing and Courts Act 2022, Serious Violence in the local area is violence that is serious in that area, taking account of: the maximum penalty which could be imposed for the offence (if any) involved in the violence, the impact of the violence on any victim, the prevalence of the violence in the area and the impact of the violence on the community in the area.	Staff members should: ▪ Take all concerns seriously, even if based on small disclosures, body language, rumours, or observations. ▪ Report the concern immediately to the Designated Safeguarding Lead (DSL) – even if the information is partial or vague. ▪ Do not attempt to investigate the incident yourself or challenge individuals involved, especially if weapons or gangs are suspected. ▪ Record the concern clearly and factually, noting any behaviours, injuries, or disclosures. ▪ Preserve evidence (if relevant), such as written threats, photos, or online messages – without handling or sharing content. The DSL may: ▪ Assess the level of risk to the student and others involved. ▪ Liaise with the police and/or local violence reduction units, especially in cases of weapons, gangs, or ongoing threats.

	▪ Refer to Children’s Social Care or the Multi-Agency Child Exploitation (MACE) panel, if appropriate. ▪ Work with the family where safe and appropriate, and consider contextual safeguarding factors (e.g. location, peer influence, transport routes). ▪ Put a safety and support plan in place – this may include increased supervision, a trusted adult in school, safe routes to/from school, and wellbeing support. ▪ Collaborate with youth workers, mentoring schemes, or external agencies for targeted intervention.
Sexual Harassment (including child-on-child sexual harassment)	
Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a student’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to: ▪ Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling. ▪ Sexual “jokes” and taunting. ▪ Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying images of a sexual nature. ▪ Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes: ○ The consensual and non-consensual sharing of nude and semi-nude images and/or videos. ○ Sharing unwanted explicit content. ○ Upskirting. ○ Sexualised online bullying. ○ Unwanted sexual comments and messages, including on social media. ▪ Sexual exploitation, coercion, and threats.	KCSIE 2026, Part 5, sets out how schools and colleges should respond to reports of sexual violence and sexual harassment. If a student discloses sexual harassment to a member of staff, it must be treated as a safeguarding concern and staff must follow the respond and report process outlined in section 24 of this policy. The DSL will: ▪ Assess the level of risk and the nature of the harassment, considering the wishes of the victim. ▪ Refer to Children’s Social Care and/or the Police, if the incident constitutes sexual violence or a criminal offence. ▪ Record all actions and decisions clearly. ▪ Inform and involve parents/carers, unless doing so would put the child at greater risk. ▪ Support the victim’s wellbeing, potentially involving pastoral teams, school counsellors, or external support agencies. If the perpetrator attends the same school the following should be considered:

	Put immediate safeguarding measures in place to protect the student (e.g. separating students involved, safety plans, supervision). Address the behaviour of the alleged perpetrator, including appropriate sanctions, education, or referrals.
Sexual Violence (including child-on-child sexual violence)	
Sexual violence refers to the following offences as defined under the Sexual Offences Act 2003: ▪ Rape: A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents. ▪ Assault by penetration: A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents. ▪ Sexual assault: A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents. ▪ Causing someone to engage in sexual activity without consent: A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.	Staff members should follow the same process outlined above for sexual harassment.
Trauma and Attachment	
A significant number of children are exposed to traumatic life events. A traumatic event is one that threatens injury, death, or the physical integrity of self or others and also causes fear, terror, or helplessness at the time it occurs. Traumatic events include sexual abuse, physical abuse, domestic violence, community and school	Staff should be aware that if a child has experienced trauma, they are likely to develop other related behaviours. These include: ▪ The development of new fears.

violence, medical trauma, car accidents, acts of terrorism, war experiences, natural and human-made disasters, suicides, and other traumatic losses.	▪ Separation anxiety (particularly in young children). ▪ Sleep disturbance and / or nightmares. ▪ Sadness. ▪ Loss of interest in normal activities. ▪ Reduced concentration. ▪ Decline in academic engagement. ▪ Anger. ▪ Somatic complaints. ▪ Irritability.
Up skirting	
Upskirting refers to the act, as identified the Voyeurism (Offences) Act 2019, of taking a picture or video under another person's clothing, without their knowledge or consent, with the intention of viewing that person's genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone, including students and staff, of any gender can be a victim of upskirting. Upskirting is a criminal offence.	If a student discloses upskirting to a member of staff, staff must follow the respond and report process outlined in section 24 of this policy. The DSL will: ▪ Refer to Children's Social Care and/or the Police if the incident constitutes sexual violence or a criminal offence. ▪ Record all actions and decisions clearly. ▪ Inform and involve parents/carers, unless doing so would put the child at greater risk. ▪ Support the victim's wellbeing, potentially involving pastoral teams, school counsellors, or external support agencies.

32. APPENDIX D – STAFF SAFEGUARDING AWARENESS AND TRAINING REQUIREMENTS

Before commencing employment with the Trust, all new staff will undertake online training in Safeguarding Level 2, Prevent Duty, and Keeping Children Safe in Education (Part One or Full document as appropriate).

On their first day of employment, staff will receive the following additional post-onboarding safeguarding training for their completion within their first 8 weeks of employment:

- Certificate in Online Safety
- Certificate in Preventing & Responding to Cyber-bullying
- Certificate in Allergy & Anaphylaxis Awareness

Within their first days of work, all staff will undergo safeguarding and child protection training as part of their induction. This will be led by the DSL and updated on a regular basis and whenever there is a change in legislation.

The induction training will cover:

- The distribution and awareness of the Safeguarding & Child Protection Policy.
- Understanding the role of the Designated Safeguarding Lead (DSL).
- Recognising signs of abuse and neglect.
- Reporting and recording concerns.
- Use of CPOMs for student concerns and low-level staff concerns.
- Safeguarding in the context of the school.
- Signposting to National College and the suite of training available.

Annually (at the September Inset), DSLs will deliver face to face safeguarding and child protection updates to ensure awareness of:

- Changes in legislation – e.g. KCSIE and other government guidance.
- Emerging safeguarding trends.
- Local authority safeguarding procedures.
- Recording and reporting.
- Response to sharing of nudes and semi-nudes.
- Understanding child criminal and sexual exploitation.
- Prevent process and duty.
- Updated online safety.
- Filtering & Monitoring.

Following the briefing, all staff will be asked to read the updated Keeping Children Safe in Education guidance for the new academic year and to complete an MS Quiz with questions related to their school to ensure their understanding of the guidance.

In addition, all staff will receive safeguarding and child protection updates (for example, via email, e-bulletins, and staff meetings), as required, to continue to provide them with relevant skills and knowledge to safeguard children effectively. This will include updates on:

- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding.
- How to keep CLA and PCLA safe.

- CCE and the need to refer cases to the National Referral Mechanism.

Safer Recruitment training will be provided to all relevant staff and governors who are involved in any recruitment processes.

A record is kept of all staff safeguarding training alongside the single central record (SCR). The SCR should be checked regularly by a member of the DSL and Headteacher. Governors must also have assurance that these checks are regularly being carried out and can choose to assist in this process.

The DSL and deputy DSLs will additionally undertake:

- Safeguarding Level 3
- Certificate in harmful sexual behaviour awareness for secondary schools
- Certificate in breast ironing awareness for secondary schools
- Elearning unit on Fire Prevention and Safeguarding.
- Prevent duty training: Learn how to support people susceptible to radicalisation.

The DSL and deputy DSLs will also obtain access to resources and attend any relevant or refresher training courses, ensuring they keep up to date with any developments relevant to their role.

33. APPENDIX E – RESPOND AND REPORT FLOWCHART

