Growing Together, Learning for Life



BANNOCKBURN
Primary School

Child Protection and Safeguarding Policy

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Names of Designated Safeguarding Leads	Rachel Ford (Lead DSL) Aimee Seeranj Lauren Wallace Sarah Catterall Rosie Stone Nicola Dalton Jane Farrell
Safeguarding Link Academy Committee Members	Briget Fosang Sue Kimmins

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Introduction

The procedures contained in this policy apply to all staff and governors and are consistent with those of the Greenwich Safeguarding Children's Partnership (GSCP) and locally agreed procedures.

The policy is based on the Department for Education's statutory Guidance, *Keeping Children Safe in Education (September 2026) and Working Together to Safeguard Children Guidance (March 2026).* It has also been updated to reflect relevant legislation and statutory guidance, local safeguarding arrangements and the school's safeguarding arrangements linked to the local context.

Bannockburn Primary School is committed to safeguarding and promoting the welfare of every child in our school.

1. Policy statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children and staff. Bannockburn is proud to be a school which promotes an inclusive and anti-discriminatory whole school culture. All forms of racism and other forms of discriminatory behaviour are recognized, challenged and addressed as part of our safeguarding responsibilities.

We endeavour to provide a safe and welcoming environment where all children and adults feel respected and valued.

We maintain an attitude of '**it could happen here'** and will place the child's best interests, wishes and feelings at the centre of any safeguarding decisions.

This policy will provide staff, volunteers and Academy Committee Members with the framework they need in order to keep children and adults safe within our school. It will be used to inform parents and carers of how we will safeguard their children whilst they are in our care.

2. Definition of Safeguarding

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the childrens' needs 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 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
- Children includes everyone under the age of 18.

Child protection is part of safeguarding and refers to activities undertaken to protect children who are suffering or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm including where they see, hear or experience its effects in relation to abuse.

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

Exploitation is a form of abuse and 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 any activity.

3. Aims and principles

The school will ensure:

- Safeguarding is embedded throughout the school culture;
- Staff understand their individual responsibilities;
- Children know who they can speak to if they are worried;
- Concerns are acted upon immediately;
- All staff exercise professional curiosity;
- Children receive the right help at the right time.

Principles and values

- Children have a right to feel secure and cannot learn effectively unless they do
- All children have a right to be protected from harm.
- All staff, volunteers and ACMs have a key role in the prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm, either in the school or in the community
- We recognise that effective partnership working with other agencies is essential to protecting children and reducing risk. We will therefore work collaboratively with partner agencies throughout the child protection process to ensure children are effectively safeguarded
- Whilst as school, we will work openly and collaboratively with parents and carers wherever possible, it reserves the right to contact Children's Social Care or the police without informing parents or carers where we believe this is necessary to protect a child and is in the child's best interests.

The school will:

- Ensure safer recruitment procedures are robust and in line with national legislation and the school's Staff Code of Conduct is promoted;
- Ensure a suitably trained workforce who are confident to implement the outlined procedures for identifying and reporting cases, or suspected cases, of abuse.

We recognise that, through their regular day-to-day contact with children, school staff are well placed to identify and respond to signs that a child may be experiencing abuse or neglect.

The school will therefore:

- Raise children's awareness of safeguarding and child protection issues, equipping them with the knowledge and skills they need to keep themselves safe and support their mental and emotional well-being;
- Create and maintain a safe, secure and supportive environment where children feel able to speak openly, know they will be listened to, and feel confident to share any concerns;
- Ensure that children know which trusted adults within the school they can approach if they are worried, upset or need help.
- Provide opportunities throughout the curriculum for children to develop the knowledge, understanding and skills they need to recognise potential abuse, manage risks and keep themselves safe.

4. Statutory Framework

The school will have regard to, and where applicable comply with, relevant legislation and statutory guidance including: Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026, Education Act 2002 and Equality Act 2010

More specifically, we will:

- Ensure we have Designated Safeguarding Leads (DSLs), who have received appropriate training and support for their roles;

- Ensure we have a nominated Academy Committee Member/s responsible for child protection and safeguarding; (Briget Fosang and Sue Kimmins)
- Ensure all staff and volunteers understand their responsibilities;
- Ensure that parents and carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in this policy;
- Keep detailed, accurate, secure written records of concerns about children;
- Ensure all safeguarding and child protection records are kept securely;
- Ensure safe recruitment practices are followed.

5. Safeguarding Systems and Staff Induction

All staff will receive safeguarding and child protection training as part of their induction.
Training will include:

- Keeping Children Safe in Education 2026, Part One;
- This Child Protection and Safeguarding Policy
- The Behaviour and Relationships Policy;
- The Staff Code of Conduct;
- Safeguarding procedures for children who are absent from education;
- The role of the Designated Safeguarding Leads;
- Playground Code of Conduct;
- Online Safety;
- Filtering and Monitoring;
- Child-on-child abuse;
- Harmful Sexual Behaviour;
- Prevent;
- FGM;
- Domestic Abuse;
- Child criminal and sexual exploitation;
- SEND safeguarding;
- Information sharing;
- Mental Health and safeguarding;
- Allegations and low level concerns;
- Searching, Screening and Confiscation: guidance for schools 2014;
- Ensure procedure and guidance are in place to ensure all searches of pupils are witnessed and all searches for prohibited items are logged on CPOMS (Child Protection Online Monitoring System).

6. Roles and Responsibilities

The Headteacher

In line with the statutory guidance, the Head Teacher is responsible for the implementation of this policy, systems and procedures to ensure all staff understand their role in safeguarding and promoting the welfare of children.

The Designated Safeguarding Lead (DSL)

Areas of responsibility are;

- To champion educational outcomes for vulnerable children and those who have previously been allocated a social worker;
- Recognise how to identify signs of abuse, neglect, radicalisation and allegations; and when it is appropriate to make a referral to other agencies;
- Refer cases to the relevant statutory agencies (children's social care or the police);
- Act as a source of support, advice and expertise to staff;

- Advise staff on safeguarding concerns;
- Support children and their families;
- Liaise as appropriate with all staff including the designated teacher for the Virtual Head Teacher and the Mental Health Leads;
- Keep detailed, accurate, secure written records of all discussions and decisions including the rationale for the decision. This should include instances where referrals were or were not made to another agency such as Children's Services or Prevent;
- Ensure child protection files are maintained securely;
- Oversee Operation Encompass notifications;
- Promote positive engagement with parents/carers to safeguard children and support families facing challenging circumstances;
- To have procedures in place to re-assess concerns when a child's situation fails to improve;
- Manage online safety with clear procedures to uphold the school's Prevent duty obligations;
- Ensure safeguarding procedures are reviewed and updated.

Local Academy Committee

Areas of responsibility are:

- Ensure the school has an effective Safeguarding policy with procedures in place that are in accordance with local authority guidance which is robustly reviewed on an annual basis;
- There are nominated Academy Committee Members who will have responsibility for safeguarding and child protection and all Academy Committee Members have a clear understanding of their statutory responsibility to safeguard all who use the school;
- Ensure safer recruitment arrangements are effective;
- Ensure filtering and monitoring are reviewed;
- Provide challenge and oversight;
- With staff welfare in mind, the Local Academy Committee will consider the necessity and appropriateness of arranging for safeguarding supervision for the DSLs at the school when requested (the school currently has 7 DSLs who regularly support each other);
- The Chair of Governors will act as the 'case manager' in the event that an allegation of abuse is made against the Head Teacher, where appropriate.

All Staff

Areas of responsibility are:

- Remaining alert to safeguarding concerns;
- Reporting concerns immediately;
- Recording concerns factually;
- Not investigating allegations themselves;
- Never promising confidentiality
- Challenge inappropriate behavior;
- Know how to contact a DSL;
- Follow the Staff Code of Conduct;
- Complete required safeguarding training.

Confidentiality and Information Sharing

- Safeguarding information must only be shared with people who need to know;
- Staff must not promise a child that information will remain confidential;
- Information may be shared where necessary to safeguard a child;
- The school recognises that data protection law does not prevent appropriate information sharing for safeguarding purposes.

Records must distinguish between:

- Facts and observations;
- Professional opinion;
- Historical information;
- Actions taken;
- Decisions reached;
- Reasons for decisions;
- Outcomes.

Where information is shared, we will consider the child's safety and welfare, the purpose of sharing, proportionally, accuracy and the relevant legal framework

School hold responsibility to provide a safe space for all children and staff. For all adults attending school who are not employed or contracted by school, a suitable member of school staff will be available in the room to ensure that a pupil or staff member has a familiar face and that all visitors adhere to school policies; in the best interests of the child.

7. Family Help and Early Intervention

Staff understand the distinction between:

- Universal services and community-based early help;
- Targeted early help delivered through FaASS;
- Statutory children's social care and intervention;
- Identifying children who may benefit from support before concerns escalate.

Children who require additional support include children who:

- Have SEND or a disability;
- Have mental health needs;
- Are young carers;
- Display harmful or violent behavior;
- Are involved in anti-social or criminal behavior;
- Are frequently missing from education;
- Are at risk of exploitation, trafficking or modern slavery;
- Are at risk of radicalisation;
- Have a parent in prison;
- Experience domestic abuse or substance misuse;
- Are at risk of FGM or forced marriage;
- Are privately fostered.

Where Family Help is appropriate, the school will work with the family and relevant agencies and will monitor whether the intervention is improving the child's circumstances. If circumstances do not improve or concerns escalate, the school will consider a referral to Children's Services.

8. Reporting Concerns and Responding to a Disclosure

If any member of staff has a concern about a particular child in their care, they must immediately report their concerns to, and seek advice from one of the Designated Safeguarding Leads.

Any member of staff can make a referral to Children's Services where they believe a child is suffering or likely to suffer harm. If a child is in immediate danger, staff will contact the police/emergency services by calling 999.

When receiving a disclosure staff should:

- Remain calm;
- Find the time and a suitable place to listen to the child;
- Listen to what is being said carefully without displaying shock or disbelief;
- Do not make false promises which may not be able to be fulfilled and do not promise confidentiality;
- Allow the child to talk freely. Do not cross examine, interview, probe or ask to see any injury that is not visible. Listen, only asking questions when necessary to clarify. Ask open questions such as "Tell me…", and "How did that happen?"
- Avoid leading questions;
- Reassure the child that what has happened is not their fault;
- Stress that it was the right thing to tell an adult;
- Make records that are factual, signed, accurate and relevant and avoid subjective judgements;
- Explain what will happen next;
- Speak with the Designated Safeguarding Lead.

The same approach to receiving a disclosure must be taken if the discloser is not the allegedly abused child but another child or an adult.

When the DSL has been informed, he/she will make the decision whether or not to refer the concern to Children's Social Care. The Multi Agency Safeguarding Hub (MASH) will be consulted when there is uncertainty about whether to refer.

When referred an external person may visit the school to speak to the child. E.g. Social Worker or Police. During these visits a responsible adult from school, familiar to the child, will accompany the visitor.

MASH Consultation Line Tel- 0208 921 2267 or contact LADO/Greenwich Safeguarding Coordinator for Schools on 0208 921 3930.

9. Children Requiring Additional Help or Protection

Staff understand that safeguarding concerns may arise from:

- Abuse;
- Neglect;
- Exploitation;
- Domestic Abuse;
- Mental Health Difficulties;
- Online harm;
- Child-on-child abuse;
- Criminal exploitation;
- Sexual exploitation;
- Serious violence;
- Radicalisation;
- Trafficking;
- Modern slavery;
- Missing education;
- Discrimination;
- Racism;
- Faith-based prejudice;
- Misogyny and misandry;
- Harmful sexual behavior;

- Substance misuse;
- Homelessness or temporary accommodation;
- Family circumstances;
- Medical conditions;
- SEND related vulnerabilities.

Safeguarding issues are rarely standalone and frequently overlap.

10. Child-on-Child Abuse

Children can abuse other children. This may occur:

- In school;
- Outside school;
- Online;
- Within friendship groups;
- Within intimate relationships;
- Through organised groups or networks.

Child-on-child abuse includes:

- Bullying;
- Cyberbullying;
- Discriminatory abuse;
- Racism;
- Faith-targeted abuse;
- Physical assault;
- Threats involving weapons;
- Harmful sexual behaviour;
- Sexual harassment;
- Sexual violence;
- Making or sharing nudes or semi-nudes;
- AI-generated sexual images;
- Upskirting;
- Coercion into sexual activity;
- Initiation/hazing violence;
- Misogynistic or misandrist abuse.

The school will not dismiss behaviour as “banter”, “part of growing up” or “just a joke”. The school recognises that child-on-child abuse is a safeguarding issue for both the child harmed and the child displaying harmful behaviour. A child displaying harmful behaviour may themselves have experienced abuse, exploitation or trauma and will be considered for appropriate safeguarding support.

11. Harmful Sexual Behaviour, Sexual Harrassment and Sexual Violence

Sexual harassment and sexual violence are unacceptable. The may occur:

- Face to face;
- Online;
- Outside school;
- Within intimate relationships;
- Through group behaviour;
- Through messages, images or social media.

The school will consider harmful sexual behaviour as part of a continuum ranging from inappropriate behaviour through to sexual violence. Reports will be managed on a case to case basis taking account of: the child's age, developmental stage, disability or SEND, relationship between children, nature of behaviour, whether the behaviour is isolated or part of a pattern, potential criminal offences, impact on victims and other children, location and circumstances and online/offline elements. The victim's wishes and feelings will be considered alongside the school's safeguarding duty. The school will provide appropriate support to victims and appropriate safeguarding interventions for children displaying harmful behavior.

Where a report of sexual violence has been received, the DSL will undertake an immediate risk and needs assessment. The assessment will consider the victim, other potential victims, witnesses, the alleged perpetrator, other pupils and staff, the location and the time of the incident, online risks, measures required to prevent further harm and all risk assessments and reviews will be recorded on CPOMS.

12. Making or Sharing Nudes and Semi-Nudes

The term "making or sharing nudes and semi-nudes" will be used throughout safeguarding procedures. This includes:

- Photographs;
- Videos;
- Livestreams;
- Self-generated images;
- Images created by another person;
- Digitally altered images;
- AI-generated images;
- Deepfakes/ deep nudes.

All incidents will be investigated as a safeguarding response, whether the sharing was consensual or non-consensual.

Staff will not:

- View the image;
- Download the image;
- Forward it;
- Save it;
- Ask a child to send it to them;
- Ask children to delete it;
- Investigate the incident themselves;
- Shame or blame the child.

If the image is seen accidentally, the staff member will immediately report this to a DSL.

13. Online Safety, Digital Safety and Artificial Intelligence

The school recognises that technology can play a significant component of safeguarding and wellbeing.
The online risks include: content, exposure to harmful or inappropriate material. This includes:

- Pornography;
- Violence;
- Racism;
- Extremism;
- Self-harm;
- Eating disorder content;
- Misinformation and disinformation;
- Contact.

The risks that can arise from interaction with others can include:

- Grooming;
- Exploitation;
- Coercion;
- Bullying;
- Abusive adults;
- Peer pressure;
- Harmful online communities;
- Conduct.

The following online behaviours pose risk and include: cyberbullying, harassment, sharing images, harmful sexual behaviour, abusive messages, misogynistic or misandrist content and commerce.

Digital safety risks include:

- Scams;
- Phishing;
- Financial expoitation;
- Gambling;
- Inappropriate commercial activity;
- Artificial intelligence.

The school will consider safeguarding risks associated with generative AI including: AI generated sexual images, deepfakes, manipulation, misinformation and disinformation, harmful content, grooming and inappropriate communication, privacy and data protection risks. All AI tools used in school will be risk assessed. Children will only use AI tools where the school has determined that the tool is suitable, age-appropriate and appropriately supervised. Staff in the school receive regular guidance concerning safeguarding, privacy, copyright, data protection and AI-generated content.

14. Filtering and Monitoring

The school maintains effective filtering and monitoring arrangements. All staff at Bannockburn Primary School have an understanding of their duties and obligations regarding online safety. Whilst internet filtering has always been provided by schools, it is important to recognise that no filtering systems can be 100% effective and need to be supported with good teaching and learning practice and effective supervision. The school meets digital and technology standards in schools through the use of the DFE's Filtering and Monitoring Self-Assessment Tool on an annual basis to ensure we meet all safeguarding obligations. Alongside this, every week as a school we carry out a SWGFL (South West Grid for Learning) Test to check all filters are working efficiently. Our filtering service (School Protect) is provided by LGFL and categorises websites by subject (e.g adult images, gambling, webchat). The filtering service is tailored by the school by allowing or denying those subjects for both children and staff. Within this the school can block or unblock certain websites if deemed appropriate. In addition, we use Securus monitoring to safeguard children and adults in school.

The below categories provide a framework for identifying, understanding, and mitigating the specific dangers children face online and how as a school we ensure their safety in digital environments. When categorising online risks for children we will categorise systematically under the "Four C's":

Content:

This covers exposure to inappropriate or harmful material, such as pornography, racism, radicalisation, extremism, or self-harm content.

Contact:

This refers to potential harm through interactions with other people online. It includes risks like grooming by adults who pose as children, peer pressure, or exploitative commercial advertising.

Conduct:

This relates to behaviours online that can lead to harm, including cyberbullying or the sharing of explicit images (whether

consensual or not).

Commerce:

This category encompasses risks associated with commercial activities online. Examples include online gambling, phishing scams, or other forms of financial exploitation through online platforms.

15. Mobile Phones and Smart Technology

Bannockburn operates a mobile-phone policy consistent with current statutory guidance. Pupil mobile phones are collected on entry, stored securely and returned at the end of the school day in accordance with school procedures. Staff personal mobiles must not be used to photograph or record children except where specifically authorised for an exceptional safeguarding or operational purpose by the Headteacher. Staff comply with the Staff Code of Conduct regarding personal devices, social media and communication with children. The school's mobile phone arrangements will be reviewed annually following any incidents.

16. Attendance, Children Absent from Education and Children Missing from Education

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Poor, repeated or prolonged absence can be a safeguarding concern.
Staff in school are alert to children who:

- Are frequently absent;
- Go missing in education;
- Have unexplained changes in attendance;
- Disappear from the school roll;
- Are removed from education;
- Move address unexpectedly;
- May be at risk of FGM or forced marriage;
- May be criminally or sexually exploited
- May be travelling to conflict or war zones;
- May be experiencing mental health difficulties.

The school follows the statutory guidance Working Together to Improve School Attendance 2026.

17. Children with SEND

Children with SEND may face additional safeguarding barriers. Children with disabilities are 3 times more likely to be abused than their peers. The school will consider communication difficulties, dependence on adults, social isolation, bullying, difficulty recognising abuse, difficulty reporting abuse, assumptions that behaviour is attributable to disability, online vulnerability and exploitation. Reasonable adjustments will be made in school to ensure children can safely report concerns. School staff the DSL and the SENCO will work closely with relevant professionals as necessary.

18. Children with a Social Worker

Where the school knows that a child has or has had social worker involvement, this will be considered by the school when safeguarding a child and making decisions about a child's education. The school will continue to maintain high expectations, monitor attendance and educational progress, consider reasonable adjustments and additional support, work with social workers, share information appropriately and in a timely manner and ensure all safeguarding outcomes are considered together. The DSLs in school will maintain oversight of the cohort of children who have or have had a social worker.

19. Children in Our Care and Previously Looked After Children

The school ensures that staff have appropriate information about a child's legal status, care arrangements, contact arrangements, social workers, Virtual School Heads and any relevant safeguarding concerns. The Inclusion Leader (Designated Teacher for Children in our Care and Previously LAC) is responsible for promoting the educational achievement of looked-after

children and previously looked-after children in line with statutory guidance. As part of their role, they will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to;
- Work with the Head of the Virtual School to promote the educational achievement of CIOC and previously looked-after children, including discussing how funding can be best used to support CIOC children and meet the needs identified in their Personal Education Plans.

20. Young Carers

The school recognises that young carers may experience tiredness, emotional pressure, reduced attendance, difficulty completing school work, social isolation, anxiety and inappropriate levels of responsibility. As a school we will identify young carers and work with children, parent/carers and relevant services. At Bannockburn we recognise that caring can involve physical or emotional care, or taking responsibility for someone's safety or well-being. The level of responsibility assumed by a young carer is often inappropriate to their age and at a level beyond simply helping out with jobs at home, which is a normal part of growing up; as such it may impact on the education of the young person. Most young carers will meet the definition of a 'child in need' under the Children Act 1989 and may be entitled to an assessment from Children's Services, or a FaASS Assessment. The school's Young Carer Champion is Nicky Dalton. Support will be individualized according to a child's specific circumstances.

21. Children with Medical Conditions

Children with medical conditions may have additional safeguarding and welfare needs. The school will ensure that medical needs are appropriately recorded, staff understand care and medical plans, safeguarding concerns are not dismissed as medical issues, reasonable adjustments are considered, children can safely report concerns, staff liaise with parent/carers and health professionals where appropriate and medical information is handled confidentially. Where a child's medical condition creates safeguarding concerns, a DSL will be informed.

22. Domestic Abuse and Operation Encompass

The school recognises that children as victims of domestic abuse in their own right where they see, hear or experience the effects of domestic abuse (including coercive control). A child connected to a household may be affected even if they were not physically present at the incident or are temporarily living elsewhere. Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the school before the child or children arrive at school the following day. Operation Encompass notifications will be managed confidentially by a DSL. All notifications will be handled in accordance with data protection law. The school will consider whether additional safeguarding action is required following an Operation Encompass notification. Operation Encompass does not replace statutory safeguarding procedures.

23. Vaping

Vaping has become increasingly popular among young children in the recent years. Vaping is prohibited on the premises at Bannockburn Primary School for all individuals. Vaping and e-cigarettes come under the same law as smoking. The law states that is illegal to sell any tobacco products to anyone under the age of 18. The law is in place to prevent young people from getting addicted to nicotine and to protect their health. Vapes are prohibited on school premises. Any concerns around the use of e-cigarettes from school staff or the community are to be reported to the school DSLs.

24. Child Criminal Exploitation and County Lines

Child Criminal Exploitation may involve children being coerced or manipulated into:

- Transporting drugs or money:
- Shoplifting;

- Theft;
- Carrying weapons;
- Violence;
- Vehicle crime
- Other criminal activity.

Children may appear to consent but may nevertheless be victims of exploitation. Indicators that a child may be being exploited include:

- Unexplained gifts;
- New possessions;
- Unexplained money;
- Missing episodes;
- Changes in friendships;
- Associating with older people;
- Declining engagement in education;
- Possession of weapons;
- Fearfulness;
- Unexplained injuries.

County lines exploitation may involve organised networks and constitute modern slavery. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

25. Child Sexual Exploitation

Child Sexual Exploitation is a form of child sexual abuse. It may involve grooming, coercion, manipulation, exchange for money gifts, status, production or sharing sexual images, online exploitation and exploitation within relationships. Children of any sex can be victims. Child Sexual Exploitation can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge. The school will respond to concerns regardless of whether a child believes they are in a genuine relationship or believes that they consented.

26. Serious Violence, Weapons and Gangs

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

27. Extremism, Radicalisation and Prevent

The school has agreed to the Prevent Duty and all staff and Acadamey Committee Members have annual Prevent training. Staff report concerns to a DSL. Indicators that someone may be being radicalised include:

- Extremist or terrorist content;
- Changes in a child's behaviour;
- A child isolating themselves from others;

- Conspiracy theories;
- Expressions of support for extremist ideaology;
- Contact with extremist recruiters;
- Sudden changes in friendship groups;
- Secretive internet use.

There is no single profile of a person vulnerable to radicalisation. The school will use appropriate safeguarding and Prevent referral procedures. Where Channel support is involved, relevant information will be shared with police and other relevant agencies.

28. Honour-Based Abuse, FGM and Forced Marriage

Honour-based abuse includes crimes committed to protect or defend perceived family or community honour. It can include: FGM, forced marriage, breast ironing and any other form of honour-based violence. All staff must report any concerns to a DSL.

FGM is illegal and is a form of child abuse. All staff have a statutory duty to report to the police where they have discover that FGM has been carried out on a girl under the age of 18. The duty applies to staff personally discovering that FGM appears to have occurred; it does not apply to suspected or at-risk cases. If a staff member suspects potential FGM, they must report to a DSL. Staff must not investigate or attempt to physically examine a child.

29. Mental Health and Safeguarding

The school recognises that mental health difficulties may sometimes be indicators of abuse, neglect, exploitation or other safeguarding concerns. Staff are not expected and to diagnose mental health conditions. Staff should report concerns where changes in behaviour, wellbeing or presentation may indicate that a child needs help or protection. The school will consider the impact of trauma and adverse childhood experiences on:

- Behaviour;
- Attendance;
- Learning;
- Relationships;
- Emotional wellbeing.

30. Modern Slavery and Trafficking

Children may be victims of modern slavery or trafficking and these forms of exploitation constitute child abuse. Modern slavery includes slavery, servitude and forced or compulsory labour, while human trafficking involves the recruitment, transportation, transfer, harbouring or receipt of a person for the purpose of exploitation. Children may be trafficked or exploited within the UK as well as across international borders, and UK-national children may also be victims. Indicators of modern slavery and trafficking can include: unexplained absence, missing episodes, sudden changes in accommodation, control by another person, unexplained money or possessions. Concerns may be referred to the National Referral Mechanism (NRM) as the system used to support potential victims of exploitation and modern slavery.

31. Private Fostering

Private fostering occurs when a child under 16, or under 18 where disabled, is cared for and accommodated by someone who is not the child's parent, a person with parental responsibility or a relative, generally for 28 days or more. If staff become aware of a possible private fostering arrangement, a DSL will ensure the Local Authority is notified.

32. Racism, Discrimination and Prejudice-Based Abuse

The school operates an inclusive and anti-discriminatory safeguarding culture. Safeguarding concerns may arise from the following behaviours:

- Racism;
- Faith-based prejudice;
- Homophobia;
- Biphobia;
- Transphobia;
- Sexism;
- Misogyny;
- Misandry;
- Disability discrimination;
- Other prejudice-based abuse.

All listed behaviour will be challenged in school and recorded appropriately. The school will always consider the Public Sector Equality Duty when making significant safeguarding decisions.

33. Gender-Questioning Children, Sex and Single-Sex Facilities

The school will respond sensitively to children who are questioning their gender while complying with safeguarding, equality and premises requirements. The child's wellbeing and safeguarding will remain central to all decisions made in the school. The school will consider:

- The child's individual circumstances;
- The child's wishes and feelings;
- Parental involvement;
- Clinical advice where available;
- Bullying and other vulnerabilities;
- The impact on the child and other pupils;
- Relevant legal duties.

Toilets

For pupils aged 8 and over, the school will provide separate toilets for boys and girls, subject to the statutory exceptions for individual lockable facilities. Children will not be permitted to use toilets designated for the opposite biological sex. Where appropriate an individual toilet facility may be considered for a child questioning their gender who does not wish to use the facilities designated for their biological sex provided this does not compromise the safety, privacy, dignity or provision of the single-sex facilities. Such arrangements will be recorded and regularly reviewed.

Social Transition

Requests concerning social transition will be considered individually and carefully. The school will not adopt an automatic or one-size-fits-all approach. Parents/carers will usually be involved unless doing so would put a child at risk of harm and create a safeguarding risk.

34. Visitors, Contractors and External Organisations

Visitors will sign in using Inventry and provide identification where appropriate. All visitors and contractors will wear a lanyard with the school's visitor Inventry sticker. All visitors and contractors will be appropriately supervised where required. Professional visitors will be subject to appropriate checks and will need to have an original copy of an Enhanced DBS and a form of photo identification to show on arrival to the school office. The school will use professional judgement regarding DBS requirements for visitors such as parents attending school events. Contractors engaging in regulated activity will require an appropriate DBS check. Contractors without appropriate checks must not work unsupervised with children or in regulated activity.
All external speakers will be assessed for:

- Suitability;

- Safeguarding arrangements;
- Educational value;
- Age appropriateness;
- Required checks.

35. Allegations and Concerns About Staff, Volunteers and Contractors

This section applies to where a current member of staff, volunteer, student teacher, supply teacher, supply teaching assistant or contractor is alleged to have:

- Behaved in a way that harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards children in a way that indicates they may pose a risk of harm.

Allegations must be reported immediately to the Headteacher or a DSL unless the concern directly relates to that person. The person dealing with the allegation will consult the Local Authority Designated Officer (LADO) where the harm for threshold may have been met. The school will not conduct an inappropriate internal investigation before obtaining advice from the LADO, police or Children's Services where required. The school will protect children, support the adult who is the subject of the allegation, maintain confidentiality, record decisions, avoid unnecessary suspension, consider alternatives to suspension and comply with LADO advice. Allegations may relate to behaviour inside or outside the school. The procedures also apply to any third-party staff.

36. Low-Level Concerns

A low-level concern is any concern about an adult's behaviour which does not meet the threshold for harm but may indicate that the adult has:

- Acted inconsistently or failed to comply with the Staff Code of Conduct;
- Behaved in a way that causes concern;
- Crossed a professional boundary;
- Demonstrated behaviour which may need to be addressed.

All low-level concerns should be reported to the Headteacher in accordance with the Staff Code of Conduct. The Headteacher will determine the appropriate response and may consult the Trust Safeguarding Lead, CEO or the LADO. Low-level concerns will be recorded and regularly reviewed to highlight patterns.

37. Whistleblowing

Staff must feel able to raise concerns. Concerns may relate to poor safeguarding practice, unsafe practice, failures to follow procedure and guidance, inappropriate staff behaviour, failures in leadership and failures to report safeguarding concerns. Staff are able to raise concerns by consulting the Trust Whistleblowing Policy. Where staff are unable to raise concerns internally, they may seek external advice through appropriate safeguarding or whistleblowing channels.

38. Safer Recruitment and DBS Checks

The school operates safer recruitment procedures consistent with KCSIE 2026. The school maintains an accurate Single Central Register.

Pre-employment checks will include, where appropriate:

- Identity;
- Right to work;
- Enhanced DBS;
- Children's Barred List information where required;

- Prohibition checks;
- Qualifications;
- Professional registration;
- Overseas checks;
- References;
- Online searches of shortlisted candidates;
- Medical/fitness checks where appropriate.

At least one person conducting any interview for a post at the school will have undertaken Safer Recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education (2026), and will be in line with local safeguarding procedures.

Regulated Activity

KCSIE 2026 reflects changes introduced by the Crime and Policing Act 2026. The previous exemption from regulated activity has been removed. A volunteer undertaking teaching, training, instructing or supervising children frequently or more than 3 days in a 30 day period, or overnight in school will require an enhanced DBS checks with children's barred list information. The school will assess each role against the current definition of regulated activity before the individual begins work in the school.

Existing Staff

New checks may be required where:

- A person moves into regulated activity;
- There has been a break in service for 12 weeks or more;
- There are concerns about suitability;

Trainee Teachers

Salaried trainee teachers will be subject to required pre-employment checks. For fee funded trainees, the school will obtain written confirmation from the training provider that required checks have been completed and the trainee is suitable to work with children. Trainee teachers will be expected to produce an original copy of their DBS and photographic identification before their placement commences.

Volunteers

The school will assess the role undertaken by individual volunteers and obtain appropriate DBS checks where required. No unchecked person will be permitted to work unsupervised with children in the school. All volunteers in supporting in the Early Years (Nursery and Reception) are required to hold an Enhanced DBS before commencing their time in school.

Contractors

Contractors must have the appropriate level of DBS check according to their role and contact with children.

39. Academy Committee Members

Academy Committee Members will be subject to checks required for their role.

The school will ensure appropriate:

- Enhanced DBS checks;
- Section 128 checks where applicable;
- Identity checks;

- Right-to-work checks;
- Overseas checks where required.

40. Record Keeping and Transfer of Child Protection Files

All safeguarding concerns must be recorded accurately.

Records will include:

- Summary of the concerns;
- Actions taken;
- Decisions;
- Rationale;
- Outcomes;
- Relevant professional opinions;
- Referrals;
- Information shared.

Child protection files will be stored securely electronically on CPOMs. Where a child transfers to another school, the child's files will be transferred as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the new school term. Confirmation of receipt should be obtained. When transferring files school will provide a clear structured summary which identifies current safeguarding concerns, relevant context, ongoing support needs and an outline of significant risks. It is the receiving school's responsibility to ensure the information is reviewed by an appropriately trained member of staff.

41. Complaints

Safeguarding complaints will be managed under the Complaints Procedure and Vexatious Persistent Harassment Policy. Where a complaint raises safeguarding concerns, a DSL and/or Headteacher will ensure that appropriate safeguarding procedures are followed. Complaints involving staff may also require consideration under the allegations and LADO procedures.

42. Communication with Parents/Carers

Where appropriate, we will discuss any concerns about a child with the child's parents. A DSL will normally do this in the event of a suspicion or disclosure as long as this does not place the child at risk of harm. Other staff will only talk to parents about any such concerns following consultation with the DSL. If we believe that notifying the parents would increase the risk to the child, we will discuss this first with Children's Services.

For the purposes of safe collection for all children the number of contacts will be a minimum of 2 people and a maximum of 6 people (unless in exceptional circumstances). Due to an assessment of the local context all contacts must be 16 years or older. A contact is a person who can collect a child or be called in an emergency if parents/carers are unavailable. For example, medical reason.

43. Non-collection of Children

If a child is not collected at the end of the session/day, we will contact parents/carers and contacts on the child's file held in school. If there is no response from the parent(s) or any contacts on s child's list, then school will consider contacting Children's Social Care for advice if no contact can be made 40 minutes after school collection.

44. Monitoring, Review and Assurance

This policy will be reviewed annually and will consider the following updates:

- KCSIE updates;
- Working Together to Safeguard Children updates;
- Local safeguarding arrangements;
- Safeguarding incidents;
- Allegations;
- Low-level concerns;
- Attendance data;
- Child-on-child incidents;
- Online safety incidents;
- Filtering and monitoring;
- Safer recruitment;
- DBS compliance;
- Staff training;
- Safeguarding audits;
- Lessons learned;
- Pupil voice;
- Parent/carer feedback.

The policy will be approved by the Academy Committee Members and will receive appropriate safeguarding assurance.

APPENDIX 1: Types and Indicators of Abuse

Indicators of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child 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. It may also include verbal abuse such as persistent criticism, belittling and name-calling. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child on child abuse) in education.

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

Domestic Abuse: an incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour, including sexual violence. Witnessing domestic abuse can have a lasting impact on children and can have a detrimental effect on their emotional welllbeing and development.

Appendix 2: Safer Recruitment and DBS checks – policy and procedures

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files.

New Staff

All offers of appointment should be conditional until satisfactory completion of the mandatory pre-employment checks. All Schools and colleges must:

- only accept a CV alongside an application form;
- verify a candidate's identity, it is important to be sure that the person is who they claim to be, this includes being aware of the potential for individuals changing their name. Best practice is checking the name on their birth certificate, where this is available;
- obtain an enhanced DBS check (including children's barred list information, for those who will be engaging in regulated activity with children) prior to employment;
  verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;
- verify the person's right to work in the UK, including EU nationals. If there is uncertainty about whether an individual needs permission to work in the UK, then schools and colleges should follow advice on the GOV.UK website;
- if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate;
- and, verify professional qualifications, as appropriate. The Teaching Regulation Agency's (TRA) Employer Access Service should be used to verify any award of qualified teacher status (QTS), and the completion of teacher induction or probation;
- before employing a person to carry out teaching work in relation to children, the school will take reasonable steps to establish whether that person is subject to a prohibition order issued by the Secretary of State;
- carry out an online search on shortlisted candidates to identify issues that are publicly available online;
- must not include repeated concerns or allegations that have been found to be false, unfounded, unsubstantiated or malicious in a reference.

Individuals who have lived or worked outside the UK

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges. This includes obtaining (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK.

In addition, school will make any further checks we think appropriate so that any relevant events that occurred outside the UK can be considered. Following the UK's exit from the EU, we will apply the same approach for any individuals who have lived or worked outside the UK regardless of whether or not it was in an EEA country or the rest of the world.

Appendix 3: How to Report a Safeguarding Concern

