St Mary Magdalene & St Stephen's CE Primary School

'I can do all things through Christ who strengthens me' **Philippians 4:13**

Child Protection and Safeguarding Policy

Statement of Intent

As a multi-cultural church school with 'Gold' Rights Respecting schools status, we actively promote a caring, respectful and accepting environment that enables our pupils both within and beyond the classroom. Following the teachings of St. Paul, our school vision of **I can do all things through Christ who strengthens me - 4:13 Philippians** lies at the foundation of everything we do. (*On this we build and foster the virtues of Moral Courage, Compassion, Forgiveness, Thankfulness and Koinonia.)*

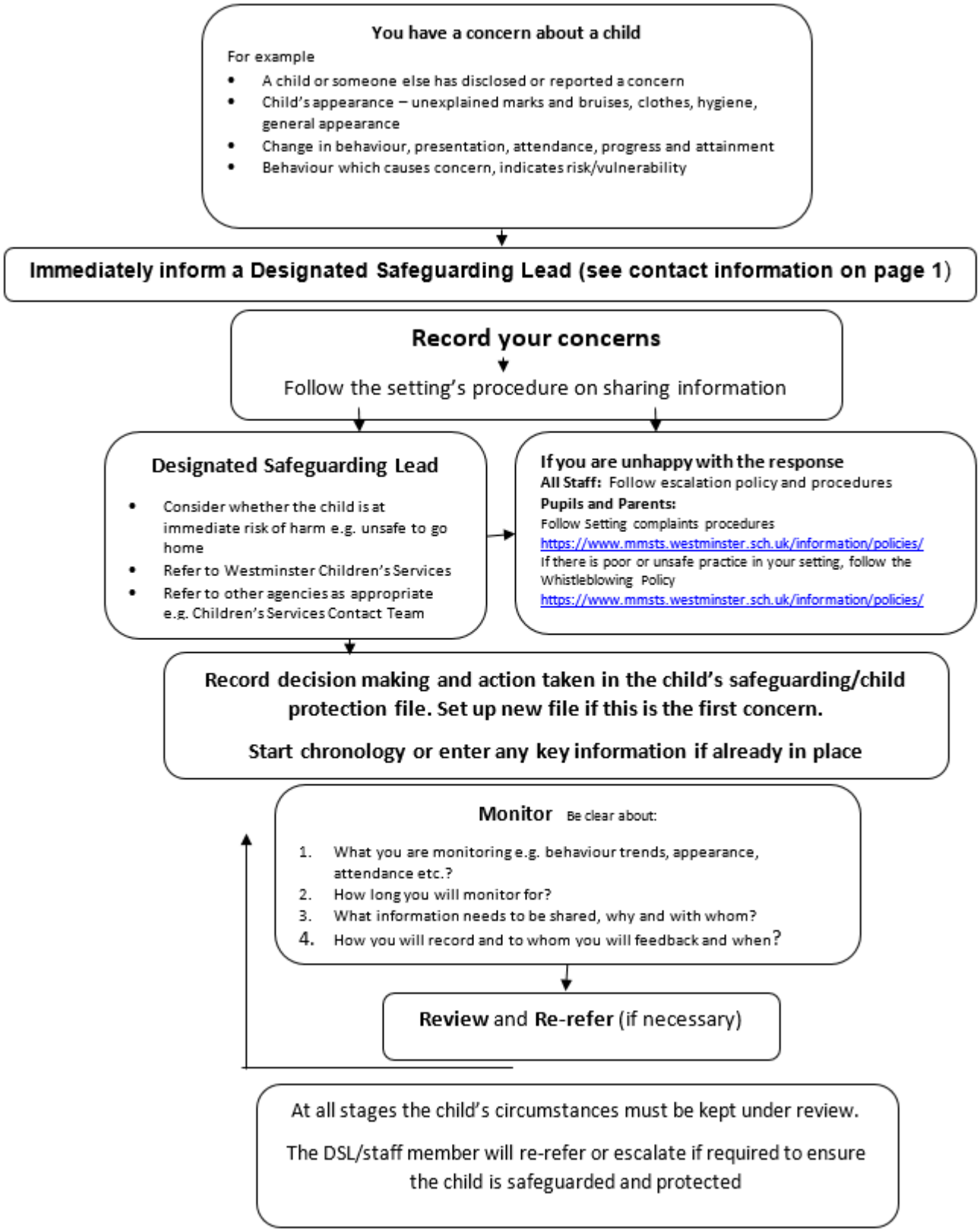
Executive Headteacher **Head of School**	Lee Duffy Leoni White	**DSL**	Denese Forde
Approved by	Governing Body	**Approval date** _____	
Next review	September 2027		

Contents

Key Safeguarding Contacts 1
Flowchart 4
Introduction and Ethos 5
  Definitions 5
  Context 6
Safeguarding and Child Protection Procedures 8
Early Help – Bright Futures 9
Recognition and Types of Abuse, Neglect and Exploitation 9
Online Safety 10
Learning at home 11
Key Roles and Responsibilities 12
  The Governing Body 12
  The Headteacher 12
  Designated Safeguarding Lead and Deputies (DSL) 13
  Additional responsibilities for the DSL: 13
  Staff and volunteers 14
  Children and Young People 14
  Parents and Carers 14
Mental Health 15
Children in Specific Circumstances 15
  Children who need a social worker (Child in Need and Child Protection Plans) 15
  Child-on-Child Abuse 15
  Online Safety 15
  Serious violence 16
  Safeguarding Children with Special Educational Needs and Disabilities (SEND) 16
  Children Absent and Missing from Education 16
  Child Criminal Exploitation (CCE) 17
  County Lines 17
  Child Sexual Exploitation (CSE) 17
  Domestic Abuse 18
Prevent and Radicalisation 19
  The Curriculum and Staying Safe 20
Record Keeping 20
Confidentiality and Information Sharing 21
Inter-agency Working 21
Complaints 22
Staff Induction, Awareness and Training 22
Safe Working Practice 23
Staff Supervision and Support 23
Safer Recruitment 24
Allegations Against Members of Staff and Volunteers 24
  Referrals to the Local Authority Designated Officer (LADO) 24
  Low-Level Concerns 25
  What to do if you have a low-level concern 26
  Recording low-level concerns 26

The Use of School Premises by Other Organisations 26
Site Security 27
Monitoring and Review 27
Appendix 1: Categories of Abuse 27
What is Abuse? 27
Signs that may indicate Sexual Abuse 28
Signs that may indicate physical abuse 28
Signs that may indicate emotional abuse 28
Signs that may indicate neglect 29
Appendix 2: Specific Safeguarding Issues 30
Child-on-Child Abuse (Allegations of abuse made against other children) 30
What to do if you have concerns 31
Support 31
Next Steps after Initial Report 31
Harmful Practices 32
So called 'Honour based' abuse (HBA) 32
Female Genital Mutilation (FGM) 32
Forced Marriage and under age marriage 32
Abuse linked to a belief in Spirit Possession Or Witchcraft 32
Vulnerability 33
Things to Look Out For 33
Signs of physical abuse; 33
What to do if you are concerned 33
Cybercrime 33
Child abduction and community safety incidents 33
Modern Slavery and the National Referral Mechanism (NRM) 34
Appendix 3: Keeping children and yourself safe when responding to disclosures 34
Appendix 4: Sexual violence and sexual harassment between children 36
Context 36
Policy 36
Prevention 36
Responding to reports of sexual violence and sexual harassment: 36
Risk Assessment: - 37
DSL considerations and response 37
Options 37
Ongoing Response: 37
Physical Abuse 38
Appendix 5: National Support Organisations 39
Support for staff 39
Support for Pupils 39
Support for adults 39
Support for Learning Disabilities 39
Domestic Abuse 39
Honour based Abuse 39
Sexual Abuse and CSE 39
Online Safety 39
Radicalisation 40

Appendix 6: Local Support 40
National Support Organisations 41
Appendix 7: Safeguarding in Education links 42
Preventing neglect, abuse and exploitation 42
Keeping children safe in education and other settings 42
Online safety 42
Safeguarding children with Special Education Needs and Disabilities 42
Runaway and homeless children 42
Cross-border child protection 42



Record your concerns

Follow the setting's procedure on sharing information

- If responding to a disclosure reassure the child and clarify concerns if necessary e.g. ambiguous words and phrases
- Use child's own words and indicate any marks on body map charts, as appropriate
- Sign and date all records

Immediately inform a Designated Safeguarding Lead (DSL)

Designated Safeguarding Lead (DSL)

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Refer to other agencies as appropriate e.g. Children's Services Contact Team (CSCT) LADO, Police.

If you are unhappy with the response

All Staff: Follow the school's escalation policy and procedures

Pupils and Parents:

- Follow Setting complaints procedures https://www.mmsts.westminster.sch.uk/information/policies/
- If there is poor or unsafe practice in your setting, follow the Whistleblowing Policy https://www.mmsts.westminster.sch.uk/information/policies/

At all stages the child's circumstances must be kept under review.
The DSL/staff member will re-refer or escalate if required to ensure the child is safeguarded and protected

Record decision making and action taken in the child's safeguarding/child protection file. Set up a new file if this is the first concern.

Start chronology or enter any key information if already in place

Monitor Be clear about:

1. What you are monitoring e.g. behaviour trends, appearance, attendance etc.?
2. How long will you monitor for?
3. What information needs to be shared, why and with whom?
4. How you will record and to whom you will give feedback and when?

Review and **Re-refer** (if necessary)

You have a concern about a child

For example

- A child or someone else has disclosed or reported a concern
- Child's appearance – unexplained marks and bruises, clothes, hygiene, general appearance
- Change in behaviour, presentation, attendance, progress and attainment
- Behaviour which causes concern, indicates risk/vulnerability

Introduction and Ethos

1. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children has an important role to play.
2. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. It is important all staff (including those who do not work directly with children) recognise the important role they play in protecting children[1]

a. The School recognises the importance of creating and maintaining a safeguarding culture that will help all pupils to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are committed to providing an environment where children can play, learn, develop and achieve and where they are safeguarded and are enabled to disclose if they are being harmed in some way. We are alert to the signs of abuse and neglect and follow our procedures to ensure that all pupils receive effective support, protection and justice.

b. We recognise that some children may be especially vulnerable to abuse. We understand that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Behaviour may be challenging and or concerning and at times this may impact on other children either directly or indirectly. We will always take a reflective, considered and sensitive approach in order that we can support all of our pupils.

c. Our Setting's core safeguarding principles are:
   - That schools are an important part of the wider safeguarding system for children.
   - It is a whole school responsibility to safeguard and promote the welfare of children
   - All children (defined as those up to the age of 18) have equal rights to protection regardless of age, gender, ability, culture, race, language, religion or sexual identity
   - All children have a right to be heard and to have their wishes and feelings taken into account
   - All staff understand safe professional practice and adhere to our code of conduct and other associated policies
   - All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this policy

   Please note that the procedures contained in this policy apply to all staff (including teaching and non-teaching, temporary staff and volunteers) and governors and are consistent with the London Safeguarding Children Procedures

[1] Keeping Children Safe in Education (DfE, 2024)

Definitions

[2]Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act, other aspects of care and education are related:

- children's and learners' health and safety and well-being, including their mental health
- meeting the needs of children who have special educational needs and/or disabilities (SEND)
- the use of reasonable force
- meeting the needs of children and learners with medical conditions
- providing first aid
- educational visits
- intimate care
- emotional well-being
- online safety and associated issues
- appropriate arrangements to ensure children's and learners' security, taking into account the local context

Within this document:

- Safeguarding is defined as:
- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
  - 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 an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

- **Staff** applies to all those working for or on behalf of the Setting, full time or part time, in either a paid or voluntary capacity. This also includes governors.

- **Child** refers to all young people who have not yet reached their 18th birthday or Looked After Children and SEND young people who have not yet reached their 25th birthday. The policy will also extend to visiting children and students from other establishments

- **Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, step-parents, guardians and foster carers.

- **Abuse** could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations of these are given within the document and appendices 1 and 2.

[2] Inspecting safeguarding in early years, education and skills - GOV.UK (www.gov.uk)

Context

a. This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance (see below). In addition, Section 175 (Section 157 for academies and independent schools) of the Education Act, 2002 requires governing bodies of maintained schools and further education colleges (including sixth form colleges) to ensure they safeguard and promote the welfare of children who are either pupils at the Setting or who are students under 18 years of age attending the further education institution. KCSIE 2026 states that colleges include providers of post-16 education, 16-19 academies, special post-16 institutions and Independent Training Providers.

   Guidance includes the following and the links in Appendix 6 and 7:

   - Working Together to Safeguard Children 2026
     - DfE guidance Keeping children safe in education 2026 (publishing.service.gov.uk)
     - Teaching online safety in Schools (DfE, 2019)
     - London Safeguarding Children Procedures 7th Edition
     - Inspecting safeguarding Ofsted Handbooks and Frameworks
     - County Lines Professional Toolkit
     - Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk)
     - https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information
     - The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk)

b. All safeguarding policies will be reviewed on an annual (minimum) basis by the Governing Body which has responsibility for oversight of the safeguarding and child protection systems. The DSL/Head of School will ensure regular reporting on safeguarding activity and systems in the Setting to the Governing Body. The Governing Body **will not** receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

c. We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the Setting's integrated safeguarding portfolio and should be read in conjunction with any related policies.
   Please also see Part one and Annex A of
   KCSIE 2026.

d. All staff and volunteers at the School recognise that children experiencing specific safeguarding issues are no different to safeguarding against any other vulnerability or concern and will respond in the same way as they do to protect children from any other risks.

e. Supporting Guidance (to be read and followed alongside this document)
   - What to do if you're worried a child is being abused - Publications - GOV.UK
   - Information Sharing advice May 2024)
   - Guidance for Safer Working Practice 2022 :
   - Mental health and behaviour in Schools - Publications - GOV.UK
   - Teachers' Standards
   - Safeguarding Disabled Children Practice Guidance
   - Preventing & Tackling Bullying
   - Promoting children and young people's emotional wellbeing
   - Public Health England Every Mind Matters - Teaching RSHE
   - Education for a Connected World (publishing.service.gov.uk)
   - Behaviour in Schools Feb 2024
   - Suspension and permanent exclusion guidance September 2023

f. These documents linked above can also be found here in the school office and the shared drive. They are also available to access via the website

Safeguarding and Child Protection Procedures

- Any member of staff, volunteer or visitor to the School who is aware of a disclosure or allegation of abuse, or suspects that abuse may have occurred **must report it immediately to the Designated Safeguarding Lead (DSL)** (or, in their absence, the deputy DSL). See flowchart 'What to do if you are worried about a child/young person' on page 4 and the flowchart on Page 24 of KCSIE 2026.

- The DSL will immediately refer cases of suspected abuse or allegations, by telephone, to Westminster Children's Services.

- [3]It is not necessary to seek consent from parents/carers to share information for the purposes of safeguarding and promoting the welfare of a child provided that there is a lawful basis to process any personal information required. In the spirit of collaboration, where possible, the Setting will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to seek advice from CSCT and/or Police in making decisions about when it is appropriate to share information with parents / carers.

[3] Working Together To Safeguard Children 2023

- If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, they should press the DSL for reconsideration of the case in order to reassure themselves the child is safe and their welfare is being considered. If after following this process, the staff member remains concerned that appropriate action is not being taken, it is the responsibility of that person to seek further direct consultation from the head teacher or safeguarding governor.

- If after a referral to CSC a child's situation does not appear to be improving, the DSL will request reconsideration to ensure that the referral concerns have been addressed and, most importantly, that the child's situation has improved. Professional disagreements (escalation) will be responded to in line with the ISCP procedures and DSLs may request support via the Principal Officer Safeguarding in Education (POSIE).

- These procedures apply to all staff working/volunteering in the Setting and will be covered in training to enable everyone to understand their role and responsibility. The prime concern at all stages must be the interests and safety of the child. **Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.**

- All staff are aware that children with disabilities, special needs language delay and/or where English is not their first language may communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility.

- The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are worried a child is being abused. The School adheres to the London Safeguarding Children Procedures. The full procedures and additional guidance relating to specific safeguarding issues can be found here: https://londonsafeguardingchildrenprocedures.co.uk
- When new staff, volunteers or regular visitors join our Setting they are informed of the safeguarding arrangements in place, the names of the DSLs and how to share concerns with them.

- The headteacher will ensure that the policies and procedures adopted by the governing body (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff.

Early Help

- Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to antisocial or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- has experienced multiple suspensions, is at risk of being permanently excluded from schools and in Alternative Provision or Pupil Referral Unit
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child, or
- is pregnant and/or is a parent themselves, or has exhibited early signs of abusive, violent and/or harmful behaviours, or is repeatedly removed from the classroom, on a part-time timetable, or experiencing multiple suspensions.
- is persistently absent from education, including persistent absences for part of the school day.

- All staff are aware of the Early Help process and understand their role within it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. We will refer to and work within the revised 'Working Together to Safeguard Children' 2026 guidance at all times.

From September 2026, the School will use the terminology and local arrangements for Family Help, including universal services and community-based Early Help and the targeted early help level of Family Help. Staff should understand local criteria for action and assessment and know when concerns should be referred to local authority children's social care.

- If Early Help is assessed to be appropriate, then the DSL will support staff members involved with the family to initiate an Early Help Assessment. The DSL will keep all Early Help cases under constant review and will give consideration to making a child in need or child protection referral if the situation doesn't appear to be improving for the child.

  The Governing Body, Headteacher and Leadership Team will ensure that the DSL team are properly supported in this role in relation to the availability of appropriate time, support and resources.

Recognition and Types of Abuse, Neglect and Exploitation

- All staff should be aware of the indicators of abuse, neglect and exploitation, understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. This includes where children see, hear, or experience the effects of domestic violence abuse. Staff should be aware that abuse can take place wholly online and that technology may be used to facilitate offline abuse. There are four categories of abuse:
  - Physical abuse
  - Sexual abuse
  - Emotional abuse
  - Neglect

- The most up to date definitions and possible indicators and signs of abuse are found in Annex B of KCSIE 2026. Staff should also refer to Part 1, along with Annex B and 'What to do if you are worried a child is being abused' (2015).

- All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the Setting and/or can occur between children outside of these environments. All staff, but especially the DSL will consider whether children are 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 exploitation, criminal exploitation, and serious youth violence.

- The warning signs and symptoms of child abuse, neglect and exploitation can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. Parental behaviours' may also indicate child abuse or neglect, so staff are alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

- By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

Online Safety

1. We recognise that the use of technology presents particular challenges and risks to children and adults both inside and outside of our Setting. The DSL and

leadership team take particular note of paragraphs 134-151 regarding Online Safety within KCSIE 2026.

2. Members of staff with appropriate skills, interest and expertise regarding online safety are encouraged to help support the DSL when developing curriculum approaches or making technical decisions. However, the DSL retains overall responsibility for online safety and the setting's filtering and monitoring system.

3. We identify that the issues classified within online safety are considerable, but can be broadly categorised into four areas of risk:
    - content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
    - contact: being subjected to harmful online interaction with other users; for example: child-on-child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
    - conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and

making or sharing nudes or semi-nudes, including digitally altered or wholly AI-generated images such as deepfakes or deep nudes;

    - commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/)

4. We recognise the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2026 and EYFS 2024 have appropriate policies in place that are shared and understood by all members of the Setting community.

5. Our approach to online safety will always consider the 4 cs above. We have clear rules relating to the use of mobile and smart technology that means pupils are not allowed to access their mobile phones. In doing so we are preventing and deterring the use of mobile phone networks during school time for pupils to sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content. This approach is also reflected in our online safety/behaviour/anti-bullying and acceptable use policies.

   Accessing mobile phone networks in a primary school poses several risks, including exposure to inappropriate content, cyberbullying, online predation, distraction from learning, and privacy concerns. To manage these risks, our school prohibits student use of mobile phones during school hours, provides

digital citizenship education, and involves parents in online safety discussions. Active supervision by staff, clear reporting mechanisms, network filtering, and Mobile Device Management (MDM) for school-issued devices further enhance safety. Incidents are promptly addressed with appropriate consequences, and affected students receive support from our pastoral care team. These measures ensure a safe and focused learning environment for all students.

6. We recognise that online safety is part of the whole school approach to safeguarding which includes:
   - Parental engagement with online safety
   - An appropriate level of security to protect users and their data
   - An annual review of our online safety procedures which include a risk assessment that reflects and considers the risks children face online
   - Curriculum planning
   - Teacher training
   - The role and responsibilities of the DSL team

7. Further information reading the specific approaches relating to this can be found in our Online Safety Policy, Acceptable Use Policies and Image Use Policy which can be found in the staff room/ office/ staff intranet/ website etc.

8. We will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access the systems and internet provision. We will be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what children can be taught with regards to online teaching and safeguarding.

We will ensure that the effectiveness of filtering and monitoring is reviewed at least once every academic year. The review will be led by the senior leader responsible for filtering and monitoring, with support from the DSL and IT support, and will include checks that filtering is working appropriately on internet-connected devices in relevant locations. A record of the review and checks will be maintained.

9. All staff are expected to follow the Filtering & Monitoring Standards for Schools and Colleges and to alert the DSL if they come across anything accessible online that would be inappropriate for children. This includes if:

   - they witness or suspect unsuitable material has been accessed
   - they can access unsuitable material
   - they are teaching topics which could create unusual activity on the filtering logs
   - there is failure in the software or abuse of the system
   - there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks
   - they notice abbreviations or misspellings that allow access to restricted material

10. We will communicate and reinforce to parents and carers how important it is that children are safe online and to inform them which filtering and monitoring systems are used in the setting. We will always let parents know what we are asking children to do online outside of Setting and the sites they will be asked to access and also which staff member they will be interacting with online (if any)

The School will also promote the safe and effective use of generative artificial intelligence in education. Staff will consider the safeguarding and online risks associated with generative AI, including the creation or alteration of images and the potential for AI-generated nudes, semi-nudes and deepfakes to be used to harm or harass children.

We will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider community (including all members of staff) to become aware and alert to the need to keep children safe online.

Learning at home

Where children are being asked to learn online at home the DfE has provided Providing Remote Education Advice for Schools and settings It is essential that children are safeguarded from potentially harmful and inappropriate online material. Staff with access to the Setting's devices are reminded about rules on the **misuse of technology** – devices used at home should be used just like if they were in full view of a teacher or colleague. Staff will:

- not use private accounts
- log all contacts
- log issues and concerns
- consider the increased vulnerability of pupils with SEND
- avoid private chats with pupils

Key Roles and Responsibilities

All staff including teaching and non-teaching staff, temporary and supply staff, clerical and domestic staff, volunteers and staff working on site employed by other services and agencies and those working with children and families in the community, have a statutory responsibility to safeguard and promote the welfare of children and must be aware of and fully conversant with this policy. All staff must have access to this policy and follow its procedures and guidance at all times.

The Governing Body

- The Governing Body holds overall responsibility for the child protection and safeguarding functions and will ensure that safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures.

- The governing body and senior leadership team are responsible for ensuring that robust recruitment procedures are followed that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the Setting's 'Safer Recruitment' policy for further information). It ensures that volunteers are appropriately supervised while at work.

- We have a nominated governor for safeguarding, named on the front of this document. They take the lead role in ensuring that there is an effective safeguarding and child protection policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed at least annually. All members of the governing body have read and will follow KCSIE 2026.

- A member of the governing body is nominated to be responsible for liaising with Westminster Council's Local Authority Designated Officer (LADO) 0202 7614 7668 in the event of allegations of abuse being made against the Headteacher.
- Maintained Settings: Governors are required to have an enhanced criminal records certificate from the DBS. It is the responsibility of the governing body to apply for the certificate for any of their governors who do not already have one. As governance is not a regulated activity, they do not need a barred list check, unless, in addition to their governance duties, they also engage in regulated activity.

- For those staff engaged in management roles (in independent schools - including academies and free schools) an additional check is required to ensure they are not prohibited under section 128 provisions. [4] This includes all governors in maintained Settings.

- The Designated Safeguarding Governor is responsible for liaising with the Headteacher and DSL regarding safeguarding and child protection issues. **This is a strategic role rather than operational – they will not be involved in concerns about individual pupils.**

[4] Section 128 of the Education and Skills Act 2008 provides for the Secretary of State to direct that a person may be prohibited or restricted from participating in the management of an independent Setting (which includes academies and free schools).

- Whilst the Governing Body holds overall responsibility for the child protection and safeguarding functions of the Setting, the day to day operational responsibility rests with the Headteacher.

The Headteacher

The Headteacher is responsible for ensuring that:

- this child protection policy and other relevant policies and procedures, adopted by the Governing Body, are fully implemented and followed by all staff including volunteers
- sufficient resources and time are available to enable the DSL team to carry out their duties and case holding staff are able to take part in strategy discussions/meetings, initial and review child protection conferences, core group and Team around the Child Meetings and other inter-agency meetings which contribute to the assessment of children including writing reports for conferences
- all concerns about poor or unsafe practice regarding children, will be addressed sensitively and in a timely manner in accordance with the whistle blowing policy.
- there are robust systems in place to cover for the DSL's planned and unplanned absences from the Setting, including having Deputy DSLs who have the role added to their job descriptions.

Designated Safeguarding Lead and Deputies (DSL)

- We have appointed a member of the senior leadership team as the DSL. The senior DSL has the overall responsibility for the day-to-day oversight of safeguarding and child protection systems in Setting. The setting has also identified additional staff to deputise for when the DSL is not available.
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. This training will be approved by and meet the standards as required inline with guidance set out in Competence Still Matters, 2014. The DSL's training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods at regular intervals, at least annually, to keep up with any developments relevant to their role.

- During term time the DSL or deputies will always be available (during normal School or college hours) for staff in Setting to discuss any safeguarding concerns.

Robust arrangements will be in place for occasions when the DSL or a deputy is unavailable, so that staff always have a clear and reliable route for raising safeguarding concerns. This may include a confidential shared mailbox or equivalent secure system where appropriate.

- In exceptional circumstances the DSL may only be available via video call or telephone and must ensure that there are clear and safe parameters in the use

of this technology and will ensure the space is confidential, if the conversation is recorded and how this will be stored. A timetable, which stipulates when the individual DSL or deputies are contactable outside of these hours is in place.

- The DSL is the central contact point for all staff to discuss any safeguarding concerns and has lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They will ensure that everyone (including temporary staff, volunteers and contractors) is aware of this policy and our procedures and related policies and that they are followed at all times.

- The DSL maintains a confidential recording system for all safeguarding and child protection concerns and works closely with the Designated Teacher for Looked After Children and the Head of the Virtual School for all children who are looked after or have previously been looked after.

- The DSL team will familiarise themselves with the extended role of the Virtual School Head

- The DSL ensures that the Setting provides reports/updates and is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences and Team around the Child Meetings)

Additional responsibilities for the DSL:

- Responsibility for online safety as well as safeguarding and child protection
- Responsibility for filtering and monitoring
- Working with mental health leads where safeguarding is linked to mental health
- Promoting supportive engagement with parents and carers
- Promoting educational outcomes of children in need by knowing and helping to address issues they have/are experiencing by:
    - Ensuring the Setting knows which children need a social worker, understand their academic progress and attainment and maintaining a culture of high aspirations
    - Supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have/had a social worker reach their potential
    - Recognising the lasting impact on educational outcomes
    - Working with the Virtual School head to discuss how funding can best support looked after children
    - Working with the Virtual School Head to promote the educational achievement of previously looked after children
- To work with the headteacher and 'relevant strategic leads' on information sharing:

- Understanding the importance of sharing information with other Settings/colleges on transfers including in-year transfers and between primary and secondary education
- Ensuring information in child protection files is kept confidential and stored securely
- Ensuring that the child protection file is transferred to a new Setting/college within 5 days for an in-year transfer or within the first 5 days of start of a new term.

- Training, knowledge and skills should ensure that staff have a good understanding of:
  - How to identify, understand and respond to specific needs that can increase the vulnerability of children
  - Specific harms that could put children at risk
  - The important role they play in providing information and support to CSC to safeguard and promote their welfare
  - The lasting impact of adversity and trauma on education, behaviour, mental health and wellbeing, and what is needed to respond to this.
  - The difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships that facilitate communication
  - Children in need (disabled children, those with relevant health needs and young carers) who have specific need to be alert to.

Staff and volunteers

- Due to their day to day contact with children, staff are well placed to observe possible signs of abuse in children. All staff maintain an attitude of 'it could happen here' where safeguarding is concerned and always act in the best interests of the child. ***It is not the role nor responsibility of those working with children to assess, diagnose or investigate whether a child is at risk of or suffering harm or abuse.*** It is the responsibility of all staff to be aware of the need to report any concerns about a child to the DSL team immediately.
- All staff have a responsibility to provide a safe learning environment in which our children can learn. They will ensure all children are able to develop appropriate strategies to recognise and respond to risk and build resilience, including through curriculum development and planning

- Any child may benefit from early help and all staff members are aware of the local early help process and our role in it. They are aware of signs of abuse and neglect so they are able to identify children who may be in need of help or protection.

- All staff and volunteers take individual responsibility for knowing what to do if a child discloses, or they have concerns about abuse or neglect. Members of staff know how to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and other agencies as appropriate. Members of staff know they must never promise a child that they will not tell anyone about a concern or allegation as this may ultimately not be in the best interests of the child.

Children and Young People

- Children and young people will:
  - Contribute to the development of the safeguarding and child protection policies
  - Read and follow (at a level appropriate to their age and ability) the safeguarding policies and procedures
  - Seek help from a trusted adult if things go wrong and support others who may be experiencing safeguarding concerns
  - Develop and take responsibility (at a level that is appropriate to their individual age, ability and vulnerabilities) for keeping themselves and others safe, including online

Parents and Carers

- Parents/carers have a responsibility to:
  - Discuss safeguarding issues with their children, support the Setting in their safeguarding approaches, and reinforce appropriate safe behaviours at home
  - Identify changes in behaviour which could indicate that their child is at risk of harm online, or in the wider community.
  - Seek help and support from the Setting, or other appropriate agencies, if they or their child have any safeguarding concerns
  - Contribute to the development of the Setting's safeguarding policies

- A statement on the school website will inform parents and carers about our duties and responsibilities under child protection and safeguarding procedures.
- Parents can obtain a copy of the Safeguarding and Child Protection Policy and other related policies on request and can view them via the website https://www.mmsts.westminster.sch.uk/information/policies/

Mental Health

We have an important role to play in supporting the mental health and wellbeing of children. Staff have an awareness that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or

exploitation. Staff are not expected 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, and work with external.
Where children have suffered:

- abuse and neglect, or
- other potentially traumatic adverse childhood experiences

This can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these children's experiences can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, by following the child protection policy and speaking to the DSL.

Children in Specific Circumstances

Children who are questioning their gender: The School will respond to any request for support in accordance with KCSIE 2026 and relevant equality and safeguarding duties. We will listen carefully to the child, consider their welfare and best interests and those of other children, and involve parents/carers as a matter of priority unless doing so would create a greater safeguarding risk. The DSL will be involved where there are safeguarding concerns, and decisions and the rationale for them will be appropriately recorded.

Children who need a social worker (Child in Need and Child Protection Plans)

- Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect, exploitation and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.
- Once information about a child with a social worker is communicated to the Setting, the DSL will, as a matter of routine, hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.
- Where children need a social worker, this will 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).
- Findings from the Children in Need review, 'Improving the educational outcomes of Children in Need of help and protection' https://www.gov.uk/government/publications/review-of-children-in-need/review-of-children-in-need contains further information; the conclusion of the review,

'Help, protection, education' Help, Protection, Education: Concluding the Children in Need Review sets out action the Government is taking to support this.

Child-on-Child Abuse

- We may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst here, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. We recognise that some children may abuse other children and any incidents of child-on-child abuse will be managed in the same way as any other child protection concern and will follow the local procedures. There is an ISCP Protocol for Managing Child-on-Child Sexual Abuse, Violence and Harassment which should be followed. We will seek advice and support from other agencies as appropriate.

- Child-on-child abuse can manifest itself in many ways. This may include bullying (including cyber bullying), physical abuse, sexual violence / sexual harassment, 'upskirting', the sharing of nudes or semi-nudes, 'sexting' or initiation / hazing type violence and rituals. We do not tolerate any harmful behaviour and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. We understand the different gender issues that can be prevalent when dealing with child-on-child abuse.

- We recognise that LGBTQ+ children can be targeted by others as can children perceived to be LGBTQ+ who can be just as vulnerable. We will ensure that these children have a trusted adult to share concerns with and we will work to consider how we can reduce additional barriers faced by these children and how safe spaces can be provided for them to talk or share concerns. We will use the Statutory Guidance on Relationships, Sex and Health Education for support on addressing homophobic, biphobic and transphobic bullying and abuse.

Online Safety

Our staff are aware that technology is a significant component in many safeguarding and wellbeing issues:

- Children are at risk of online abuse as well as face to face
- Child-on-child abuse can happen online through:
    - Abusive, harassing and misogynistic messages
    - Non-consensual sharing of indecent nude and semi-nude images/videos especially in chat groups
    - Sharing of abusive images and pornography, to those who do not want to receive it

Staff should:

- Recognise and respond to the indicators
- Recognise it may be taking place, **even if not reported**
- Understand their role in preventing and responding where a child is at risk
- Understand the importance of challenging inappropriate behaviours to ensure a safe environment and not to normalise abuse
- Recognise it can take place inside and outside of Setting both online and offline.

Arrangements for Prevention of and Response to Child-on-Child Abuse

Introduction

Child-on-child abuse is a serious concern that requires immediate and effective intervention. It includes physical, emotional, and sexual abuse, as well as bullying and cyberbullying. This document outlines the measures our setting has in place to prevent and respond to such incidents, in conjunction with our Anti-Bullying Policy and other relevant policies.

Prevention Strategies

1. ***Creating a Safe Environment***
   - *Implement a zero-tolerance policy towards any form of abuse or bullying.*
   - *Foster an inclusive and supportive school culture where all students feel valued and respected.*
   - *Ensure all staff receive regular training on identifying and addressing child-on-child abuse.*
2. ***Education and Awareness***
   - *PSHE lessons cover lessons on empathy, respect, and appropriate behaviour into the curriculum.*
   - *Conduct workshops and assemblies on the impact of abuse and the importance of reporting concerns.*
   - *Educate pupils on how to use digital platforms safely and the implications of cyberbullying.*
3. ***Monitoring and Supervision***
   - *Increase supervision in areas where bullying is likely to occur (e.g., playgrounds, hallways).*
   - *Ensure that adult presence is actively enforced in all areas.*
   - *Regularly review and update safety policies and procedures.*
4. ***Support Systems***
   - *Ensure access to relevant services for pupils who have experienced or witnessed abuse.*
   - *Create a clear, accessible reporting system for students to report abuse confidentially.*

Response Strategies

1. ***Immediate Action***
   - *Take all reports of child-on-child abuse seriously and act promptly.*
   - *Ensure the immediate safety of the victim.*

- *Separate the alleged perpetrator and victim to prevent further incidents while the investigation is ongoing.*

2. ***Investigation***
   - *Conduct a thorough and impartial investigation, respecting the privacy and rights of all students involved.*
   - *Interview all relevant parties, including the victim, perpetrator, and witnesses.*
   - *Review any available evidence, such as CCTV footage or digital communications.*
3. ***Support for the Victim***
   - *Involve parents or guardians in the process, ensuring they are informed and involved in supporting their child.*
   - *Develop a safety plan to protect the victim from further abuse.*
4. ***Intervention for the Perpetrator***
   - *Implement appropriate disciplinary measures in line with the school's behaviour policy.*
   - *Provide behaviour intervention programs to address underlying issues.*
   - *Engage with the perpetrator's parents or guardians to create a supportive home environment for behaviour change.*
5. ***Follow-Up***
   - *Monitor the situation to ensure the abuse does not recur.*
   - *Regularly check in with the victim to provide continued support.*
   - *Assess the effectiveness of the intervention and make adjustments as needed.*

Appendix: Relevant Setting Policies

1. ***Anti-Bullying Policy***
   - *Outlines the school's commitment to preventing and addressing bullying in all forms.*
   - *Defines bullying, describes preventative measures, and details the response procedures.*
2. ***Safeguarding and Child Protection Policy***
   - *Provides guidelines for protecting children from harm, including abuse and neglect.*
   - *Specifies the roles and responsibilities of staff in safeguarding children.*
3. ***Behaviour Policy***
   - *Sets expectations for pupil's behaviour and outlines the consequences for violations.*
   - *Includes procedures for handling misconduct and promoting positive behaviour.*
4. ***Digital Safety Policy***
   - *Addresses the use of technology and the internet within the school.*
   - *Provides guidelines for safe online behaviour and procedures for handling cyberbullying.*
5. ***Inclusion Policy***
   - *Ensures all pupils, including those with SEND, have access to a supportive and inclusive learning environment.*

- *Details accommodations and support services available to students with special educational needs and disabilities.*

Conclusion

By integrating these strategies and policies, we aim to create a safe, supportive, and respectful environment for all pupils. We are committed to preventing child-on-child abuse and responding effectively when it occurs to ensure the well-being and safety of all students.

Serious violence

All staff are aware of indicators which may signal that children are at risk from or involved with serious violent crime. These may include:

Where a child is carrying, using or expressing an intention to use a weapon, the DSL will assess the risk to the child and others and, where appropriate, put in place a safety and support plan and consider action to de-escalate peer conflict.

- increased absence from Setting
- a change in friendships and/or
- relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm and/or
- a significant change in well-being
- signs of assault
- unexplained injuries
- unexplained gifts or news may indicate involvement with individuals associated with criminal networks or gangs.

Safeguarding Children with Special Educational Needs and Disabilities (SEND)

Young carers: We recognise that caring responsibilities can affect attendance, attainment, behaviour and wellbeing. We will seek to identify young carers early and work with appropriate services to ensure they receive support at the right time.

- We acknowledge that children with special educational needs and disabilities and/or certain health conditions can face additional safeguarding challenges both offline and online, as they may have an impaired capacity to resist or avoid abuse.

- Our staff are aware of the additional barriers which exist recognising abuse and neglect in this group of children, these include:

- 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;
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability rather than abuse or neglect, without further exploration;
- Speech, language and communication needs which may make it difficult to tell others what is happening and managing or reporting these challenges.

To address these additional challenges, staff will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

Children Absent and Missing from Education

- We recognise that 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. We are aware that a child who has unexplainable and/or persistent absences or who are missing from education can be potential indicators of abuse, neglect or exploitation.

- We have a procedure in place for responding to unauthorised absence and responding to children who have unexplainable and/or persistent absences from education, particularly on repeat occasions, and for prolonged periods, to help identify the risk of abuse and neglect, including sexual/criminal exploitation, and to help prevent the risks of their going missing in future. This may include liaising with Children's Social Care and/or the police. For further information, please access our policy and procedures regarding attendance and inclusion and Working-together-to-improve-school-attendance

- Our staff are aware that children being absent from our setting, particularly unexplained absences and repeat absences for prolonged periods, along with children missing education, can act as a warning sign of a range of safeguarding possibilities including neglect, child sexual and child criminal exploitation, particularly county lines. Our response to persistent/unexplained absent pupils and children missing education supports identifying such abuse and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to Children's Social Care and need a social worker, where being absent from education may increase known safeguarding risks within the family or in the community.

Child Criminal Exploitation (CCE)

- We recognise the impact of gangs, county lines, violent crime and exploitation on children and young people. We recognise that our initial response is important and so staff will take any allegation seriously and work in ways that support children and keep them safe.
  Staff are aware that CCE can include the following:
- Vehicle crime and threatening/committing serious violence
- Children may become trapped due to threats of violence to them and families
- Children may be coerced or entrapped into debt/carrying weapons
- Children may carry weapons for protection
- Children involved in CCE need to be treated as victims themselves even though they may be committing crimes (particularly older children)
- Girls are at risk of CCE too, even though experiences may be different

County Lines

Some indicators of county lines are:

- going missing and 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.

Staff are aware of the different forms of extra familial harm including sexual exploitation, criminal exploitation and serious youth violence. Staff are also aware of safeguarding issues that can put children at risk of harm and understand that behaviours linked to issues that put children in danger, such as

- drug taking
- alcohol abuse
- deliberately missing education
- sexting /sharing of nudes and semi nudes

Child Sexual Exploitation (CSE)

- All staff have been made aware of the revised definition of CSE, as issued by the Department for Education in February 2017 which is

"Child Sexual Exploitation is a form of child sexual abuse.

It occurs when 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 the sexual activity appears consensual.
Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology".

- All staff and volunteers recognise that children at risk of CSE need to be identified and issues relating to CSE should be approached in the same way as protecting children from other risks. They are aware that sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation may involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexting, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse or recognise this as abusive.

- We understand that a significant number of children who are victims of CSE go missing from home, care and education at some point. We are alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns.

- CSE is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

- CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

- Further information about CSE including definitions and indicators is included in Annex B of KCSIE 2026.

Both Child Sexual Exploitation and Child Criminal Exploitation are forms of abuse and both occur where an individual or group:

- takes advantage of an imbalance in power (including gender, sexual identity, cognitive ability, physical strength, status and access to economics or other resources) to coerce
- takes advantage to manipulate or deceive a child into sexual or criminal activity
- uses abuse in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or:

- a series of incidents over time
- from opportunistic to complex organised abuse

The abuse:

- can involve force and/or
- enticement-based methods of compliance and
- may, or may not, be accompanied by violence or threats of violence.

Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information including definitions and indicators are included in Annex B of KCSIE 2026.

Domestic Abuse

The current definition of Domestic Abuse from the Domestic Abuse Act 2021 is:
The behaviour of a person towards another person is "domestic abuse" if—

- They are each aged 16 or over and are personally connected to each other ((ie a) they are, or have been, married to each other; (b)they are, or have been, civil partners of each other; (c)they have agreed to marry one another (whether or not the agreement has been terminated); (d)they have entered into a civil partnership agreement (whether or not the agreement has been terminated); (e)they are, or have been, in an intimate personal relationship with each other; (f)they each have, or there has been a time when they each have had, a parental relationship in relation to the same child; (g)they are relatives.
- the behaviour is abusive.

Behaviour is "abusive" if it consists of any of the following—

- physical or sexual abuse;
- violent or threatening behaviour;
- controlling or coercive behaviour;
- economic abuse;

- psychological, emotional or other abuse;

and it does not matter whether the behaviour consists of a single incident or a course of conduct.

"Economic abuse" means any behaviour that has a substantial adverse effect on one party's ability to—

- acquire, use or maintain money or other property, or
- obtain goods or services.

Operation Encompass provides advice and a helpline service for all staff members who may be concerned about children who have experienced or witnessed domestic abuse. The number is available weekdays from 8 am to 1 pm 0204 5139990.

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

Prevent and Radicalisation

- **Extremism is the promotion or 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).
- The types of behaviour below are indicative of the kind of promotion or advancement which may be relevant to the definition and are an important guide to its application. The further context below is also an essential part of the definition.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- 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.
- We recognise that exposure of children (and adults) to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.
- All staff recognise that children exposed to radicalisation and extremism should be protected and safeguarded in the same way as protecting children from other risks and will report concerns regarding radicalisation and extremism to the DSL who will follow local and national guidance.

- All staff will complete one of the following approved training packages which includes guidance on how to identify people anyone who may be being drawn into terrorism, and how to refer them into the Channel process, from the following link:

Prevent duty training: Learn how to support people susceptible to radicalisation

The Curriculum and Staying Safe

- We recognise our essential role in helping children through PSHE to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

- We will ensure that children are taught about safeguarding, including online safety as we consider that this is part of providing a broad and balanced curriculum. This may include covering relevant issues in Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded Settings) which has been compulsory since September 2020.
- **Relationships and Sex Education and Health Education:** https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education
- We will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.

- Staff are aware that children may not always know that they are being abused or be ready to disclose that they are being abused
- Trusted relationships with staff allow children to communicate what is happening in their lives – we acknowledge they are not always aware how they can disclose abuse
- Many children express the trauma they have experienced or are experiencing through their behaviour
- We are aware that challenging behaviour may well be a sign that they are trying to communicate something and we need to listen to what they are saying even when that might be very difficult
- We use Behaviour in Schools - Advice for Headteachers and School Staff 2022 to ensure that we always consider whether misbehaviour is an indicator of harm or trauma and use the guidance to put in place measures to prevent bullying, cyberbullying, prejudice-based and discriminatory bullying.
- If pupils' conduct falls below the standard which could be reasonably expected of them, they could be sanctioned. Any decision to suspend or exclude must be lawful, reasonable and fair.
- Our staff are expected to treat everyone with kindness, dignity and respect

- Our staff recognise that it is important to have a good relationship with children, to enable them to share what is happening in their lives so that we can understand what they are experiencing in their daily lives
- We make our children aware that they will be listened to and their concerns taken seriously and acted upon.
- To support this, we include the following:
  - The Student Council
  - Worry boxes
  - Buddy and peer-mentoring systems
  - PSHE events
  - Regular feedback questionnaires with groups of children
  - Mentoring
  - ELSA

Record Keeping

- Staff will record any welfare concern that they have about a child on CPOMS with a completed body map if injuries have been observed and will pass them without delay to the DSL. Records will be completed as soon as possible after the disclosure/incident/event, using the child's words where appropriate, and will be signed and dated by the member of staff concerned.
- All safeguarding concerns, discussions and decisions made including the rationale for those decisions, will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with a DSL..

- Safeguarding Incident/Welfare concerns are recorded directly onto CPOMS. For temporary staff, they are directed to inform a member of staff or senior leadership (where necessary) who will record the incident.

- Safeguarding and child protection records are kept for individual children and are maintained separately from all other records relating to the child. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL.
- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent Setting, under confidential and separate cover in line with KCSIE, 2024. These must be given to the new DSL and a receipt of delivery will be obtained. The DSL should also transfer any information relating to the Channel Programme.

Where a pupil moves to another school or college, the DSL will ensure that relevant safeguarding information is transferred promptly and securely. Where appropriate, the School will provide a clear, structured summary identifying current safeguarding concerns, relevant context and ongoing support needs. The DSL will consider whether relevant safeguarding information should be shared with the receiving setting in advance, particularly where this may support assessment and management of risk to the pupil or others.

Confidentiality and Information Sharing

- We recognise that all matters relating to safeguarding and child protection are confidential. The Headteacher or DSL will hold the information and information will only be shared in the interests of keeping the child safe.

- All members of staff are aware that whilst they have duties to keep any information about children, families and colleagues which they have access to as a result of their role confidential, they also have a professional responsibility to share information with other agencies in order to safeguard children. The Data Protection Act 2018, the UK GDPR and the Data (Use and Access) Act 2025 do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. Further advice on responding to disclosures can be found in Appendix 3.

We have due regard to the relevant data protection principles, which allow us to share (and withhold) personal information, as provided for in the Data Protection Act 2018, the UK GDPR and the Data (Use and Access) Act 2025. This includes:

- being confident of the processing conditions which allow us to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' allows the sharing of special category personal data without consent where there is good reason to do so.
- not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, we will withhold providing the data in compliance with our obligations under the Data Protection Act 2018, the UK GDPR and the Data (Use and Access) Act 2025.
- If we are made aware of any safeguarding concerns which need to be shared with the wider community (including other local Settings) then advice will be sought from the POSIE/Children's Social Care to ensure that the integrity of any subsequent investigations are maintained and that all members of the community are safeguarded.
- DfE Guidance on Information Sharing April 2024. These can be found in the school office.
- Data Protection Toolkit for Schools: https://kb.gdpris.co.uk/knowledge/dfe-data-protection-toolkit-for-schools

Inter-agency Working

- We have an important role to play in multi-agency safeguarding arrangements and contribute to multi-agency working in line with Working Together to Safeguard Children 2026.
- We are not the investigating agency when there are child protection concerns and we will therefore pass all relevant information to the statutory agencies. We will however contribute to the investigation and assessment processes as required and recognise that a crucial part of this may be in supporting the child while investigations take place.

- We recognise the importance of inter-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help meetings.

- The Leadership Team including the DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

Complaints

- We have a Complaints Procedure which is available to parents, pupils/students and members of staff who wish to report concerns. These can be found in the school office.

- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations/Low Level Concerns against Staff policy. These can be found in the school office.

Staff Induction, Awareness and Training

- All members of staff have been provided with a copy of Part one of KCSIE, 2024 which provides an overview of safeguarding duties and responsibilities. All members of staff who work directly with children should at least read Part one and Annex A and must sign to confirm that they have read it and understood it.

All staff working directly with children:

- Are expected to read at least Part one and Annex A of KCSIE
- Should reassure victims of abuse that they are being taken seriously, they will be supported and kept safe
- Should not give children the impression they are creating a problem or made to feel ashamed for making a report

- Should know the indicators of abuse and neglect for specific safeguarding issues eg child criminal exploitation and child sexual exploitation
- Should be aware that multiple safeguarding issues often overlap with one another
- Should be aware of the risk factors that increase the likelihood of involvement in serious violence

The DSL will ensure that all new staff and volunteers (including temporary staff) are appropriately inducted in the Setting's internal safeguarding procedures and communication lines. As a minimum, this will include:

- the child protection policy
- the behaviour policy
- the staff behaviour policy (sometimes called a code of conduct)
- the safeguarding response to children who go missing from education; and
- the role of the DSL (including the identity of the DSL and any deputies).
- A summary information sheet is available to be given to staff and volunteers to support this process.

- All staff members (including temporary staff) will receive appropriate safeguarding and child protection training (organised by the DSL) which will enable them to:
  - Recognise potential safeguarding and child protection concerns involving pupils and adults (colleagues, other professionals and parents/carers)
  - Respond appropriately to safeguarding issues and take action in line with this policy
  - Record concerns in line with policies
  - Refer concerns to the DSL and be able to seek support externally if required

- All staff members (including temporary staff) will receive appropriate training to ensure they are aware of a range of safeguarding issues including online safety (see definition of safeguarding) and are aware that behaviours linked to drug taking, alcohol abuse, persistent absence from school and child-on-child abuse such as bullying and sexting can put children in danger. The staff training will also include whole school responsibilities, safeguarding and child protection procedures, online safety, safe working practice and external reporting mechanisms.

- All staff members (including temporary staff) will receive regular safeguarding and child protection updates via staff briefings, PDMs and INSETs as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

- All staff members (including temporary staff) will also be made aware of the Setting's expectations regarding safe and professional practice via the staff code of conduct and Acceptable Use Policy (AUP) which is provided and discussed as part of the induction process.

- We recognise the expertise which members of staff build by undertaking safeguarding training and managing safeguarding concerns daily. All staff are therefore able to contribute to and shape safeguarding arrangements and the safeguarding policy updates via staff briefings, PDMs and INSETs. Other safeguarding policies, for example the Code of Conduct and Acceptable Use Policy, are also sent to staff for their feedback before ratification by the Governing Body.

- The DSL will maintain an up-to-date central register of who has completed safeguarding and child protection training and passed the safeguarding assessment/quiz, including Prevent and will provide an annual update to the Governing Body as part of the annual safeguarding report.

- Although we have a nominated safeguarding lead for the governing body, all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities every three years with annual refreshers.

Safe Working Practice

- All members of staff are required to work within clear guidelines on Safe Working Practice / the Setting's Code of Conduct.

- Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, staff will avoid placing themselves in a vulnerable position regarding potential allegations.

- There are circumstances when it is appropriate for staff to use 'reasonable force' to safeguard children and young people, such as guiding a child to safety or breaking up a fight. The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' means using no more force than is needed. We work in accordance with statutory and local guidance (on the use of reasonable force) and recognises that where intervention is required, it should always be considered in a safeguarding context.

- Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the school Behaviour Management and Physical Intervention Policies, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.

- We understand the additional vulnerability of children with special educational needs and disabilities and will ensure positive and proactive behaviour support to reduce the occurrence of risky behaviour and the need to use restraint.

- Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves with advice and professional expectations outlined in the staff code of conduct the staff acceptable use policy and the Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings (2022) which can be found in the office.

Staff Supervision and Support

- The Senior Leadership Team (SLT) aim to create a culture and environment where members of staff feel competent and confident to raise concerns and feel supported in their safeguarding role. Any member of staff affected by issues arising from concerns for children's welfare or safety is encouraged to seek support from the DSL.

- The induction process will include familiarisation with child protection responsibilities and procedures as outlined above. All new staff including newly qualified teachers and support staff will receive induction training and may have a mentor or co-ordinator with whom they can discuss general safeguarding concerns. However, their induction should be clear that safeguarding and child protection concerns should be brought to the DSL's attention, as soon as possible.

- We will provide appropriate supervision/1:1 support for all members of staff to ensure that:
  - staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
  - all staff have regular reviews of their own practice to ensure they improve over time.
  - case holding staff have a space to discuss and reflect upon their work and progress with particular children and young people.

- The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union or other similar organisations directly. Further information about a range of supporting organisations can be found in Appendix 4.

- We will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) January 2024.

Safer Recruitment

As part of our safeguarding culture, we have robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in our Setting.
Any members of staff who are involved in the recruitment and selection process are appropriately trained in safer recruitment, covering the topics contained in Part 3 of KCSIE 2026 at a minimum. In accordance with The School Staffing (England) Regulations 2009 and the Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007 we will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.
We will ensure that the safer recruitment process covers Part 3 KCSIE 2026 in relation to advertisement, application form, shortlisting, employment history and references, selection, ID, DBS checks etc.

- The Governing Body will ensure that the Senior Leadership Team and at least one member of the Governing Body complete accredited Safer Recruitment Training in line with statutory requirements.

The School will ensure that changes to regulated activity introduced in 2026 are reflected in recruitment and volunteer arrangements. The previous supervision exemption has been removed; volunteers undertaking teaching, training, instructing or supervising children on more than three days in a 30-day period or overnight may be engaging in regulated activity and the appropriate DBS and barred list checks will be completed as required.

- We are responsible for ensuring that the Setting maintains an accurate Single Central Record (SCR). The SCR is a list of all staff (including supply staff), volunteers and governors and meets statutory requirements.
- We expect all staff and volunteers to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.
- As part of the shortlisting process statutory guidance states that we should consider carrying out an online search as part of due diligence to help identify any incidents or issues that have happened that may be publicly available online and to explore this with the applicant at interview. Shortlisted candidates will be notified about this and asked to provide their online identities.

Allegations Against Members of Staff and Volunteers

We recognise that it is possible for staff, supply staff and volunteers to pose a risk of harm to children by behaving in a way that might cause them harm. We will take seriously any allegation received and follow the guidance in Part 4, KCSIE 2026.
This includes concerns about trainee teachers and contractors. Where third-party organisations supply staff or services, the School and the organisation will work together to ensure safeguarding concerns are responded to appropriately and without delay.

Referrals to the Local Authority Designated Officer (LADO)

A referral to the Local Authority Designated Officer (LADO) should be made immediately if a member of staff, volunteer or supply staff has:

behaved in a way that has harmed a child, or may have harmed a child;
possibly committed a criminal offence against or related to a child;
behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
behaved or may have behaved in a way that indicates they may not be suitable to work with children (e.g. where they are involved in an incident outside of Setting which did not involve children but could have an impact on their suitability to work with children (one example being domestic abuse.)

In the event that there are concerns regarding any one or more of the above criteria the following will take place:

- Basic enquiries to establish facts before contacting LADO
- The headteacher to lead the investigation only after being given the go ahead to do so by the LADO
- The headteacher to discuss any concerns about the welfare of other children in the community or member of staff's family with DSL and make a risk assessment
- DSL may then decide to make a referral to children's social care

Where a member of staff has acted in a way outside of Setting that may question their suitability to work with children (transferable risk), a risk assessment should be carried out when appropriate

- If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then:
  - this should be immediately referred to the headteacher;
  - where there are concerns/allegations about the headteacher, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent Setting; and
  - in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent Setting, this should be reported directly to the LADO.

  - Where there is an allegation against an agency or supply member of staff, the Setting will usually take the lead because agencies do not have direct access to children or other staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the Setting, are under the supervision, direction and control of the governing body or proprietor when working in the Setting. Their agency will be notified about the allegation. They will be advised to contact their trade union representative if they have one, or a colleague for support.

Low-Level Concerns

- Low-level concerns (including allegations) are those that do not meet the harm threshold set out above. Concerns may arise from suspicions, complaints, a disclosure made by a child, parent or other adult or member of the public or because of vetting checks undertaken. We will manage and record such concerns and take appropriate action to safeguard children.
- Supply agencies or contractors will be made aware of the process and contacted if necessary
- As part of our whole School approach to safeguarding, we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the Setting (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. We believe it is critical to create a culture in which all concerns about adults (including allegations that do not meet the harms threshold (see Part Four - Section one KCSIE 2026) are shared responsibly and with the right person, recorded and dealt with appropriately. This is to ensure that problematic or inappropriate behaviour is identified early, the risk of abuse is minimised and that all adults working in the Setting are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the Setting.
- A low-level concern means that the behaviour towards a child does not meet the harm threshold and a referral to the LADO. The LADO should be consulted where there is doubt about whether a concern meets the harm threshold; low-level concerns should be referred to the LADO when a pattern of behaviour moves from a low-level concern to meeting the harm threshold. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the Setting may have acted in a way that:
  - is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
  - does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating children

We believe it is crucial that any such concerns, including those which do not meet the allegation/harm threshold are shared responsibly and confidentially with the right person, and recorded and dealt with appropriately . This will also protect staff from potential false allegations or misunderstandings.

Our low-level concerns policy is also set out within the staff code of conduct as per KCSIE 2026

What to do if you have a low-level concern

- Low-level concerns about a member of staff should be reported to the headteacher
- We encourage staff to feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.
- Where a low-level concern relates to a person employed by a supply agency or a contractor, that concern should be shared with the DSL and/or headteacher, and recorded in accordance with our low-level concern/staff code of conduct policy, and their employer notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.

Recording low-level concerns

- All low-level concerns should be recorded in writing by the DSL. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.
- Records will be kept confidential, held securely and comply with the Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR) and the Data (Use and Access) Act 2025.
- Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will either implement appropriate sanctions or where a pattern of behaviour moves from a concern to meeting the harms threshold, it will be referred to the LADO.
- Consideration will also be given to whether there are wider cultural issues within the Setting that have enabled the behaviour to occur and where appropriate policies will be reviewed and updated or extra training delivered to minimise the risk of it happening again. The records will be retained at least until the individual leaves our employment, unless there is an ongoing investigation taking place.

- All staff and volunteers are made aware of our Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. Staff and volunteers can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally on 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk

- We have a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Human Resources Service.

- We expect all our staff to exercise ongoing vigilance and to maintain an environment that deters and prevents abuse and challenges inappropriate behaviour

- For specific guidance on how to respond to allegations against staff, please refer to the Allegations against Staff and Volunteers procedures above and the Whistle Blowing Policy which can be found in the staff room/office/staff intranet/network etc. **When in doubt – please ask.**

The Use of School Premises by Other Organisations

- We will adhere to the guidance https://www.gov.uk/government/publications/guidance-for-parents-and-carers-on-safeguarding-children-in-out-of-school-settings/using-after-school-clubs-tuition-and-community-activities
- in what we expect other providers using our premises to have in place. Where services or activities are provided separately by another body using our premises, the Headteacher and Governing Body will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers, whether or not the children attending the activity are on the school or college roll.
- Other providers must adhere to Keeping Children Safe in Education
- If this assurance is not achieved, then an application to use our premises will be refused.
- If we are made aware of any allegations against staff or volunteers made at the out of school activity we will make a referral to the LADO and follow our own policy.

Site Security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-school community ethos and welcome comments from

pupils/students, parents and others about areas that may need improvement as well as what we are doing well.

- Appropriate checks will be undertaken in respect of visitors and volunteers coming onto the premises as outlined within our Staff Handbook, teaching and learning policy and volunteer agreement form. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

- We will not accept the behaviour of any individual (parent or professional) who threatens school security or causes others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to our site.

Monitoring and Review

- All staff (including temporary staff and volunteers) will have access to a copy of this policy and will have the opportunity to consider and discuss the contents prior to approval of the Governing Body being formally sought. The policy will also be available to parents/carers.

- The policy forms part of our development plan and will be reviewed at least annually.

- All staff should have access to this policy and sign to the effect that they have read and understood its contents.

- The DSL will review the policy following any child protection concerns (including following learning identified from serious case reviews) or allegations against staff (even considering learning when they are not substantiated) to ensure that it reflects appropriate, accurate and up-to-date safeguarding practice.

Appendix 1: Categories of Abuse

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

What is 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. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both online and offline and be perpetrated by men, women and children. All members of staff should read and understand part one of KCSIE, 2024 and staff who have direct contact with pupils should also read Annex B.

1. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. 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 (also known as child-on-child abuse) is a specific safeguarding issue in education (see KCSIE 2026 part 5). We will use the resource Supporting practice in tackling child sexual abuse - CSA Centre– it includes a 12 part film to aide understanding and knowledge about child sexual abuse, together with free evidence-based practice resources to identify and respond appropriately to concerns of child sexual abuse

Signs that may indicate Sexual Abuse

- Sudden changes in behaviour and academic performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a child minder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

2. **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.

Signs that may indicate physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for - inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

3. **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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Signs that may indicate emotional abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression

- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

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

Signs that may indicate neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Missing from home, nursery/School/college, medical appointments including frequent lateness
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

Appendix 2: Specific Safeguarding Issues

(Also See Annex B of KCSIE 2026)

Child-on-Child Abuse (including harassment and violence)

- All members of staff recognise that children are capable of abusing other children. Child-on-child abuse is most likely to include, but may not be limited to:
- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;

harmful sexual behaviour, including sexual harassment and sexual violence, which can occur online or offline;

serious physical assault or harm, or threats of harm involving a weapon;

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence and could take place inside or outside our setting, offline or online)
- sexual violence and harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes or semi-nudes (also known as sexting or youth produced sexual imagery);
- 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; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element
- We believe that abuse is abuse and it will never be tolerated, dismissed or minimised. Any incidents of child-on-child abuse will be managed in the same way as any other child protection concern and will follow the same procedures, as outlined in this policy, and in accordance with the ISCP Protocol for Managing Child-on-Child Sexual Abuse, Violence and Harassment

Staff will challenge inappropriate or abusive behaviour between children and will not dismiss sexual harassment or misogynistic or misandrist behaviour as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'. Staff recognise that child-on-child abuse is a safeguarding issue for both the child who has been harmed and the child who has caused harm, and that early, evidence-based support can help prevent escalation.

- Staff should always use a safeguarding first approach and explain to children that the law is in place to protect them rather than criminalise them. This should be done with tact to avoid alarming or distressing them
- We will take steps to minimise the risk of all forms of child-on-child abuse. We will ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and to ensure that children recognise warning signs and have access to support both within the Setting and externally (such as Metropolitan Police, ChildLine etc.). Further information can be found in PSHE, Sex and Relationships Education and online safety policies.
-
- Making or sharing nudes or semi-nudes will not be tolerated and we will respond to such cases in line with the UKCCIS guidance Sharing nudes and semi-nudes: advice for education settings working with children and young people

- 'Upskirting' is a criminal offence and will not be tolerated. It typically involves someone taking a photograph under a person's clothes (not necessarily a skirt) without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender, can be a victim.

- Further information about our response to specific allegations of abuse against pupils can be located *behaviour, anti-bullying, online safety. Further information in relation to the Setting's approach to "sexting" can be found in the Online Safety Policy, available on the intranet.*

- All staff to maintain a culture of 'it could happen here' and that if inappropriate behaviour is addressed early, this can help prevent abusive/violent behaviour

- Victims of abuse will be distressed, which can affect progress and behaviour. If the child who harmed is at the same Setting, this can be made worse and consideration needs to be given to this as per the ISCP Protocol mentioned above.
- Girls are more likely to be victims, boys more likely to harm other children, but any child can be affected
- It could be a group of perpetrators or an individual
- Part 5 Should be read alongside the ISCP's Protocol for Managing Child-on-Child Sexual Abuse, Violence and Harassment (see link above)
- Staff should keep in mind that some children have additional barriers to disclosing due to vulnerability, disability, gender, ethnicity and/or sexual orientation
- Staff should reflect back, using the child's language, when hearing a report

- Staff should recognise it may only be the first incident reported, rather than representative of a singular incident and that trauma can impact upon memory, so children may not be able to recall all details or timeline of abuse

What to do if you have concerns

- Staff should not wait for a child to make a disclosure, they should act on concerns immediately
- Staff may overhear a conversation that suggests a child may have been harmed or behaviour may be an indicator
- If the report includes an online element, staff may confiscate devices for evidence to hand to the Police
- Staff can ask children outright if they have been harmed and what the nature of the harm was

Support

- Pupils who have been experienced child-on-child abuse may not feel ready or or know how to tell someone they are being abused and will be supported by:
  - Being offered an immediate opportunity to discuss the experience with a member of staff of their choice
  - Being advised to keep a record of concerns as evidence and discussions regarding how to respond to concerns and build resilience, if appropriate.

Pupils who are alleged to have abused other pupils will be helped by:

- Discussing what happened, establishing the specific concern and the need for behaviour to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- Sanctioning them in line with our behaviour policy. This may include official warnings, detentions, removal of privileges (including denial of online access), fixed-term and permanent exclusions.

Speaking with police or other local services (such as early help or children's specialist services) as appropriate – see when-to-call-the-police--guidance-for-schools-and-colleges.pdf (npcc.police.uk) on when to call the Police.

Next Steps after Initial Report

- The DSLs risk and needs assessment in response to a report of sexual harassment should also consider whether there have been any other victims. The DSL will regularly review the actions taken to respond to reports and
- Regularly review the risk and needs assessment and put active measures in place to safeguard pupils

- Any risk assessment should be informed by any CSC or multi-agency risk assessment

Staff should be aware of the following:

- Be aware of and respond appropriately to all reports and concerns about sexual violence and/or harassment both online and offline including any happening outside of the Setting
- Balance the victim's wishes against their responsibility to protect other children
- Remember that sexual violence and sexual harassment can take place within intimate personal relationships between peers
- Think about other related issues and wider context, including any links to CSE and CCE and take the potential for sexual violence and harassment in intimate personal relationships into consideration
- Keep victim and child who harmed a reasonable distance apart on the premises including at, before and after-school/college activities
- Ensure recording practice is comprehensive and accurate
- The DSL should know what the early help process is and how and where to access support
- The previous restrictions on the use of Police bail have been removed – the Police will now consider what action to take to manage the assessed risk of harm, this could include the use of Police or court bail.

Harmful Practices

So called 'Honour based' abuse (HBA)

- Staff and volunteers at are aware that so called 'Honour-based' abuse (HBA) encompasses a range of 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.

- The indicators of HBA and associated factors will be covered with staff within the safeguarding training. All members of staff are alert to the possibility of a child being at risk of HBA, or already having suffered HBA. All members of staff are aware that all forms of HBA are abuse (regardless of the motivation) and will be handled and escalated as such. Staff will speak with DSL if they are concerned about HBA.

Female Genital Mutilation (FGM)

- FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.
- As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of

female genital mutilation where it appears to have been carried out on a girl under the age of 18.

- We will operate in accordance with the statutory requirements relating to this issue, and in line with local safeguarding procedures. Whilst all staff should speak to the DSL with regard to any concerns about FGM, there is a specific legal duty on teachers.
- If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to Police 101. See Annex B of KCSIE, 2024 for further detail and Summary of Mandatory FGM reporting duty
- If there are concerns that a girl is going to be cut, the DSL should complete theFGM Risk Assessment Tool to identify the relevant indicators and inform further action (we will call Police 999 if a girl is at immediate risk of harm as a result of the risk assessment)
- The DSL will complete the FGM e-Learning package (FGM E-Learning Course – National FGM Centre)
- The DSL will also ensure that information and training is made available as appropriate to all members of staff. This includes FGM The Facts

- All members of staff will follow this policy and ISCP procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Forced Marriage and under age marriage

- A **forced marriage** is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and it is a crime.
- Our staff understand how to report concerns where this may be an issue. We will contact the Forced Marriage Unit for advice or information on 020 7008 0151 or email fmu@fco.gov.uk .
- The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of Schools and colleges. Staff should report concerns regarding forced marriage to the DSL or can contact the Forced Marriage Unit if they need advice or information
- Since February 2023 any marriage that takes place under the age of eighteen years, whether there is consent or coercion, is illegal.

Abuse linked to a belief in Spirit Possession Or Witchcraft

Abuse linked to a belief in 'spirit possession' or 'witchcraft' is a global issue that is not confined to particular countries or cultures. These are harmful to children and reported numbers are small although it is believed many go undetected.The nature of the abuse

can be particularly disturbing and the impact on the child serious. There are links between 'spirit possession' and 'witchcraft' and exploitation in that belief in magic or witchcraft may be used to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

The term 'spirit possession' means that a force, spirit, god or demon has entered a child and is controlling him or her resulting in a change in health or behaviour. Sometimes the term 'witch' or 'witchcraft' is used. This is the belief that a child is able to use an evil force or supernatural powers to harm others. Terminology examples are black magic, kindoki, ndoki, the evil eye, djinns, voodoo, obeah and child sorcerers. Families, carers and the children involved can hold genuine beliefs that evil forces are at work and be deeply worried by the evil that they believe is threatening them. There may also be an element of the adult gaining some gratification through the ritualistic abuse of the child, which may even result in the death of the child.

Vulnerability
In cases of 'spirit possession' or 'witchcraft' which involve children, the parent/carer views the child as 'different' and attributes this to the child being 'possessed'. This can lead to attempts to exorcise the child.

The reasons for being 'different' can be varied, and include disobedience, independence, bedwetting, nightmares or illness. In some cases there will be no obvious difference and the child will have been targeted because they are perceived to be 'spiritually' different. The attempt to exorcise may involve beating, burning, starvation, cutting/stabbing and/or isolation within the household, all of which obviously constitute abuse.
Things to Look Out For
Indicators of abuse linked to belief in spirit possession, which may also be common features in other kinds of abuse, include:
· A child reporting that they are, or have been, accused of being 'evil', and/or that they are having the 'devil beaten out of them'.
Signs of physical abuse;
· A child becoming noticeably confused, withdrawn, disorientated or isolated;
· Personal care deteriorating;
· Attendance becoming irregular or child being taken out of school altogether;
· A deterioration in a child's performance at school;
· Lack of parental concern or attachment.

What to do if you are concerned

Everyone working with children has a responsibility to recognise and know how to act on evidence, concerns and signs that a child's health, development and safety is being or may be threatened, especially when they suffer or are likely to suffer significant harm.
Standard child safeguarding procedures apply and must always be followed in all cases where abuse or neglect is suspected including those that may be related to particular belief systems

- Contact the DSL immediately or make a referral to Children's Social Care

Cybercrime

Advice on preparing for online challenges and hoaxes is available here Harmful online challenges and online hoaxes - GOV.UK (www.gov.uk) . All Staff are expected to complete an online course on cyber security: https://www.ncsc.gov.uk/information/cyber-security-training-Schools
Cybercrime is criminal activity committed using computers and/or the internet. Cyber Choices aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: Cyber Choices, 'National Cyber Security Centre - NCSC.GOV.UK

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 Setting may 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) we will give practical advice on how to keep themselves safe. We will provide outdoor-safety lessons run by teachers or by local Police. The lessons will focus on building children's confidence and abilities rather than simply warning them about all strangers.
Further information is available here: Home - Action Against Abduction and Home - Clever Never Goes

Modern Slavery and the National Referral Mechanism (NRM)

Modern slavery is linked to human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - Modern slavery - GOV.UK (www.gov.uk)

Appendix 3: Keeping children and yourself safe when responding to disclosures

Staff are encouraged to be professionally curious as it is vital for the early identification of abuse and neglect. They should try to understand the daily life of the child and explore any indicators of abuse and neglect to fully assess any potential risk by having a holistic view and understanding and this means not taking things at face value by exercising respectful uncertainty.

1. **Receive**
   - Keep calm
   - Listen to what is being said without displaying shock or disbelief
   - Take what is being said to you seriously

2. **Respond**
   - Reassure the pupil that they have done the right thing in talking to you
   - Be honest and do not make promises you cannot keep e.g. "It will be alright now"
   - Do not promise confidentiality; you have a duty to refer
   - Reassure and alleviate guilt if the pupil refers to it e.g. "you're not to blame"
   - Reassure the child that information will only be shared with those who need to know

3. **React**
   - React to the pupil only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details
   - Do not ask leading questions; "Did he/she….?" Such questions can invalidate evidence.
   - Do ask open "TED" questions; Tell, explain, describe
   - Do not criticise the child who harmed; the pupil may have affection for him/her
   - Do not ask the pupil to repeat it all for another member of staff
   - Explain what you have to do next and who you have to talk to

4. **Record**
   - Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible
   - Do not destroy your original notes
   - Record the date, time, place, any non-verbal behaviour and the words used by the child. Always ensure that as far as possible you have recorded the actual words used by the child.
   - Record statements and observable things rather than your interpretations or assumptions

5. **Remember**
   - Contact the DSL

- The DSL may be required to make appropriate records available to other agencies

6. Relax

- Get some support for yourself, dealing with disclosures can be traumatic for professionals

Appendix 4: Sexual violence and sexual harassment between children

Child-on-Child Abuse – Model Policy.

Context

a. Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

b. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, likely, adversely affect their educational attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

c. Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

Policy

a. We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the Setting and other children.

b. We recognise that children can abuse their peers and this will be dealt with under our child protection policy and in line with KCSIE 2026.

Our response will reflect the KCSIE 2026 approach that harmful sexual behaviour sits on a continuum and that all incidents involving the making or sharing of nudes or semi-nudes require a safeguarding response, whether consensual or non-consensual, with a proportionate assessment of age, development, circumstances, coercion, exploitation and vulnerability.

c. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up

d. We will minimise the risk of child-on-child abuse by: -

Prevention

- Taking a whole Setting approach to safeguarding and child protection
- Providing training to staff
- Providing a clear set of values and standards, underpinned by our behaviour policy and pastoral support system, and by a planned programme of evidence-based content delivered through the curriculum.
- Engaging with specialist support and interventions.

- Using a clear reporting system for staff and pupils, that is well promoted, easily understood and accessible
- Recognising that it may be taking place, even if not reported
- Publicising the Setting's zero-tolerance approach to abuse
- Online safety, including mobile phone usage during school or college hours

Responding to reports of sexual violence and sexual harassment:

- Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported.
- If the report includes an online element staff will be mindful of the guidance Searching, Screening and Confiscation publishing.service.gov.uk) Staff taking a report will inform the DSL as soon as possible
- Staff taking a report will never promise confidentiality.
- Parents or carers will normally be informed (unless this would put the child at greater risk).
- If a child is at risk of harm, is in immediate danger, or has been harmed, a referral will be made to Children's Social Care.

Risk Assessment: -

- Following a report, the DSL will make an immediate risk and needs assessment on a case-by-case basis. The Risk assessment will consider;
- The victim, especially their protection and support.
- The alleged child who harmed, their support needs and any appropriate sanctions.
- All other children at the Setting.
- The victim and the alleged child who harmed sharing classes and space at school.
- The risk assessment will be recorded and kept under review.

- Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the Setting's approach to supporting and protecting pupils.

DSL considerations and response

The DSL will consider: -

- The wishes of the victim.
- The nature of the incident including whether a crime has been committed and the harm caused.
- The ages of the children involved.
- The developmental stages of the children.
- Whether there is a power imbalance between the children/young people.
- Any previous incidents.
- Ongoing risks.
- Other related issues or wider context.

Options

The DSL will then consider the following options: -

- Manage internally
- Early Help
- Refer to Children's Social Care
- Report to the police (generally in parallel with a referral to Social Care)

Ongoing Response:

- The DSL will manage each report on a case-by-case basis and will keep the risk assessment under review.

- Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged child who harmed should be removed from any classes they share with the victim.

- The DSL will consider how best to keep the victim and other child a reasonable distance apart on the premises and on transport where appropriate.
- Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, we will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the other child to remain in the same Setting would seriously harm the education or welfare of the victim (and potentially other pupils or students).

- Where a criminal investigation into sexual assault leads to a conviction or caution, the Setting will, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion.

- Where the child who harmed is going to remain at the Setting, the principle would be to continue keeping the victim and child who harmed in separate classes and continue to consider the most appropriate way to manage potential contact on the premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

- The victim, alleged child who harmed and other witnesses (children and adults) will receive appropriate support and safeguards on a case-by-case basis.

- We will impose any appropriate sanctions against the child who harmed in line with our behaviour policy.

- We recognise that implementing sanctions and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

Physical Abuse

- While a clear focus of child-on-child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive.

- These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police.

- The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority.

Appendix 5: National Support Organisations

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for Pupils

- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk

Support for adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- Kidscape: www.kidscape.org.uk
- The Samaritans: www.samaritans.org
- Mind: www.mind.org.uk
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- Action Fraud: www.actionfraud.police.uk

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse

- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk

Honour based Abuse

- Forced Marriage Unit: https://www.gov.uk/guidance/forced-marriage

- FGM: Summary of Mandatory FGM reporting duty
- https://www.londonsafeguardingchildrenprocedures.co.uk/sg_ch_risk_fgm.html

Sexual Abuse and CSE

- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- CEOP: www.ceop.police.uk
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk

Online Safety

- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Parents Info: www.parentinfo.org
- Internet Matters: www.internetmatters.org
- Net Aware: www.net-aware.org.uk
- ParentPort: www.parentport.org.uk
- Get safe Online: www.getsafeonline.org

Radicalisation

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk (hate crime)
- New definition of extremism (2024) - GOV.UK (www.gov.uk)

Appendix 6: Local Support

Westminster Children's Services Contact Team
https://www.westminster.gov.uk/children-and-families/childrens-social-care

Westminster LADO

Telephone: 020 7641 7668
Email: lado@westminster.gov.uk

https://fisd.westminster.gov.uk/kb5/westminster/fis/advice.page?id=MkGjjfEuCJY
LADO Referral Form

Police
101 (or 999 if there is an immediate risk of harm)

NPCC- When to call the police when-to-call-the-police--guidance-for-schools-and-colleges.pdf (npcc.police.uk) should help DSLs understand when they should consider calling the police and what to expect when they do

Prevent
Prevent Education Lead: Julie Knotts
07790 980223
jknotts@westminster.gov.uk

National Support Organisations

Galop's National LGBT+ Domestic Abuse Helpline - support and advice for lesbian, gay, bisexual, trans+ people who have experienced abuse -	0800 999 5428 help@galop.org.uk
Hourglass - support and information for older people and those concerned about an older person experiencing abuse or exploitation	0808 808 8141 Live chat 020 7920 6460 Out-of-hours emergencies
IKWRO Women's Rights Organisation - support for Middle Eastern, North African and Afghan survivors	Kurdish/Arabic/English: 07846 275246 Farsi/Dari/English: 07846 310157
IKWRO Women's Rights Organisation - support for Middle Eastern, North African and Afghan survivors	020 7920 6460 Out-of-hours emergencies Kurdish/Arabic/English: 07846 275246 Farsi/Dari/English: 07846 310157
Jewish Women's Aid	0808 801 0500 0808 145 4909
Latin American Women's Rights Service - support for Latin American women	Monday to Friday 11am to 1pm info@lawrs.org.uk
Muslim Women's Network	0800 999 5786 0303 999 5786 info@mwnhelpline.co.uk
SignHealth - support for deaf people and those with hearing loss in British Sign Language (BSL)	020 3947 2601 Text: 07970 350366 da@signhealth.org.uk

Stay Safe East - support for disabled survivors of domestic abuse	020 8519 7241 Text: 07587 134 122 enquiries@staysafe-east.org.uk
Southall Black Sisters - support for gender-related abuse against Asian and African-Caribbean survivors	020 8571 9595 Web form
Victim Support community-based domestic abuse services	Web form Live chat My Support Space
Forced Marriage and Honour Based Abuse 247 https://karmanirvana.org.uk/ Forced Marriage Unit 020 7008 0151 or email fmu@fcdo.gov.uk https://www.solacewomensaid.org/ **0808 802 5565**	UK Helpline: 0800 5999

Appendix 7: Safeguarding in Education links

Preventing neglect, abuse and exploitation

- Working together to safeguard childrenWorking together to safeguard children 2026
- The right to choose: multi-agency statutory guidance
- What to do if you're worried a Child is being Abused
- Child sexual exploitation: definition and guide for practitioners
- Child abuse linked to faith or belief: national action plan
- Working-together-to-improve-school-attendance

Keeping children safe in education and other settings

- Keeping children safe in education 2024Keeping children safe in education 2026
- Supervision of activity with children
- Protecting children from radicalisation: the prevent duty
- Children missing education
- Drugs: advice for Schools
- Behaviour in Schools - Advice for Headteachers and School Staff 2022

Online safety

- Teaching online safety in Schools
- Sharing nudes and semi-nudes: advice for education settings working with children and young people
- Harmful online challenges and online hoaxes
- Education for a Connected World

- Safeguarding children and protecting professionals in early years settings: online safety considerations

Safeguarding children with Special Education Needs and Disabilities

- Safeguarding disabled children
- SEND Code of Practice 0-25 years
- Supporting Pupils at School with Medical Conditions
- MENCAP

Runaway and homeless children

- Children who run away or go missing from home or care
- Provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation

Cross-border child protection

- Cross-border child protection cases: the 1996 Hague Convention
- Safeguarding children who may have been trafficked
- Care of unaccompanied migrant children and child victims of modern slavery
- Find help to get your child back from abroad or arrange contact