IVY HOUSE SCHOOL
HAMPSTEAD

Safeguarding and Child Protection Policy and Procedures

Ivy House School

Primary person responsible for implementation and monitoring of this policy	**Designated Safeguarding Lead:** Raffaella Merolla, Deputy Head, Tel: In School hours: 07825703246 Out of school hours: 07825703246 Email: Raffaella.merolla@ivyhouseschool.co.uk Inspired Group level: Jez Prior, Global Head of Safeguarding. Jez.prior@inspirededu.com
Adopted:	**September 2025**
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2. Key school contacts

Designated Safeguarding Lead (DSL) **(including EYFS provision)**	Raffaella Merolla Email: Raffaella.merolla@ivyhouseschool.co.uk Telephone number (term time): 0203 869 3070 Mobile number (term time): 07384827419 Holiday contact number: 07825703246
Deputy Designated Safeguarding Lead[s](DDSL)	Email: jack.lewis@ivyhouseschool.co.uk Telephone (term time): 0203 869 3070 Mobile number (term time): 07545448234 Holiday contact number: 07545448234
Head	Donal Brennan Email: donal.brennan@ivyhouseschool.co.uk Telephone number: 0203 869 3070
Governance	Inspired Education Group Ltd Governing Board | Ivy House School Inspired Education Group Sixth floor, 3 Burlington Gardens, London, W1S 3EP. receptionLondonHO@inspirededu.com Inspired main office number: 020 3867 9961
Nominated Safeguarding Governor	Jez Prior - 07831 568013 jez.prior@inspirededu.com
Inspired Education Group UK CEO	Ashley Harrold -020 3867 9961 governors@inspirededu.com

3. Key external contacts

Designated Officer(s) of the local authority	Telephone number: 020 8359 4066 (call MASH initially and we will pass to the necessary persons The LADO can be contacted by phone or email. Rob.Wratten@Barnet.gov.uk LADO@barnet.gov.uk
BELs School Safeguarding Lead:	Liam Foote **Contact:** liam.foote@barnet.gov.uk 020 8359 4997
Barnet children's social care department (CSC)	Telephone number: Email: donna.swanberg@barnet.gov.uk Out of hours emergency: 020 8359 2000 Duty team telephone number:
BARNET SAFEGUARDING CHILDREN PARTNERSHIP	2 Bristol Avenue Colindale London NW9 4EW Telephone number: 020 8359 4066 Email: mash@barnet.gov.uk or secure e-mail on MASH@barnet.gcsx.gov.uk
Child & Family Early Help Services	Karen Pearson karen.Pearson@Barnet.gov.uk Michaela Carlowe Michaela.Carlowe@barnet.gov.uk
Police	DCI Dave La Riviere dave.LaRiviere@met.pnn.police.uk Emergency telephone number: 999 Non-emergency telephone number: 101 (use this number to report suspected FGM)
Schoolsafe - Community Safety Incidents	nick.burr@barnet.gov.uk
NSPCC FGM helpline	0800 028 3550 fgmhelp@nspcc.org.uk

FGM reporting – non-emergency police contact number	Emergency telephone number : 999 Non-emergency telephone number: 101 (use this number to report suspected FGM)
Prevent partners and advice about extremism	**Channel Police Practitioner** **Tel: 020 7340 7264** **Email** counter.extremism@education.gov.uk For referrals: **Barnet SCP** Telephone number: 020 8359 4066 Email: mash@barnet.gov.uk **Non-emergency DfE advice** 020 7340 7264 counter-extremism@education.gsi.gov.uk **NSPCC advice** 0808 800 5000 help@nspcc.org.uk
UK Safer Internet Centre Online Safety Helpline	0344 381 4772 (10am – 4pm) helpline@saferinternet.org.uk
NSPCC whistleblowing advice helpline	Telephone: 0800 028 0285 Email: help@nspcc.org.uk https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/
SafeCall Whistleblowing Platform	Contact Us - Safecall Ltd
Report Abuse in Education helpline	A dedicated helpline for children and young people who have experienced abuse at school, and for worried adults and professionals that need support and guidance, including for non-recent abuse. 0800 136 663 or email help@nspcc.org.uk
Disclosure and Barring Service (DBS)	**Helpline**: 0300 020 0190 **Barring referrals**: Online referral service

4. Aims

4.1 This is the safeguarding and child protection policy and procedures of **Ivy House School**

4.2 The aims of this policy are as follows:

4.2.1 to actively promote the well-being of pupils[1];

4.2.2 to safeguard and promote the welfare of children[2], staff and others who come into contact with the school and to protect them from harm;

4.2.3 to have clear procedures in place for dealing with and referring concerns about the welfare of any individual and / or allegations of abuse, neglect and / or exploitation;

4.2.4 to raise awareness about how to report concerns and how they will be investigated whether they are current or historic in nature;

4.2.5 to raise staff awareness about the school's safeguarding expectations;

4.2.6 to ensure staff are competent to carry out their safeguarding responsibilities and feel supported in this role;

4.2.7 to ensure consistent good safeguarding practice throughout the school, to include the promotion of a zero-tolerance approach to child-on-child sexual violence and harassment in which pupils are confident to report it and staff are confident to identify and respond to it;

4.2.8 to promote a whole school culture of safety, equality, and protection; and

4.2.9 to ensure the school works together effectively with parents, local authorities, partner organisations and agencies.

4.3 Every pupil should feel safe and protected from any form of abuse and neglect.

4.4 All staff should understand the indicators of abuse and neglect and specific safeguarding risks so that they can identify them and report any concerns about children. The indicators and key safeguarding risks for the school community are set out in 0.

4.5 Members of the School community (including alumni) should also feel able to raise any safeguarding concerns, whether current or non-recent, safe in the knowledge that they will be supported, the matter will be handled sensitively, and appropriate action taken.

4.6 Anyone about whom a concern is raised should feel confident that they will be supported, and the matter will be handled sensitively, and that appropriate action will be taken.

4.7 This policy forms part of the school's whole school approach to promoting child safeguarding and wellbeing, which seeks to involve everyone at the school to ensure

[1] This wording reflects the requirements in part 8 paragraph 34 of the ISSR. Well-being means well-being within the meaning of section 10(2) of the Children Act 2004(a): the physical and mental health and emotional well-being; protection from harm and neglect; education training and recreation; contribution made by pupils to society; social and economic well-being.
[2] This wording reflects the requirements in part 3 paragraph 7 of ISSR.

that the best interests of pupils underpin and is at the heart of all decisions, systems, processes, and policies.

4.8 Although this policy is necessarily detailed, it is important to the school that our safeguarding policies and procedures are transparent, clear, and easy to understand for staff, pupils, parents, and carers. The school welcomes feedback on how we can continue to improve our policies.

5. Scope and application

5.1 This policy applies to the whole School [including the Early Years Foundation Stage (**EYFS**)].

5.2 This policy applies at all times including where pupils or staff are away from the school, whether they are on school-arranged activities or otherwise, and whether or not the school is open. It will therefore apply out of School hours and in the holidays.

5.3 This policy applies to core School activities and to out of hours and commercial activities run by the school. Where a third party is using the premises, the school will ensure that there is a written agreement in place confirming they have adequate safeguarding procedures. If the School receives an allegation relating to an incident that happened when a third party was using the premises, the School will follow this policy in the normal manner.

5.4 This policy is designed to address the specific statutory obligations on the school to safeguard and promote the welfare of children.

5.5 A child is someone who has not yet reached their 18th birthday, but in practice this policy applies to all young people studying or living within Inspired Education Group accommodation.

6. Regulatory framework

6.1 **This policy has been prepared to meet the school's responsibilities under the following legislation:**

6.1.1 The Education (Independent School Standards) Regulations 2014;

6.1.2 EYFS settings keep Statutory framework for the Early Years Foundation Stage for group and school-based providers (DfE, From 4 January 2024) here;

6.1.3 Education and Skills Act 2008;

6.1.4 Children Act 1989;

6.1.5 Children Act 2004;

6.1.6 Childcare Act 2006;

6.1.7 Education and Training (Welfare of Children) Act 2021;

6.1.8 Safeguarding Vulnerable Groups Act 2006;

6.1.9 Children and Social Work Act 2017;

6.1.10 Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**);

6.1.11 Human Rights Act 1998; and

6.1.12 Equality Act 2010.

6.2 **This policy has regard to the following guidance and advice**:

6.2.1 Statutory guidance:

(a) Keeping children safe in education (DfE, September 2025) (**KCSIE**);

(b) Working together to safeguard children 2026: a guide to multi-agency working to help, protect and promote the welfare of children (HM Government, updated Dec 2026) (WTSC);

(c) Disqualification under the Childcare Act 2006 (DfE, August 2018);

(d) Revised Prevent duty guidance for England and Wales (HM Government, Dec 2023);

(e) Multi-agency statutory guidance on female genital mutilation (HM Government, July 2020);

(f) Children missing education (DfE, August 2024);

(g) Relationships education, relationships and sex education and health education guidance (DfE, July 2025);

(h) Channel duty guidance: Protecting people susceptible to radicalisation (HM Government, April 2025);

(i) PACE Code C 2019;

(j) Working together to improve school attendance (DfE, August 2024).

(k) Use of reasonable force and other restrictive interventions guidance (April 2026)

(l) **Non-statutory advice**:

(m) What to do if you're worried a child is being abused: advice for practitioners (HM Government, March 2015);

(n) Information sharing: advice for practitioners providing safeguarding services to children, young people, parents, and carers (HM Government, May 2024);

(o) Meeting digital and technology standards in education (DfE, March 2025);

(p) Sharing nudes and semi-nudes: advice for education settings working with children and young people (DCMS and UKCIS, March 2024)

(q) Searching, screening and confiscation: advice for schools (DfE, July 2023);

(r) Teaching online safety in schools (DfE, January 2023);

(s) Virginity testing and hymenoplasty: multi-agency guidance (DHSC, April 2024);

(t) Safeguarding children and protecting professionals in early years settings: online safety considerations (UK Council for Internet Safety, February 2019);

(u) Harmful online challenges and online hoaxes (DfE, February 2021);

(v) Multi-agency practice principles for responding to child exploitation and extra-familial harm (TCE support programme);

(w) Child sexual exploitation: definition and a guide for practitioners local leaders and decision makers working to protect children from child sexual exploitation (DfE, February 2017);

(x) Forced marriage resource pack (Home Office, May 2023);

(y) Educate Against Hate (HM Government 2018);

(z) Managing risk of radicalisation in your education setting (DfE, Updated 7 September 2023);

(aa) Keeping children safe in out-of-school settings (DfE, September 2023);

(bb) Mobile phones in schools - Guidance February 2024

(cc) Behaviour in schools guidance February 2024,

(dd) When to call the police Guidance for schools and colleges from National Police Chiefs Council

(ee) Equality Act 2010 and schools (DfE, May 2014)

6.2.2 Barnet Safeguarding Children Partnership's referral / threshold procedures / guidance https://thebarnetscp.org.uk/bscp https://www.londoncp.co.uk/

6.3 The following School policies, procedures and resource materials are relevant to this policy:

6.3.1 Staff Conduct policy;

6.3.2 Global Staff Code of Conduct (Inspired Education Group policy)

6.3.3 Behaviour and Discipline policy;

6.3.4 Anti-bullying policy, which includes cyber-bullying;

6.3.5 Acceptable Use Policy for Staff;

6.3.6 Acceptable Use Policy for Pupils;

6.3.7 Health and Safety policy;

6.3.8 Online Safety Policy;

6.3.9 Social media Policy;

6.3.10 Whistleblowing Policy;

6.3.11 Recruitment Policy;

6.3.12 Risk Assessment policy;

6.3.13 Missing Child Policy;

6.3.14 Special Educational Needs and Disability (SEND) policy;

6.3.15 Remote Learning policy;

6.3.16 Visitors and security policy;

6.3.17 Relationships Education/Relationships and Sex Education policy;

6.3.18 supporting pupils' mental health policy; and

6.3.19 educational guardianship policy.

7. Inspired policy of Mandatory Reporting

1) Staff members should be vigilant and maintain an attitude of "**it could happen here**" where safeguarding is concerned. When concerned about the welfare of a pupil, staff members should always act in the **best** interests of the pupil.

2) Staff should be aware that pupils may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful e.g. a child may feel embarrassed, humiliated, or being threatened due to their vulnerability, disability and/or sexual orientation or language barrier. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

7.1 Mandatory Reporting

All staff have a duty to:

1) report any concerns they may have about the safety and / or well-being of pupils;

2) report any concerns they may have about the safety and / or well-being of other persons associated with the school;

3) report any safeguarding concerns about staff or anyone else associated with the school; and

4) follow up on any such reports to ensure that appropriate action is or has been taken.

5) The procedures for doing so are set out below. If staff are unsure about the appropriate process to use, they should not hesitate to exercise professional curiosity and speak to the DSL, any member of the SLT or directly to children's social care (whether the school's local authority or that local to the child's home address) or police in their absence for guidance.

6) Where a member of staff has concerns that a child may be at risk of harm or abuse ***at home, at school or anywhere else, then the member of staff MUST report those concerns to the schools Designated Safeguarding Lead, and / or the headteacher, as per the guidance below.***

7) Where a staff member has concerns that the designated safeguarding lead or headteacher is not listening to concerns or not taking action to safeguard a child, the member of staff must contact the Global Head of Safeguarding.

8) The member of staff can also use the SafeCall whistleblowing platform HERE to raise concerns.

9) Where a member of staff has concerns about the behaviour of another member of staff that indicates they may pose a risk to a child, or indicates that person may not be suitable to work with children, the member of staff MUST report those concerns immediately to the headteacher.

10) Where the concerns relate to the headteacher the member of staff must contact the Global Head of Safeguarding.

11) The member of staff can also use the SafeCall whistleblowing platform HERE to raise concerns.

7.2 Failing to report concerns – can be considered as gross misconduct

Failure to report concerns as outline in 7 above can be considered as gross misconduct.

8. Publication and availability

8.1 This policy is published on the school website and a hard copy is available on request.

8.2 A copy of the policy is available for inspection from the from office during the school day.

8.3 This policy can be made available in large print or other accessible format if required.

8.4 This policy and all policies referred to in it are also available to staff on the School SharePoint.

9. Definitions

9.1 Where the following words or phrases are used in this policy:

9.1.1 References to Governors, means Governors identified on the school website.

9.1.2 References to the Inspired Education **Group** means the proprietor.

9.1.3 References to **working days** mean Monday to Friday[3], even if [•a boarding school or] the school is open on Saturdays, when the school is open during term time. The dates of terms are published on the school's website. If referrals to an external agency are required outside term time, references to **working days** are to the days on which the relevant external agency is working;

9.1.4 **Safeguarding** is the protection of people from harm.

9.1.5 **Safeguarding and promoting the welfare of children** is defined in WTSC and KCSIE as:

(a) Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility

[3] Ensure this is consistent with the definition of working days in the parent contract.

effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child;

(b) providing help and support to meet the needs of children as soon as problems emerge;

(c) protecting children from maltreatment, whether that is within or outside the home, including online;

(d) preventing impairment of children's mental and physical health or development

(e) ensuring that children grow up in circumstances consistent with the provision of safe and effective care;

(f) promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children; and

(g) taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

9.1.6 **CSC** means Children's Social Care and includes, depending on the context, the team based in the local authority where the school is located and, where appropriate, the team based in the local authority where the child is resident.

9.1.7 **DSL** means the School's Designated Safeguarding Lead. References to the DSL include the Deputy DSL (**DDSL**) where the DSL is unavailable.

9.1.8 **Local Authority Designated Officer** means designated officer at the local authority (often referred to as the LADO). The designated officer(s) has overall responsibility for oversight of the procedures for dealing with allegations, for resolving any inter-agency issues, and for liaison with the three safeguarding partners.

9.1.9 **Local Safeguarding Partners** means the three safeguarding partners (local authority, Integrated Care Boards (ICBs) and the chief officer of police for an area any part of which falls within the local authority area) who make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs. The local arrangements relevant to the school can be found in Appendix 5.

9.1.10 References to harmful sexual behaviour in this policy refer to problematic, abusive, and violent sexual behaviour that is developmentally inappropriate and may cause developmental damage.

9.1.11 Reference to **staff** includes all those who work for or on behalf of the school, regardless of their employment status, including part-time staff, contractors, supply staff, volunteers and Governors unless otherwise indicated.

9.1.12 **Senior Leadership Team** (SLT) comprises of the Head, Deputy Head and assistant Head.

10. Responsibility: The school's approach to safeguarding leadership

10.1 Governance

10.1.1 Inspired Education Group has overall responsibility for all matters which are the subject of this policy, including:

(a) Legal responsibility to ensure that arrangements are made to safeguard and promote the welfare of pupils at the school, having regard to relevant guidance issued by the Secretary of State;

(b) Strategic leadership responsibility for the school's safeguarding arrangements;

(c) Act in accordance with the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) which place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

(d) Act in accordance with Chapter 4, WTSC which places obligations on organisations to promote the welfare of children and protect them from harm;

(e) Specific responsibilities to facilitate a whole school approach to safeguarding, set out in more detail in Part 2 of KCSIE; and

(f) Establishing appropriate delegation arrangements at School level, led by the Head and DSL, to enable the school to discharge its safeguarding duties effectively.

(g) Understanding that where we as a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs, by complying with the requirements of paragraphs 169-171 of KCSIE and the relevant statutory guidance, The School will review any alternative provisions at least half-termly and immediately if any safeguarding concerns are raised.

10.1.2 The contact details of **Ivy House School** Governors can be found on the school website.

10.1.3 **The Inspired Education Group:**

(a) Ensures that all Governors receive appropriate safeguarding and child protection (including online) training, both on induction and thereafter regularly updated. Training should be consistent with KCSIE and Local Safeguarding Partner guidance;

(b) Ensures it discharges its legal responsibilities under the Human Rights Act 1998 and the Equality Act 2010, having regard for the implications for safeguarding that such responsibilities can have; and

(c) Ensures that appropriate arrangements are in place for the whole Board to discharge its function, including appropriate consideration of safeguarding matters at Board meetings and a holistic annual review of safeguarding.

10.1.4 **Inspired Education Group UK has appointed** a Nominated Safeguarding Governor whose contact details are set out in the school contacts list at the front of this policy.

10.1.5 The Nominated Safeguarding Governor receives advanced safeguarding training, which is regularly updated. Governors receive regular updates as required and through a monthly Board report on safeguarding;

10.1.6 Safeguarding and the implementation of policies and procedures is monitored at the school through an annual cycle of governance visits. Each year the Nominated Safeguarding Governor holds an annual in-depth review with the DSL, looking at:

(a) Training;

(b) Child protection issues and concerns raised in the last academic year;

(c) Incidents of bullying;

(d) Online safety incidents including the effectiveness of the filtering and monitoring systems;

(e) Feedback from pupil forums or surveys on matters relating to well-being and safeguarding;

(f) The effectiveness of multi-agency working; and

(g) Lessons learned.

10.1.7 The Nominated Safeguarding Governor hosts regular forums for DSLs and Deputy DSLs across the Inspired Education Group, which explore safeguarding issues and updates.

10.1.8 The Nominated Safeguarding Governor ensures safeguarding policies and procedures are kept up to date with the law and best practice, including a formal annual review.

10.2 **Head**

10.2.1 The Head is responsible for the overall management of the school and for the management of concerns and allegations about staff.

10.2.2 The Head ensures that the school's policies and procedures, adopted by the school governors (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff.[4]

10.3 **Designated Safeguarding Lead (DSL)**

10.3.1 The DSL is a senior member of staff of the school's leadership team with the necessary status and authority to take lead responsibility for all aspects of safeguarding and child protection (including online safety, understanding the filtering, and monitoring systems and processes in place) throughout the school.

10.3.2 The DSL has the appropriate status and authority within the School to carry out the duties of the post, and the time, funding, training, resources and support to enable them to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings (and / or to support other staff to do so) and to contribute to the assessment of children. The name and contact details of the DSL are set out in the school contacts

[4] Paragraph 79 KCSIE 2025

list at the front of this policy. The main responsibilities of the DSL are set out in Annex C of KCSIE.

10.3.3 The DSL will also liaise with the Head to inform them of issues relating to any police[5] investigations and the statutory requirements for children to have an appropriate adult. The role of the appropriate adult is to safeguard the rights, entitlements, and welfare of juveniles to whom the provisions of PACE Code C[6] and any other code of practice apply.

10.3.4 The DSL will have a clear understanding of Keeping Children Safe in Education, 2025, and be able to provide advice and guidance to other staff on the content.

10.3.5 The DSL will ensure the school works with safeguarding partners in accordance with Chapter 1 of WTSC, and specifically:

a) children's welfare is paramount,

b) children's wishes and feelings are sought, heard, responded to and recognised as being central to decision-making,

c) children's social care works in partnership with whole families,

d) children are raised by their families, with their family networks or in family environments wherever possible,

e) local authorities work with other agencies to effectively identify and meet the needs of children, young people, and families,

f) local authorities consider the economic and social circumstances impacting children, young people, and families and actively seek to address discrimination and inequality experienced by families,

g) a child-centred approach within a whole family focus,

h) a collaborative approach to give parents and carers the best chance of making changes,

i) recognising principles for working with parents and carers,

j) identifying and engaging with parents and carers that have been unwilling or unable to engage with other services,

k) identifying and addressing discrimination and inequality experienced by families, understanding the expectations for multi-agency working, and

l) understanding the principles of information sharing.

10.3.6 The DSL will act in accordance with the National multi-agency standards for child protection, (Chapter 3, Section 3 of WTSC) including:

a) an unrelenting focus on multi-agency protection against all forms of significant harm, both inside and outside the home, including online and on achieving the best outcomes for children and families,

[5] When to call police – Guidance for schools.
[6] PACE Code C - appropriate adult police searching pupils.

b) creating learning cultures in which information is shared between practitioners, who prioritise staying up to date as new evidence of best practice emerges,
c) ensuring practices are underpinned by a shared multi-agency vision, structure and practice framework that builds trust, understanding and clarity about roles and responsibilities across agencies,
d) facilitating timely, effective information sharing and expert input through attendance and participation of suitably experienced practitioners from the outset of concerns about significant harm,
e) creating an anti-discriminatory environment in which it is safe to challenge, including assumptions that relate to ethnicity, sex, disability, and sexuality,
f) supporting practitioners with effective individual and group supervision and facilitating multi-agency supervision and continuous professional development, and
g) helping practitioners to understand the impact of their decisions on the child and family.

10.3.7 The Governors and DSL will have a clear understanding of WTSC, Chapter 3, Section 1 Early Help, Section 2, Safeguarding and promoting the welfare of children and Section 3, Child protection.

10.3.8 The Governors and DSL will also have a clear understanding of Chapter 4 of WTSC; Individual Organisational Responsibilities, for schools, colleges and other education providers, and specifically guidance contained in WTSC and KCSIE.

10.3.9 The DSL will take lead responsibility for pupils who are looked after children[7].

10.3.10 The DSL will also undertake the role of senior mental health lead and is responsible for developing a holistic approach to promoting and supporting the mental wellbeing of pupils and staff.[8]

10.3.11 If the DSL is unavailable the activities of the DSL will be carried out by the Deputy DSL, who is trained to the same level as the DSL. The Deputy DSL's details are also set out in the school contacts list at the front of this policy.

11. Additional Considerations for EYFS settings

11.1 The Early years foundation stage statutory framework requires all settings to have a lead practitioner for safeguarding. In our setting and in this policy, the lead practitioner in our setting is the Designated Safeguarding Lead (Name)

11.2 As an EYFS setting we understand we must:

11.2.1 Safeguard children.

[7] KCSIE states that there should be a designated member of staff with responsibility for the welfare and progress of looked after children and must be trained for the role. As the DSL has day to day responsibility for all aspects of safeguarding and child protection, we have recommended that the DSL takes on this role. However, if it is not the case, please amend the policy to ensure that it reflects the school's custom and practice.

[8] The senior mental health lead role is not mandatory. KCSIE states that different senior leads will have different levels of knowledge and skills to promote wellbeing and mental health, and different responsibilities, as roles are locally defined to fit in with other relevant roles and responsibilities. If the DSL does not take on this role, the DfE recommends that they are a member of the SLT, so they have the authority, capacity, and support to influence and lead strategic change within the setting.

11.2.2 Ensure the people who have contact with children are suitable.

11.2.3 Promote good health.

11.2.4 Support and understand behaviour, and be curious regarding what factors, both within the setting and outside, may be influencing behaviour.

11.2.5 Maintain records, policies, and procedures.

11.3 **Safeguarding Concerns**

11.3.1 Any member of staff within our EYFS setting who has a concern about a child or member of staff shall follow this policy.

11.4 **Mobile phone / camera and other electronic devices with imaging, videoing, and sharing capabilities.**

11.4.1 No member of staff will use their own mobile phone or device at any time to take photographs, videos, or any other type of recording, of children attending the setting.

11.4.2 Only school owned devices will be used to take images of the children and only when they are engaged in activities related to the setting.

11.4.3 Any member of staff taking images on a setting owned device will be reminded that they may only take images of children where there is prior consent from parent / carers.

11.4.4 School devices used for taking images/videos will be stored securely and periodically checked by SLT for content. Images of children will only be shared / held on school owned accounts.

11.4.5 See 24 below for mobile device policy for parents.

11.5 **Paediatric First Aid.**

11.5.1 At least one member of staff who is paediatric first aid trained will be present and available at all times on the premises. At least one member of staff who is paediatric first aid trained will always accompany children on outings.

12. Specific safeguarding duties in relation to children

12.1 Safeguarding and promoting the welfare of children is **everyone's** responsibility. Staff should speak with their DSL if they need clarification or further training about any of the contents or procedures outlined in this policy.

12.2 The school is committed to acting in the best interests of the child so as to safeguard and promote the welfare of children and young people. The school requires everyone who comes into contact with children and their families to share this commitment.

12.3 All staff should have an awareness of **safeguarding issues** that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-

consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

12.3.1 The school will:

a) understand its role in the safeguarding partner arrangements https://thebarnetscp.org.uk/bscp/professionals/welcome-to-the-professionals-pages-1

b) and operate safeguarding procedures in line with locally agreed multi-agency safeguarding arrangements put in place by the Barnet Safeguarding Children Partnership, the key details of which are contained in Appendix 5;

c) be alert to signs of abuse whether in school, within the child's family or from outside, and take steps to protect individuals from any form of abuse, or neglect whether from an adult or another child;

d) include opportunities within the curriculum for children to develop the skills they need to recognise, and stay safe from abuse;

e) promote the systems in place for children to confidently report abuse, ensuring they know their concerns will be treated seriously, they can safely express their views and give feedback;

f) take active steps to promote school attendance:

g) allow staff to determine how best to build trusted relationships with pupils which facilitate communication within the parameters of the staff code of conduct;

h) deal appropriately with every suspicion or complaint of abuse and support children who have been abused in accordance with appropriate education, child protection and / or welfare plans;

i) design and operate procedures which, so far as possible, ensure that staff, pupils, and others who are innocent are not prejudiced by malicious, false, unsubstantiated, or unfounded allegations;

j) prepare staff to identify and support children who may benefit from early help and encourage them to be particularly alert to the potential need for early help for children with the indicators listed in KCSIE or WTSC;

k) be alert to children who are at potentially greater risk of harm (both online and offline), including children who need a social worker and children requiring mental health support;

l) be alert to the needs of pupils with physical or mental health conditions, special educational needs, or disabilities, which could be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation, and where additional barriers can exist when detecting abuse or neglect;

m) encourage a culture of listening to pupils and victims of abuse and taking account of their wishes and feelings in any measure put in place and actions taken by the school to protect them[9];

n) operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol, and substance misuse;

o) assess the risk of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area;

p) identify pupils who may be susceptible to extremist ideology and radicalisation and know what to do when they are identified;

q) consider and develop procedures to deal with any other safeguarding issues which may be specific to individual pupils in the school or in the local area. See Appendix 5 - Local arrangements for more details; and

r) consider the additional factors relevant to safeguarding boarders e.g. inappropriate pupil relationships, the potential child-on-child abuse and the risks associated with children sharing overnight accommodation.

12.4 Staff may follow the school's whistleblowing policy, including using the SafeCall[10] platform, to raise concerns about poor or unsafe safeguarding practices at the school or potential failures by the school or its staff to properly fulfil its safeguarding responsibilities. Such concerns will be taken seriously. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns about child protection failures internally (see the front of this policy for the relevant contact details). Staff may also report concerns direct to the School's Local Authority if they consider that the school has failed to deal with concerns appropriately.

13. Reporting obligations of staff

13.1 **Reporting obligations generally**

13.1.1 Staff members should be vigilant and maintain an attitude of "**it could happen here**" where safeguarding is concerned. When concerned about the welfare of a pupil, staff members should always act in the **best** interests of the pupil.

13.1.2 Staff should be aware that pupils may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful e.g. a child may feel embarrassed, humiliated, or being threatened due to their vulnerability, disability and/or sexual orientation or language barrier. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

13.1.3 All staff have a duty to:

[9] Children's first port of call is their form tutor/class teacher. The pastoral lead is the Deputy Head, who would be the next member of staff to go to. However, children are encouraged to speak openly with all staff. They have access to a 'worry box' in each classroom, in which they can directly correspond with the teacher confidentially. Children are encouraged to voice concerns and opinions with members of staff as part of the school's ethos. PSHE lessons and assemblies focus on pupil voice and create a culture of listening among pupils and staff.

[10] Contact Us - Safecall Ltd

(a) report any concerns they may have about the safety and / or well-being of pupils;

(b) report any concerns they may have about the safety and / or well-being of other persons associated with the school;

(c) report any safeguarding concerns about staff or anyone else associated with the school; and

(d) follow up on any such reports to ensure that appropriate action is or has been taken.

13.1.4 The procedures for doing so are set out below. If staff are unsure about the appropriate process to use, they should not hesitate to exercise professional curiosity and speak to the DSL, any member of the SLT or directly to children's social care (whether the school's local authority or that local to the child's home address) or police in their absence for guidance.

13.2 **What to do if staff have a concern about a pupil's welfare**

13.2.1 If staff have ***any* concern about a pupil's welfare**, they should follow the procedures in this policy and report their concern to the DSL (or the DDSL in the DSL's absence) **immediately**.

(a) The contact details of the DSL and DDSL are set out in the contacts list at the front of this policy;

(b) See Appendix 2 for guidance about what to do when receiving a disclosure and paragraph 27 below relating to recording a concern.

13.2.2 A concern about a child is not defined and should be interpreted broadly. It may relate to a recognition that a child would benefit from extra support to an emerging problem or to a potentially unmet need or may reflect a concern that a child may be deemed to be "in need" or at "immediate risk of harm" as defined by the Children Act 1989.

13.2.3 Teachers must report known cases of female genital mutilation (**FGM**) to the police. See 0 for further information about FGM and this reporting duty. All other staff should refer FGM concerns to the DSL.

13.2.4 If the concern involves an **allegation or concern raised about a member of staff**, supply staff, contractors or volunteers this must be reported in accordance with the procedures set out in **Error! Reference source not found.** and parts 1 and 4 of KCSIE.

13.2.5 **What if the DSL is unavailable?**

(a) The DSL or the DDSL should always be available to discuss safeguarding concerns and may be contacted on their mobile phones in relation to any safeguarding concerns out of School hours.

(b) If in exceptional circumstances the DSL and DDSL are unavailable, staff must not delay taking action. Staff should speak to their line manager or a member of the SLT and / or advice should be taken from children's social care. Their contact details are set out at the front of this policy.

(c) Where a child is suffering, or is likely to suffer from harm, a referral to children's social care and / or police should be made immediately[11]. Staff should be aware of the process for making referrals direct to children's social care and / or the police in these circumstances. See section 15 below for further details on making a referral.

(d) Any action taken by a member of staff pursuant to this requirement should then be shared with the DSL or DDSL, or a member of the SLT, as soon as is practically possible.

13.3 **Action by the DSL**

13.3.1 On receipt of a report of a concern, the DSL will consider the appropriate course of action in accordance with the appropriate Local Safeguarding Children Partnership's procedures and referral threshold document. Such action may include:

(a) managing any support for the pupil internally via the school's own pastoral support processes, seeking advice from children's social care where required (see 14, 15 & 16 below);

(b) undertaking an early help assessment (which generally requires parental consent) (see 15 below); or

(c) making a referral for statutory services (see 16 below).

13.3.2 The views of the child will be taken into account when considering the appropriate course of action but will not be determinative.

13.3.3 Where the concern relates to the welfare of a pupil who is aged 18 or over, the DSL will consider whether it is necessary to refer such concerns to the Safeguarding Adults Board rather than, or in addition to, children's social care.

13.3.4 If it is decided that a referral is not required, the DSL will keep the matter under review and give ongoing consideration to a referral if the pupil's situation does not appear to be improving.

14. Managing support for pupils internally

14.1 The school has a framework for the identification, assessment, management, and review of risk to pupil welfare, so that appropriate action can be taken to reduce the risks identified.[12]

14.2 The school will ensure that appropriate advice and consultation is sought about the management of safeguarding issues, including advice from CSC where necessary.

15. Early help assessment

15.1 Early help, also known as early intervention, is support given to a family when a problem first emerges. It can be provided at any stage of a child or young person's

[11] The criteria regarding the involvement of the police are a context-driven judgment-call, but if the safety of the child is in any doubt, or it is believed that a crime has been committed, the police should be called. If the child requires urgent medical attention an ambulance should be called to take the child to hospital. Further guidance can be found here When to call the police

[12] This should include the approach to protecting children where there is a significant gender imbalance in the school (which is a particular requirement for boarding schools - see standard 8.4 of the NMS).

life to parents, children, or whole families, and is generally supported by CSC in consultation with the family.

15.2 The school understands that providing early help is more effective in promoting the welfare of children than reacting later.

15.3 The school's safeguarding training includes guidance about early help processes and prepares all staff to identify children who may benefit from early help. Staff are mindful of specific safeguarding issues and those pupils who may face additional safeguarding challenges. Staff should be particularly alert to the potential need for early help for a child who:

15.3.1 is disabled or has certain health conditions and has specific additional needs;

15.3.2 has special educational needs (whether or not they have a statutory education, health, and care plan);

15.3.3 has a mental health need;

15.3.4 is a young carer;

15.3.5 is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;

15.3.6 is frequently missing / goes missing from care or from home;

15.3.7 is at risk of modern slavery, trafficking sexual or criminal exploitation;

15.3.8 is at risk of being radicalised or exploited;

15.3.9 has a family member or carer in prison, or is affected by parental offending;

15.3.10 is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;

15.3.11 is misusing alcohol or other drugs themselves;

15.3.12 is looked after or has returned home to their family from care;

15.3.13 is at risk of 'honour' based abuse such as Female Genital Mutilation or Forced Marriage;

15.3.14 is a privately fostered child;

15.3.15 is persistently absent from education including persistent absences for part of the school day; and

15.3.16 has experienced multiple suspensions and is at risk of being permanently excluded.

15.4 A member of staff who considers that a pupil may benefit from early help should keep a written record of their concerns and in the first instance discuss this with the DSL (see Section 27 'record keeping' below and appendix 2 for further guidance). The DSL will consider the appropriate action to take in accordance with the Local Safeguarding Children Partnership menu of early help services and their referral threshold document and will support staff in liaising with parents and other agencies and setting up an inter-agency assessment as appropriate.

15.5 If early help is appropriate, staff may be required to support other agencies and professionals in an early help assessment and will be supported by the DSL in carrying out this role. In some cases, School staff may be required to take a lead role.

15.6 The matter will be kept under review and consideration given to a referral to children's social care for assessment for statutory services if the pupil's situation appears to be getting worse or does not appear to be improving.

16. Making a referral.

16.1 **Where a child is suffering, or is likely to suffer from harm, a referral to children's social care (and if appropriate the police) should be made immediately.**

16.2 "Harm" is the "ill treatment or impairment of the health or development" of a child.[13] Seeing or hearing the ill-treatment of another person is also a form of harm. It can be determined "significant" by "comparing a child's health and development with what might be reasonably expected of a similar child."

16.3 The contact details for the School's CSC team are set out at the front of this policy. [Staff should bear in mind that referrals may be required to the School's CSC team and/or the pupil's CSC team].

16.4 Anyone can make contact with CSC to discuss concerns before a referral is made. This includes professional as well as a child themselves, family members and members of the public. The child's local safeguarding children partner will have a threshold of need framework and guidance which will provide more information which can support decision making in relation to contacting CSC. London Safeguarding Children Procedures

16.5 **Statutory assessments**

16.5.1 Children's social care may undertake a statutory assessment under the *Children Act 1989* into the needs of the child. It is likely that the person making the referral will be asked to contribute to this process. Statutory assessments include:

a) **Children in need:** *A child in need is a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.* Children in need may be assessed under section 17 of the Children Act 1989.

b) **Children suffering or likely to suffer significant harm:** Local authorities have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that *a child is suffering, or is likely to suffer, significant harm.*

16.6 Anybody can make a referral. Staff required to make a direct referral may find helpful the flowchart set out on page 24 of KCSIE, and the flowcharts set out in Chapter 3 Section 3 of WTSC for information about the likely actions and decisions required.

16.7 Parental consent is not required for referrals to statutory agencies, but Staff will need to have access to certain information about the child and the safeguarding

[13] Section 31 Children Act 1989

concern in order to make the referral. In general terms, this information will comprise:

16.7.1 personal details of the child including the child's developmental needs;

16.7.2 detailed information about the concern;

16.7.3 information about the child's family and siblings including the capacity of the child's parents or carers to meet the child's developmental needs and any external factors that may be undermining their capacity to parent.

16.8 If the referral is made by telephone, this should be followed up in writing.

16.9 If the referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

16.10 Confirmation of the referral and details of the decision as to what course of action will be taken should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact children's social care again.

16.11 Following a referral, if the child's situation does not appear to be improving, the local escalation procedures should be followed to ensure that the concerns have been addressed and that the child's situation improves, in accordance with the procedures set out in Appendix 5.

17. Allegations against pupils - child on child abuse

17.1 Allegations against pupils should be reported in accordance with the procedures set out in this policy in Appendix 3. If harmful sexual behaviour[14] is alleged to have occurred, the DSL will have regard to Part 5 of KCSIE and take into account the local response of the police and children's social care to these issues. The views of the alleged victim will be taken into account but will not be determinative.

17.2 All those involved in such allegations will be treated as being at risk and in need of support and the safeguarding procedures in accordance with this policy will be followed. Appropriate support will be provided to all pupils involved, including support from external services, as necessary.

18. Extra-familial harm

18.1 Safeguarding incidents and / or behaviours can be associated with factors outside the school and / or can occur between children outside the school, inside and outside of home and online.

18.2 All staff, including the DSL, should consider the context within which such incidents and / or behaviours occur, for example where wider environmental factors are present in a child's life that may be a threat to their safety and / or welfare, and should record these appropriately.

[14]This is defined by the DfE as sexual behaviours expressed by children and young people that are developmentally inappropriate, may be harmful towards self or others, or abusive towards another child, young person, or adult. Staff might refer to the Brook Traffic Light Tool where unsure about what behaviours are developmentally appropriate but where any doubt exists should raise a concern with the appropriate person under this policy.

18.3 Children's social care should be informed of all such information to allow any assessment process to consider all available evidence and the full context of any abuse.

18.4 Extra-familial harm: all staff, but especially the DSL (and deputies) should 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 abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence and county lines and radicalisation.

19. Risk assessment.

19.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

19.2 The format of risk assessment may vary and may be included as part of the school's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare, and education plans, as appropriate). Regardless of the form used, the school's approach to promoting pupil welfare will be systematic and pupil focused.

19.3 The Head has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored, and evaluated.

19.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to the DSL who has been properly trained and tasked with, carrying out the particular assessment.

20. What to do if staff have a safeguarding concern about someone else's welfare.

20.1 Staff who have safeguarding concerns about the welfare of others or any other safeguarding issue not expressly covered by this policy, should report them.

20.2 In the absence of an express procedure about reporting, they should report such concerns to their line manager or the DSL in the first instance.

21. Allegations made and or/concerns raised about staff and others in School.

21.1 The school has a policy and procedures for managing allegations made and/or concerns raised about any adult working for, or on behalf of, the school, whether paid or unpaid, or any Other Adult (as defined in Appendix 4) which may affect the safety and welfare of children.

21.2 The procedures in this policy apply to staff who pose a risk of harm to children or may behave in a way that indicates that they may be unsuitable to work with children. They also apply to low level concerns that do not meet the harms threshold. The policy and procedures aim to strike a balance between the need to protect children from abuse and the need to protect staff from malicious, unfounded, false, or unsubstantiated allegations. These procedures are set out in Appendix 4 and follow the guidance in Parts 1 and 4 of KCSIE.

21.3 The school will follow its employment procedures for dealing with any other safeguarding concern raised about staff, involving external agencies as appropriate.

21.4 Detailed guidance is provided to staff to ensure that all staff are clear on the rules of conduct and the expectations of the school in relation to contact with pupils, parents, colleagues, and any other person who comes into contact with the school. This guidance is contained in the Employment Manual / Staff Code of Conduct and includes details of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with pupils.]

22. Informing parents

22.1 The parents of the alleged victim of any behaviours from staff members will normally be kept informed, as appropriate, of any action taken under these procedures. However, there may be circumstances when the DSL will need to consult the Head, the Designated Officer(s), children's social care, the police and / or the pupil before discussing details with parents.

22.2 In all cases, the DSL will be guided by the Barnet Safeguarding Children Partnership's referral threshold document.

22.3 Schools must have regard to **Error! Reference source not found.** for details about the disclosure of information where an allegation has been made against a member of staff, before any information relating to that staff member or action to be taken under these procedures is communicated to parents.

23. Additional reporting

23.1 In addition to the reporting requirements explained above, the school will consider whether it is required to report safeguarding incidents to any other regulatory body or organisation, including but not limited to:

23.1.1 **Health and Safety Executive**

(a) The school is legally required under RIDDOR to report certain incidents to the Health and Safety Executive. Please see the School's Health and Safety Policy for further details about this.

23.1.2 **Disclosure and Barring Service** (**DBS**)

(a) A referral to the DBS will be made promptly if the criteria are met. See Appendix 4 for further details.

23.1.3 **Teaching Regulation Agency** (**TRA**)

(a) Separate consideration will be given as to whether a referral to the TRA should be made where a teacher has been dismissed or would have been dismissed if he / she had not resigned. See Appendix 4 for more details.

23.1.4 **Ofsted.**

(a) The School will inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children on the premises of the EYFS provision registered with Ofsted (whether that allegation relates to harm or abuse committed

on the premises or elsewhere), and will provide details of the action taken in respect of those allegations. See Appendix 4, for more details.]

23.1.5 **Insurers**

(a) The school will consider whether it is necessary to report a safeguarding incident to the relevant insurers and/or brokers. It may be necessary to report to a number of insurers as there may be concurrent cover under existing and historic policies.

(b) Care should be taken to ensure this is done before renewal to ensure that the school complies with its duties under the Insurance Act 2015. If the School is in any doubt with regard to the correct insurer and / or policy and / or if it is unable to locate the relevant insurer, professional advice should be sought.

23.1.6 **UK Visas and Immigration**

(a) In the event that a pupil holding a student or Child Student visa sponsored by the School under the Points Based System goes missing, the school will report to UKVI if the pupil misses ten consecutive expected contact points.

(b) Each time the school's attendance register is completed it is treated as a contact point for these purposes.

(c) The report will be made by the School's Level 1 user via the Sponsor Management and in accordance with prevailing UKVI guidance.

24. Safer recruitment and supervision of staff

24.1 The school is committed to practising safer recruitment in checking the suitability of staff (including staff employed by another organisation). See the School's separate recruitment policy.

24.2 The school maintains a single central register of appointments for all staff.

24.3 Staff connected to the school's early years and later years provisions are under an ongoing duty to inform the school if their circumstances changed which would mean they meet any of the criteria for disqualification under the Childcare Act 2006. Staff should refer to the School's Safer recruitment policy for further information about this duty and to their contract of employment in respect of their ongoing duty to update the school.

24.4 Staff Taking Medication (EYFS specific)

24.5 Staff members must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If a practitioner is taking medication which may affect their ability to care for children, they should seek medical advice. Practitioners must only work directly with children if the medical advice received confirms that the medication is unlikely to impair that person's ability to look after children properly. All medication on the premises must be stored securely, and out of the reach of children at all times.

24.6 The school's protocol for ensuring that visiting speakers are suitable and appropriately supervised is outline protocol or reference separate policy.

25. Use of mobile technology

25.1 The school's policy on the use of mobile technology, including phones and cameras, in the school, is as follows:

25.1.1 the school's mobile and electronic device policy sets out the expectations on pupils from Nursery to Year 6. [In the EYFS setting, pupils are not permitted to bring mobile phones or any mobile device with a camera facility onto the premises];

25.1.2 the approach to harmful online content and how boarders' devices is managed in terms of bringing a device into the school are set out in the School's Acceptable use policy];

25.1.3 all staff (including staff in the EYFS setting)] should use mobile devices and cameras in accordance with the guidance set out in the staff [mobile and electronic device policy and staff code of conduct];

25.1.4 parents of all pupils (including parents of pupils in the EYFS setting) may bring mobile devices onto the premises but may only take photographs during events such as plays, concerts or sporting events for personal use. Parents should be reminded that the publication of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful.

25.2 The school allows access to the internet onsite. Appropriate internet safety measures are taken to manage associated risks, including use of filters and monitoring of usage.

25.3 The school's approach to online safety is set out in the School's Online Safety Policy and Acceptable Use Policy for Pupils.

26. Training

26.1 The school ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

26.2 The level and frequency of training depends on the role of the individual member of staff.

26.3 The school maintains written records of all staff training.

26.4 All training will be carried out in accordance with Barnet Safeguarding Children Partnership's procedures where possible.

26.5 **Induction**

26.5.1 All staff, including temporary staff and volunteers, will be provided with induction training that includes (and where relevant includes the provision of copies of):

(a) this policy;

(b) the role, identity and contact details of the DSL and his / her Deputy;

(c) the [behaviour and discipline policy] for pupils;

(d) the [Anti-bullying Policy], which includes details of the school's policy on cyberbullying and prejudice-based and discriminatory bullying;

(e) the staff [code of conduct] including the whistleblowing policy, social media policy and acceptable use policy;

(f) the safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods;

(g) the school's approach to online safety which includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring;

(h) safeguarding training in accordance with Barnet Safeguarding Children Partnership's procedures including guidance on managing a report of child-on-child harmful sexual behaviour;

(i) where determined appropriate by the Inspired Education Group, a copy of Annex A of KCSIE for those staff not working directly with children; or

(j) a copy of Part 1 of KCSIE and, where appropriate, Annex B of KCSIE (for school leaders and those working directly with children); and

(k) appropriate Prevent duty training.

26.6 **Safeguarding training**

26.6.1 Staff not working directly with children will receive a copy of this policy and were determined appropriate by the Inspired Education Group, Annex A of KCSIE and will be required to confirm that they have read and understand these;

26.6.2 School leaders and all staff working directly with children will receive a copy of this policy and Part 1 (and where appropriate Annex B[15]) of KCSIE and will be required to confirm that they have read and understand these via an annual affirmation statement.

26.6.3 Members of the SLT (including the Head) and the Nominated Safeguarding Governor will receive a copy of this policy and be expected to read all of KCSIE.

26.6.4 All staff members (including the Head) will undertake appropriate safeguarding training which will be updated every year and following consultation with the Barnet Safeguarding Children Partnership's local arrangements and this policy. In addition, all staff members will receive informal safeguarding and child protection updates including online safety via email, e-bulletins, and staff meetings on a regular basis and at least annually.

26.6.5 Staff development training will also include training on online safety which should, amongst other things, include an understanding of the expectations, applicable roles and responsibilities in relation to the filtering and monitoring systems and processes in place in the school, searching pupils for prohibited and banned items, and Prevent duty training assessed as appropriate for them by the school.

[15] School leaders and those who work directly with children.

26.6.6 Additionally, the School will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, child on child abuse, harmful sexual behaviour, child criminal and child sexual exploitation, female genital mutilation, cyberbullying, prejudiced-based and discriminatory bullying and mental health and to ensure that staff have the skills, knowledge and understanding to keep looked after children safe[16].

26.6.7 All Governors receive safeguarding training (including online safety) on induction. This training will equip with the knowledge to provide strategic challenge to test and assure themselves that the school's safeguarding policies in place are effective and support a robust whole school approach to safeguarding. This training will be regularly updated.

26.6.8 The Nominated Safeguarding Governor and the Chair of Governors will receive additional appropriate training to enable them to fulfil their safeguarding responsibilities. As part of that training the Nominated Safeguarding Governor will be expected to read the entirety of KCSIE. All other Governors will be expected to read Part 2 of KCSIE.

26.6.9 The school has mechanisms in place to assist staff to understand and discharge their role and responsibilities and to ensure that they have the relevant knowledge, skills, and experience to safeguard children effectively, including [questionnaires, staff meetings and professional development reviews]. This includes information on how staff can report concerns occurring out of hours / out of term time [and should, where appropriate, refer to the school's risk assessment for out of hours /out of term safeguarding arrangements].

26.6.10 **Designated Safeguarding Lead** (**DSL**)

(a) The DSL and Deputy DSL will undertake training to provide them with the knowledge and skills required to carry out the role. This training includes inter-agency working and Prevent awareness training and will be updated at least every two years.

(b) In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role. For further details about the training of the DSL, see Annex C of KCSIE.

(c) Prevent duty training will be consistent with the Government's Prevent training for schools. See Educate Against Hate (HM Government, 2018) for further details.

26.6.11 **Teaching pupils about safeguarding**

(a) The school teaches pupils about safeguarding through the curriculum and PSHE. This includes guidance on adjusting behaviour to reduce risks, particularly online, building resilience to protect themselves and their peers, fostering healthy and respectful relationships with others and providing information about who they should turn to for help.

(b) The school recognises that a one size fits all approach may not be appropriate for children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

(c) Pupils are taught about harmful sexual behaviours, including sexual violence and sexual harassment, through [relationships education / relationships and sex education and PSHE education appropriate to their age and stage of development. It will tackle issues such as: healthy and respectful relationships, boundaries and consent, stereotyping prejudice and equality, body confidence and self-esteem, how to recognise abusive relationships, including coercive and controlling behaviour, concepts and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called "honour-based" violence and how to access support , what constitutes sexual harassment and sexual violence and why these are always unacceptable.

(d) Pupils are given the opportunity to talk about safeguarding issues within the classroom environment and are made aware of the processes by which any concerns they have can be raised, including the processes for reporting a concern about a friend or peer, and how any report will be handled. Pupils know to talk to Class Teachers, DSL and DDSL, signs are up around the school.

(e) The safe use of technology is a focus in all areas of the curriculum and key ICT safety messages are reinforced as part of assemblies and tutorial / pastoral activities so that pupils learn how to keep themselves safe online and when accessing remote learning. The Inspired Education Group has ensured appropriate filters and monitoring systems are in place at the school and meet the DfE's filtering and monitoring standards (see the online safety policy) and is mindful that this should not lead to unnecessary restrictions on learning.

(f) The school keeps in regular contact with parents and carers to reinforce the importance of pupils being safe online and make them aware of the systems in place to filter and monitor online use and the sites pupils will be expected to access during learning.

27. Monitoring and review

27.1 The DSL will ensure that the procedures set out in this policy and the implementation of these procedures are updated and reviewed regularly, working with Inspired Education Group as necessary and seeking contributions from staff. The DSL will update the Senior Management Team regularly on the operation of the school's safeguarding arrangements.

27.2 Any safeguarding incidents at the school will be followed by a review of these procedures by the DSL and a report made to the Inspired Education Group, through the Nominated Safeguarding Governor. Where an incident involves a member of staff, the Designated Officer(s) will be asked to assist in this review to determine whether any improvements can be made to the school's procedures. Any deficiencies or weaknesses with regards to safeguarding arrangements at any time will be remedied without delay.

27.3 This policy will be updated whenever needed to ensure that it remains up to date with safeguarding issues as they emerge and evolve, including in relation to lessons learnt.

27.4 The Board will also undertake an annual review of this policy and the school's safeguarding procedures, including an update and review of the effectiveness of procedures and their implementation and the effectiveness of inter-agency working.

It will also undertake an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks its pupils face.

27.5 The DSL will work with the Nominated Safeguarding Governor to prepare a written report commissioned by the Board. The written report should address how the School ensures that this policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the School and how these have been handled including lessons learned and the contribution the School is making to multi-agency wording in individual cases or local discussions on safeguarding matters. The Board should also consider independent corroboration, such as:

27.5.1 inspection of records or feedback from external agencies including the Designated Officer(s);

27.5.2 reports of [• ISI / Ofsted[17]] inspections;

27.5.3 the outcome of any relevant complaints, claims, or related proceedings; and

27.5.4 press reports.

27.6 The Board will review the report, this policy and the implementation of its procedures and consider the proposed amendments to the policy before giving the revised policy its final approval. Detailed minutes recording the review by the Board], will be made.

28. Record keeping.

28.1 All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing e.g. on MyConcern and from February 2026, ISAMS Wellbeing Manager. This will also help if/when responding to any complaints about the way a case has been handled by the school. Information should be kept confidential to those who need to know and stored securely. Concerns and referrals will be kept in a separate child protection file for each child. These should include:

28.1.1 a clear and comprehensive summary of the concern;

28.1.2 details of how the concern was followed up and resolved; including the reasons behind deciding whether to refer a concern was to the local authority or not, and

28.1.3 a note of any action taken, decisions reached, and the person who is responsible for both the decision and the actions.

28.1.4 The outcome – including a summary, which is to be included in any chronology.

28.2 The information created in connection with this policy may contain personal data. The school's use of this personal data will be in accordance with data protection law. The school has published on its website privacy notices which explain how the school will use personal data.

28.3 All records created in accordance with this policy are managed in accordance with the school's policies that apply to the retention and destruction of records.

28.4 Insofar as pupil records[18] are concerned:

28.4.1 Staff must record all concerns about a pupil on the school's pro forma record which is available use MyConcern (Wellbeing Manager in February 2026) for recording concerns. Guidance on record keeping is set out in Appendix 2.

28.4.2 The DSL will open a child protection file following a report to him / her of a child protection concern about a pupil. The DSL will record all discussions with both colleagues and external agencies, decisions made and the reasons for them and detail of the action taken.

28.5 **Information sharing and multi-agency working[19]**

28.5.1 The school will treat all safeguarding information with an appropriate level of confidentiality, only involving others where appropriate. The school will always act in order to safeguard and promote the welfare of others.

28.5.2 The school understands that information sharing is essential for effective safeguarding and promoting the welfare of children and young people, including their educational outcomes. Fears about sharing information will not be stand in the way of the need to promote the welfare and protect the safety of pupils, which is always the school's paramount concern. Schools have clear powers to share, hold and use information for these purposes and the UK GDPR and Data Protection Act 2018 provide a framework to ensure that personal information is shared appropriately.

28.5.3 When the School receives a request for safeguarding information (e.g. a subject access request from a parent or a request from the police), the school will carefully consider its response to make sure that any disclosure is in accordance with its obligations under the UK GDPR and Data Protection Act 2018. The school will also have regard to its data protection policies. Inspired Education Group's Data Protection Officer will work with the DSL as appropriate to determine what should be disclosed.

28.5.4 The school will co-operate with children's social care, and where appropriate the police, to ensure that all relevant information is shared for the purposes of early help assessments, and assessments and child protection investigations under the Children Act 1989.

28.5.5 Where allegations have been made against staff, the school will consult with the Designated Officer(s) and, where appropriate, the police and children's social care to agree the information that should be disclosed and to whom.

28.5.6 While the School will share information with those involved where and when it is appropriate to do so, they may be unable to for reasons of data protection and confidentiality, for example because to do so may pose a risk of harm to others or because it has been prohibited by external agencies.

[19] For further information, see Information sharing: advice for practitioners providing safeguarding services (July 2018), which contains a myth-busting guide to information sharing.

Appendix 1 Forms of abuse and neglect and specific safeguarding risks

1 **Abuse and neglect.**

1.1 All staff should be aware of the indicators of abuse, neglect, and exploitation (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

1.2 Staff should be aware that abuse, neglect, exploitation and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with the DSL (or deputy).

1.3 All staff, but especially the designated safeguarding lead (and deputies) should 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 abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

1.4 Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content

2 **Definitions of abuse and neglect**

2.1 **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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place in person and/or wholly online or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

2.2 All staff should have an awareness of **safeguarding issues** that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Below are some safeguarding issues all staff should be aware of, along with the different issues as set out in KCSiE referred to in paragraphs 4.1 and 4.2 of this Appendix.

2.3 **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.

2.4 **Emotional abuse**: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a

child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyberbullying and prejudiced-based or discriminatory bullying), 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.

2.5 **Sexual abuse**: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it. The school policy and procedures can be found in Appendix 3.

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

3 Signs of abuse

3.1 Possible signs of abuse include, but are not limited to:

3.1.1 the pupil says he / she has been abused or asks a question or makes a comment which gives rise to that inference;

3.1.2 there is no reasonable or consistent explanation for a pupil's injury, the injury is unusual in kind or location or there have been a number of injuries and there is a pattern to the injuries;

3.1.3 the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour, or there is a sudden or significant change in the pupil's behaviour;

3.1.4 deterioration in educational progress and/or lack of engagement;

3.1.5 the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;

3.1.6 the pupil's development is delayed, the pupil loses or gains weight or there is deterioration in the pupil's general well-being;

3.1.7 the pupil appears neglected, e.g. dirty, hungry, inadequately clothed;

3.1.8 the pupil is reluctant to go home, or has been openly rejected by his / her parents or carers; and

3.1.9 inappropriate behaviour displayed by other members of staff or any other person working with children, for example inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role or responsibilities; or inappropriate sharing of images.

3.2 The Barnet Safeguarding Children Partnership can provide advice on the signs of abuse and the DfE advice What to do if you're worried a child is being abused (March 2015) provides advice in identifying child abuse. The NSPCC website is also a good source of information and advice.

4 Specific safeguarding issues

4.1 Statutory guidance acknowledges the following as specific safeguarding issues:

4.1.1 child abduction and community safety incidents;

4.1.2 children and the court system;

4.1.3 children absent from education (see section 5 below);

4.1.4 children with family members in prison;

4.1.5 child criminal exploitation and child sexual exploitation (see section 7 below);

4.1.6 county lines;

4.1.7 modern slavery and the national referral mechanism;

4.1.8 cybercrime;

4.1.9 domestic abuse;

4.1.10 homelessness;

4.1.11 so-called 'honour-based' abuse (including Female Genital Mutilation and Forced marriage);

4.1.12 preventing radicalisation;

4.1.13 child on child abuse;

4.1.14 sexual violence and sexual harassment between children in schools;

4.1.15 upskirting.

4.2 Further advice and links to guidance on these specific safeguarding issues can be found in Annex B of KCSIE. Staff should be particularly aware of the safeguarding issues set out below.

5 Children who are absent from education

5.1 Children being absent from school, particularly repeatedly and/or for prolonged periods and children missing education, can act as a vital warning sign of a range of safeguarding possibilities including abuse and neglect such as sexual abuse or exploitation, and can also be a sign of child sexual and criminal exploitation, including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM, so called "honour-based" abuse or risk of forced marriage. School attendance registers are carefully monitored to identify any trends. Action should be taken in accordance with this policy if any absence of a pupil from the school gives rise to a concern about his / her welfare.

5.2 Where reasonably possible the school will hold more than one emergency contact for each pupil.

5.3 The school shall inform the local authority of any pupil who is going to be added to or deleted from the school's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2024 (as amended).

5.4 This will assist the local authority to:

5.4.1 fulfil its duty to identify children of compulsory school age who are missing from education; and

5.4.2 follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation or involvement with serious violent crime.

5.5 The school shall inform the local authority of any pupil who:

5.5.1 fails to attend School regularly; or

5.5.2 has been absent without the school's permission for a continuous period of ten school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

6 Elective Home Education (EHE)

6.1 Where a parent expresses their intention to remove a pupil from School with a view to educating at home, the school will work with the local authority and other key professionals to coordinate a meeting with parents where possible, ideally before a final decision has been made. This is to ensure parents have considered what is in the best interests of their child. This will be particularly important where a child has SEND, is vulnerable, and / or has a social worker.

7 Child Sexual Exploitation (CSE) and Child criminal exploitation (CCE)

7.1 Both CSE and CCE are forms of abuse where an individual or group (adult or another child) takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity:

7.1.1 in exchange for something the victim needs or wants e.g. money, gifts, or affection; and / or

7.1.2 for the financial advantage or increased status of the perpetrator or facilitator; and/ or

7.1.3 through violence or threat of violence to victims (and their families).

7.2 Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation - where this is the case, it is important that the child perpetrator is also recognised as a victim.

7.3 CSE and CCE can affect children of any sex and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

7.4 Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. The victim may have been exploited even if the activity appears consensual.

7.5 CCE can include children being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

7.6 Some of the following can be indicators of both CSE and CCE, including children who:

7.6.1 appear with unexplained gifts, money, or new possessions;

7.6.2 associate with other young people involved in exploitation;

7.6.3 suffer from changes in emotional well-being;

7.6.4 misuse drugs and alcohol;

7.6.5 go missing for periods of time or regularly come home late; or

7.6.6 regularly miss school or education or do not take part in education.

7.7 Children who have been exploited will need additional support to help maintain them in education.

7.8 CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

7.9 The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can include both contact (penetrative and non-penetrative acts) and non-

contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). The above CCE indicators can also be indicators of CSE, as can children who:

7.9.1 have older boyfriends or girlfriends; or

7.9.2 suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

8 County lines

8.1 County lines[20] is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of "deal line." They are likely to exploit children and vulnerable adults to move store and sell drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

8.2 Children are increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

8.3 A number of the indicators for CSE and CCE as detailed above (and in Annex B of KCSIE) may also be applicable to children involved in county lines.

8.4 Additional reporting duties:

8.4.1 if a child is suspected to be at risk of, or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services / third sector providers who offer support to victims of county lines exploitation;

8.4.2 where a pupil may have been trafficked for the purpose of transporting drugs, a referral to the National Referral Mechanism[21] should be considered.

9 Serious violence

9.1 Indicators which may signal children are at risk from, or are involved with serious violence crime may include:

9.1.1 Increased absence from school;

9.1.2 a change in friendships or relationships with older individuals or groups;

9.1.3 a significant decline in performance;

9.1.4 signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries;

9.1.5 unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

[20] See the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance for more information.
[21] For further information and a definition of trafficking, see: National Crime Agency - modern slavery and human trafficking and the DfE and Home Office guidance: Trafficking: safeguarding children

9.2 Staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence e.g. being male, having frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Further advice for schools is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

10 Cybercrime

10.1 Cybercrime is a criminal activity committed using computers and / or the internet. It's broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but enabled at scale and speed online e.g. fraud, purchasing of illegal drugs, child sex abuse and exploitation) or 'cyber-dependent' (crimes that can only be committed by using a computer).

10.2 Cyber-dependent crimes include:

10.2.1 Unauthorised access to computers (illegal hacking) e.g. accessing a school's computer network to look for test papers or change grades awarded;

10.2.2 Denial of Service (Dos or DDos) attacks or 'booting' - attempts to make a computer, network, or website unavailable by overwhelming it with internet traffic;

10.2.3 Making, supplying, or obtaining malware e.g. viruses, spyware, ransomware, botnets, and Remote Access Trojans with intent to commit further offence.

10.3 Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

10.4 The DSL (or deputy) should consider referring into the Cyber Choices programme if they have concerns. This is a nationwide programme which intervenes when 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.

11 Domestic abuse

11.1 Domestic abuse can encompass a wide range of behaviours and may be a single incident or pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional.

11.2 Children can be victims of domestic abuse. They may see hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of this can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

11.3 All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and / or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

11.4 Further advice on identifying children who are affected by domestic abuse and how they can be helped can be found in Annex B of KCSIE. This includes details about Operation Encompass which operates in all police forces across England, helping schools and police work together to provide emotional and practical help to children.

12 So-called 'honour-based' abuse

12.1 All forms of so-called 'honour-based' abuse are abuse (regardless of motivation) and should be handled and escalated as such. Abuse committed in the context of preserving "honour" often involves additional risk factors such as a wider network of family or community pressure and the possibility of multiple perpetrators which should be taken into account when deciding what safeguarding action to take. Staff should speak to the DSL if they have any doubts.

12.2 If appropriate, the DSL will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

13 Female genital mutilation (FGM)

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

13.2 There is a range of potential indicators that a child or young person may be at risk of FGM. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38-43 of the Multi-agency statutory guidance on FGM (HM Government, July 2020) (pages 61-63 focus on the role of schools).

13.3 All staff must be aware of the requirement for teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. The report should be made orally by calling 101, the single non-emergency number. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate.

13.4 If the teacher is unsure whether this reporting duty applies, they must refer the matter to the DSL in accordance with this policy. See the Home Office guidance Mandatory reporting of female genital mutilation - procedural information (January 2020) for further details about the duty.

13.5 Guidance published by the Department for Health also provides useful information and support for health professionals which will be taken into account by the School's medical staff. The National FGM Centre has also produced FGM guidance to help schools understand their role in safeguarding girls, engaging parents, and teaching about FGM.

14 Forced marriage.

14.1 Forced marriage is also a form of so-called 'honour-based' abuse. Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form or coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage.

14.2 Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats, or another

form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

14.3 Guidance on the warning signs that forced marriage may be about to take place, or may have already taken place, can be found on pages 39-44 of the Multi-agency guidelines: handling case of forced marriage (HM Government, April 2023)

14.4 Staff should speak to the DSL if they have any concerns. Pages 75-80 of the Multi-agency guidelines: handling case of forced marriage (HM Government, April 2023) focus on the role of schools in detecting and reporting forced marriage and the Forced Marriage Unit can be contacted on 020 7008 0151 or fmu@fco.gov.uk for advice and information.

15 Radicalisation and the Prevent duty.

15.1 The school has a legal duty to have due regard to the need to prevent people from being drawn into terrorism.

15.1.1 Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

15.1.2 New definition of extremism - the promotion or advancement of an ideology based on violence, hatred, or intolerance, that aims to:

i. negate or destroy the fundamental rights and freedoms of others; or

ii. undermine, overturn, or replace the UK's system of liberal parliamentary democracy and democratic rights; or

iii. intentionally create a permissive environment for others to achieve the results in (1) or (2).

15.2 Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. The school is committed to providing a safe space in which children, young people and staff can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

15.3 The school has adopted the government's definitions for the purposes of compliance with the Prevent duty:

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

15.5 **Radicalisation:** " *the process of a person legitimising support for, or use of, terrorist violence.*"

15.6 **Terrorism**: "*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 made for the purpose of advancing a political, religious or ideological cause*."

15.7 Although there is no single way of identifying an individual who is likely to be susceptible an extremist ideology, there are possible indicators that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Radicalisation can occur through many different methods (such as social media) and settings (such as the internet). Further guidance can be found here Managing risk of radicalisation in your education setting (DfE, September 2023).

15.8 It is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL making a Prevent referral.

15.9 Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel duty guidance: protecting people susceptible to radicalisation (HM Government, April 2025) The DfE and Home Office's briefing note The use of social media for online radicalisation (DfE, July 2015) includes information on how social media is used to radicalise young people and guidance on protecting pupils at risk.

15.10 Our Prevent and Channel partners are listed at the start of this policy.

16 Child on child abuse

16.1 All staff should be aware that children can abuse other children at any age (often referred to as child-on-child abuse) and that it can happen both inside and outside of school or online.

16.2 The school's policy and procedures for dealing with child-on-child abuse can be found in Appendix 3 below.

16.3 Risk assessments are undertaken by the school to assess the risk of child-on-child abuse and/or any other safeguarding issues associated with children sharing overnight accommodation in its boarding accommodation.[22]

17 Online safety

17.1 All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life.

17.2 It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective, whole school approach to online safety empowers a school to protect and educate pupils and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. See the School's online safety policy for further guidance.

17.3 The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

[22] Required in standard 8.4 of NMS.

17.3.1 **content**: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

17.3.2 **contact**: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

17.3.3 **conduct**: 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

17.3.4 **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If pupils or staff are at risk, it should be reported to the Anti-Phishing Working Group (https://apwg.org/).

18 Sharing nudes and semi-nude images and videos

18.1 Consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk.

18.2 "Sharing nudes and semi-nudes" means the taking and sending or posting of nude or semi-nude images, videos, or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It can also involve sharing between devices offline e.g. via Apple's AirDrop. This is also known as sexting or youth produced sexual imagery.

18.3 The school treats all incidences of sharing nudes and semi-nude images as safeguarding matters to be actioned in accordance with this policy.

18.4 Members of staff must not intentionally view any nude or semi-nude images which are reported to them, or copy, print or share the images under any circumstances. In referring any incident of sharing images, members of staff should describe the content of the images as reported to them.

18.5 The DSL may in exceptional circumstances view images with the prior approval of the Head and only where:

18.5.1 it is the only way to make a decision about whether to involve other agencies, as there is insufficient information available as to its contents;

18.5.2 it is necessary to report the image to a website, app, or suitable reporting agency to have it taken down, or to support the pupil or parent in making a report; or

18.5.3 a pupil has reported the image directly to a member of staff in circumstances where viewing the image is unavoidable or images have been found on the school's devices or network.

18.6 Where viewing an image is unavoidable:

18.6.1 viewing should take place on School premises wherever possible;

18.6.2 the image should be viewed by a person of the same sex as the person alleged to be shown in the image (where this is known);

18.6.3 a senior member of staff should be present to monitor and support the person viewing the image. This member of staff should not view the image;

18.6.4 full details of the viewing must be recorded in the school's safeguarding records, including who was present, the date and time, the nature of the image and the reasons for viewing it;

18.6.5 any member of staff who views an indecent image should be given appropriate support.

18.7 If any devices need to be confiscated (whether in order to view the image(s) or to pass evidence to the appropriate authority), they should be turned off and locked away securely until they are required.

18.8 If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, or that it contains a pornographic image of a child or an extreme pornographic image, the device will be given to the police.

18.9 If external agencies do not need to be involved, the school must consider the deletion of any images. Pupils should be asked to delete images themselves and to confirm that this is done. Members of staff should not search devices to delete images.

18.10 If images have been shared online and cannot now be deleted by the person who shared them, the school should consider reporting the images to the relevant web host or service provider (if an option is provided) or contacting the Internet Watch Foundation or ChildLine (if the website does not provide this option).

18.11 Where a pupil receives unwanted images, the school should advise the pupil and his / her parents of options that may be available to block the sender or to change the pupil's mobile phone number or email address.

18.12 The UK Council for Internet Safety's advice note Sharing nudes and semi-nudes: advice for education settings working with children and young people (DCMS and UKCIS, March 2024) contains details of support agencies and provides further information for schools on how to responding to incidents of sexting.

19 Upskirting

19.1 Upskirting typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. Anyone of any gender can be a victim.

19.2 Upskirting is a criminal offence. Attempting to commit an act of upskirting may also be a criminal offence e.g. if actions are taken to do something that is more than merely preparatory to committing the offence such as attempting to take a photograph on a telephone or camera but failing to do so because of lack of storage space or battery.

19.3 The school will treat incidences of upskirting as a breach of discipline and also as a safeguarding matter under the school's child protection procedures.

19.4 All matters relating to upskirting images and devices which may have been used in connection with an allegation of upskirting will be dealt with in a similar manner to sharing sexual images / sexting.

20 Children in the court system

1) Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5 to 11 year olds and 12 to 17 year olds.

2) The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

3) Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online Making child arrangements if you divorce or separate: Making child arrangements with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

21 Special educational needs and disabilities or physical health issues

21.1 The school welcomes pupils with special educational needs and disabilities (SEND) and will do all that is reasonable to ensure that the school's curriculum, ethos, culture, policies, procedures, and premises are made accessible to everyone. See the School's policy on (special educational need and learning difficulties and disability).

21.2 Additional barriers can exist when detecting the abuse or neglect of pupils with SEND or certain medical or physical health conditions that can create additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The school is mindful in particular that:

21.2.1 assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration;

21.2.2 pupils with SEND or certain health conditions may be more prone to peer group and isolation and can be disproportionately impacted by bullying (including prejudice-based and discriminatory bullying) without outwardly showing any signs;

21.2.3 some pupils may be unable to understand the difference between fact and fiction in online content and can repeat the content/behaviour in school without understanding the consequences; and

21.2.4 there may be communication barriers which are difficult to overcome to identify whether action under this policy is required. Additional information can be found SEND code of practice , Supporting children at school with medical conditions and NSPCC safeguarding children with SEND

21.3 The school should consider providing extra pastoral support and attention for these pupils, along with ensuring any appropriate support for communication is in place.

22 Mental Health

22.1 Staff should be aware 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.

22.2 Staff should not attempt to make a diagnosis as this can only be done by a trained professional. However, staff who have concerns that a child's behaviour may suggest they are experiencing mental health problems should follow the child protection policy and speak to the DSL or deputy DSL[23]. Please see Mental Health & Emotional Wellbeing Policy.

23 Looked after children and previously looked after children.

23.1 The Inspired Education Group ensures (where applicable) that staff have the skills, knowledge and understanding to keep looked after children safe and the information they need in relation to a child's looked after legal status, for example:

23.1.1 whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order;

23.1.2 contact arrangements with birth parents or those with parental responsibility;

23.1.3 information about a child's care arrangements and the levels of authority delegated to the carer by the authority looking after him / her.

23.2 The DSL maintains these details, including contact details of the child's social worker[24]. See 9.3.8 in the policy for the DSL's role in relation to pupils who are looked after children.

24 Care leavers.

24.1 The DSL maintains details of the local authority personal advisor appointed to guide and support care leavers and liaises with them as necessary regarding any issues of concern.

25 Children who are lesbian, gay, bisexual, or trans (LGBT)

25.1 The school recognises that a young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who.

25.2 LGBT inclusion is taught as part of the statutory relationships education/ RSE/ PSHE curriculum.

25.3 All staff are aware of these vulnerabilities and the school endeavours to provide a safe space to speak out or share concerns.

25.4 We recognise that the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents will be published in due course.

[25] More guidance can be found at https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2 and for secondary schools https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview

[24] See https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children for guidance on the DSL's role in relation to looked after children.

Appendix 2 Concerns about a child - guidance for staff

1 **Receiving a disclosure**

1.1 Listen carefully and keep an open mind. Do not take a decision as to whether or not the abuse has taken place.

1.2 Do not ask leading questions, i.e. a question which suggests its own answer. Use 'tell me, explain to me, describe to me' (TED) questioning. It is particularly important not to continue questioning a pupil if they disclose something which suggests that a criminal offence may have been committed – the Police will need to take the lead on investigating and your questioning might compromise possible criminal proceedings.

1.3 Take the pupil to the school Medical Lead if there is a medical need and do not examine the injury yourself.

1.4 Reassure the pupil, they are being taken seriously and they will be supported and kept safe so that no victim will be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment and no victim ever be made to feel ashamed for making a report.

1.5 Do not give a guarantee of absolute confidentiality. Explain the need to pass on the information in accordance with this policy so that the correct action can be taken.

1.6 Keep a sufficient written record of the conversation (see 2 below). All other evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be kept securely with the written record.

1.7 Pass on the record when reporting the concern in accordance with this policy.

2 **Recording a concern**

2.1 Staff must record all concerns in writing on Wellbeing Manager

2.2 Records should be factual and signed and dated, with the name of the signatory clearly printed in writing. Records should include:

2.2.1 the pupil's details: name; date of birth; address and family details;

2.2.2 date and time of the event / concern / conversation;

2.2.3 a clear and comprehensive summary of the event /concern / conversation;

2.2.4 details of how the concern was followed up and resolved,

2.2.5 a note of any action taken and by whom, decisions reached and the outcome;

2.2.6 the name and position of the person making the record.

2.3 [The school has a pro forma record which should be completed and passed on when reporting the matter in accordance with this policy. This pro forma is available on the One Drive: Pastoral\Pastoral Log. The record can be completed after an initial discussion with the DSL and completed with the DSL where appropriate.]

3 Use of reasonable force

3.1 There are circumstances when it would be appropriate for staff to use reasonable force to safeguard pupils. 'Reasonable' in these circumstances means using no more force than is needed[25].

3.2 Staff should refer to the school's behaviour and discipline policy and the staff code of conduct for more detailed guidance about the use of reasonable force.

[25] Further guidance can be found in Government guidance: Use of reasonable force in schools.

Appendix 3 Dealing with allegations of child-on-child abuse.

1. Child on child abuse

1.1. Children of any age can abuse other children (often referred to as child-on-child abuse) and this can happen inside and/or outside school and/or online. This includes, but is not limited to:

1.1.1. bullying (including cyber-bullying and prejudice-based and discriminatory bullying);

1.1.2. abuse within intimate personal relationships between peers (teenage relationship abuse);

1.1.3. physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates and / or encourages physical abuse);

1.1.4. sexual violence, such as rape, assault by penetration and sexual assault (including grabbing bottoms, breasts, and genitalia under or over clothes, flicking bras, unwanted kisses or embraces) possibly with an online element which encourages sexual violence;

1.1.5. sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

1.1.6. 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;

1.1.7. consensual and non-consensual sharing of nude and semi-nude images (also known as 'sexting' or 'youth produced sexual imagery') means the taking and sending or posting of nude or semi-nude images, videos, or lives streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It can also involve sharing between devices offline, for example via Apple's AirDrop;

1.1.8. upskirting, typically involving taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress, or alarm;

1.1.9. 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 include an online element);

2. The school's approach to child-on-child abuse

2.1. Staff understand that, even if there are no reports of child-on-child abuse at the school, it does not mean it is not happening; it may be the case that it is just not being reported. Staff understand the importance of reporting any concerns regarding child-on-child abuse to the DSL (or the DDSL in the DSL's absence).

2.2. Such behaviour is never accepted and should be considered as both a safeguarding issue and potentially a disciplinary one. The school will adopt a zero-tolerance approach to abuse. Downplaying certain behaviours (by, for example, dismissing sexual harassment as "banter", "having a laugh" or "part of growing up") can lead to a culture of unacceptable

behaviours, an unsafe environment for children and its worst to a culture that normalises abuse.

2.3. All staff should challenge inappropriate behaviour between pupils and anyone who suffers, witnesses, or hears of abuse of any form between pupils is asked to report it in accordance with this policy and / or the school's behaviour and discipline and anti-bullying policies, so that appropriate action can be taken.

2.4. The school has systems in place for pupils to confidently report abuse and that these systems are well promoted, easily understood and easily accessible. Pupils are also able to safely express their views and give feedback through surveys, assemblies, circle time, drop in sessions with school counsellor].

2.5. The school ensures that its curriculum helps to educate pupils about appropriate behaviour and consent and fosters healthy and respectful relationships. This is particularly addressed through our Relationships Education programme.

2.6. Appropriate action will involve supporting all members of the school community who may be involved as a priority. This may require investigation by the school or other agencies. Until investigations have been undertaken and findings made, the school will work on the basis that the allegations may or may not be true and undertake careful risk assessment of the welfare of those involved to determine how best to manage the situation. This should be undertaken whether or not the incident is alleged to have occurred at school, or when the pupil involved was under the school's care and whether or not the pupil is under 18, as an issue which may impact pupil welfare. Disciplinary action will follow separately, if appropriate.

2.7. Staff should be careful about the terminology used to describe the pupils involved – whilst 'victim' and 'alleged perpetrator' are used in guidance these may not be appropriate terms to use in front of the children.

2.8. Staff should be aware of 'Shore Space', an online resource developed by the Lucy Faithfull Foundation in collaboration with the UK Home office, providing a confidential chat service supporting young people who are concerned about their own or someone else's sexual thoughts and behaviour.

3. Sexual violence and sexual harassment (SVSH)

3.1. Where the misconduct may constitute sexual violence[26] (rape, assault by penetration, sexual assault[27] or causing someone to engage in sexual activity without consent) or sexual harassment (unwanted conduct of a sexual nature), it should be reported to the DSL and will be managed in accordance with this policy. SVSH is never acceptable.

3.2. Whilst any report of sexual violence or sexual harassment should be taken seriously, staff are aware that it is more likely that girls will be the victims of SVSH and more likely it will be perpetrated by boys.

[26] When referring to sexual violence the statutory guidance refers to sexual offences under the Sexual Offences Act 2003 as described above

[27] Sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/ breasts/genitalia without consent, can still constitute sexual assault).

3.3. SVSH can occur between two or more children of any age or sex from primary to secondary stage. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

3.4. SVSH exists on a continuum and may overlap. Addressing inappropriate behaviour (even where it seems to be relatively innocuous) can be an important intervention which helps to prevent problematic or abusive behaviour in the future by setting and enforcing clear expectations of behaviour, supporting victims, and encouraging them and others to speak out and facilitating targeted support for those demonstrating harmful sexual behaviour.

3.5. The 2021 Ofsted report concluded that whether or not schools are aware of reported instances of SVSH in their community, it is likely to be occurring. The school acknowledges this and that children are likely to report such matters, if at all, to people they trust. All staff are therefore trained to identify signs of abuse and on how to respond to a report.

4. Management of allegations of child-on-child SVSH

4.1. The initial report

4.1.1. The school recognises that it is not easy for children to tell staff about abuse. Staff are trained in signs of abuse and required to look out for them and act upon them; and to respond to all reports of abuse, however they are reported and whether they are made by victims directly or third parties.

4.1.2. The school acknowledges that the initial response is incredibly important and may impact not just the management of that issue, but others of SVSH. Staff are also trained in how to receive a report. Where possible they should be accompanied by the DSL or other member of staff.

4.1.3. They should:

4.1.3.1. listen carefully and respectfully, reassuring the person making the report that they are being taken seriously and offer support without promising confidentiality or making a judgement about its veracity;

4.1.3.2. where possible they should ask open questions about whether pupil(s) have been harmed, the nature of the harm or if they may be at risk of harm;

4.1.3.3. where there is an online element, considering the searching, screening and/or confiscation of devices and the UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people. The key consideration is for staff not to view or forward illegal images of a child;[28]

4.1.3.4. explain the next steps and how the report will be progressed;

4.1.3.5. make a written record of the report (recording the facts as the child has presented them);

[28] School staff can search pupils with their co-operation for any item. If a pupil refuses to co-operate staff may use reasonable force to search pupils if they have reasonable grounds for suspecting a pupil is in possession of a prohibited item or is likely to be used to commit an offence or cause personal injury or damage to property. The decision to use reasonable force should be made on a case-by-case basis. See Searching, screening and confiscation: advice for schools for further information.

4.1.3.6. inform the DSL (or deputy) as soon as practically possible, if they are not involved in the initial report and then only share the report with those necessary in order to progress it.

4.2 DSL's considerations

Reports of SVSH are often complex and require difficult professional decisions to be made. Further disclosures may follow, and the facts may be difficult to establish. These decisions are made on a case-by-case basis taking all of the circumstances into account, in the best interest of the pupils involved. The school's response is led by the DSL who will always have regard to Part 5 of KCSIE in the management of the issue. The DSL will involve other staff as relevant, such as the SEND Co-ordinator where reports of abuse involve a child with SEND.

4.3 School's considerations

4.3.1.The school will consider:

a. the victim's wishes in terms of how they want to proceed. Victims should be given as much control as is reasonably possible over decisions made about investigation and support, but their wishes will not always be determinative as the school may have to take action to protect other children;

b. the nature of the alleged incident (including whether it was a one-off or sustained pattern), whether a crime may have been committed and whether harmful sexual behaviour[29] has been displayed;

c. the ages and developmental stages of the children involved and any imbalance between them;

d. if there is an intimate personal relationship between the children;

e. whether there are any ongoing risks to those involved;

f. the time and location of any incident, and any action required to make the location safer;

g. the wider context; Before deciding how best to support and protect those involved the school will undertake immediate risk and needs assessments. These will be undertaken in cases of sexual violence and considered otherwise. Where appropriate, they will be discussed with those involved and their parents. This may involve suspension pending investigation. Risk and needs assessments will be recorded and kept under review in the knowledge that police investigation and criminal proceedings can take several months to conclude.

h. The school will make a proportionate response to these matters in light of the circumstances and the factors identified above and decide if any further action is appropriate.

i. The school will do all it reasonably can to protect the anonymity of children involved in sexual violence or sexual harassment. Amongst other things, this will mean

[29] Hackett's sexual behaviours across a continuum table - which helps to identify whether sexual behaviours are normal, inappropriate, problematic, abusive, or violent may be helpful here.

carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved.

5. Investigations and findings

5.1. The School will record the findings of investigations undertaken by the police and/or the CPS and if f the police decide not to take any further action, it will consider whether an investigation should be undertaken or commissioned by the School to enable it to determine whether or not it is likely that the allegations are substantiated, unsubstantiated, unfounded, false or malicious. There may be circumstances where this is not appropriate, as it may prejudice a possible future investigation, for example if a victim does not currently wish to make a victim statement. In those circumstances the school should consider whether a limited investigation is appropriate. The concerns, discussions, decisions, and reasons for these should be recorded.

5.2. The School should continue to support those involved, with reference to the range of support options set out in Part 5 of KCSIE and should also consider whether further referral and / or disciplinary action may be appropriate against either the perpetrator where concerns are substantiated and/or harmful sexual behaviours identified or the victim where concerns were found to be deliberately invented or malicious.

5.3. In line with managing situations of child-on-child abuse internally, school may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence. It is particularly important that the designated safeguarding lead (and their deputies) know what the local early help process is and how and where to access support.

Appendix 4 Raising allegations and low-level concerns.

Key contact information

1.1 Below is the key contact information you may need to raise an allegation or low-level concern under this policy.

DSL	Raffaella Merolla **Email:** Raffaella.merolla@ivyhouseschool.co.uk **Telephone number (term time**): 0203 869 3070 **Mobile number (term time):** 07384827419 **Holiday contact number:** 07825703246
Head	Donal Brennan **Email:** Donal.Brennan@stanthonysgirls.co.uk **Telephone number:** 0203 869 3070
Chair of Governors	Ashley Harrold – 020 3867 9961 governors@inspirededu.com
Nominated Safeguarding Governor	Jez Prior 07831 568013 jez.prior@inspirededu.com
LADO	Shrimatie Bissessar **Telephone number:** 020 8359 4066 (call MASH initially and we will pass to the necessary persons **Email:** shrimatie.bissessar@barnet.gov.uk

Purpose and application

1.2 **Purpose:** the school takes safeguarding extremely seriously. It is of paramount importance that we maintain an open and transparent culture in which all concerns about adults are shared promptly, responsibly and with the right person. We recognise the importance of ensuring adults who work with, or otherwise come into contact with children, do so in a way that is consistent with our values, culture and expected standards of behaviour. We also recognise that concerns may arise in several ways and from a number of sources. The purpose of this policy is to provide a framework for all concerns to be raised, recorded, and dealt with effectively by the school.

1.3 **Application:** the Policy applies to all adults working in or on behalf of the school (whether on a paid or unpaid basis), including governors, supply staff, volunteers, and contractors (**Staff**).

1.4 **Other adults:** although this policy directly relates to those who work for the School, the School recognises that its safeguarding role extends to the protection of everyone associated with it, including adults who do not work for the school. Should concerns be raised about people who are not Staff or pupils, then they should be reported to the Head or DSL who will take appropriate action and co-operate with the relevant agencies as appropriate.

1.5 **Statutory guidance:** this policy has regard to the following statutory guidance:

1.5.1 *Keeping children safe in education* (September 2025) (**KCSIE**). Part Four of KCSIE deals with allegations made and concerns raised about staff, supply staff, volunteers, and contractors (**Staff**), who are all adults working for, or on behalf of, the school. It distinguishes between two categories of concerns / allegations that can be raised about Staff. These are:

(a) concerns that do not meet the harm threshold, otherwise known as "low level concerns"; and

(b) allegations that may meet the harm threshold.

1.5.2 *WTSC requires policies to be put in place setting out the process, including timescales, for investigation and what support and advice will be available to individuals against whom allegations have been made. WTSC requires schools to have regard to KCSIE in order to fulfil their duties in respect of safeguarding and promoting the welfare of children.*

Key Staff duties

1.6 **Staff behaviour:** all Staff must comply with the School's Code of Conduct which sets out appropriate and expected standards of behaviour.

1.7 **Duty to report:** as a member of Staff, you must immediately follow this policy to report **any** concerns you have about the conduct of a member of Staff or any other adult (which could include adults not employed by the school). This includes any concern however it arises, for example behaviour you have witnessed, a concern raised with you by a colleague, pupil, parent, or another adult, or as result of checks or information brought to your attention.

1.8 **Duty to self-refer:** you must refer yourself to the Head where, for example, you have found yourself in a situation which could be misinterpreted, which might appear compromising to others, and / or on reflection if you believe you have behaved in such a way that may fall below the standards expected of you.

1.9 **A culture of sharing:** all Staff have a positive obligation to support the school's culture of openness and sharing without fear of reprisal.

2. What needs to be reported?

a. **Reporting all concerns:** all concerns must be raised whether they are considered to be "low level" concerns or conduct which may meet the harm threshold.

b. **Low level concerns:** a low-level concern is any concern, no matter how small, and even if no more than a sense of unease or a "nagging doubt", that a member of Staff may have acted in a

way that is inconsistent with expected professional standards and / or the staff Code of Conduct, whether inside or outside work. No concern is too small or minor to raise under this policy.

c. **Concerns that meet the harm threshold:** allegations that may meet the harm threshold are those that might indicate a person will pose a risk of harm if they continue to work in their present position, or in any capacity with children, for example where the individual has:

   i. behaved in a way that has harmed a child, or may have harmed a child; and / or

   ii. possibly committed a criminal offence against or related to a child; and / or

   iii. behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children; and / or

   iv. behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviour that may have happened outside the school which creates a transferable risk.

d. **Definition of Harm:** it is important to understand the types of conduct that may be harmful to children, and to recognise that harm may not be limited to the most obvious types of physical abuse. There is no single legal definition of harm but to assist your understanding of what may amount to "harm" you should consider the following:

   i. the Safeguarding Vulnerable Groups Act 2006 which does not give a definition of harm, but explains in its explanatory notes that is because it encourages people to apply a "normal, everyday meaning";

   ii. the Children Act 1989 defines:

      1. "harm" as "ill-treatment or the impairment of health or development including, for example, impairment suffered from seeing or hearing the ill-treatment of another";

      2. "ill-treatment" as including "sexual abuse and forms of ill treatment which are not physical";

      3. "health" as "physical or mental health".

3 How to raise concerns and allegations

1. **Duty of the DSL to refer concerns to the Head:** The Head remains the ultimate decision-maker in respect of all low-level concerns. Save for in cases involving the Head, the DSL must therefore promptly report any concern raised with them to the Head. Wherever possible the DSL must speak to the Head in person about the concern as soon as possible after the concern is raised, and always on the same day the concern is raised. If it is not possible to speak to the Head in person about the concern, the DSL must email the Head with a summary of the concern on the same day the concern is raised.

2. **Concerns about Staff:** where you have a concern about the conduct of a member of Staff (other than the Head) whether this a low-level concern or an allegation of harm that may meet the harm threshold, you must raise this immediately with the Head.

3. **Concerns involving the Head and conflicts of interest:** where you identify a concern about the Head, you must report the matter immediately to the Nominated Safeguarding Governor without first notifying the Head.

4. **Concerns involving Governors:** where you identify a concern about a Governor, you must report the matter immediately to the Chair of Governors or the Nominated Safeguarding Governor. If either the Chair of Governors or the Nominated Safeguarding Governor is the subject of an allegation, you must report the matter to the other.

5. **Concerns involving individuals/organisations using School premises: where the School** receives an allegation relating to an incident that happened when an individual or organisation was using the premises for the purposes of running activities for children (e.g. community groups, sports associations, or service providers that run extra-curricular activities) it will follow its own safeguarding policies and procedures, including informing the LADO.

6. **Reports to the DSL:** If it is not possible for you to make a report to the Head or Nominated Safeguarding Governor, you must instead immediately make a report to the DSL. The DSL will take action in accordance with these procedures and will as soon as possible inform the Head or, where appropriate, the Nominated Safeguarding Governor.

The school's response to concerns and allegations

1. **Appropriate action:** the school will ensure that appropriate action is taken to address concerns that are raised under this policy.

2. **Assessing concerns**: the Head (or, if the concern relates to the Head, the Chair of Governors, or the Nominated Safeguarding Governor) will determine whether the concerns raised are low level or potentially meet the harm threshold. The DSL, Head and the Nominated Safeguarding Governor have all been trained to assess concerns, and to record and address them appropriately.

3. **Low level concerns:** if the school determines the concern is a low-level concern, then the school will address the concern as appropriate. This will usually involve making the individual aware of the concern against them, undertaking any investigation that may be required and may include giving management guidance and advice or invoking the school's capability or disciplinary procedures.

4. **Borderline cases:** the Head (or, if the concern relates to the Head, the Chair of Governors, or the Nominated Safeguarding Governor) may take advice from the LADO in borderline cases in order to establish whether the concern is a low-level concern or an allegation that potentially meets the harm threshold. This may include conducting an initial "no names" conversation with the LADO about whether the harm threshold is met.

5. **Referral:** where the Head (or, if the concern relates to the Head, the Chair of Governors or the Nominated Safeguarding Governor) considers the concerns raised potentially meet the harm threshold, the Head (or, if the concern relates to the Head, the Chair of Governors or the Nominated Safeguarding Governor) will make a report to the LADO before further action is taken. The Head (or, if the concern relates to the Head, the Chair of Governors, or the Nominated Safeguarding Governor) may also seek advice from the LADO as appropriate. Where a LADO referral is appropriate, this will be made within one working day of the allegation being reported in accordance with this policy.

6. **Responding to an allegation that may meet the harm threshold:** where an allegation is made that may meet the harm threshold, the school will take advice from and co-operate with the LADO, the police, and any other external body that may be involved in the response to the allegation. The school will follow its internal procedures in order to investigate and respond to the allegation when it is appropriate to do so and will keep the LADO informed of the action it is taking.

7. **Case Manager:** where an investigation is deemed necessary into an allegation of conduct that may meet the harm threshold, the school will appoint a "Case Manager" to lead the investigation. The Case Manager will be either the Head or a person with appropriate authority appointed by the Head. Where the Head is the subject of an allegation, the Case Manager will usually be either the Chair of Governors or Nominated Safeguarding Governor.

1.9 Disclosure of information about concerns and allegations

1 **Informing the individual of a concern:** the school will in most cases inform the individual concerned about any low-level concern that is raised about them.

2 **Informing the individual of an allegation where appropriate:** the Case Manager will consult with the LADO in order to agree if and when it is appropriate to inform the individual of the allegation.

3 **Communication and support for the individual subject to an allegation:** if and when it is appropriate to inform the individual of the allegation against them, the Case Manager will also offer appropriate pastoral support and will keep the individual informed of the timescales for the investigation under this procedure and the factors which may affect it. In all cases, the investigation will be concluded as soon as reasonably practicable.

4 **Informing the child's parents / carers where appropriate:** the Case Manager will agree with the LADO when and how the parents or carers of the child / children involved will be informed of the allegation if they do not already know of it. The Case Manager will also agree with the LADO what information shall be shared with the parents / carers of the child / children as the case progresses. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.

5 **Reporting restrictions:** the school is mindful of and will comply with the reporting restrictions under section 141F Education Act 2002 which prevent the identification of a teacher who is the subject of such an allegation in certain circumstances.

6 **Involvement of external agencies:** where the LADO(s) advises that a strategy discussion is needed, or the police or children's social care need to be involved, the Case Manager will not inform the individual subject to the allegation, or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.

7 **Concerns about supply staff and contractors:** where a concern / allegation has been made in respect of a member of supply staff or a contractor, the concern / allegation may be notified to their employer. Where a Case Manager has been appointed to investigate an allegation, the Case Manager will consult with the LADO before sharing any information with the individual's employer.

2 Early Years Foundation Stage (EYFS)

1 **Report to Ofsted:** the School will inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children on the premises of the EYFS provision (whether that allegation relates to harm or abuse committed on the premises or elsewhere), and will provide details of the action taken in respect of those allegations.

2 **Timescale for Ofsted report:** these notifications will be made as soon as reasonably practicable, but in any event within 14 days of the allegations being made. A registered provider who, without reasonable excuse, fails to comply with this requirement, commits an offence.]

2.1 Referrals to the Disclosure and Barring Service (DBS) and Teaching Regulation Agency

1 **Report to the DBS:** the School is under a legal duty to make a referral to the DBS where a member of Staff is removed by the School from working in regulated activity (whether paid or unpaid), or has resigned prior to being removed, because they have harmed, or pose a risk of harm to, a child. The DBS will then consider whether to impose sanctions which may restrict or prevent that person from working with children in future.

2 **Report to the Teaching Regulation Agency:** if a teacher is dismissed because they are found to have committed serious misconduct, or their conduct has breached the Teachers' Standards, or they resign prior to dismissal on such grounds, the school will also make a referral to the Teaching Regulation Agency. The Teaching Regulation Agency will consider whether to impose a prohibition order on that person which prevents them from undertaking teaching work in future.

3. Record keeping.

1 **Records of low-level concerns:** low level concerns will be recorded in writing. The record of the concern will be retained so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and addressed. Records of low-level concerns that have been addressed with an individual will usually be kept on the individual's personnel file. In addition, all low-level concerns, including those that have not been addressed formally under the school's procedures, will also be stored securely in a central file (**Concerns and Allegations Record**).

2 **Recording low level concerns:** the Concerns and Allegations Record will set out the name of the individual involved (if an individual is named), a brief description of the concern and the context in which it arose, any investigation that has been carried out, and the outcome / result of the investigation into the concern. The name of the individual who has raised the concern should also be noted. Where that individual wishes to remain anonymous the school will try to accommodate this as far as reasonably possible but cannot guarantee anonymity in all circumstances.

3 **Records of allegations that may meet the harm threshold:** details of allegations that may meet the harm threshold will be recorded both on the individual's personnel file and the Concerns and Allegations Record. The individual's personnel file and the Concerns and Allegations Record will include a summary of the allegation, details of how the allegation was followed up and resolved, a note of any action taken in response to the allegation.

4 **Storage and security of Concerns and Allegations Record:** the Concerns and Allegations Record will be stored in Head's Office and will be accessible by the Head, the Chair of Governors, the Nominated Safeguarding Governor, and the DSL only.

5 **Malicious or false low-level concerns and allegations:** details of low-level concerns and allegations found to be malicious or false will be removed from personnel records and the Concerns and Allegations Record.

6 **Retention of records:** in line with the school's information and records retention policy, information stored on staff personnel files about low-level concerns and allegations that may meet the harm threshold, and the Concerns and Allegations Record, will be retained by the school indefinitely. The school may in future be required to produce this information if it is notified of an allegation of historic abuse relating to a current or former member of staff, if a former member of staff is accused of committing safeguarding offences elsewhere or if a former member of staff is the subject of safeguarding allegations arising elsewhere.

4. References

1 **Low level concerns:** low level concerns will not be disclosed in a reference unless they were addressed formally and resulted in a sanction under the school's disciplinary or capability policies and procedures and it is otherwise appropriate to disclose them.

2 **Allegations that meet the harm threshold:** allegations that meet the harm threshold will be disclosed in a reference if the allegation was found to be substantiated (including any cases in which any disciplinary sanction has expired). The school will not disclose information about allegations that were found to be false, unfounded, unsubstantiated, or malicious.

5. Questions

Contact: please contact Raffaella Merolla, Deputy Headteacher, if you have any questions about this policy

Appendix 5 Local arrangements

Hyperlinks to further information on specific safeguarding topics

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools can be found on the TES website and the NSPCC website.

Guidance offered by Barnet

resources and training for schools
The Barnet Safeguarding Children Partnership - bscp (thebarnetscp.org.uk)

Early help
Early help for children, young people and families | Barnet Council

Staff can also access broad guidance on the issues listed below via the embedded links:

bullying including cyberbullying
https://www.gov.uk/government/publications/preventing-and-tackling-bullying

child missing from education
https://www.gov.uk/government/publications/school-attendance

child missing from home or care
https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care

county lines: criminal exploitation of children and vulnerable adults
https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines

child sexual exploitation (CSE)
https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited

children and the court system
https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds

children with family members in prison
https://www.nicco.org.uk/

data protection: tool kit for schools
https://www.gov.uk/government/publications/data-protection-toolkit-for-schools

domestic violence
https://www.gov.uk/domestic-violence-and-abuse

drugs
https://www.gov.uk/government/publications/drugs-advice-for-schools

faith abuse
https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief

female genital mutilation (FGM)
https://www.gov.uk/government/publications/female-genital-mutilation-guidelines

forced marriage
https://www.gov.uk/forced-marriage

gangs and youth violence
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

gender-based violence/violence against women and girls (VAWG)
https://www.gov.uk/government/policies/violence-against-women-and-girls

homelessness
https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets

private fostering
https://www.gov.uk/government/publications/children-act-1989-private-fostering

online safety
https://www.gov.uk/government/publications/teaching-online-safety-in-schools

police (when to call the police flow charts)
https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf

preventing radicalisation
https://www.gov.uk/government/publications/channel-guidance
https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales
https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-further-education-institutions-in-england-and-wales

sexting
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB__1_.PDF

sexual violence and harassment
https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges

trafficking
https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance

Appendix 6 Working Together to Safeguard Children 2026

Please follow this Working Together to Safeguard Children 2026 for the full version of the guidance.

Appendix 7 Keeping Children Safe in Education 2025

Please follow KCSiE 2025 for the full version of the guidance.

Appendix 8 Early Years Foundation Stage Statutory Framework

Please follow this LINK for the full version of the guidance.

Appendix 9 Use of Restrictive Interventions Policy

Use of restrictive interventions policy (including reasonable force and seclusion)

Ivy House School

Approved by:	D Brennan	Date: 30th April 2026
Last reviewed on:	April 2026	
Next review due by:	July 2026	

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1. Aims and scope

At Ivy House we strive to create a safe, secure and supportive environment for all our pupils and staff.

There are times when the use of restrictive interventions, including reasonable force and seclusion, is lawful and necessary to keep people safe. However, we understand that the use of restrictive interventions can have a significant impact on pupils, staff and parents/carers. In our school, they are only ever considered as a last resort, once all other prevention and de-escalation strategies have been exhausted.

This policy aims to:

Minimise the need to use restrictive interventions, through early support, prevention and de-escalation strategies

Help school staff feel confident in knowing how to use restrictive interventions safely, appropriately and lawfully, when they are necessary

Clearly set out the steps for recording and reporting incidents of reasonable force, seclusion and restraint

Protect the safety, wellbeing and dignity of all pupils and staff, and help create a positive and safe place for everyone at school

2. Legislation and guidance

This policy is based on the Department for Education (DfE) guidance on restrictive interventions, including the use of reasonable force, in schools. It also meets the requirements of:

Section 93 of the Education and Inspections Act 2006

Section 93A of the Education and Inspections Act 2006, inserted by the Apprenticeships, Skills, Children and Learning Act 2009

Section 550ZA and section 550ZB of the Education Act 1996

Equality Act 2010

Health and Safety at Work etc. Act 1974 and associated regulations

Human Rights Act 1998

Keeping Children Safe in Education

The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025

Department for Education guidance on searching, screening and confiscation

Paragraph 16A of the schedule to The Education (Independent School Standards) Regulations 2014 (inserted by The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025)

This policy also complies with our funding agreement and articles of association.

3. Definitions

The terms we use in this policy are defined as follows. These definitions are based on the Department for Education's guidance on restrictive interventions (linked to in section 2 of this policy).

Restrictive interventions are used to prevent, restrict or subdue movement of the body or part of the body. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Examples of restrictive interventions could include:

Supervised seclusion of a pupil in an area away from others, where the pupil is prevented from leaving for their own safety and/or the safety of others

Passive physical contact, such as a staff member blocking a pupil's path if they're running towards danger (like a busy road), or staff standing between pupils to prevent a fight

Reasonable force refers to the broad range of actions used by staff that involve a degree of physical contact to restrain children, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

Examples of the use of reasonable force could include:

A staff member guiding a pupil to safety by the arm

Staff breaking up a fight between pupils

A staff member restraining a pupil to prevent injury to the pupil, or others

Restraint is a form of non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact.

Examples could include:

A staff member holding a pupil's arms to their sides when the pupil is attempting to harm themselves or others

Removing a pupil's crutches

Seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.

See section 3.2 of this policy for more information on seclusion.

A significant incident is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a pupil. This includes when physical force is used to implement a non-physical restrictive intervention.

See section 3.1 of this policy for more information on appropriate physical contact.

3.1 Appropriate physical contact with pupils

Our school does not have a 'no contact' policy. We do not grant any requests by parents/carers or staff members not to use reasonable force and/or other restrictive interventions.

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force or other restrictive interventions.

Examples include:

Providing first aid to a pupil

Guiding or escorting a pupil through the school building or on a school trip by holding their hand

Comforting a pupil who is upset

Offering congratulations or praise, such as with a pat on the back or handshake

To demonstrate how to use a musical instrument

When demonstrating exercises or techniques during PE lessons or sports coaching

In assessing whether physical contact is appropriate in any given situation, staff should use their professional judgement, and have regard to:

Our school's child protection and safeguarding policy

The specific circumstances, such as whether there are other adults present

Factors including, but not limited to:

The pupil's age

Any known vulnerabilities, including whether the pupil has special educational needs and/or disabilities (SEND)

Whether any alternative strategies that don't involve physical contact can be used

3.2 Seclusion

As defined above, seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not used as a threat or punishment. Seclusion is not a disciplinary response to deliberate or wilful misbehaviour. Please see our behaviour policy for information on our response to misbehaviour.

During seclusion:

The pupil will be secluded in a safe place that does not feel threatening or intimidating to them

The pupil will be supervised at all times, by at least 1 member of staff

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

Any incident involving the use of seclusion will be recorded and reported in accordance with the procedures set out in section 12 of this policy.

4. Roles and responsibilities

4.1 The governing board

The governing board is responsible for:

Reviewing and approving this policy

Ensuring that a procedure is in place for recording and reporting each:

Significant incident involving force

Seclusion incident

Restraint incident

Taking all reasonable steps to ensure that the procedures for recording and reporting the use of force, seclusion and restraint are followed

Regularly reviewing and interrogating data on the use of restrictive interventions in our school

Supporting and challenging school leaders to identify where changes may be needed to practice. For example:

If approaches have been used for some time but haven't been effective

If there is any disproportionate use of restrictive interventions, including in relation to pupils who share protected characteristics or have SEND or other types of vulnerabilities

4.2 The headteacher

The headteacher is responsible for:

Overall implementation and oversight of this policy

Making sure that appropriate and high-quality training on preventative strategies and the safe and lawful use of restrictive interventions is provided for staff who need it, based on our school's individual context and needs

Ensuring adequate staffing levels to support positive behaviour management

Monitoring incidents involving restrictive interventions, including regular review of incidents to refine and improve processes

Ensuring compliance with recording and reporting requirements

Authorising staff to search a pupil or their belongings if they have good reason to think the pupil has a prohibited or banned item

Following the procedures set out in our complaints policy to deal with any complaint about the use of restrictive interventions

Following the statutory safeguarding guidance Keeping Children Safe in Education if an allegation regarding inappropriate use of force and/or other restrictive intervention is made against a member of staff

4.3 All staff

All members of staff are responsible for:

Making sure they have read and understood the principles of this policy and any other linked policies

Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions

Accurately recording every seclusion incident, restraint incident and significant incident involving force that they are involved in

Reporting these incidents to the designated safeguarding lead (DSL)

Recording any injuries that occur as part of an incident involving restrictive intervention, and following our health and safety policy to ensure these are reported to the Health and Safety Executive where necessary

Taking part in training on preventative strategies and the safe and lawful use of restrictive interventions, if relevant to their role (this may include additional training appropriate to their responsibilities)

Engaging in follow-up conversation(s) to debrief and reflect on incidents involving restrictive intervention that they were involved in, to help us understand what happened and why

4.4 Designated safeguarding lead (DSL)

The DSL is responsible for:

Reporting every seclusion incident, restraint incident and significant incident involving force to each parent/carer of the pupil involved

Making sure records are kept securely and in accordance with safeguarding and data protection procedures

Contacting the local authority in cases where informing a pupil's parent/carer of the use of reasonable force, seclusion or restraint on their child would put that child at risk of significant harm (see sections 12.2 and 12.3 of this policy)

4.5 Special educational needs co-ordinator (SENCO)

The SENCO is responsible for:

Working with pupils, parents/carers and relevant school staff to develop and review behaviour support plans and risk assessments for any pupils with SEND where it's been identified that there is an increased likelihood of the need to use restrictive interventions

Ensuring staff are aware of individual pupil needs and associated behaviour support strategies

Working with staff who know pupils well, to identify and manage risk (such as trigger points when challenging behaviour is more likely to occur)

Working with pupils, parents/carers, staff and other relevant professionals to develop prevention and de-escalation strategies

Advising on reasonable adjustments for any pupils with disabilities when considering prevention and de-escalation strategies

Participating in the review of restrictive intervention incidents involving any pupil with SEND

Providing advice and support on the application of this policy for pupils with SEND

Contributing to staff training on SEND and behaviour management, including the use of restrictive interventions

5. Acceptable uses of force

All our school staff have a legal power to use reasonable force in certain situations.

Staff can use reasonable force to prevent or stop a pupil from:

Hurting themselves or others

Committing a criminal offence

Damaging property

Causing disorder among pupils, in or out of lessons

While all staff have this power, some staff, especially those who work closely with pupils who might show challenging behaviour, are more likely to need to use it than others.

We will ensure staff are adequately trained and that risk assessments are carried out where necessary. See section 11 of this policy for information on training and risk assessments.

Any significant incident involving the use of force will be recorded and reported in accordance with the procedures set out in section 12 of this policy.

6. Unacceptable uses of force

It is illegal to use force on a pupil for the purpose of punishment. We never use force as a sanction, threat or deterrent.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

The following uses of force are never acceptable:

Staff using force for the purpose of punishment

Staff restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen

Staff using force on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

Section 5 of this policy sets out the instances where staff may use reasonable force. Section 9 of this policy provides guidance for staff on what to consider before using it.

7. Using reasonable force to search pupils

The headteacher and any member of staff authorised by the headteacher have a statutory power to search a pupil or their belongings if they have reasonable grounds to suspect that the pupil may have a prohibited item (as listed in the DfE's searching, screening and confiscation guidance) or an item banned under our school rules.

They can use reasonable force to search for prohibited items (as listed in the DfE's searching, screening and confiscation guidance), such as knives, weapons, stolen items or illegal drugs. They cannot use reasonable force to search for items that are banned under our school rules only, such as mobile phones

The decision to use reasonable force to carry out a search should be made carefully, on a case-by-case basis and taking into consideration the level of risk to pupils and staff. Please see our behaviour policy for more information on how we conduct searches.

8. Prevention and de-escalation strategies

Restrictive intervention is used only when necessary. We aim to minimise its use as much as possible, using both whole-school and individual approaches.

Our whole-school approach includes:

Consideration of how our school and classroom environment can support all pupils to achieve and thrive

Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds

Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation

Development of working staff-pupil relationships and trust

Recording and analysing data on the use of restrictive interventions to inform improvement planning

The individual approaches we use include:

Working closely with parents/carers to support individual pupils

Strategies to support individual pupils based on their identified needs, including:

The development of behaviour support plans

Strategies to help pupils calm down before their behaviour escalates

Making 'reasonable adjustments' where a pupil has a disability, to help them participate in school life as fully as possible

8.1 De-escalation when a situation arises

When a staff member is faced with a situation where a restrictive intervention may need to be used, they should consider using de-escalation techniques first, wherever possible. Techniques that could be used in these situations include:

Having open body language and being aware of a pupil's personal space

Taking a pupil away from an 'audience' – speaking to them on their own rather than in front of a group of other pupils or staff

Using empathy – asking the pupil to help you understand their feelings

Distraction techniques

Offering a calm space for the pupil to go to so they can self-regulate

Verbal warnings – calmly reminding the pupil of the consequences of their behaviour

9. Deciding when the use of restrictive interventions is appropriate

9.1 Necessity and proportionality

The decision on whether to use restrictive interventions is down to the professional judgment of the staff member and will always depend on the individual circumstances of each situation.

Staff should always consider whether there are other ways to manage the situation, such as the de-escalation techniques outlined in section 8.1 of this policy and/or seeking assistance from a colleague. However, there may be times when staff have no other choice but to use restrictive interventions, to reduce the risk of harm to the pupil and/or others.

When assessing whether a restrictive intervention is required, staff should always consider:

Is it necessary?

Are there other more effective, less restrictive ways to manage the situation?

Is a restrictive intervention likely to successfully reduce the risks, or could its use escalate the situation further or cause more harm than the behaviour itself?

Is it proportionate?

Staff should use the least amount of force or the least restrictive intervention for the least amount of time required to reduce the risks

If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy

Staff should consider the individual circumstances of the pupil, such as their age, size and any medical conditions, SEND or other vulnerabilities

9.2 Pupil and staff welfare

Pupil welfare

The most important consideration when using a restrictive intervention is the safety and wellbeing of the pupil involved, as well as the safety of other pupils and staff. Staff should always consider the potential impact on the pupil's welfare balanced against any actions taken. For example, staff should bear in mind that pupils who have experienced adverse life events, trauma or neglect, or who have diagnosed or undiagnosed medical conditions or sensory impairments, communication difficulties or other needs, may find the use of restrictive interventions particularly distressing.

If a restrictive intervention is needed, staff should always aim to maintain respect for a pupil's dignity. This includes consideration of the location and environment where any intervention is used, such as in front of their peers.

Staff should, wherever possible, clearly and calmly communicate to the pupil what is happening, why, and what the pupil needs to do, including using verbal and non-verbal strategies where needed, and giving time for the pupil to process information and respond where appropriate.

Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

Support following an incident

As soon as possible after any use of restrictive intervention, our school will evaluate the incident to understand why restrictive intervention was used, the impact on pupils and staff, any patterns and trends, and how another incident could be avoided in the future.

Our school will make sure each pupil and staff member involved get the right support, including a medical assessment and treatment if needed, and an opportunity to reflect on and talk through the incident.

This follow-up conversation(s) will be part of the overall debriefing process to understand what happened during the incident and why, based on separate reflections from all parties involved. Conversations should also aim to repair and rebuild relationships through dialogue.

Wherever possible, this process will be facilitated by a staff member who was not involved in the incident. It may also include the presence of an additional person to ensure impartiality and support. The school will continue to monitor pupil and staff wellbeing and provide additional support if needed.

Depending on the circumstances, support may also be offered to those who witnessed the incident.

10. Considerations for pupils with SEND

We understand that pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

Our school is committed to understanding what might trigger challenging behaviour in pupils with SEND, and to providing the right support and an inclusive environment.

We will carry out risk assessments for pupils with SEND, where we identify that there is an increased likelihood of needing to use reasonable force and/or other restrictive interventions. Our school is aware of its duty under the Equality Act 2010 to make reasonable adjustments for pupils with disabilities to avoid disadvantage and ensure they can take part in school life as fully as possible.

We will utilise staff who know individual pupils well to help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur, and develop proactive strategies to reduce the likelihood of restrictive interventions being used. We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

These strategies might include:

Removing stimuli that may be causing distress to the pupil

Staff members changing how they communicate with the pupil, such as being more mindful of body language, facial expressions and/or tone of voice

Helping the pupil express their emotions before getting overwhelmed

Engaging the pupil in activities to help them regulate their emotions

Distracting the pupil with familiar objects or activities to redirect their attention

Where appropriate, we will create individual behaviour support plans for pupils with SEND. The plan will be reviewed regularly, and following any significant incident, with the pupil and parents/carers to make sure it's still working well. The plan will:

Outline any adjustments, such as to address aspects of the school environment which the pupil finds challenging

Explain the best ways to communicate with the pupil

In some cases, specify when increased physical contact with staff might be appropriate. These situations will be discussed with everyone involved and clearly written down in the plan

11. Training and risk assessments

Our school will make sure that all staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in their safe and lawful use and in preventative strategies.

We also have a duty to ensure the health, safety and welfare of our staff. Therefore, we carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible.

12. Recording and reporting arrangements

We have a legal duty to record and report all:

Significant incidents involving force (see section 3 of this policy for a definition of 'significant incident')

Seclusion incidents

Restraint incidents

12.1 Recording incidents

Our school has a clear process in place for recording the incidents listed above.

Staff must record incidents in writing via Wellbeing Manager and on the Use of Restrictive Intervention form, as soon as possible after the event, and should endeavour to do this on the same day. Staff should do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan.

For significant incidents involving force, we will record:

The names of the pupil and staff members directly involved

Any relevant needs or circumstances of the pupil, including whether they have an identified special educational need or disability, and their SEN status code

The time, date, location and approximate duration of the intervention

A clear and brief description of what happened, including:

What led up to the incident

Any known or potential triggers for the behaviour

Any preventative or de-escalation strategies used

The type and degree of reasonable force used

Details of any physical injuries sustained, if applicable

A brief explanation of why using force was assessed as necessary in that situation

Details of any support given after the incident, such as medical help or emotional support

For seclusion incidents and restraint incidents, we will record:

The names of the pupil and staff members directly involved

Any relevant needs or circumstances of the pupil, including whether they have an identified special educational need or disability, and their SEN status code

The time, date, location and approximate duration of the intervention

A brief explanation of why the intervention was assessed as necessary in that situation

Details of any physical injuries sustained, if applicable

Details of any support given after the incident, such as medical help or emotional support

Note: if a seclusion or restraint incident also constitutes a significant incident involving force, we will record it in line with our procedure for recording significant incidents involving force. It does not need to be recorded twice.

Completed reports will be kept securely and retained in line with our data protection procedures.

12.2 Reporting incidents to parents/carers

When reporting an incident to parents/carers, we will take the following steps:

The Head or Deputy will inform parents/carers via phone call and a meeting in person, about an incident as soon as we can after it happens and will endeavour to do this on the same day. We will do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan.

There are 2 exceptions to this:

If a member of staff thinks that telling the pupil's parents/carers would likely result in significant harm to that pupil. In these cases, we will report the incident to any parent(s)/carer(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority where the pupil ordinarily resides (see section 12.3 of this policy)

When we report significant incidents involving force to parents/carers, we will include the following details:

The time, date, location and approximate duration of the intervention

A brief explanation of why the intervention was assessed as necessary in that situation

A short description of the type and degree of force that was used

Details of any physical injuries sustained, if applicable

When we report seclusion incidents and restraint incidents to parents/carers, we will provide parents/carers with a copy of our written record of the incident.

All schools, continue with:

Note: if a seclusion or restraint incident also constitutes a significant incident involving force, we will report it in line with our procedure for reporting significant incidents involving force. It does not need to be reported twice.

When reporting to parents/carers, we will have regard to data protection requirements when deciding what information to share. For example, we will not include any identifying details of any other pupil.

Following up with parents/carers after an incident

It's best practice to invite parents/carers to have a follow-up discussion about the incident, where appropriate. Insert details of your process/approach, if applicable. For example, the discussion might include:

Any behavioural triggers or warning signs of an impending incident

Whether any agreed behaviour support plans were followed

What de-escalation strategies were used and how effective they were

What might be done differently in the future

12.3 Reporting incidents to the local authority

In cases where we have assessed that an incident needs to be reported to the local authority where the pupil ordinarily resides (as outlined in section 12.2), this report will include all the information that we would normally share with the pupil's parents/carers, as well as the reasons why we thought it was unsafe to tell the pupil's parents/carers directly.

In cases where a pupil has parents/carers and is the subject of a care order under section 31 of the Children Act 1989 or is being accommodated under section 20 of the Children Act 1989, we will report the incident to the relevant local authority in addition to the parents/carers (unless we deem it unsafe to inform the parents/carers, as set out in section 12.2 of this policy).

13. Complaints and allegations

Any complaints about the use of restrictive interventions will be handled through our school's complaints policy, which you can find on the school website/in the school office.

We take any allegation of inappropriate use of force and/or other restrictive interventions made against a member of staff very seriously. We will deal with allegations in line with the statutory safeguarding guidance Keeping Children Safe in Education.

14. Monitoring and review

This policy will be reviewed annually as this topic is related to behaviour and child protection, and those policies should be reviewed annually] by Headteacher.

At every review, this policy will be approved by [the full governing board/the full trust board/committee name/job title of individual].

15. Links with other policies

This policy links to the following policies and procedures:

Behaviour policy

Child protection and safeguarding policy

Complaints policy

Health and safety policy

SEND policy