Child Protection and Safeguarding Policy

This Policy has been reviewed and approved by the Full Governing Body

Signature (Chair of Governors)	Shaun Bailey ……
Date of review and approval	……05.10.26……

Important contacts:

Role/Organisation	Name	Contact details
Designated safeguarding lead (DSL)	Joanne Hewitt	jhewitt@brimsham.com 01454 868888
Deputy Designated safeguarding lead (DDSL)	Joe Pratlett Debs Maddox Michelle Bunce Rachel Sallis	jpratlett@brimsham.com dmaddox@brimsham.com mbunce@brimsham.com rsallis@brimsham.com 01454 868888
Chair of Governors	Shaun Bailey	admin@brimsham.com
Local Authority Designated Officer	Verity Felles	lado@southglos.gov.uk

Introduction

At Brimsham Green School we fully recognise our responsibility under section 175 of the Education Act 2002, and follow the statutory guidance: Keeping Children Safe in Education (September 2026) to provide a child-centred and coordinated approach to safeguarding. Safeguarding is the responsibility of every member of staff, regardless of their role and everyone who comes into contact with children and their families has a role to play in safeguarding children. At all times, staff should consider what is in the best interest of the child to ensure that their work is child-centred.

At Brimsham Green School we have a zero-tolerance approach to abuse and it will never be passed off as 'banter', 'just having a laugh' or 'part of growing up'. We believe this kind of approach can lead to a culture of unacceptable behaviours and an unsafe environment for the children and young people of our school community.

We recognise the importance of a multi-agency approach to safeguarding and work in collaboration with external agencies to safeguard and promote the welfare of children, which we define, for the purposes of this policy, as:

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

Our policy applies to all children, staff, Governors and volunteers working in the school. We aim to provide a secure and happy environment within which to provide each child with the best possible quality of education and care.

The main elements to our policy are:

- Promoting the key principle that safeguarding is everyone's responsibility.
- Striving to prevent harm through the development of our school ethos, providing a safe school environment, delivering a full curriculum and offering pastoral support for students and their families.
- Recognising the important role schools play in safeguarding children and providing early help as soon as a concern arises.
- Raising awareness of child protection issues, ensuring staff know their responsibilities in identifying abuse and equipping children with the skills needed to keep them safe.
- Ensuring we practise safe recruitment by checking the suitability of staff and volunteers who work with children.
- Developing and then implementing procedures for identifying and reporting cases (or suspected cases) of abuse.
- Supporting children who may have suffered significant harm, in accordance with their agreed Child Protection or Child in Need plan.
- Promoting continuous communication within the school and with outside agencies.
- Committing to ongoing staff training so that staff are aware of the procedures to be followed and know how to report abuse if it is suspected and what to do if they have concerns about safeguarding practises.
- Keeping accurate records to monitor child protection matters across the school.

We recognise that because of day-to-day contact with children, school staff are well placed to observe the outward signs of abuse, neglect and exploitation; we aim to recognise this suffering in order to be able to offer support and any necessary help.

We recognise that within our student population there will be children who have suffered, or are at risk of suffering, abuse, neglect and exploitation. This abuse may be physical, sexual, emotional or neglectful in nature and it is the role of all adults within the school community to protect children from such abuse.

Safeguarding is everyone's responsibility. In order to make sure we are well placed to take action to support children at risk, we place great emphasis upon the quality of relationships within the school and believe that children only develop their full potential in an atmosphere where they feel safe, valued, trusted and confident. At Brimsham Green School, we recognise the importance of creating an atmosphere of trust within school that will help children to feel safe and confident that they will be listened to. We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. All members of staff recognise that statistically children and young people with SEND are most vulnerable to abuse. The school

may be the only stable, secure and predictable element in the lives of children at risk. We will endeavour to support children through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued.
- The school's Relationships, Reparation and Recognition (Behaviour) Policy which is aimed at supporting vulnerable students in the school. The school will ensure that students know some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaising with other agencies that support students such as the Access and Response Team, Compass Team, Children's Services, Families Plus, Young People's Support Team, the Child and Adolescent Mental Health Service, Education Welfare, Youth Offending Team, Young Persons' Drug and Alcohol Service and the Educational Psychology service.
- Ensuring that, in the event of a student moving to another school, where there are safeguarding concerns, their information is transferred to the new school without delay and that the child's social worker is informed.

1. Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

2. Legislation and statutory guidance

This document should be read alongside statutory guidance 'Keeping Children Safe in Education' (September 2026), Working Together to Safeguard Children (2026) and 'What to do if you are worried a child is being abused, 2015 - Advice for practitioners'. It should also be considered alongside the advice provided by the Local Safeguarding Board. In particular, the Risk Outside the Home (ROTH) guidance: http://sites.southglos.gov.uk/safeguarding/children/i-am-a-professional/child-exploitation/

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of Students
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to have completed safer recruitment training
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children

- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 (as amended by the Protection of Freedoms Act 2012 and The Crime and Policing Act 2026), which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation). This means our governors and headteacher should carefully consider how they are supporting their Students with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting a specific group of Students (where we can show it's proportionate). This includes a duty to make reasonable adjustments for disabled Students. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve Student outcomes. Some Students may be more at risk of harm from issues such as: sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination
- Operation Encompass statutory guidance, which explains that the police must notify our school of any incidents involving domestic abuse

3. Definitions

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development

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

Child protection is part of this definition and refers to activities undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm.

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

Making or sharing of nudes or semi-nudes is where children share nude or semi-nude images, such as photographs, videos or live streams. This also includes images that are digitally altered or wholly AI-generated (sometimes called 'deepfakes' or 'deep nudes') that otherwise appear to be a photograph or video. The sharing of nude or semi-nude images requires a safeguarding response whether they are consensual or non-consensual.

Children includes everyone under the age of 18.

The following 3 safeguarding partners are identified in Keeping Children Safe in Education. They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- Integrated care boards (previously known as clinical commissioning groups)
- The chief officer of police

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

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

4. Equality statement

Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to

anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs and disabilities (SEND) or health conditions (see section 10)
- Are young carers (see section 12)
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language (EAL)
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of female genital mutilation (FGM), sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 14)
- Are missing or absent from education for prolonged periods and/or frequently
- Whose parent/guardian has expressed an intention to remove them from school to be home educated

5. Roles and responsibilities

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

- Relationship, recognition and reparation (Behaviour) policy
- The Tutor and House system
- Pastoral support system
- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
- Healthy and respectful relationships
    - Boundaries and consent
    - Stereotyping, prejudice and equality
    - Body confidence and self-esteem
    - How to recognise an abusive relationship (including coercive and controlling behaviour)
    - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support

- What constitutes sexual harassment and sexual violence and why they're always unacceptable
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5.1 All staff

All staff will:

- Read and understand at least Part One of Keeping Children Safe in Education (KCSIE) and review this guidance at least annually.
- Sign a declaration at the beginning of each academic year to say that they have read and reviewed the guidance. This will be done electronically on MyConcern through the 'mark as read' function.
- Reinforce the importance of online safety when communicating with parents and guardians. This includes making parents and guardians aware of what we ask children to do online.
- Provide a safe space for Students who are LGBTQ+ to speak out and share their concerns.

All staff will be aware of:

- Our systems that support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and (deputy/deputies), the behaviour policy, the e-safety policy and the safeguarding response to children who go missing from education/who are absent from education.
- Be aware of the school's unauthorised absence procedures and children missing education procedures
- The early help assessment process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for community-based Family Help assessments (EHAPs)
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse, neglect, exploitation and modern slavery, including domestic and sexual abuse (including controlling and coercive behaviour, as well as parental conflict that is frequent, intense, and unresolved), as well as specific safeguarding issues, such as child-on-child abuse, grooming, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- The safeguarding issues that often overlap and can put children at risk of harm, including:

- Drug taking and/or alcohol misuse
- Unexplainable and/or persistent absences from education
- Serious violence, criminal exploitation (including that linked to county lines), radicalisation
- Consensual and non-consensual making or sharing of nudes or semi-nudes

- New and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that mental health can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- That children who are (or who are perceived to be) lesbian, gay or bisexual can be vulnerable to discriminatory bullying
- The potential vulnerabilities of children who are questioning their gender
- That a child and their family may be experiencing multiple needs at the same time
- What to look for to identify children who need help or protection

5.2 The designated safeguarding lead (DSL)

Our DSL is **Ms J Hewitt, Deputy Headteacher**. The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety, and understanding our filtering and monitoring processes on school devices and school networks to keep students safe online. During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns and will regularly monitor the MyConcern system.

When the DSL is absent or unavailable, the deputy designated safeguarding leads will act as cover. One member of the safeguarding team will always be on site on any given day. In an emergency, the Headteacher can also be contacted regarding safeguarding concerns. Staff will always have a clear, reliable and known route for raising safeguarding concerns when the DSL is unavailable, including access to an identified DDSL and an alternative confidential reporting mechanism where appropriate.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children

- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service (DBS), and/or police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour
- Have a good understanding of the filtering and monitoring systems and processes in place at our school
- Make sure that staff have appropriate Prevent training and induction

The DSL will also:

- Keep the headteacher informed of any issues
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search
- Ensure that child protection files are kept up to date
- Ensure their child protection file is transferred to the new school (where a student leaves the school)

5.3 The governing board

The governing board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Ensure that all staff read and understand the appropriate sections of Keeping Children Safe in Education (KCSIE), including Part One as applicable to their role, and that staff confirm they have done so annually
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- Appoint a senior board level link governor to monitor the effectiveness of this policy in conjunction with the full governing board. **Our safeguarding Governor is Aimee Hilton.**
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners

- Ensure the school has a policy in respect of the use of restrictive interventions, including the use of reasonable force and which reflects that the adoption of a 'no contact' policy can leave staff unable to fully support and protect students
- Ensure the school has appropriate cyber security systems in place
- Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness at least once every academic year. This includes:
  - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
  - Ensuring that reviews should are carried out by the SLT member responsible for filtering and monitoring, with the support of the DSL and IT team. The review will include checks that filtering is working appropriately on all internet-connected devices in all relevant locations. A record of these checks will be kept
  - Reviewing the DfE's filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards

Make sure:

- The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
- The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, trainee teachers, volunteers and contractors).
- That this policy reflects that a student with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised

Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):

- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
- Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
- Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.

All governors will read Keeping Children Safe in Education (KCSIE) in its entirety.

Section 19.3 of this policy has information on how governors are supported to fulfil their role.

5.4 The headteacher

The headteacher, or by delegation to the Deputy Headteacher, is responsible for the implementation of this policy, including:

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

6. Confidentiality

- Timely information-sharing is essential to effective safeguarding
- Arrangements should be in place setting out the processes and principles for sharing information within the school and with local authority children's social care, the safeguarding partners and other organisations, agencies, and practitioners as required
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018, Data (Use and Access) Act 2025, and the UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:

- There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies

- The DSL will have to balance the victim's wishes against their duty to protect the victim and other children
- The DSL should consider that:
  - Parents or guardians should normally be informed (unless this would put the victim at greater risk)
  - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
  - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains

Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment – for example, carefully considering which staff should know about the report, and any support for children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information (including personal information), and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)

Where a child leaves the school, the DSL should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. The DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. KCSIE 2026 specifically outlines the need to ensure safeguarding files include:

- clear structured summaries
- distinguishing current from historic concerns
- receiving schools reviewing safeguarding information
- information being used to support rather than disadvantage the child
- seeking clarification where information is unclear/incomplete.

7. Recognising abuse and taking action

All staff are expected to be able to identify and recognise all forms of abuse, neglect, exploitation and modern slavery and shall be alert to the potential need for early help for a child who:

- Has a disability or has certain health conditions and has specific additional needs
- Has special educational needs (whether or not they have a statutory education health and care (EHC) plan)
- Has a mental health need
- Is a young carer
- Is pregnant and/or is a parent themselves
- Has exhibited early signs of abusive, violent and/or harmful behaviours
- Is bereaved
- Is showing early signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Is frequently missing/goes missing from education, care or home
- Has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of permanent exclusion and in alternative provision
- Is at risk of exploitation, modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised into terrorism
- Has a parent or carer in custody, or is affected by parental offending
- Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol
- Has returned home to their family from care
- Is at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage
- Is a privately fostered child

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

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

- Make a referral to local authority children's social care and/or the police immediately if you believe a child is suffering or likely to suffer from harm, or is in immediate danger. Anyone can make a referral however it's likely this will be done by the DSL.
- Tell the DSL through our MyConcern system. Do so face to face if the child is at risk of immediate harm.

7.2 If a child makes a disclosure to you

- If a child discloses a safeguarding issue to you, you should:
  - Listen to and believe them
  - Allow them time to talk freely and do not ask leading questions
  - Stay calm and do not show that you are shocked or upset
  - Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
  - Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
  - Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
  - Add details to MyConcern immediately.
  - If it's urgent, speak to the DSL, or DDSL immediately.

Bear in mind that some children may:

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

7.3 If you discover that FGM has taken place or a student is at risk of FGM

- Keeping Children Safe in Education (KCSIE) explains that FGM comprises 'all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs'.
- FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting' 'circumcision' or 'initiation'.
- Any teacher who is either informed by a girl under 18 that an act of FGM has been carried out on her; or observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.
- Unless they have been specifically told not to, they should also discuss the case with the DSL and involve local authority children's social care as appropriate.
- Any other member of staff who discovers that an act of FGM appears to have been carried out on a student under 18 must speak to the DSL and follow our local safeguarding procedures.

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

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

Add any concerns you have, however small they may seem, to MyConcern. These 'small' concerns often help to build a bigger picture.

Early help assessment

- If an early help assessment (EHAP) is appropriate, the Head of House or member of the Pastoral Team will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.
- The Head of House will keep the case under constant review and the school will consider a referral to the local authority children's social care if the situation does not seem to be improving.

Referral

- If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral.
- If in exceptional circumstances, you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.
- The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.
- If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

7.5 If you have concerns about extremism

- Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include the police or Channel, the government's programme for identifying and supporting individuals at risk of becoming involved with or supporting terrorism, or the local authority children's social care team.
- The DfE also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a student. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.
- In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:
    - Think someone is in immediate danger

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

7.6 If you have a concern about mental health

- 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.
- Mental health problems can also, in some cases, develop into safeguarding concerns (for example, self-harm).
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. However, staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one. If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which education staff are well placed to recognise, including:
  - Significant changes in behaviour
  - Ongoing difficulty sleeping
  - Withdrawing from social situations
  - Not wanting to do things they usually like
  - Physical signs of self-harm or neglecting themselves
- If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4. If you feel that a child is in danger, call 999 or arrange for the child to be taken to A&E immediately by their parent or other suitable person.
- If the child needs help urgently for their mental health, but it's not an emergency, staff can get help from NHS 111 online or call 111 and select the mental health option.
- If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.

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

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

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

If you receive an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, follow our school safeguarding policies and procedures, informing the LADO, as you would with any safeguarding allegation.

7.8 Allegations of abuse made against other students

- We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as 'banter', 'just having a laugh', 'part of growing up', or 'boys being boys', as this can lead to a culture of unacceptable behaviours, misogyny/misandry and an unsafe environment for students.
- For some (but not all) forms of child-on-child abuse it is more likely that girls will be victims and boys' perpetrators. However, all child-on-child abuse is unacceptable and will be taken seriously.
- Most cases of students hurting other students will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:
    - Is serious, and potentially a criminal offence
    - Could put students in the school at risk
    - Is violent
    - Involves students being forced to use drugs or alcohol
    - Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the making or sharing of nudes and semi-nudes, including where generated by AI), which may include or be driven by misogyny/misandry

Procedures for dealing with allegations of child-on-child abuse

- If a student makes an allegation of abuse against another student:
    - You must record the allegation and tell the DSL, but do not investigate it
    - The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
    - The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
    - The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate
    - If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

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

- To achieve this, we will:
    - Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting, making or sending sexual images
    - Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing-type violence with respect to boys
    - Ensure our curriculum helps to educate students about appropriate behaviour and consent
    - Ensure students are able to easily and confidently report abuse using our reporting systems
    - Ensure staff reassure victims that they are being taken seriously
    - Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
    - Recognise the intersection of misogyny/misandry and harmful sexual behaviour. We will actively identify, challenge and address how misogynistic/misandrist attitudes contribute to the normalisation of inappropriate behaviour and increases the risk of leading to child-on-child abuse, including sexual harassment and sexual violence, within our school environment
    - Be alert to the prevalence of harmful online material and extreme misogynistic/misandrist ideologies, including misogynistic influencers, and recognise the impact this content could have on shaping Students' attitudes
    - Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
    - Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment

Ensure staff are trained to understand:

- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of 'it could happen here'
- That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:

- Children can show signs or act in ways they hope adults will notice and react to
- A friend may make a report
- A member of staff may overhear a conversation
- A child's behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side
- That exposure to misogynistic/misandrist content online can indicate a safeguarding concern and requires early discussion with the DSL

- The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.
- Disciplinary action can be taken while other investigations are going on, such as by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a sanction accordingly. We will consider these matters on a case-by-case basis, taking into account whether:
  - Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or local authority children's social care to determine this
  - There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

7.9 Making or sharing of nudes and semi-nudes

Your responsibilities when responding to an incident

- All incidents involving the sharing of nude or semi-nude images, regardless of whether they are consensual or non-consensual, require a safeguarding response. If you are made aware of an incident involving the consensual or non-consensual making or sharing of nude or semi-nudes, including where generated by AI, you must report it to the DSL immediately.
- You must not:
  - View, copy, print, share, store or save the imagery yourself, or ask a student to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)

- Delete the imagery or ask the student to delete it
- Ask the student(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the student(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved
- You should explain that you need to report the incident, and reassure the student(s) that they will receive support and help from the DSL.

Initial review

- Following a report of an incident, the DSL will consider the initial evidence and aim to determine:
  - Whether there is an immediate risk to Student(s)
  - If a referral needs to be made to the police and/or children's social care
  - If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
  - What further information is required to decide on the best response
  - Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
  - Whether immediate action should be taken to delete or remove images or videos from devices or online services
  - Any relevant facts about the students involved which would influence risk assessment
  - If there is a need to contact another school, college, setting or individual
  - Whether to contact parents or guardians of the students involved (in most cases parents/guardians should be involved)
- The DSL will make an immediate referral to police and/or children's social care if:
  - The incident involves an adult. Where an adult poses as a child to groom or exploit a child or young person, the incident may first present as a child-on-child incident.
  - There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to their SEND
  - What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
  - The imagery involves sexual acts and any student in the images or videos is under 13
  - The DSL has reason to believe a student is at immediate risk of harm owing to the making or sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

- If none of the above apply then the DSL, in consultation with the headteacher may decide to respond to the incident without involving the police or children's social care. The decision and rationale will be made recorded on MyConcern.

Further review by the DSL

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

Informing parents/guardians

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

Recording incidents

All incidents of making or sharing of nudes and semi-nudes, including where generated by AI, and the decisions made in responding to them, will be recorded using our MyConcern system.

Curriculum coverage

Students are taught about the issues surrounding the making or sharing of nudes and semi-nudes as part of our PSE, Tutor time and Computing programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment. This also includes making such images, including where generated by AI
  Issues of legality
- The risk of damage to people's feelings and reputation

Students also learn the strategies and skills needed to manage:

- Specific requests or pressure to make, provide (or forward) such images
- The receipt of such images

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

Teaching follows best practice in delivering safe and effective education, including:

- Putting safeguarding first
- Approaching from the perspective of the child
- Promoting dialogue and understanding
- Empowering and enabling children and young people

- Never frightening or scare-mongering
- Challenging victim-blaming attitudes

7.10 Reporting systems for our students

Where there is a safeguarding concern, we will take the young person's wishes and feelings into account when determining what action to take and what services to provide. We recognise the importance of ensuring students feel safe and comfortable to come forward and report any concerns and/or allegations. To achieve this, we will:

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

Students are encouraged to use the 'community reporting section' of MyConcern, which can be accessed online (at home or in school).

8. Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues. To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of Students, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community, including the expectation that our school is a mobile phone-free environment by default
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

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

1. **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories
2. **Contact** – being subjected to harmful online interaction with other users or generative AI applications that simulate this, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

3. **Conduct** – online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images including those generated using AI and online bullying; and
4. **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

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

- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyberbullying, ensuring students are encouraged to do so, including where they're a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year
- Educate parents/guardians about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them, so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
    - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when students are not present
    - Staff will not take pictures or recordings of students on their personal phones or cameras
    - Make all students, parents/guardians, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a student is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, students and parents/guardians are aware that staff have the power to search students' phones, as set out in the DfE's guidance on searching, screening and confiscation
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk from the school's IT systems.
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community
- Carry out an annual review of our filtering and monitoring effectiveness.

8.1 Artificial intelligence (AI)

- We recognise that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard students. However, AI may also have the potential to facilitate abuse (for example, bullying and grooming) and/or expose students to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.
- We will treat any use of AI to access harmful content or bully students in line with this policy and our anti-bullying/behaviour/e-safety policy.
- Staff should be aware of the risks of using AI tools while they are still being developed and should carry out risk assessments for any new AI tool being used by the school. Our school's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education (KCSIE).

9. Notifying parents or guardians

- Where appropriate, we will discuss any concerns about a child with the child's parents or guardians. The DSL will normally do this in the event of a suspicion or disclosure.
- Other staff will only talk to parents or guardians about any such concerns following consultation with the DSL.
- If we believe that notifying the parents or guardians would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.
- In the case of allegations of abuse made against other children, we will normally notify the parents or guardians of all the children involved. We will think carefully about what information we provide about the other young person involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.
- The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):
    - Meet with the victim's parents or guardians, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
    - Meet with the alleged perpetrator's parents or guardians to discuss support for them, and what's being put in place that will impact them, for example, moving them out of classes with the victim, and the reason(s) behind any decision(s)

10. Students with special educational needs, disabilities or health issues

- We recognise that students with SEND or certain health conditions can face additional safeguarding challenges both online and offline. Children with disabilities are more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation and neglect in this group, including:
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration

- Students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students
- The potential for students with SEN, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges risks that they do not understand that what is happening to them is abuse
- The need for intimate care or that these children are isolated from others
- That these children are more likely to be dependent on adults for care
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or being unable to understand the consequences of doing so
- Any abuse involving students with SEND will require close liaison with the DSL and the SENDCO and the Resource Base Manager. The school will consider extra pastoral support and attention for these children, and ensure any appropriate support for communication is in place.

11. Students with medical conditions

- An incident relating to the management of a young person's medical condition (including allergies) does not itself warrant a referral to local safeguarding partners. A safeguarding referral will be made where an incident highlights concern that the young person might be at an increased risk of being neglected, abused or exploited by persons inside or outside of their family because of their medical condition. For example, information about the young person's medical condition might be withheld from the school, or the young person may be repeatedly sent to school without essential medication, putting them at risk.

12. Young carers

- The school recognises that caring responsibilities can impact on a young person's attendance, attainment, behaviour and wellbeing, and early identification is essential to ensure young carers receive support at the right time and by the appropriate services including additional support from external partners, or local authority and health service.

13. Students with a social worker

- Students may need a social worker due to safeguarding or welfare needs. We recognise that a young person's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.
- The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

- Where we are aware that a student has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the student's safety, welfare and educational outcomes. For example, it will inform decisions about:
    - Responding to unauthorised absence or missing education where there are known safeguarding risks
    - The provision of pastoral and/or academic support
    - The use of suspensions

14. Looked-after and previously looked-after children

- We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:
    - Appropriate staff have relevant information about the young person's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
    - The DSL has details of children's social workers and relevant virtual school heads
- We have appointed a designated teacher, Gareth Russell (SENDCo) and a LAC Advocate, Esther Pickup-Keller (Resource Base Manager) who are responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance. The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.
- As part of their role, the designated teacher will:
    - Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
    - Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

15. Students who are lesbian, gay or bisexual

- The school recognises that a child being lesbian, gay, or bisexual is not in itself a risk factor for harm. However, students who are (or who are perceived by other young people to be) lesbian, gay, or bisexual can sometimes be vulnerable to discriminatory bullying. Any concerns should be reported to the DSL.

16. Students who are questioning their gender

16.1 Supporting students who are questioning their gender

- We are aware of the potential vulnerabilities of children who are questioning their gender, including the possibility of complex mental health and psychosocial needs,

such as relating to relationships with family, peers or their broader social environment.

- We will take a strong, proactive stance on all forms of bullying based on gender. The school will ensure that young people and their families are aware that, while the school will appropriately sanction any cases of bullying or harassment, and take a strong stand against bullying, it must also be conscious of the rights of students in relation to their religion or belief.
- When supporting a student questioning their gender, we will take into account the principle of taking a careful approach.
- The DSL will lead in these cases.

16.2 Involving parents/guardians in cases of students questioning their gender

- Where a child who is questioning their gender asks for support from the school, we will engage parents/guardians as a matter of priority.
- However, in the rare circumstances where involving parents/guardians might put a student at greater risk than not involving them, the DSL will determine a course of action needed to safeguard the child before contacting parents/guardians or any decisions are taken.
- Where a young person confides in a member of staff about their feelings but does not ask the school to make changes to how they are treated, the school will only break any confidence if there is a related safeguarding risk.

16.3 Considering requests for support with social transition

- The school will not proactively initiate or encourage social transition. Where a student or parent/guardian requests support in relation to social transition, the school will follow the careful, case-by-case approach set out in this policy.
- Members of staff will not adopt any changes relating to social transition unless a decision has been made by the school and a young person's parents/guardians have been involved.
- In making decisions about supporting social transition, the school will ensure compliance with its obligations in respect of safeguarding legislation and equality and human rights law, ensuring that any assessment of discrimination is informed by the school's evaluation of the welfare and best interests of the young person and other young people. The schools will make decisions in line with the following principles:
    - The school has statutory duties to safeguard and promote the welfare of all children: the first step when considering a young person's request for support with social transition will be to consider what is in the best interests of the young person and other young people, and a decision relating to social transition may not be the same as a child's wishes
    - Parents and guardians should be actively involved and their views treated with importance: (except in the rare circumstances where involving parents or guardians would constitute a greater risk to the young person than not involving them) where a young person who is questioning their gender asks

for support from the school parents/guardians will be engaged as a matter of priority and their views will carry great weight and be properly considered

- Accommodating social transition is an active intervention so the school will take a very careful approach.
- The school will comply with obligations under the Equality Act and Human Rights Act when considering requests for support with social transition.
- The school will ensure that the decision-making process is documented and records are kept.
- The circumstances or needs of a young person may change over time, and the school may need to review its original decision and will involve the DSL in doing so.

16.4 Rules on single-sex spaces

Students are not allowed into toilets, changing rooms, showers or spaces designated for the opposite biological sex, with no exceptions.

16.5 Rules on single-sex sports

The school may teach and play some sports or games, or activities of a competitive nature, in single-sex groups where the physical strength, stamina or physique of the average girl would put her at a disadvantage in competition with the average boy (or vice versa). The school can separate children according to their biological sex in these circumstances. Some sports may need to be played in single-sex groups from a certain age to ensure a young person's safety. Where single-sex sports are implemented for safety reasons, there are no exceptions and students must not be allowed to participate in sports designed for the opposite sex.

17. Complaints and concerns about school safeguarding policies

17.1 Complaints

If you are contacted by someone outside school expressing concern about the safety of a young person or concerns about a member of staff, please ensure that the DSL is aware that you have been contacted and seek their guidance before you give information or take action. In their absence, all complaints should go to the Headteacher. Complaints about the DSL should go directly to the Headteacher.

17.3 Whistleblowing

Any concerns regarding any member of staff other than the Headteacher should be referred to the Headteacher via MyConcern. Any concerns regarding the Headteacher should be referred to the Chair of Governors. It is their role to investigate the allegation as appropriate and pass on any information to the Police or other bodies if required. In the event of there being a situation where there is a conflict of interest in reporting the matter to the Headteacher, this should be reported directly to the LADO.

18. Record-keeping

- We will hold records in line with our records retention schedule.

- All safeguarding concerns, discussions, decisions made and the rationale for those decisions must be recorded in writing. This should include instances where referrals were or were not made to another agency such as local authority children's social care or the Prevent programme, etc. If you are in any doubt about whether to record something, discuss it with the DSL.
- Records will include:
    - A clear and comprehensive summary of the concern
    - Details of how the concern was followed up and resolved
    - A note of any action taken, decisions reached and the outcome
- Concerns and referrals will be kept in a separate child protection file for each child and should only be accessed by those who need to see it.
- Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.
- If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main Student file.
- To allow the new school/college to have support in place when the child arrives, this should be within:
    - 5 days for an in-year transfer, or within
    - The first 5 days of the start of a new term
- In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

19. Training

19.1 All staff

- All staff members will undertake safeguarding and child protection training at induction, including on whistleblowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse, exploitation or neglect.
- This training will be regularly updated and will:
    - Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
    - Be in line with advice from the 3 safeguarding partners
    - Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring
    - Have regard to the Teachers' Standards to support the expectation that all teachers:
        - Manage behaviour effectively to ensure a good and safe environment
        - Have a clear understanding of the needs of all students

- All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of becoming involved with or supporting terrorism, and to challenge extremist ideas.
- Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings).
- Volunteers will receive appropriate training, if applicable.

19.2 The DSL and DDSLs

The DSL and DDSLs will undertake child protection and safeguarding training at least every 2 years. In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments). They will also undertake more in-depth Prevent awareness training, including on extremist and terrorist ideologies.

19.3 Governors

All governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding
- As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

19.4 Recruitment – interview panels

At least 1 person conducting any interview for any post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

20. Monitoring arrangements

This policy will be reviewed annually by Ms J Hewitt, Deputy Headteacher. At every review, it will be approved by the full governing board.

21. Links with other policies

This policy links to the following Brimsham Green School policies and procedures:

- Code of Conduct
- Attendance Policy
- Relationships, Reparation and Recognition Policy (formally known as the Behaviour Policy)
- Complaints Policy
- Health and Safety Policies

- Safer Recruitment Policy
- ICT – Acceptable use of the Internet policy, E safety policy Staff and Student acceptable use of the internet agreements
- Whistle Blowing Policy
- School Trips Policy
- Single Equalities Policy
- Disability Equality Duty and plan
- Special Educational Needs Policy
- Anti-Bullying policy
- Attendance policy

NB: Policies can be found on the staff shared drive (S:) – 'Whole School Policies' and on the school website

Rev 15	Given the number of changes to KCSIE 2026, this policy has been re-written using The Key model policy. Significant changes to KCSIE 2026 include: The removal of Annex A Single-sex spaces Single-sex sports AI and deepfakes Phone-free environments Filtering and monitoring Volunteers requiring DBS and barred list checks Mental health