Connected Futures Partnership

Authoring our story.

Dorothy Gardner Nursery School
Mary Paterson Nursery School
Tachbrook Nursery School
Essendine Primary School
Hallfield Primary School
Oxford Gardens Primary School
Queen's Park Primary School
Queen's Park Family Hub
Bayswater Children's Centre

Child Protection and Safeguarding Policy

SEPTEMBER 2026

Child Protection and Safeguarding Policy

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Approved by:	Governing Board	**Date:**	September 2026
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Governors' Committee Responsible: **Full Governing Board**
Governor Leads: **Loraine Hancock & Altaf Kassam**
Nominated Senior Leader **Aaron Sumner, Co-Exec Head**

1 Introduction

1.1 This policy has been developed in accordance with the Children Acts 1989 and 2004, section 175 of the Education Act 2002 and other relevant legislation. It has particular regard to Keeping Children Safe in Education 2026 (KCSIE), Working Together to Safeguard Children, the London Child Protection Procedures, the Prevent Duty guidance and associated local multi-agency safeguarding arrangements. The Federation will have regard to the most current versions of statutory and Department for Education guidance throughout the life of this policy.

1.2 This policy should be read alongside the current Statutory Framework for the Early Years Foundation Stage where children aged 0 to 5 attend school-based nursery or reception provision; the current multi-agency statutory guidance on Female Genital Mutilation; the Rehabilitation of Offenders Act 1974; the Safeguarding Vulnerable Groups Act 2006 (as amended, including by the Crime and Policing Act 2026); the School Staffing (England) Regulations 2009; the Equality Act 2010; the Human Rights Act 1998; and relevant data protection legislation.

1.3 Relevant guidance and advice referred to in this policy includes: Keeping Children Safe in Education 2026; Working Together to Safeguard Children; Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers; DfE Filtering and Monitoring Standards for Schools and Colleges; Generative Artificial Intelligence in Education; Restrictive Interventions, including Use of Reasonable Force, in Schools (DfE, April 2026); Behaviour in Schools; Children Missing Education; Working Together to Improve School Attendance; UKCIS Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People; and the current Prevent Duty guidance. Where guidance is updated during the policy period, the current version will apply.

1.4 The Governing Board takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our schools to identify, assess, and support those children who are suffering harm.

1.5 The Governing Body are aware of their obligations under the Human Rights Act 1998 21, the Equality Act 2010 (including the Public Sector Equality Duty23), and their local multi-agency safeguarding arrangements.

1.6 We recognise that all adults, including temporary staff[1], volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. **In short, safeguarding is everyone's responsibility.**

1.7 All staff believe that our schools should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of every child.

1.8 The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting immediately possible cases of abuse (See Appendix 1 – Recognising Signs of Abuse and Appendix 2 - Identification of Domestic Abuse Cases: Children and Young Person Living With Domestic Abuse).

[1] Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc, and governors

- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the Federation, contribute to assessments of need and support packages for those children.
- To ensure that all staff are confident and competent in the use of our Child Protection Online Management System (CPOMS).
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the Federation which will be followed by all members of the Federation community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and local authority children's social care.
- To ensure that all adults working in or on behalf of the Federation are subject to the appropriate pre-appointment and ongoing safeguarding checks in accordance with KCSIE 2026 and the Federation's Safer Recruitment Policy, and that the statutory Single Central Record is maintained.

2. Equality Statement

2.1 Some children have an increased risk of abuse, 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.

2.2 We give particular consideration to children who:

- Have special educational needs or disabilities.
- May experience discrimination due to characteristics such as those protected by the Equality Act 2010.
- Have English as an additional language.
- 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 FGM (female genital mutilation), sexual exploitation, forced marriage, or radicalisation.
- Are asylum seekers or refugees.
- Have SEND, disabilities or medical/physical health conditions, including where communication differences or assumptions about a child's condition may mask indicators of abuse, neglect or exploitation.
- Are lesbian, gay or bisexual, or are perceived to be; or are gender-questioning, recognising that these children may be targeted by peers and may face additional barriers to seeking help.
- May be affected by misogyny, misandry, racism, faith-based prejudice, homophobic, biphobic or transphobic bullying, or other prejudice-based abuse or harassment.
- Have caring responsibilities as young carers, recognising the possible impact on attendance, attainment, behaviour and wellbeing.

3. Safe School, Safe Staff

3.1 We will ensure that:

- there is a Child Protection policy together with a staff behaviour (code of conduct) policy;
- the Federation operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training;
- as part of the shortlisting process for new staff, a digital screening process including an online search will be undertaken as part of the pre-recruitment checks;
- when recruiting staff, the Federation follows its Safer Recruitment Policy and relevant local authority procedures to ensure that appointments are made safely and in accordance with Part Three of KCSIE 2026;
- the Federation has procedures for dealing with safeguarding concerns or allegations about staff, supply teachers, trainee teachers, volunteers and contractors, including low-level concerns, and will work with third-party employers/providers where responsibilities are shared;
- a senior leader has designated safeguarding lead (DSL) responsibility and appropriately trained deputy DSLs are appointed; robust cover arrangements ensure that a DSL or deputy is available during school hours, with secure access to relevant safeguarding information and confidential communications;
- on appointment, the DSLs undertake 'New to Role' training and interagency training which is updated every two years with an 'update' course annually;
- all staff receive safeguarding and child protection training at induction, including online safety and the expectations, roles and responsibilities relating to filtering and monitoring; training is regularly updated and safeguarding updates are provided at least annually;
- all staff, including staff who do not work directly with children, are expected to read Part One of KCSIE 2026 in full and are supported to understand and discharge their safeguarding responsibilities;
- any weaknesses in Child Protection are remedied immediately;
- any incidents occurring when a third party, for example external agencies, uses/visits school's premises as with all safeguarding allegations, the school's safeguarding policies and procedures, including informing the Local Authority Designated Officer (LADO) are followed;
- all governors receive appropriate safeguarding and child protection training at induction, which is regularly updated so that they can provide appropriate strategic challenge and assurance;
- a member of the Governing Board is nominated to provide strategic safeguarding oversight and to liaise with the local authority where appropriate. The Chair of Governors will manage any safeguarding concern or allegation about the Executive Headteacher in accordance with Part Four of KCSIE 2026 and LADO procedures;
- Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the Federation website or by other means;
- the Governing Board considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues;
- children are taught how to keep themselves and others safe, including online, through a broad and balanced curriculum, Relationships Education, Relationships and Sex Education where applicable, Health Education and PSHE, in accordance with current statutory guidance.

3.2 Each Federation school/site has a named DSL and appropriately trained deputy DSL(s). Current names and contact arrangements are displayed prominently at each site, communicated to staff at

induction and available from the school office and Federation safeguarding information. The Executive Headteacher retains strategic oversight of safeguarding across the Federation.

3.3 All staff, trainee teachers and volunteers receive safeguarding information as part of induction, including the child protection policy, staff behaviour/code of conduct, behaviour policy, safeguarding response to children absent from education, the identity and role of the DSL/deputies, low-level concerns procedures and a copy of Part One of KCSIE 2026.

3.4 All members of staff are trained in and receive regular updates in online safety and reporting concerns. See Appendix 3, 'What to do if you have an Online Safety Concern'.

3.5 All other staff and governors have child protection awareness training, updated by the DSLs as appropriate, to maintain their understanding of the signs and indicators of abuse.

3.6 All members of staff, volunteers and governors know how to respond to a pupil who discloses abuse.

3.7 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the Federation's Child Protection Policy, and reference to it in our Handbook.

3.8 Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.

3.9 Community users organising activities for children are aware of the Federation's child protection guidelines and procedures.

3.10 We will ensure that child protection type concerns or allegations against adults working in the Federation are referred to the LADO (Local Authority Designated Officer) for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

3.11 Our safeguarding procedures will be reviewed at least annually and updated sooner where legislation, statutory guidance, local safeguarding arrangements or learning from incidents requires this.

3.12 The names of the Designated Safeguarding Lead (DSL) and deputy DSLs will be clearly communicated to staff and displayed appropriately at each site, together with information explaining how safeguarding concerns should be reported.

3.13 All new members of staff will be given a copy of our safeguarding statement and child protection policy, with the DSLs' names clearly displayed, as part of their induction into the Federation.

3.14 The policy is available publicly either on the Federation website or by other means. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school handbook, newsletter or website.

4. Responsibilities

4.1 The DSLs are responsible (See Appendix 4 – DSL Job Description) for:

- Referring concerns to local authority children's social care, the police or other safeguarding partners as appropriate, and acting as the focal point for staff to discuss concerns. Referrals will follow current local multi-agency procedures and will not be delayed where a child may be at immediate risk.
- Where police involvement is required, the Federation will cooperate with statutory agencies and ensure that the child is appropriately supported, having regard to the child's welfare, wishes and feelings and any applicable requirements for an appropriate adult.
- Keeping accurate detailed written records of all concerns about a child even if there is no need to make an immediate referral.
- Ensure all notes are kept on CPOMS and relevant staff are alerted to these.
- Ensuring safeguarding records are confidential, secure and retained in accordance with the Federation's retention schedule and data protection law. On transfer, the child protection file will be transferred securely and separately from the main pupil file as soon as possible, within five days for an in-year transfer or within the first five days of a new term, with confirmation of receipt obtained.
- Ensuring that an indication of the existence of the additional file in 3.1 third bullet point is marked on the pupil records.
- Liaising with safeguarding partners and other agencies, including local authority children's social care, police, health services, education partners and other relevant practitioners, in accordance with current local multi-agency safeguarding arrangements and Working Together to Safeguard Children 2026.
- Ensuring that either they or the Deputy DSL attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- Ensuring that unexplained, repeated or prolonged absence of a child with a social worker or child protection plan is treated as a safeguarding concern and shared promptly with the child's social worker in accordance with the child's plan and local procedures; staff must not wait for a fixed number of days where risk is identified.
- Ensuring all staff receive safeguarding and child protection training at induction and regular updates thereafter, including online safety, filtering and monitoring, child-on-child abuse and the procedures for reporting concerns about adults. All staff must read Part One of KCSIE 2026 in full.
- Providing, with the Executive Headteacher, an annual report for the Governing Board, detailing any changes to the policy and procedures; training undertaken by the DSL, by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised).
- The DSL will work with the senior leader responsible for filtering and monitoring and IT support to understand the filtering and monitoring systems and processes in place. Their effectiveness will be reviewed at least once every academic year, including checks that filtering is operating appropriately on internet-connected devices in all relevant locations. A record of these checks and the annual review will be retained.

4.2 The DSL or deputy will consider the most appropriate level of help and intervention, including support through universal services/community-based early help, a Family Help assessment where targeted early help is indicated, or referral to local authority children's social care where a child is in need, has been harmed, or is suffering or likely to suffer significant harm. The Federation will follow published local threshold and assessment protocols.

4.3 The DSL and deputies will ensure that safeguarding information is recorded, held, used and shared effectively. Records will include concerns, discussions, decisions and the rationale for decisions, including where referrals were or were not made. Data protection law does not prevent the sharing of information for the purpose of safeguarding children. Fears about information sharing must not stand in the way of safeguarding and promoting a child's welfare.

4.4 The DSL and deputies will promote a culture of listening to children, taking account of their wishes and feelings and understanding the barriers that may make it difficult for some children to approach staff. Trusted relationships and accessible communication methods will be actively developed.

4.5 Information sharing is essential to safeguarding. Staff must not assume that another professional will share information that may be critical to keeping a child safe. Decisions to share or not share information will be lawful, necessary and proportionate and will be recorded, including the rationale and any associated risk assessment. Relevant data protection law includes the UK GDPR, Data Protection Act 2018 and Data (Use and Access) Act 2025.

4.6 Where a child and family would benefit from additional support, the DSL will consider universal services and community-based early help, Family Help, or statutory children's social care intervention. Family Help brings together targeted early help and section 17 support where appropriate, with assessment and planning coordinated with the family and relevant practitioners.

4.7 Safeguarding is child-centred. The Federation will consider the child's wishes and feelings, recognise that children may not feel ready or know how to disclose abuse, exploitation or neglect, and ensure that the absence of a verbal disclosure does not prevent appropriate safeguarding action.

5. Supporting Children

5.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

5.2 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

5.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

5.4 Our Federation will support all children by:

- Encouraging self-esteem and self-assertiveness through the curriculum and through our relationships, while not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the Federation and consider that children can be subject to harm outside of their home.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- All staff should report any safeguarding concerns in accordance with relevant setting reporting procedures, e.g. CPOMs, in a timely manner and call the DSL or Deputy DSL if they have a significant concern.
- DSL/Deputy DSL to keep detailed accurate records of all concerns, discussions, and decisions made including rationale for referrals made.

- All staff should be aware that children may not directly disclose their experience of abuse, and staff should report any conversations of concern they hear or, changes in the child's behaviour.
- Notifying local authority children's social care promptly where there is a safeguarding concern that meets the relevant threshold.
- Providing continuing support to a child about whom there have been safeguarding concerns when they transfer to another school or college. The child protection file will be transferred securely as soon as possible, within five days for an in-year transfer or within the first five days of a new term; confirmation of receipt will be obtained. Where information indicates a risk to the child or others, the DSL will consider sharing relevant information with the receiving setting in advance so that appropriate safety and support arrangements can be in place.
- Ensuring staff understand the additional safeguarding challenges faced by children with SEND, disabilities and certain medical or physical health conditions, including communication barriers, increased risk of peer isolation or bullying, disproportionate impact without outward signs, and the risk that indicators of abuse may be incorrectly attributed to a child's condition.
- Maintaining clear systems to identify children who may require mental health support. Staff recognise that mental health concerns can in some cases be an indicator that a child has suffered or is at risk of abuse, neglect or exploitation; safeguarding concerns will be referred immediately to the DSL while appropriate pastoral, health or specialist support is considered.
- Identifying and supporting young carers at the earliest opportunity, recognising that caring responsibilities can affect attendance, attainment, behaviour and wellbeing and may require support from external partners, the local authority or health services.
- Recognising the safeguarding needs of children with medical conditions and ensuring that safeguarding, health and support plans are coordinated where necessary.
- Teaching safeguarding in PSHE (Personal, Health and Social Education), RSE, RHSE (Relationship and Sex Education), online safety and protective behaviours.
- All staff receive annual training in child protection and safeguarding, including: online safety and Prevent.

6. Confidentiality

6.1 We recognise that all matters relating to child protection are confidential.

6.2 The Executive Headteacher or DSLs will disclose any information about a child to other members of staff on a need to know basis only[2]

6.3 All staff have a professional responsibility to share information where necessary to safeguard and promote the welfare of children. Staff must not assume that somebody else will pass on information that may be critical to keeping a child safe. Data protection legislation does not prevent appropriate safeguarding information sharing.

6.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

6.5 Where appropriate, the Federation will normally inform parents/carers before making a referral; however, this will not be done where doing so may place a child at greater risk, impede a police or

social care investigation, or otherwise be contrary to the child's best interests. Advice will be sought from the DSL and/or local authority children's social care where necessary.

6.6 When a child leaves the school, the DSL or deputy will transfer the child protection file securely to the new school or college as soon as possible and within five days for an in-year transfer or within the first five days of a new term. Confirmation of receipt will be obtained. The file will be transferred separately from the main pupil file. The DSL will also consider whether information should be shared in advance to enable safeguarding, risk management and support arrangements to be put in place.

6.7 References in this policy to "data protection law" include the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025. Personal information will be processed fairly and lawfully, kept secure and shared proportionately for safeguarding purposes.

7. Supporting Staff

7.1 We recognise that staff working in the Federation who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

7.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

8. Allegations Against Staff

8.1 All Federation staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view/presence of other adults.

8.2 All Staff should be aware of the Federation's own Behaviour Management policy.

8.3 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction[2]

8.4 We understand that a pupil may make an allegation against a member of staff.

8.5 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Head of School/Setting Leads.[3].

8.6 The Head of School/Setting Leads on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)[4]

8.7 If the allegation made to a member of staff concerns the Executive Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 8.6 above, without notifying the Executive Headteacher first.

8.8 The Federation will follow local procedures and Part Four of KCSIE 2026 when managing safeguarding concerns or allegations about staff, supply teachers, trainee teachers, volunteers and contractors. Where an individual is supplied or employed by a third party, the Federation and the employing/provider organisation share safeguarding responsibilities and will work together, including with the LADO, to ensure appropriate action is taken.

[2] Refer to "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" available on the DfE website

[3] or Chair of Governors in the event of an allegation against the Executive Headteacher

[4] LADO 020 7641 6108

8.9 Suspension of the member of staff, excluding the Executive Headteacher, against whom an allegation has been made, needs careful consideration, and the Executive Headteacher will seek the advice of the LADO and Human Resources in making this decision.

8.10 In the event of an allegation against the Executive Headteacher, the decision to suspend will be made by the Chair of Governors with advice as in 8.8 above.

8.11 A Mobile Phone Policy is in place giving staff and volunteers advice on the safe use of telecommunication devices and cameras. Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils. Staff will not take pictures or recordings of pupils on their personal phones or cameras. We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

8.12 If a report of an allegation of a member of staff is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report or allegation is shown to be deliberately invented or malicious, the Federation will consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy.

8.13 Low-Level Concerns

Concerns about an adult that do not meet the harm threshold must still be shared promptly in accordance with the Federation's Low-Level Concerns Policy. The Executive Headteacher/Head of School/Setting Lead is the ultimate decision-maker in respect of low-level concerns. Where there is doubt about whether a concern meets the harm threshold, advice will be sought from the LADO.

A low-level concern is any concern that an adult has acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.
- Does not meet the allegations threshold or is not considered serious enough to refer to the LADO e.g. being overly friendly with children, having favourites, taking photos of children on their mobile phone, engaging with a child one-to-one in a secluded area or behind a closed door and using inappropriate sexualised, intimidating, or offensive language.
- All low-level concerns will be recorded in writing, kept confidential and secure and reviewed to identify possible patterns of concerning, problematic or inappropriate behaviour and any wider cultural or safeguarding-system issues. Low-level concerns about supply staff and contractors will also be notified to their employer. Records will be retained in line with the Low-Level Concerns Policy and KCSIE 2026.

9. Whistle-blowing

9.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

9.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the Federation, they should speak in the first instance, to the Area Education Officer/LADO following the Whistleblowing Policy.

9.3 Whistle-blowing regarding the Executive Headteacher should be made to the Chair of the Governing Board whose contact details are readily available to staff.

9.4 The NSPCC whistle-blowing helpline number is 0800 028 0285 and will also be displayed in the staffroom.

10. Physical Intervention

10.1 The Federation has regard to the Department for Education guidance Restrictive Interventions, including Use of Reasonable Force, in Schools (effective from 1 April 2026). Restrictive intervention must never be used as punishment. Any use must be lawful, necessary, proportionate, reasonable in the circumstances and for the shortest possible time. Particular consideration will be given to pupils with SEND, disabilities, medical conditions or trauma, including prevention, de-escalation and individual planning. Full procedures for physical restraint, seclusion, recording, reporting, parental notification, post-incident support and governance oversight are set out in the Federation's separate Restrictive Interventions, Physical Intervention and Reasonable Force Policy.

10.2 The Federation has a Physical Intervention and Restraint Policy which has been developed in accordance with the advice for headteachers, staff and governors from the Department for Education 'The Use of Force to Control or Restrain Pupils' July 2013.

10.3 We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering themselves or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

10.4 Such events should be recorded and signed by a witness.

10.5 Key members of staff will be appropriately trained following guidance from MAYBO (reduce the risk of behaviours of concern and workplace violence through the provision of engaging, outcome-focused training programmes) should the need for physical intervention arise.

10.6 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

10.7 We recognise that touch is appropriate in the context of working with children, and all staff have been given Safe Practice guidance and the Intimate Care Policy to ensure they are clear about their professional boundaries.

10.8 We have separate guidance contained within our Child-on-Child Abuse Policy.

11 Anti-Bullying and Child on Child Abuse

11.1 Child-on-child abuse, including harmful sexual behaviour, sexual harassment and sexual violence, is a safeguarding issue. It can occur inside or outside school and online, and it is preventable. The Federation operates a zero-tolerance approach to sexual harassment and sexual violence. Safeguarding consideration will be given both to the child who has experienced harm and to the child alleged to have caused harm. Detailed procedures are contained in the Federation's Child-on-Child Abuse Policy and Managing Harmful Sexual Behaviour, Sexual Harassment and Sexual Violence Between Children Policy.

11.2 Our Federation policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms of bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

11.3 Our Federation recognises the seriousness of child-on-child abuse and has a child-on-child Abuse policy to advise all staff. At the Federation we have a zero-tolerance approach to child-on-child Abuse and that we should have an attitude that, 'it could happen here'.

12 Racist Incidents

12.1 Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

13 Prevention

13.1 We recognise that the Federation plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

13.2 The Federation community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes.
- Ensure that all children know there is an adult in the Federation whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, online safety, road safety, pedestrian and cycle training. Also focussed work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.
- Ensure all staff are aware of Federation guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

14 Domestic Abuse

14.1 The Home Office definition of Domestic Abuse is as follows:

'Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

- psychological
- physical
- sexual
- financial
- emotional

Children are victims of domestic abuse where they witness, hear or experience the effects of abuse and/or suffer domestic abuse in their own intimate relationships. All of which can have a detrimental and long-term impact on their health, wellbeing, development and ability to learn.

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 also take place online or technology can be used to facilitate offline abuse.

Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.'

14.2 Coercive control became a criminal offence in 2015 and is included in the Serious Crime Act 2015:

Person A commits an offence if:

a) A repeatedly or continuously engages in behaviour towards another person (B) that is controlling or coercive,
b) at the time of the behaviour, A and B are personally connected,
c) the behaviour has a serious effect on B, and
d) A knows or ought to know that the behaviour will have a serious effect on B.

A's behaviour has a "serious effect" on B if:

a) it causes B to fear, on at least two occasions, that violence will be used against B, or
b) it causes B serious alarm or distress which has a substantial adverse effect on B's usual day-to-day activities (www.legislation.gov.uk).

14.3 Domestic abuse includes abusive behaviour between people aged 16 or over who are personally connected and may include physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse and psychological or emotional abuse. Children may experience domestic abuse directly, hear or witness it, experience its effects, or be involved in child-to-parent or caregiver abuse. Such experiences can have a serious and long-lasting impact on children and are safeguarding concerns.

14.4 Whilst the definition of domestic abuse includes only those of age 16 and above, young people below this age threshold may start forming intimate relationships and experience domestic abuse from their boyfriends and girlfriends. In recognition of this, some specialist domestic abuse services will offer support to young people at the age of 13 and above.

14.5 The Federation participates in Operation Encompass arrangements where available, enabling police to share timely information with the school following domestic abuse incidents so that appropriate safeguarding and pastoral support can be provided.

15 Preventing Radicalisation

15.1 Radicalisation refers to the process of a person legitimising support for, or use of terrorist violence.

15.2 We recognise that children may be susceptible to radicalisation into terrorism and safeguarding against radicalisation is no different from safeguarding against any other vulnerability. Staff are expected to uphold and promote the fundamental principles of British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

15.3 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.

15.4 Extremism is the vocal or active opposition to our fundamental 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 Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

15.6 There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods, such as social media or the internet, and settings, such as within the home. However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised.

15.7 As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include the designated safeguarding lead or deputy making a Prevent referral. The school's designated safeguarding lead and any deputies are aware of local procedures for making a Prevent referral.

15.8 Guidance from DfE has been taken for all public bodies to make explicit their preventative measures to minimise the threat of extremism in their school.

15.9 Radicalisation is defined as the act or process of making a person more radical or favouring extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

15.10 Extremism is defined as the holding of extreme political or religious views. The Board of Governors has a zero tolerance approach to extremist behaviour for all community members. We rely on our strong values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences.

15.11 Staff must be fully engaged in being vigilant about radicalisation; they should overcome any disbelief that such issues will not happen at the schools and ensure that they work alongside other professional bodies and agencies to ensure that pupils and staff are safe from harm.

15.12 The principal objectives are that:

- Pupils are encouraged to adopt and live out the Federation's core values of Respect. These complement the key "British Values" of tolerance, respect, understanding, compassion and harmonious living.
- Pupils are helped to understand the importance of democracy and freedom of speech, through the SEAL (Social, emotional, aspects of learning) assemblies and through the elected School Council members.
- Pupils are taught how to keep themselves safe, in school and when using the internet.
- Pupils participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background.
- Pupil's wellbeing, confidence and resilience is promoted through our planned curriculum and out of hours learning opportunities.
- Pupils are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others.
- Governors, teachers, teaching assistants and non-teaching staff demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in school.

15.13 The Federation has due regard to the Prevent Duty and follows the current Prevent Duty guidance. Where a child is considered susceptible to radicalisation, the DSL will consider appropriate support and referral, including to Channel where relevant. Information required for Channel safeguarding purposes will be shared with the police and relevant partners in accordance with statutory guidance and safeguarding information-sharing principles.

Pursue - To stop terrorist attacks
Prevent - To stop people becoming terrorists or supporting terror
Protect - To strengthen our protection against a terrorist attack
Prepare - To mitigate the impact of a terrorist attack

15.14 Our role, as a Federation, will be concerned with PREVENTION and is outlined more in a toolkit to help schools contribute to the prevention of extremism.

15.15 Opportunities will be used to teach safeguarding in the relationship and sexual health education (RSHE) curriculum. This will support children to prepare for life in modern Britain. This will be taught in regularly timetabled lessons and reinforced throughout the whole curriculum.

16 So-called Honour Based Violence

16.1 Honour based violence, where it affects children and young people, is a child protection issue. It is an abuse of human rights. Children and young people who suffer Honour Based Violence are at risk of Significant Harm through physical, sexual, psychological, emotional harm and neglect. In some cases they are also at risk of being killed.

16.2 Honour based violence is defined as a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community.' (ACPO -Association of Chief Police Officers and CPS -crown prosecution service) (2008) The challenges for services include developing responses that keep people safe and hold perpetrators to account without stereotyping, stigmatising or making assumptions about any given individual or community. Women and girls are predominantly the targets but not exclusively.

16.3 It is important that staff are vigilant with regards to recognising the signs and the risks of honour-based violence, which may include:

- Children may truant to avoid family and relatives knowing where they are.
- Children may be isolated, depressed and there may be concerns about self-harming behaviour.
- Families may continue to feel 'shame' and the risks may transfer to children or siblings.
- Children may be excessively restricted in their movements; grounded permanently.
- Denial of access to internet, phones, friends, passport.
- Children may be stopped from seeing their mother.

16.4 Possible reasons and explanations identified as to why honour-based violence may take place, include:

- In order to protect family 'honour'.
- To control un-wanted behaviour and sexuality (including perceived promiscuity or being lesbian, gay, bisexual or transgender).
- As a response to family, community or peer group pressure.
- To strengthen family links.
- To protect perceived cultural and/or religious ideals.
- To retain wealth, property or land within the family.
- To prevent unsuitable relationships.
- To assist claims for residence and citizenship in the UK.
- In response to perceived immoral behaviour e.g. make-up or dress; use of mobile phone; inter-faith relationships.

16.5 When responding to or referring a concern, where a child or young person discloses fear of honour-based violence professionals in all agencies should:

- Take the disclosure seriously and act on it.
- Refer to Children's Social Care & the Police promptly.

16.6 Following a concern the Federation must ensure that under no circumstances the following should happen:

- Let the family or social network know about the disclosure.
- Speak to the child in front of family members.
- Approach the family or community leaders or attempt mediation.
- Use members of the community to interpret.
- Accidentally give out information which might jeopardise the child or young person's safety.
- Caution is required about how information is recorded and shielded within the organisation.

16.7 A Strategy Discussion meeting must be arranged within two working days. The meeting should be a multi-agency meeting and a legal advisor should be invited. Any investigation will be in accordance with the Section 47 Joint Investigation Team Protocol.

17 Forced Marriage

17.1 A forced marriage is a marriage in which a person does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. New laws which came into effect in 2023, also criminalises any conduct aimed at causing a child to marry before the age of 18, irrespective of the use of violence or coercion. This includes non-binding, unofficial 'marriages' in addition to legal marriages.

17.2 A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

17.3 Children may be married at a very young age, and well below the age of consent in England. Federation staff should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not being allowed to return to England.

17.4 Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014. (See https://www.gov.uk/forced-marriage for further information).

18 Female Genital Mutilation (FGM)

18.1 FGM is a collective term for all procedures which include the partial or total removal of the external female genital organs for non-medical or therapeutic reasons. It is acknowledged that some FGM-practising families do not see it as an act of abuse. However, Female Genital Mutilation has severe significant physical and mental health consequences both in the short and long term, and must not be excused, accepted or condoned. The procedures are more common than most people realise and work is taking place worldwide to eradicate this illegal and dangerous practice.

18.2 Signs and risk factors associated with FGM, include:

- The age at which the procedure takes place may vary from birth to adolescence to just before marriage or during the first pregnancy. The most common age group is between 5 and 8 years.
- There may be other girls or women in the family or household who have had the procedure.
- A girl may confide in a friend or a teacher of a special ceremony to ‘become a woman’.
- Prolonged absence from school or college.
- Reluctance to undergo medical examinations or participate in PE.
- Signs of pain and frequent urinary or menstrual problems.
- A request for help which may not be explicit for reasons of fear and embarrassment.

18.3 Justifications given as to why FGM has/has taken place, include:

- It is part of a female’s customs and traditions.
- It is to maintain family honour within the community.

- It is to support hygiene and cleanliness.
- It preserves virginity/chastity.
- It is social important for acceptance especially for marriage.
- It is part of a mistaken belief that it is a religious requirement.
- It ensures a sense of belonging to a group and conversely the fear of social exclusion.

18.4 All practitioners have a duty to act to safeguard girls at risk of FGM and need to consider that it is an illegal act and that the girl may be removed from the UK to have the procedure performed. Delay must be avoided. Referrals should be made to Children's Social Care and a Strategy Meeting will be called within a maximum of two working days. The multi-agency Strategy Meeting must consider if the family are aware of the harmful aspects of FGM and the law in the UK. If they are not, they should be provided with the information as a part of the assessment.

18.5 Where the procedure has already taken place the information and risks must be assessed and consideration must be given to convening a Child Protection Conference. Careful consideration must also be given to the potential risks to any younger females in the family or household. Counselling and medical help should be provided as needed.

18.6 All assessments and investigations should be mindful of issues of language and communication, religion, culture and race. The needs of the child remain paramount.

19 Child Sexual Exploitation

19.1 Child sexual exploitation (CSE) is a type of sexual abuse. When a child or young person is exploited, they are given things such as gifts, drugs, money, status or affection in exchange for sexual activity. Children and young people are often tricked into believing they are in a loving and consensual relationship; this is called grooming. They may trust their abuser and not understand that they are being abused.

19.2 Children and young people can be trafficked into or within the UK to be sexually exploited. They may be moved around the country and abused by being forced to take part in sexual activities, often with more than one person. Young people in gangs can also be sexually exploited.

19.3 Sometimes abusers use violence and intimidation to frighten or force a child or young person, making them feel as if they have no choice. They may lend them sums of money they know cannot be repaid or use financial abuse to control them.

19.4 Anyone can perpetrate CSE. The relationship may be framed as friendship, someone to look up to or a romantic relationship. Children and young people who are exploited may also be used to find or coerce others to join groups.

19.5 CSE can happen in person or online. An abuser may gain a child's trust or control them through violence or blackmail before sexually abusing them. This can happen over a short period of time.

19.6 Types of CSE include being persuaded or forced to:

- send or post sexually explicit images of themselves
- film or stream sexual activities

- have sexual conversations.
- Could include physical contact and non-contact activities.

Once an abuser has images, video or copies of conversations, they might use threats and blackmail to force a young person to take part in other sexual activity. They may also share the images and videos with others or circulate them online.

19.7 Gangs may use CSE to exert power, for initiation, or to use sexual violence as a weapon.

19.8 Signs of sexual abuse and grooming include:

- Unhealthy or inappropriate sexual behaviour.
- Being frightened of some people, behaviour or situations.
- Being secretive.
- Sharp changes in mood or character.
- Having money or things that they won't explain.
- Physical signs of abuse, like bruises or bleeding in their genital or anal area.
- Alcohol or drug misuse.
- Sexually transmitted infections.
- Pregnancy.

19.9 Other warning signs to look out for:

- Dating an older person.
- Staying out late or overnight.
- Having a new group of friends.
- Missing from home, care or school.
- Spending time with older people, other vulnerable people or in antisocial groups.
- Becoming involved in a gang.
- Becoming involved in other criminal activities like selling drugs and shoplifting.
- Being female (it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys).

19.10 'Upskirting':

'Upskirting' is now a criminal offence. It is defined as 'taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm' (DfE, 2019).

19.11 'Sexting', Sharing Nudes or Semi Nudes:

- Defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'dick pics' or 'pics'.

- The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated, however it does make children vulnerable and put them at risk.
- All incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or member of the Welfare Team.
- Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

20 Child Criminal Exploitation

20.1 Child criminal exploitation (CCE) is increasingly used to describe this type of exploitation where children are involved, and is defined as:

> "Child Criminal Exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology" (Home Office, 2018).

20.2 Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female- however a girl's experience may be different) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults;
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

20.3 One of the key factors found in most cases of county lines exploitation is the presence of some form of exchange (e.g. carrying drugs in return for something). Where it is the victim who is offered,

promised or given something they need or want, the exchange can include both tangible (such as money, drugs or clothes) and intangible rewards (such as status, protection or perceived friendship or affection).

20.4 Staff should be aware the CCE can include vehicle crime, threatening and serious violence. Children may become trapped as they or their families may be threatened with violence, coerced, trapped into debt and carrying weapons, or, carry weapons for protection.

20.5 Signs of CCE include:

- persistently going missing from school or home and/or being found out-of-area;
- unexplained acquisition of money, clothes, or mobile phones;
- excessive receipt of texts/phone calls and/or having multiple handsets;
- relationships with controlling/older individuals or groups;
- leaving home/care without explanation;
- suspicion of physical assault/unexplained injuries;
- parental concerns;
- carrying weapons;
- significant decline in school results/performance;
- gang association or isolation from peers or social networks;
- self-harm or significant changes in emotional well-being.

20.6 Any practitioner working with a vulnerable person who they think may be at risk of county lines exploitation should follow the Federations' safeguarding procedures and share this information imminently. If you believe a person is in immediate risk of harm, you should contact the police.

20.7 County Lines: County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

20.8 Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

20.9 A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);

- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity;
- owe a ‘debt bond’ to their exploiters;
- have their bank accounts used to facilitate drug dealing.

21 Children Absent from Education

21.1 The Federation operates in accordance with the current statutory guidance on Children Missing Education and Working Together to Improve School Attendance. Absence, particularly repeated or prolonged absence, may be a vital warning sign of safeguarding risks including abuse, neglect, exploitation, criminal exploitation, sexual exploitation, serious violence or radicalisation.

21.2 All children, regardless of their circumstances, are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

21.3 Children missing education are at significant risk of underachieving, being victims of harm, child-on-child abuse, exploitation or radicalisation, and becoming NEET later.

21.4 Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education.

21.5 Attendance, absence and exclusions are closely monitored. The DSL will monitor unauthorised absence and take appropriate action, particularly where children have unexplainable and or /persistent absences on repeated occasions and/or are missing for periods during the school day. Children who are absent, as well as missing, from education can be a warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation.

21.6 We follow the DfE legal requirements for schools in respect of recording and reporting of children who leave school without any known destination.

21.7 Where a pupil has 10 consecutive school days of unexplained absence and all reasonable steps have been taken by the Federation to establish their whereabouts without success, the Federation will make an immediate referral to the Local Authority’s Children missing Education Team and/or referral to the appropriate Children’s services front door team. Reasonable steps include:

- Telephone calls to all known contacts
- Letters home
- Contact with other schools where siblings may be registered
- Possible home visits where safe to do so
- Enquiries to friends, neighbours etc. through school contacts
- Enquiries with any other Service known to be involved with the pupil/family

- All contacts and outcomes to be recorded on the pupil's file

21.8 The Federation is required by law to have an admission register and an attendance register. All pupils must be placed on both registers.

21.9 The Federation is required to inform the Local Authority when they are about to remove a pupil's name from the school admission register at non-standard transition points irrespective of the reason. The Local Authority may also require the Federation to provide information about pupils who are going to be removed from the register at standard transition points.

21.10 The Federation will also notify the local authority within five days of adding a pupil's name to the admission register at a non-standard transition point. The Local Authority may also require the Federation to provide information about pupils added to the register at a standard transition point.

21.11 It is essential for the Federation to comply with this duty so that the Local Authority can, as part of its duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect. If no confirmation is received the above Missing Children procedures will apply.

21.12 Elective Home Education: If a parent/carer expresses their intention to educate a child at home, the Local Authority, school and other key professionals will work together to coordinate a meeting with the parent or carer. Extra careful consideration is given where children have a special educational need and/or disability, is vulnerable or has a social worker. In cases where a parent wishes to home educate, school must notify the LA's Elective Home Education officer.

21.13 Alternative provision: Where a pupil is placed with an alternative provision provider, the Federation remains responsible for safeguarding that pupil. The Federation will obtain written confirmation that the provider has carried out the appropriate safeguarding checks on staff and will require the provider to notify the commissioning school of arrangements or staffing changes that may put the child at risk so that the Federation can assure itself that appropriate checks have been undertaken. Attendance, welfare, progress and safeguarding information will be monitored and shared appropriately.

21.14 Temporary accommodation: The Federation will cooperate with local authority arrangements and statutory notification duties relating to children living in temporary accommodation, and will share relevant safeguarding and education information promptly where required.

22 Virtual School

22.1 The Children and Families Act 2014 requires Local Authorities to appoint a Virtual School Head whose purpose is to ensure the Local Authority fulfils its statutory duty to promote the education of Looked After Children. The Virtual School Head is a bi-borough post and manages the Virtual School.

22.2 The Federation will work in partnership with the Virtual School Head and relevant local authority professionals to promote the educational achievement, attendance and safeguarding of looked-after children, previously looked-after children, children with a social worker and, where relevant, children in kinship care. Attendance will be recognised as a key safeguarding and educational factor.

- Monitoring systems are in place that promotes the educational progress and achievement of Looked After Children

- Personal Education Plans are current, relevant and effective
- Effective monitoring of the use of the Pupil Premium Grant is in place
- Designated Teachers develop effective strategies and support for Looked After Children
- Liaison between the school and other relevant external agencies, e.g. social workers and carers, takes place relating to the education of Looked After Children
- Additional resources are commissioned where necessary to fund additional resources for Looked After Children to support education
- Information, advice and guidance to Looked After Children and care leavers is provided regarding further education, employment and training where applicable.

23 Health & Safety

23.1 Our Health & Safety policy, premises procedures and educational visits arrangements reflect the consideration given to safeguarding children physically within the school environment, when using technology, during sport and physical activity, and when away from school on trips and visits. Safeguarding arrangements for toilets, changing spaces and other premises will take account of legal requirements, privacy, dignity, supervision, equality and individual safeguarding needs.

23.2 Sport and physical activity can provide significant benefits but may also create safeguarding risks because of physical contact, changing arrangements, one-to-one coaching, travel, competition and relationships of trust. The Federation will ensure that staff, volunteers and external sports providers follow safeguarding, safer working and recruitment requirements and that concerns are reported through normal safeguarding procedures.

24 Online Safety

24.1 The Federation recognises the four broad areas of online risk: content, contact, conduct and commerce. These include harmful or inappropriate content, misinformation and disinformation, contact with harmful individuals or generative-AI applications, online bullying and harassment, exploitation, and the creation or sharing of sexual imagery, including AI-generated or digitally altered nude or semi-nude images.

24.2 All incidents involving the making or sharing of nudes or semi-nudes require a safeguarding response, whether the imagery was initially created or shared consensually or non-consensually. Staff will follow current UKCIS guidance and the Federation's specialist child-on-child abuse and sexual harm procedures.

24.3 The Federation operates a mobile-phone-free environment for pupils during the school day, subject to agreed individual exceptions. The use of generative AI will be managed through safeguarding, data protection, curriculum and acceptable-use controls, with particular attention to privacy, harmful interaction, manipulation and explicit or deepfake imagery.

- Content: being exposed to illegal, inappropriate or harmful content, including pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation, including fake news, and conspiracy theories.
- Contact: being subjected to harmful online interaction with other users or generative AI applications that simulate such interaction, including peer pressure, commercial advertising, grooming and exploitation for sexual, criminal, financial or other purposes.

- Conduct: online behaviour that increases the likelihood of, or causes, harm, including making, sending and receiving explicit images, images generated or altered using AI, sexualised online behaviour and online bullying.
- Commerce: risks including online gambling, inappropriate advertising, phishing and financial scams.

24.4 Generative artificial intelligence: The Federation recognises the potential educational benefits of generative AI alongside safeguarding, privacy, data protection, ethical and intellectual-property risks. Use of generative AI by staff or pupils will be subject to appropriate controls, supervision and education. Staff will be alert to risks including harmful simulated interactions, grooming, misinformation and the creation or alteration of explicit images, including “deepfakes” or “deep nudes”. Concerns will be managed as safeguarding concerns where appropriate.

24.5 Filtering and monitoring; Appropriate filtering and monitoring systems will be in place on school devices and networks. Their effectiveness will be reviewed at least once every academic year by the senior leader responsible for filtering and monitoring, supported by the DSL and IT support. Reviews will include checks that filtering operates appropriately on all internet-connected devices in relevant locations and a record of checks will be retained. The Federation will avoid unreasonable over-blocking that restricts appropriate teaching and safeguarding education.

24.6 Remote learning: The Federation has remote-learning procedures which set out the roles and responsibilities of staff in maintaining safe online learning and safeguarding practice.

24.7 Cybercrime: Cybercrime includes cyber-dependent offences under the Computer Misuse Act 1990 and cyber-enabled crime. Staff should remain alert to children becoming involved in cybercrime, whether deliberately or inadvertently, and should follow the Federation’s safeguarding procedures. The DSL may consider referral to Cyber Choices where appropriate.

25 Children Requiring Mental Health Support

25.1 Mental health concerns can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are not expected to diagnose mental health conditions, but should act on safeguarding concerns and report them to the DSL. Where appropriate, the Federation will work with health, social care and other services to secure support.

26 Young Carers

26.1 The Federation recognises that young carers may have additional needs and may experience impacts on attendance, attainment, behaviour and wellbeing. Staff will be alert to caring responsibilities that may not previously have been identified and will consider appropriate community-based early help, Family Help or other support.

27 Children with SEND, Disabilities and Medical Conditions

27.1 Children with SEND, disabilities or medical conditions can face additional safeguarding challenges. Staff will be alert to assumptions that indicators of possible abuse, neglect or exploitation relate only to a child’s condition; communication barriers; increased risk of peer isolation or bullying; disproportionate impact of behaviours such as bullying; and difficulties in reporting concerns. Additional pastoral, communication and safeguarding support will be provided where appropriate.

27.2 The Federation will have regard to current statutory guidance on supporting pupils with medical conditions and allergy safety, alongside KCSIE 2026, and will ensure that safeguarding and health plans are coordinated where necessary.

28 Monitoring and Evaluation

28.1 This policy and the effectiveness of the Federation's safeguarding arrangements will be monitored and evaluated through:

- Governing Board visits to the school
- SLT – senior leader team 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of GB minutes
- Logs and analysis of child-on-child abuse, sexual harassment/violence, bullying, racist, prejudice-based and behaviour incidents, including consideration of patterns and disproportionate impact;
    - Review of filtering and monitoring effectiveness and the record of annual and routine checks.
    - Review of restrictive intervention, seclusion and reasonable-force data in accordance with statutory requirements and the Federation's separate policy.
- Review of parental concerns and parent questionnaires
- Review of the use of nurture room and fun club at lunchtime

28.2 This policy should be read alongside the Federation's policies and procedures on:

Behaviour; Restrictive Interventions, Physical Intervention and Reasonable Force; Intimate Care; Guidance for Safer Working Practice; Staff Behaviour/Code of Conduct; Low-Level Concerns; Whistleblowing; Anti-Bullying; Child-on-Child Abuse; Managing Harmful Sexual Behaviour, Sexual Harassment and Sexual Violence Between Children; Health & Safety; Attendance; Children Missing Education; Alternative Provision; Curriculum; PSHE/RSHE; Online Safety; Mobile Phones; Filtering and Monitoring; Generative AI; Administration of Medicines; Recruitment and Selection; Safer Recruitment; Special Educational Needs and Disabilities; and Data Protection.

Appendix 1

Recognising Signs of Child Abuse

All staff should be aware of the indicators of abuse, neglect and exploitation understanding that children can be at risk of harm both in and out of home, school and online.

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to local authority children's social care.

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups).

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances

- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse
The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries
- Facilitating, threatening and/or encouraging physical abuse online.

Bruising
Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks
Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.
A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds
It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements

- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.
Non-mobile children rarely sustain fractures.
There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical.
The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.
The indicators of emotional abuse are often also associated with other forms of abuse.
The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.
Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.
Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child’s age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts

- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)
- Facilitating, threatening and/or encouraging sexual abuse online.
- Causing someone to engage in sexual consent to include forcing someone to strip, touch themselves or to engage in sexual activity with a third party.

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, in appropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.
If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
    - Understanding that is proposed based on age, maturity, development level, functioning and experience
    - Knowledge of society’s standards for what is being proposed
    - Awareness of potential consequences and alternatives
    - Assumption that agreements or disagreements will be respected equally
    - Voluntary decision

- Mental competence

- **Coercion –** the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

Recognising Neglect
Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Child Sexual Exploitation
The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation. Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether

- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- Injuries from physical assault, physical restraint, sexual assault.

Appendix 2

Identification of Domestic Abuse Cases: Children and Young Person Living with Domestic Abuse

Whilst some children may display various signs of living with domestic abuse, some children will not; and therefore, it is important that school staff use their professionally curiosity and knowing what to look for to support children. Children who live with domestic abuse may:

- have negative health outcomes in their adult life (as per research on Adverse Childhood Experiences)
- show withdrawn behaviour
- become aggressive
- display anti-social behaviour
- suffer from depression, anxiety or any other mental health problems
- not do as well at school - due to difficulties at home or disruption of moving to and from refuges (NSPCC, 2019)
- overachieve – as a way of coping and shifting the focus away from the experiences at home
- Bed wet.

Dealing with disclosure: Receive, Reassure, Respond

Receive:

- If you are worried about a child, follow your safeguarding procedures to evaluate the level of risk and take appropriate action. The safest way to protect the wellbeing of children living with domestic abuse is through supporting a non-abusive parent. Be sure not to share information with perpetrator of abuse as this may increase the level of risk to children and non-abusive parent.
- If a child starts telling you something that may indicate abuse, listen carefully and non-judgmentally, show that you believe them, and do not ask for specific details of abuse. Probing questions may undermine police or safeguarding investigations.

Reassure:

- Demonstrate empathy. You may be the first person they are talking to about their experiences.
- Be sure of your confidentiality policy and that a child understands you may not be able to keep this information a secret.

Respond:

- Without asking any probing questions, try to ascertain if a child is being harmed, are they currently at risk or will they be at risk when they go home, who else is at risk, what are their overall needs and what is important to them.
- Record and date information that you received in line with your safeguarding policies and procedures and inform your safeguarding lead about this case.
- Explain the next steps to a child and follow through those steps.
- Seek support for your own welfare – dealing with abuse vicariously may have an impact on your own emotional health and wellbeing.

Identification of Domestic Abuse Cases: Adults and Young People

Some of the signs and symptoms of domestic abuse may be as follows:

- Bruises and injuries, often in places easily covered by clothing
- Mental health issues, including PTSD (post-traumatic stress disorder), anxiety and depression
- Substance use, as a coping mechanism
- Low self-esteem and confidence.

When concerned about an adult or a young person, follow the below guidance to find out is they may be experiencing domestic abuse.

Ask:

- Research shows that survivors of domestic abuse do not have enough opportunities to disclose domestic abuse and are happy to be asked about their experiences by another professional (Cry for Health, Safe Lives).
- Only ask in a safe and confidential environment.
- Make sure that a parent or a young person understands school's confidentiality policy.
- When asking, frame your question first and give an explanation as to why you may be asking it. It may be that you observed specific signs and symptoms of domestic abuse. You can also use your Domestic Abuse Policy to explain your intentions.
- *For example, I have noticed that you may have been under a little more stress than usual and I also noticed a bruise on your wrist. I feel a little worried about you. I would like to ask you…*
- After framing your question, especially if you have limited timeframe, ask a direct question.
- *For example, have you ever felt frightened or threatened by your partner? Or would you like to tell me a little bit more about how you got this bruise?*
- Try not to use definitions such as domestic abuse, if possible, as they may be interpreted differently by different audiences, but if you do use it, then make sure that you explain what you mean by it.
- Question to avoid:

  I am sure this is nothing to do with you, but this is part of our policies and procedures to ask about domestic abuse. Do you experience any domestic abuse from your partner?

Validate:

- Take a believing approach.
- Explain that it is not their fault and that there is support available. It is not your role to offer a full support to those in need. Use specialist domestic abuse services to meet the needs of the survivors.
- It is not your role to investigate the details of abuse.

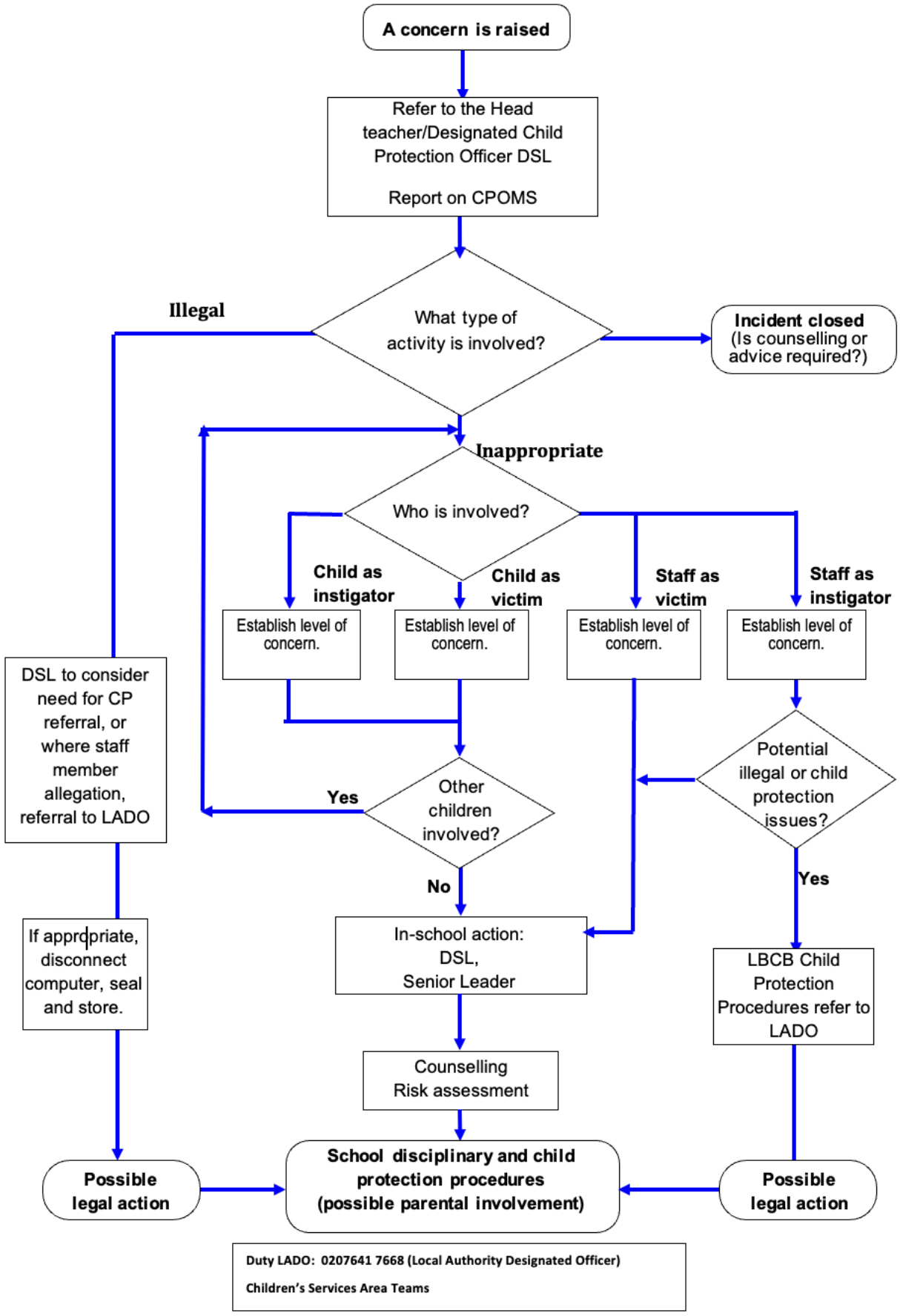
Assess:

- Ascertain if they are in immediate risk. If they return home, will they be hurt?
- Ascertain if anybody else is at risk (any other children, vulnerable adults etc).
- Ascertain what their priorities are and what they would like to do.
- If you are worried about cumulative risk factors such as recent separation, pregnancy, escalation, isolation, stalking and sexual abuse, consider making a MARAC (Multi-Agency Risk-Assessment Conference) referral, based on professional judgment. Local organization that coordinates the MARAC is Standing Together Against Domestic Violence.

Action:

- Explain the next steps to a non-abusive parent/young person/staff member.
- Contact your safeguarding lead to discuss the case and agree on further actions such as referrals to local authority children's social care and MARAC.
- Follow up on the referrals made/agreed on.
- Refer/signpost a non-abusive parent/young person/staff member to local domestic abuse services.
- Never disclose information to a perpetrator of abuse as this will increase the level of risk to a survivor and their children.

What to do if you have an e-concern?



Appendix 4

Job Description for the Role of Head/Designated Safeguarding Lead

The Governing Board will ensure that the Federation has appointed an appropriately trained DSL for each school/site, supported by trained deputy DSLs, and that arrangements meet the expectations of Annex B of KCSIE 2026. The DSL has lead responsibility for safeguarding and child protection, including online safety and understanding filtering and monitoring systems and processes.

Duties will include:

- To ensure staff understand and follow Federation, local multi-agency and statutory safeguarding procedures, including procedures for allegations and low-level concerns about adults.
- To ensure all staff receive appropriate induction, safeguarding training and regular updates, including Part One of KCSIE 2026, online safety, filtering and monitoring expectations, and local safeguarding arrangements.
- To coordinate safeguarding action and work with children, parents/carers, school staff, safeguarding partners, local authority children's social care, police, health and other relevant services.
- To be aware of all children within the school who are the subject of a Child Protection Plan or who are Looked After Children and ensure the child's social worker is informed if such children are subject of an exclusion from the school.
- To ensure the Federation is represented at child protection case conferences, Core Group Meetings and Child In Need Meetings and that written reports are provided as required.
- To follow, as appropriate, the procedures and recommendations of the relevant local safeguarding partners and multi-agency safeguarding arrangements.
- To keep knowledge and skills up to date through formal training at least every two years and safeguarding updates at least annually, including relevant developments in legislation, statutory guidance and local practice.
- To support and advise staff on safeguarding, welfare and child protection matters and help staff understand how safeguarding, welfare and educational outcomes are linked.
- To ensure information is shared lawfully, proportionately and promptly within the Federation, with receiving schools on transfer and with safeguarding partners and other agencies, and to record the rationale for decisions to share or not share information.
- To work with the senior leader responsible for filtering and monitoring and IT support to understand the Federation's filtering and monitoring systems, review their effectiveness at least annually and ensure checks are recorded.
- To maintain robust arrangements for DSL and deputy cover so safeguarding concerns can be responded to without delay, including secure access to safeguarding information and confidential communications.
- To promote a culture of listening to children and taking account of their wishes and feelings, recognising barriers to disclosure and building trusted relationships that facilitate communication.

- To recognise the additional online and offline safeguarding risks faced by children with SEND, disabilities and medical conditions and ensure staff have the knowledge and capability to support them.
- To ensure detailed, accurate and secure written records are maintained of concerns, discussions, decisions and the rationale for those decisions, including where referrals are or are not made.
- To ensure child protection files are transferred securely and within KCSIE timescales, and to consider advance information sharing where necessary to enable risk management and support.
- To keep accurate and secure child protection records that give:
    - 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.
    - To send on to new schools (where relevant).

Appendix 5

Safeguarding and Child Protection Contacts

Current local safeguarding partner, LADO, children's social care, Prevent/Channel, police, health and Virtual School contact details are maintained by the Federation and reviewed at least annually. Staff should use the current published local authority contact details and emergency procedures.

Safeguarding Review & Quality Assurance	Elaine Campbell, Bi-borough Safeguarding Lead for Schools & Education Settings |07712 236 508| elaine.campbell@rbkc.gov.uk Sarah Mangold, Safeguarding Practice Lead |07590 808 142| sarah.mangold@rbkc.gov.uk Aqualma Daniel, Safer Organisations Manager and LADO| Aqualma.Daniel@rbkc.gov.uk LADO Referrals WCC: Please call 020 7641 7668 and ask to speak to the Duty LADO / Email: lado@westminster.gov.uk
Prevent	Prevent RBKC: Simone Torry, Prevent Education Officer, RBKC & LBHF |07554 222 610| Simone.Torry@lbhf.gov.uk General Enquiries & Training | Prevent3@rbkc.gov.uk Prevent Westminster: Julie Knotts, Prevent Education Officer |07790 980 223| jknotts@westminster.gov.uk General Enquiries & Training |prevent@westminster.gov.uk
Attendance & Early Help Services	Simone Paul, Attendance Manager |Westminster Early Help Service |07852 206 544|spaul@westminster.gov.uk
Virtual School for Looked After Children	Natalie Stephenson, Bi-borough Virtual School Head| 07817 054 811| nstephenson@westminster.gov.uk Yvonne Daniel, Bi-borough Virtual School Deputy Head | 07903 156925| ydaniel@westminster.gov.uk

Appendix 6

Further Advice on Child Protection is available from

NSPCC: http://www.nspcc.org.uk/
Childline: http://www.childline.org.uk/pages/home.aspx
CEOPSThinkuknow: https://www.thinkuknow.co.uk/
Anti-Bullying Alliance: http://anti-bullyingalliance.org.uk/
Beat Bullying: http://www.beatbullying.org/