



MOORFIELD
SCHOOL

CHILD PROTECTION & SAFEGUARDING POLICY

Whole School Policy including EYFS



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Signed	
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Preliminary

Purpose

The purpose of the Child Protection and Safeguarding Policy (the **Policy**) is to demonstrate the commitment of Moorfield School (the **School**) to safeguarding children and to ensure that everyone who is part of the School community is aware of:

- the legislation, policy and procedures for child protection and safeguarding children;
- their role and responsibilities for safeguarding children;
- what to do or who to speak to if they have a concern relating to the child protection and safeguarding of children; and
- the procedures followed by School when responding to a safeguarding or child protection concern.

Objectives

The objectives of this Policy are to:

- stop the abuse, neglect and exploitation of children, wherever possible;
- prevent harm and reduce the risk of abuse, neglect and exploitation to children;
- raise awareness of child protection and safeguarding practice, allowing the School community to play their part in identifying and preventing the abuse, neglect and exploitation of children;
- remind the School community that safeguarding is everyone's responsibility;
- promote a safeguarding culture where consideration for the safeguarding of children is embedded into all decision-making, resulting in an enjoyable and safe learning environment;
- develop a positive and proactive culture where concerns are reported without hesitation, including self-reporting and low-level concerns about staff; and
- ensure that School staff always act in the best interests of the child.

Scope

This Policy applies to all School staff, children (aged 2-11), governors, parents, volunteers, contractors and visitors engaged to undertake work, represent, or provide services of support, on behalf of the School. This Policy is not limited to the school facilities, or school hours, and includes all work-related activities and events that would not occur but for work, including online activities.

This Policy covers child protection, safeguarding and the welfare of children. General complaints and concerns will be redirected in accordance with the relevant policy including, but not limited to, the School's Complaints Policy.

Definitions

Children	This term refers to all pupils at Moorfield, aged 2 to 11 years.
Child Protection	Child protection is part of safeguarding and promoting the welfare of children and can be defined as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. <i>(Keeping Children Safe in Education 2024)</i>
Department for Education (DfE)	This term refers to the department of His Majesty's Government that is responsible for child protection, education, higher and further education, apprenticeships and wider skills in England.
Deputy Designated Safeguarding Lead (DDSL)	Refers to the individual appointed in school to deputise in the absence of the DSL.
Designated Safeguarding Lead (DSL)	Refers to the individual appointed in school to lead on all child protection and safeguarding matters.
Disclosure and Barring Service (DBS)	The service which all schools use to check the suitability of prospective employees when applying for positions which involve working with children.
Early Years Foundation Stage (EYFS)	EYFS refers to all children from ages 2 to 5 years old.
Governing Body	A group of people who work to support the Headteacher and Bursar in the running of the school whilst ensuring the school is compliant in all areas.
Keeping Children Safe in Education (KCSIE)	A government document that sets out the legal duties which must be followed to safeguard and promote the welfare of children and young people under the age of 18 in schools and colleges.
Moorfield School	Moorfield School and Nursery
Moorfield / School Community	Refers to all staff, children, governors, parents, volunteers, contractors and visitors, engaged to undertake work, represent, or provide services of support, on behalf of the School.
Safeguarding	Safeguarding is a term which is broader than 'child protection' and relates to the action taken to promote the welfare of children and protect them from harm. Safeguarding is everyone's responsibility. Safeguarding is defined in as: <ul style="list-style-type: none"> • protecting children from maltreatment; • preventing impairment of children's health and development; • ensuring that children grow up in circumstances consistent with the provision of safe and effective care; • taking action to enable all children to have the best outcomes; and • providing help and support to meet the needs of children as soon as problems emerge. <p><i>(Working Together to Safeguard Children, 2023)</i></p>

Policy

Policy Statement

Moorfield School acknowledges its duty of care to safeguard and promote the welfare of its children. We know that all staff have a duty to safeguard our pupils' welfare and must therefore always comply with this Policy. We are committed to educating those working at School to recognise the signs of abuse, how to report concerns, and how to proactively mitigate risk. The School is committed to always acting in the best interests of the child, as the welfare of the child remains paramount (Children Act, 1989).

We are committed to ensuring safeguarding practice reflects statutory responsibilities and government guidance, and safeguarding underpins all decision-making at Moorfield. Safeguarding is everyone's responsibility, and the School remains vigilant through taking the attitude that 'it could happen here'.

Our Principles

Staff are dedicated to ensuring the welfare and safeguarding of children and seek to, at all times, embed a safer culture across the School community. The School is committed to making sure the child is at the centre of all safeguarding and child protection decisions and upholding a whole staff belief that every child has a right to a childhood free from abuse, neglect and exploitation.

Our Commitments

Moorfield is committed to working with the School community and statutory agencies to:

- ensure child protection, safeguarding and the welfare of children remains paramount;
- address the additional vulnerabilities of some of our children, including but not limited to looked after children, children in care, children with a disability or under a social care service (appendix two);
- implement an effective structure for safeguarding to ensure effective oversight and management of child protection and safeguarding;
- ensure the right people are in the right roles through implementing safer recruitment practices, implementing policy and procedure, issuing codes of conduct, and providing high quality education and training;
- ensure everyone at School knows their role and responsibilities in respect to safeguarding;
- ensure the reporting processes are clear and easy to follow, to allow timely and effective reporting;
- ensure all disclosures, incidents and concerns are taken seriously and are investigated thoroughly in a timely manner in consultation statutory agencies, where required;
- ensure safeguarding concerns are properly recorded and proactively tracked, monitored and analysed to inform continuous improvement through lessons learned; and
- report, when appropriate, to the Disclosure and Barring Service (DBS) anybody working in a Regulated Activity role for Moorfield who is believed to present a risk of harm to children; where Moorfield terminates the engagement of an individual working in a regulated activity, they will also be reported to the DBS. In cases where the concern meets the threshold, the DSL and Headteacher will liaise with the Local Authority Designated Officer (LADO) and the Teacher Regulation Authority (TRA).

Roles and Responsibilities

Governing Body

All members of the governing body have completed their mandatory safeguarding training and safer recruitment checks. They know their responsibilities regarding child protection, safeguarding and promoting the welfare of children, which includes:

- nominating a Safeguarding Governor, for safeguarding and child protection, who will monitor the school's compliance with statutory requirements and champion child protection issues;
- maintaining their own Safeguarding compliance which includes an Enhanced DBS Check and mandatory safeguarding training;
- keeping their Prevent Duty training up to date;
- approving the Child Protection and Safeguarding Policy annually;
- understanding the role of the Safeguarding Governor and Designated Safeguarding Lead (DSL);
- the Chair of Governors being the point of contact for concerns or allegations regarding the Headteacher;
- the Chair of Governors to undertake safer recruitment training.
- the Chair of Governors ensuring the safer recruitment of the Headteacher;
- checking and challenging annual safeguarding reports submitted to the governing body; and
- supporting the Safeguarding Governor and Designated Safeguarding Lead (DSL) with their decision-making.

Nominated Safeguarding Governor

Moorfield has a nominated Safeguarding Governor, who leads on safeguarding and child protection. Their responsibilities include:

- ensuring that the Designated Safeguarding Lead (DSL) has appropriate status and authority within the school to carry out the duties of the post;
- ensuring an annual report is made to the full governing body with any weaknesses being rectified without delay;
- ensuring that this Policy is reviewed annually, updated and shared with the School community;
- ensuring the Prevent Duty is embedded as part of the safeguarding policy;
- supporting the DSL in ensuring all staff and governors have updated child protection and Prevent Duty training;
- ensuring the Safeguarding and Child Protection Policy is available to parents on the website;
- supporting the DSL with decision-making and offering safeguarding supervision;
- ensuring safeguarding is a standard agenda item at all governing body meetings; and
- supporting the Chair of Governors with investigating any allegations made about the Headteacher.

Headteacher

The Headteacher has overall responsibility for safeguarding with specific responsibility for:

- fostering a school culture that places the safety and well-being of pupils at the centre of everything;
- ensuring safer recruitment practices are followed for all staff, governors, volunteers and contractors working on behalf of the School;
- ensuring a thorough and appropriate induction is completed by all new staff, governors, volunteers, which covers understanding their role and responsibilities for safeguarding;
- ensuring safeguarding is a standard agenda item at all staff meetings; and
- supporting the DSL/DDSL with managing concerns and making referrals, where required.

Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL), who is also nominated as the EYFS DSL, has lead responsibility for safeguarding and child protection across the School (including online safety and understanding the filtering and monitoring systems in place). They take part in strategy discussions and inter-agency meetings and contribute to the assessment of children. They advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police. Some safeguarding activities may be delegated to deputies, but the DSL will retain ultimate lead responsibility for safeguarding and child protection. Specific responsibilities as outlined in KCSIE 2024, Annex C, include:

Managing referrals

- referring suspected abuse, neglect and exploitation to the local authority children's social care, as required;
- supporting staff who make referrals to local authority children's social care or to the Channel programme where there is a radicalisation concern;
- where a person is dismissed or left due to risk/harm to a child, referring to the Disclosure and Barring Service; and
- where a crime may have been committed reporting this to the Police.

Working with staff and other agencies

- attending case conferences, core groups, or other multi-agency planning meetings;
- contributing to assessments and drafting reports which are shared with parents, where appropriate;
- ensuring effective communication with the agencies; and
- supplying relevant information using the School's records.

Managing the child protection file

- keeping detailed, accurate and secure records of concerns, discussions and decisions made including the rationale for those decisions;
- ensuring that all such records are kept updated, kept confidentially and stored securely, separate from pupil records; and
- Ensuring that records of concerns are reviewed regularly and followed up appropriately when necessary, so that children do not 'fall through the net' or the concern forgotten about.

Raising awareness

- ensuring that staff know what to do if a child tells them he/she is being abused, exploited or neglected; and
- ensuring that if a member of staff has a concern about a child's behaviour but a disclosure about abuse **has not** been made by the child, then the concern should be acted on immediately through following the School's reporting procedure.

Training

- Organising and facilitating annual and refresher safeguarding training for the School community, where required;
- update staff on changes to KCSIE Part 1, Annex A and Annex B the first staff training day in September
- ensuring Prevent Duty training for all staff and governors is refreshed every 3 years or earlier if there are changes; and
- Ensure DSL training (roles and responsibilities of the DSL) is undertaken every two years by the DSL and DDSL.

Providing support to staff

- acting as a first point of contact for staff to discuss concerns;
- reassuring staff when needed; and
- making sure that the staff member who raised the concern is kept up to date with information on a 'need to know basis'.

Understanding the views of children

- listening and responding in a non-judgmental way;
- understanding that the child may not recognise their experience as harmful; and

- understanding that any child making a disclosure will need support and pastoral care during and after the process.

Holding and sharing information

- ensuring that a concern which has been recorded by a member of staff is passed to the DSL;
- logging all concerns raised to the DSL with name and date but no details;
- storing concern information in confidential file which remains locked and only accessed by DSL;
- if no referral is made, the concern is monitored and reviewed by DSL with support of the staff member; and
- sharing information on a 'need to know' basis

Victim support

- ensuring that all case management remains child-centered with appropriate support being sourced and made available to the child;
- providing support to child following a disclosure by making sure a trusted adult is always available to speak to;
- providing continued support to a child about whom there have been concerns and when s/he leaves the School by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school; and
- ensuring the School medical records are forwarded as a matter of priority and that the child's social worker is informed.

Filtering and monitoring

- understanding the filtering and monitoring systems and processes in place;
- ensuring staff are trained in online safety;
- checking that e-safety lessons are part of the Computing curriculum;
- providing opportunities for parents to attend training/workshops;
- ensuring a computing agreement is signed by parents;
- liaising with *DataCable* to ensure the School's filtering and monitoring is updated; and
- working with IT/Computing Coordinator to ensure the e-Safety Policy is updated.

Deputy Designated Safeguarding Lead

The Deputy Designated Safeguarding Lead (DDSL) has full DSL training and deputises for the DSL in their absence. The DDSL works in partnership with the DSL on all safeguarding matters and plays a part in supporting compliance and delivering training. The DDSL specifically leads on mental health, wellbeing and pastoral care across the School.

School Staff

All school staff (teaching and non-teaching) must:

- be aware of the systems in School to support safeguarding;
- comply with this Policy;
- receive appropriate and regularly updated child protection training;
- know the signs of abuse, neglect and exploitation so they can identify children who may need protection or help;
- maintain an attitude of 'it could happen here';
- know what to do if they receive a disclosure from a child;
- acts in the best interests of the child;
- promotes self-esteem and self-awareness through the curriculum as well as our relationships;
- be accessible and make listening to a child a priority;
- promote a caring, safe and positive environment within the School;
- follows the reporting procedure when managing a disclosure;
- supports any victims of abuse throughout the whole process and afterwards;

- adheres to the Staff Code of Conduct; and
- self-reports if their action or words may have been misinterpreted, if the safeguarding of a child has been inadvertently compromised resulting in a breach of this Policy.

Parents and Carers

Parents and carers have an important role in supporting the School in its practice of creating a safe environment for its pupils. Copies of this Policy, together with our other policies relating to issues of child protection are on our website and we hope that they feel able to take up any issues or concerns that they may have with the School. Allegations of child abuse, neglect or exploitation, or concerns about the welfare of any child, will be dealt with consistently in accordance with this Policy. **Open communication is essential.**

The School expect parents and carers to:

- report any safeguarding concerns to the DSL, Headteacher or class teacher (their child or another);
- promote positive behaviour through effective role modelling and complying with the Parent and Carer Code of Conduct;
- support the School in arrangements for keeping children safe;
- actively listen to their children and keeping their best interests at the centre;
- participate in safeguarding training, where appropriate; and
- be proactive in keeping children safe online and at home by following advice of the School.

Contractors, Volunteers and School Visitors

School contractors are expected to:

- provide a letter or email of assurance from their employer to confirm they have been safer recruited and hold an Enhanced DBS Check;
- sign in and out of the office when visiting the school site;
- wear a lanyard for the duration of their visit;
- remain with their chaperone for the duration of their visit;
- familiarise themselves with this Policy *prompt card*;
- raise any safeguarding concern they may observe; and
- self-report where they may have been in breach of this Policy.

School volunteers are expected to:

- comply with the School's safer recruitment practices and obtain an Enhanced DBS Check;
- sign in and out of the office when visiting the school site;
- wear a lanyard for the duration of their visit;
- remain with their chaperone for the duration of their visit;
- familiarise themselves with this Policy *prompt card*;
- raise any safeguarding concern they may observe; and
- self-report where they may have been in breach of this Policy.

Parent volunteers are asked to follow our Parent Volunteers Guidance.

School visitors are expected to:

- sign in and out of the office when visiting the school site;
- wear a lanyard for the duration of their visit;
- remain with their chaperone for the duration of their visit;
- familiarise themselves with this Policy *prompt card*;
- raise any safeguarding concern they may observe; and
- self-report where they may have been in breach of this Policy.

If presenting or delivering a session to children, school visitors will be asked to share a copy of their material ahead of their visit, thus allowing the School to check the content is appropriate.

Prevent Duty

The DSL and Safeguarding Governor lead on all matters relating to the Prevent Duty.

It is essential that staff can identify children who may be vulnerable to radicalisation and know what to do when they are identified. Children need to be protected from such harm as part of our safeguarding duty.

We recognise that the School is considered 'low risk' in terms of radicalisation, but we are well placed to be able to identify safeguarding issues and are committed to preventing radicalisation and extremism through:

- promoting British Values and guiding children to make the right choices for their personal safety and wellbeing;
- educating the School community on the definition, signs and indicators of radicalisation and extremism;
- helping pupils understand the dangers of radicalisation and exposure to extremist views;
- following government advice given in the Counter Terrorism and Security Act (2015);
- ensuring all staff undertake regular Prevent Duty training and know how to raise any radicalisation concerns;
- remaining vigilant and taking the view that 'it could happen here'; and
- working alongside other professional bodies, local authorities and external agencies to ensure children are offered a balanced presentation of opposing views to ensure they are safe from harm.

Extremism: refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance for different faiths and beliefs. The definition of extremism also includes calls for the death of members of our armed forces, whether in this country or overseas.

Radicalisation: refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There are several behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include;

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- day-to-day behaviour becoming increasingly centered on an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of materials or symbols associated with an extremist cause;
- attempts to recruit others to the group/cause;
- communications with others that suggests identification with a group, cause or ideology;
- using insulting to derogatory names for another group; and
- increase in prejudice-related incidents committed by that person.

All incidents of prejudicial behaviour will be reported directly to the DSL or the Headteacher.

All incidents will be fully investigated by the DSL and recorded in line with our Behaviour and Anti-Bullying policies. Records will be kept in line with our *Report Management Procedure* for any other safeguarding incident. Parents/carers will be contacted, and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial referral in the safeguarding file. The DSL will follow-up on any referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents would be held if there is not a significant positive change in behaviour. If deemed necessary, serious

incidents will be discussed and referred to Bradford Children's Services and the Police who will refer to the counter terrorism unit.

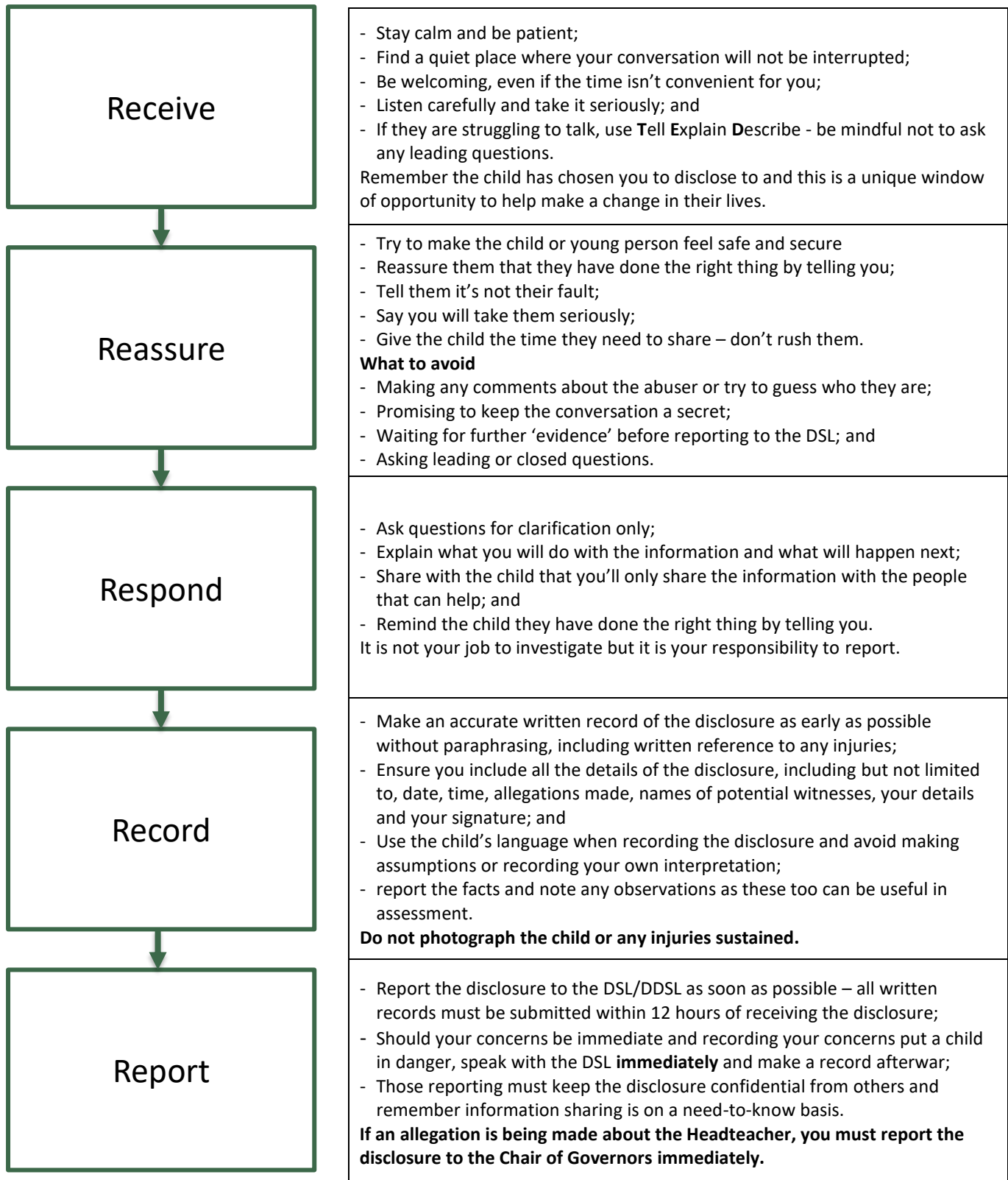
Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. School employees should understand when it is appropriate to make a referral to the Channel programme.

Report Management Procedure

If you have reason to believe that a child is at immediate risk of harm, contact the police on 999

Managing a Disclosure



External Referrals

Where a safeguarding concern about a child is identified, the DSL/DDSL may refer these to statutory agencies, local authorities and/or partner organisations. All efforts will be taken to maintain appropriate confidentiality and information will only be shared on a need-to-know basis.

Referral Required	Referral To
if the disclosure, concern or allegation highlights that a criminal offence has been committed	Police
if the disclosure, concern or allegation involves a School member of staff or volunteer	LADO
if the disclosure, concern or allegation involves an individual who falls under social care services	Children Social Care Services
if the disclosure, concern or allegation meets the DBS Referral Threshold	Disclosure and Barring Service (DBS)
if the disclosure, concern or allegation is relating to an employee of a third-party contractor	Partner Organisation / Third-Party Contractor
if the disclosure, concern or allegation involves a School teacher	Teaching Regulation Agency (TRA)

Self-Reporting

Staff or volunteers may find themselves in a situation which could be misinterpreted, or might appear compromising to others, or on reflection, feel they behaved in a manner which they consider falls below the manner set out in the Staff Code of Conduct. The School encourages self-reporting in these circumstances, and it is seen as a positive action.

Self-reporting promotes safeguarding and safer practice by:

- Enabling staff and volunteers to get support with a potentially difficult issue and/or addressing it at the earliest opportunity;
- Demonstrating awareness of the expected standards of behaviour and self-awareness as the person's own actions or how they could be perceived; and,
- Contributing to a culture of maintaining safety as the highest priority and where everyone aspires to the highest standard of conduct and behaviour.

In the first instance, self-reporting can be done with a person's line manager who will then share this with the DSL. The procedure for recording and managing a self-report will follow the same procedure as allegations against staff.

Low-Level Concerns

Concerns which do not meet the harms test should be addressed separately. The School recognises that the

term 'low level' concern does not mean that it is insignificant, but rather that it identifies behaviour towards a child which is inconsistent with the Staff Code of Conduct but does not meet the harms threshold or is otherwise not considered serious enough to be referred to the LADO. Examples of such behaviour could include but are not limited to: being over-friendly with children, having favourites, taking photographs of a child on a personal mobile device, engaging with a child on a one-to-one basis in a secluded area or using inappropriate sexualized, intimidating or offensive language towards a child (*Staff Code of Conduct*).

Low level concerns about a member of staff should be reported to the Headteacher. Reports of low-level concerns will be recorded in writing, with details of the concern, the context in which it arose, and action taken. The name of the person reporting will be recorded, respecting their wish to remain anonymous as far as reasonably possible. When a low-level concern has been raised by a third party, the Headteacher will collect as much evidence as possible and interviews will be conducted with the person who raised the concern, with the individual involved and with any witnesses.

The School encourages employees to feel confident to self-refer if, for example, they have found themselves in a situation which could be misinterpreted, or if they believe that, on reflection, their behaviour may have fallen below the expected professional standards.

The School will regularly review records of low-level concerns to identify and respond to any potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern of behaviour is identified, the School will decide on an appropriate course of action. This might involve internal disciplinary procedures, or referral to the LADO if the harms threshold is met.

Reports about supply staff and contractors will be shared with their employers so any potential patterns of inappropriate behaviour can be identified.

The School recognises the importance of learning lessons from handling all allegations and the importance of creating a culture of openness, trust and transparency in which the School's values and expected behaviour are lived, monitored and reinforced by all employees. The School will consider whether any wider cultural issues within it have enabled the behaviour to occur and if appropriate policies or practices could be revised, or training delivered to minimise the risk of recurrence.

Whistleblowing

If a teacher or member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the Headteacher and to the DSL (or to the Chair of Governors where the concern relates to the Headteacher). Any concern will be thoroughly investigated under the school's whistle-blowing procedures. Where there are allegations of criminal activity, the statutory authorities will always be informed. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution. The School's *Whistleblowing Policy (also covered in the Staff Code of Conduct)* gives more details.

OFSTED Safeguarding Children – 0300 123 1231 (Monday to Friday from 8am to 6pm)
www.whistleblowing@ofsted.gov.uk

NSPCC whistle-blowing helpline number 0800 028 028

Confidentiality & Information Sharing

The School recognises that all matters relating to child protection are confidential.

The Headteacher or DSL will disclose any information about a pupil to other members of staff on a need-to-know basis only. Staff members who have concerns share them only with the DSL rather than the whole staff body. Staff members are made aware that they have a professional responsibility to share information with other agencies to safeguard children.

Staff members should never give absolute guarantees of confidentiality to pupils or adults wishing to tell them about something serious. They should guarantee only that they will pass on information to the minimum number of people who must be told to ensure that the proper action is taken to sort out the problem and that they will not tell anyone who does not have a clear need to know. They will also take whatever steps they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure has been made.

The School will always undertake to share their intention to refer a child to Social Care with their parents or carers, unless to do so could put the child at greater risk or harm or impede a criminal investigation.

In general, we believe that parents should be informed about any concerns regarding their children. It is important that we are honest and open in our dealings with parents. However, concerns of this nature must be referred to the DSL/DDSL who will decide on the appropriate response. In a very few cases, it may not be right to inform parents of our concerns immediately as that action could prejudice any investigation or place the child at further risk. In such cases, advice will be sought from the Local Authority Designated Officer (LADO).

Support for Child Abuse Victims

The School recognises that children who are abused or who witness abuse may find it difficult to develop a sense of self-worth and a positive view of life. The process of dealing with an allegation against employees can be particularly daunting for the child involved. The School may be the only stable, secure and predictable element in the lives of the children at risk. Such children may exhibit challenging and defiant behaviour. Their circumstances will influence the way in which these behavioural problems are resolved. The School also recognises that some children who have experienced abuse may in turn abuse others. Such situations will require considered and sensitive handling. The School will support all of its pupils through:

- the development of self-esteem and self-motivation;
- the School ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
- the consistent implementation of the School's behaviour policies by all employees so that, whilst poor behaviour is not tolerated, the pupil's sense of self-worth is not damaged;
- regular consultation with other professionals and agencies who support pupils and their families;
- the development of supportive and constructive relationships with parents; and
- the development and support of an experienced group of employees trained to respond appropriately to child protection situations.

Allegations against an employee, volunteer or governor can be traumatic for the accused individual too, particularly when the allegation is false. The School also has a duty of care to its employees and will ensure that appropriate support is offered not least in advising the employee to seek the help and guidance of their professional association.

Appendices

Appendix One: Types of abuse and signs and indicators of abuse

Definition of Child Abuse

Safeguarding and promoting the welfare of children is defined by DfE guidance as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. The term 'children' includes everyone under the age of 18 years. The term "child abuse" is used to describe a range of ways in which people (usually adults) harm children. This harm can be in the form of physical injury, sexual or emotional abuse or neglect (failing to take steps to protect a child). Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to prevent harm. They may be abused by an adult or adults or another child or children.

Points to note:

- children can suffer from one or a combination of these forms of abuse;
- abuse can take place at home, at School or anywhere where children spend time;
- it can happen to children and young people of any age, sex, ethnicity, sexual orientation or disability; and
- in almost all cases, the abuser is someone known to (and often trusted by) the child such as a parent, carer, teacher, relative or friend.

Bullying (including Cyberbullying)

Definition	Types of Bullying	Indicators of Bullying
Any behaviour by an individual or group, usually repeated over time, which intentionally hurts or threatens to hurt another individual or group, either physically or emotionally, may be construed as bullying, including all activity on-line which is cyber-bullying.	Bullying may take many forms including: - physical, emotional, verbal, homophobic, religious/cultural, racist, disability, gender and cyber-bullying.	physical injuries, such as unexplained bruises. being afraid to go to school, being mysteriously 'ill' each morning, or skipping school. a change in progress/achievement at school, including a dip in grades or not handing homework in. asking for, or stealing, money (to give to whoever's bullying them)

Emotional Abuse

Definition	Types of Emotional Abuse	Indicators of Emotional Abuse
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<p>the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may also occur alone</p>	<p>It may involve conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another, including domestic abuse. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.</p>	<ul style="list-style-type: none"> • Physical, mental and emotional development lags • Admission to punishment which appears excessive • Over-reaction to mistakes • Continual self-deprecation • Sudden speech disorders • Fear of new situations • Inappropriate emotional responses to painful situations • Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking) • Self-mutilation • Fear of parents being contacted • Extremes of passivity or aggression • Drug or solvent abuse • Running away • Compulsive stealing or scavenging.
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Exploitation

Definition	Types of Exploitation	Indicators of Exploitation
<p>Child exploitation refers to a child or young person being used for someone else's gain. It is a form of abuse which can involve sexual, abusive, or manipulative behaviour. It normally occurs due to an 'imbalance of power', such as age, physical strength, gender, cognitive ability, or access to resources such as food, clothes, and a place to stay. Child exploitation occurs online and offline, is perpetrated by groups and individuals, and affects both males and females.</p>	<p>Child sexual exploitation (CSE) Child criminal exploitation (CCE) County lines Child trafficking and modern slavery</p>	<p>Skipping school Staying out late or overnight Unexplained gifts/new possessions Drugs and alcohol misuse Secretive behaviour Inappropriate or sexualised behaviour Friendship or relationships with older adults Significant changes in mood or behaviour changes in appearance (clothes, hygiene, etc.). Becoming withdrawn or isolated, poor mental health/self-harm etc. Lots of time spent on social media talking to 'friends' they haven't met or that you don't know. Unexplained injuries They own a second mobile phone from which they are receiving a high volume of calls or need to leave urgently after receiving a text/call</p>

Neglect

Definition	Types of Neglect	Indicators of Neglect
<p>the persistent failure to meet a child's basic physical and / or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.</p>	<p>Once a child is born, neglect may involve a parent carer failing to:</p> <ul style="list-style-type: none"> - Provide adequate food, clothing and shelter (including exclusion from home or abandonment); - Protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); - Ensure access to appropriate medical care or treatment. <p>It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.</p>	<ul style="list-style-type: none"> • Constant hunger • Poor personal hygiene • Constant tiredness • Poor state of clothing • Emaciation • Frequent lateness or non-attendance at School • Untreated medical problems • Destructive tendencies • Low self-esteem • Neurotic behaviour (e.g., rocking, hair twisting, thumb sucking) • No social relationships • Running away • Compulsive stealing or scavenging

Physical Abuse

Definition	Types of Physical Abuse	Indicators of Physical Abuse
<p>A deliberate intention to hurt or harm a child or young person, including the inappropriate use of restraint.</p>	<p>a form of abuse which may involve hitting, kicking, biting, hair pulling, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child; this can happen inside or outside of the school. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.</p>	<ul style="list-style-type: none"> • Unexplained injuries or burns, particularly if they are recurrent • Improbable excuses given to explain injuries • Refusal to discuss injuries • Untreated injuries • Admission of punishment which appears excessive • Fear of parents being contacted • Bald patches • Withdrawal from physical contact • Arms and legs kept covered in hot weather • Fear of returning home • Fear of medical help • Self-destructive tendencies • Aggression towards others • Running away

Sexual Abuse

Definition	Types of Sexual Abuse	Indicators of Sexual Abuse
<p>Sexual abuse involves forcing or enticing a child to take part in sexual activities. This may not necessarily involve a high level of violence, and</p>	<p>Sexual activities may involve physical contact, including:</p> <ul style="list-style-type: none"> • assault by penetration • non-penetrative acts such as 	<ul style="list-style-type: none"> • Sudden changes in behaviour or School performance • Displays of affection in a sexual way inappropriate to age

<p>the child may or may not be aware of what is happening. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.</p>	<p>masturbation, kissing, rubbing, and touching outside of clothing.</p> <p>It may also include non-contact activities, such as:</p> <ul style="list-style-type: none"> • watching sexual activities or encouraging children to watch pornography • encouraging children to behave in sexually inappropriate ways • inappropriate role play • involving children in looking at, or in the production of, sexual images • forcing a child to take part in sexual activities or conversations online or through a smartphone 	<ul style="list-style-type: none"> • Tendency to cling or need constant reassurance • Tendency to cry easily • Regression to younger behaviour (e.g. thumb sucking, acting like a baby, playing with discarded toys) • Complaints of genital itching or pain • Distrust of a family adult, or anxiety about being left with a relative, baby-sitter or lodger • Unexplained gifts or money • Depression and withdrawal • Apparent secrecy • Wetting, day or night • Sleep disturbances or nightmares • Chronic illnesses, especially throat infections and venereal disease • Anorexia or bulimia • Self-mutilation, attempted suicide, frequently running away • Unexplained pregnancy • Fear of undressing for gym • Phobias or panic attacks
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Appendix Two: Specific Safeguarding Concerns

The School is aware of the specific areas of safeguarding concern as identified in Annex B of KCSIE 2024:

Affluent Neglect

This refers to neglect that is experienced by children raised within wealthy families. This type of neglect can often be emotional and difficult to spot. It may involve a parent working long hours, with the child's emotional needs being unfulfilled by their parent as they are left with a carer. Children may be given gifts or expensive equipment/technology as a substitute for a parent being present. It may involve putting pressure on a child to perform and succeed academically, or parents living their lives through their children; for example, through sporting success. As with any abuse, there may be hostility or resistance from affluent families to professionals who seek to intervene to safeguard children.

Child Criminal Exploitation

Child criminal exploitation (CCE) also involves an individual or group taking advantage of an imbalance of power to coerce, manipulate or deceive a child into criminal activity in exchange for something the victim needs or wants, for the financial or other advantage of the perpetrator who may use violence or the threat of violence. As with CSE, the victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact but can also occur through the use of technology. CCE can include children being forced by gangs and organised criminal networks to work in cannabis factories, move drugs or money across the country (county lines), shoplift or pickpocket, commit vehicle crime or threaten/commit serious violence to others. Children may be coerced into carrying weapons such as knives or carry a knife for a sense of protection. They may be targeted and recruited by organised criminal networks to move, store and sell illegal drugs around the country (county lines) online using social media as well as face to face.

Indicators which may signal that children are at risk from, or are involved in, serious violent crime include increased absence from school, changes in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Child on Child Abuse

Staff should recognise that children are capable of abusing their peers; this abuse can take place both inside and outside of the school. Child on child abuse is likely to include, but may not be limited to, intimate personal relationships between peers, bullying (including cyberbullying, prejudice-based and discriminatory bullying), physical abuse, which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm, sexual violence and sexual harassment, consensual and non-consensual sharing of nudes and semi-nudes images and/or videos (also known as sexting or youth produced sexual imagery), causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party, upskirting (a criminal offence since 2019) and initiation/hazing type violence and rituals.

The School has a zero-tolerance approach to child on child abuse which will never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”. The School recognises that downplaying certain behaviours can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and

not coming forward to report it. Reassuring victims of abuse, sexual violence or sexual harassment that they will be taken seriously is an absolute priority. All pupils will be supported and kept safe so that they never get the impression that they are a problem by reporting abuse, sexual violence or sexual harassment nor should any victim ever be made to feel ashamed by making a report. (DfE guidance *'Sexual violence and sexual harassment between children in schools and colleges'* – now incorporated into the KCSIE 2024. The School's response to incidents of sexual violence or sexual harassment is in accordance with the guidance in Part 5 of the KCSIE 2024.

Victims of child on child abuse are supported in accordance with the School's Anti-Bullying Policy. The School recognises that all members of the school community have a responsibility to minimise the risk of child on child abuse. Pupils are educated within the PSHE and RSE programmes and the wider curriculum about the damage that can be done by such behaviour, and they know how and where to report it if they have such concerns. The School has clear processes in place to support victims, perpetrators and any other child affected by child on child abuse. Procedures for the recording, investigation and response of child on child abuse are contained in the School's Anti-Bullying Policy.

The School recognises the gendered nature of child on child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all child on child abuse is unacceptable and will be taken seriously.

Any child can be subjected to child on child abuse or other forms of abuse. Research shows that:

- Children with SEND are particularly vulnerable to child on child abuse (see the School's SEND policies for details regarding the identification of such children)
- Children with intra-familial abuse in their histories or those living with domestic abuse
- Children in care and those who have experienced the loss of a parent, sibling or friend through bereavement
- Girls and young women are more frequently identified as those who are abused by their peers
- Abuse of black and minority ethnic children often goes unreported.

Many of these factors make young people more visible to professionals, as well as those who abuse them, and as such it may be that those without characteristics that bring them into contact with professionals are vulnerable as a result of invisibility.

Safeguarding incidents and behaviours can be associated with factors outside School. In assessing such incidents and behaviours, employees need to be aware of the context in which they occur. Contextual safeguarding requires consideration of the wider environmental factors (extra-familial harms) present in a child's life which may pose a threat to their safety or welfare. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Pupils are encouraged to speak up and make a report to an adult if they, or someone else, is the victim of child on child abuse; however, the School recognises that even when there are no reported cases of peer-on-peer abuse, such abuse may still be taking place but is going unreported.

Child Sexual Exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse and occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator. CSE is a form of abuse where someone causes a child to engage in sexual activity without

consent such as forcing someone to strip, touch themselves sexually, or to engage in a sexual activity with a third party and this can happen inside or outside the school. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. Sexual exploitation can take many forms ranging from a seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. Indicators of CSE may include children who have older boyfriends or girlfriends, suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

CSE does not always involve physical contact; it can also occur through the use of technology and may occur without the child's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

In the event any concern is raised about this issue, further guidance can be obtained from the DfE publication *Child Sexual Exploitation: Definition and Guide for Practitioners (February 2017)*.

Children Living Away From Home / Privately Fostered

Private fostering is when a child or young person under 16 (or under 18 if disabled) is living with someone who is not a close relative for 28 days or more. This might be a friend, a great aunt, a cousin or someone else known to the child or young person. A close relative is defined as a grandparent, aunt, uncle, brother or step-parent by marriage. This type of arrangement is completely different to fostering arrangements where children and young people are placed with local authority approved foster carers, or via friends and family (kinship care) foster carers. Privately fostered children are not looked after children.

The school will be alert that children who are privately fostered may benefit from support through its early help processes, and will assess this on a case-by-case basis in accordance with its Child Protection and Safeguarding Policy. All governors, school leaders and staff will be aware that, where a private fostering arrangement is identified, this should be reported to the LA so it can check the suitability of the arrangement. Although notifying the LA of private fostering arrangements is not a specific legal duty on schools, the school is aware that privately fostered children are considered 'vulnerable' under KCSIE and, therefore, the school will inform children's social care of private fostering arrangements due to its duty to safeguard pupils. Where the school is informed of the intention to place a pupil in private fostering arrangements, or where it is thought or known that an arrangement for a pupil's care has been entered into that could become a private fostering arrangement, the DSL will hold a meeting with the pupil's parent or private foster carer to ensure that they are aware of the legal requirement to notify the LA of private fostering arrangements and will encourage them to do so. Where a member of staff suspects that a pupil has been privately fostered, but this information has not been disclosed, they will report this concern to the DSL immediately in line with the safeguarding procedures laid out in the Child Protection and Safeguarding Policy. The DSL will inform the parent or carer that the school has a safeguarding obligation to inform the LA of the arrangement due to privately fostered children being considered vulnerable, and will encourage them to do so as well. Where there is any reason to believe that the pupil's safety is at risk, the DSL will report this to children's social care services immediately, or the police if it is thought that the pupil may be at serious, imminent risk of harm.

Children Missing from Home and / or Education

As from 1 Sept 2016, the school must inform the LA whenever:

- a child starts at the school (child's address and previous school must be provided to LA)
- a child leaves the school either before Year 6 or at the end of Year 6 (name of next school)

must be provided to LA). (*see Admissions Policy*)

- DSL to request any child protection records from a child's previous school.

All staff adhere to the procedures in the school's Missing Child Policy

Children who are absent from Education

The School recognises that all children are entitled to a full-time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Effective information sharing between parents, the School and local authorities is critical to ensuring that all children are safe and receiving suitable education. A child absent, particularly unexplainable and/or persistent absences from education, is a potential indicator of a range of safeguarding possibilities, including abuse, neglect and exploitation, which may include sexual abuse or exploitation and child criminal exploitation, including involvement in county lines. It may also indicate mental health problems, or the risks of substance abuse, travelling to conflict zones, female genital mutilation, so-called 'honour' based abuse or forced marriage. Early intervention is essential. School employees will follow procedures for unexplainable/unauthorised absence and for dealing with children that go missing from education, particularly persistent absences, to help identify the risk of abuse, neglect and exploitation, including sexual exploitation, and to help prevent the risks of going missing in future.

Children who Self-Harm

Self-harm in children and young people can often be an indicator of abuse, particularly emotional abuse. As in other indicators of abuse, staff must follow the recording and management process as detailed in KCSiE 2024 and the School's Child Protection and Safeguarding Policy

Children who Sexually Harm

Refer to Part Five of KCSiE 2024 and the NSPCC's Harmful Sexual Behaviour (HSB). Sexual harm and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur outside of the school/college/home premises, and or online and face to face (both physically and verbally) and are never acceptable. All staff working with children must maintain an attitude of 'it could happen here.'

Children with Risk Taking Behaviours

All agencies that work with or have contact with children and young people have a responsibility to promote and safeguard their welfare and therefore should take all reasonable steps to ensure that the risks of harm are minimised. This can be very difficult to achieve when the risk to the young person is through their own behaviour. When children and young people whose risky behaviour or combination of behaviours put them at risk of harm a risk assessment must be completed that identifies not only the risk but also the severity and likelihood of the risk. Staff involved in the assessment must include the form teacher, Headteacher, DSL and parents.

If the level of risk identified in the risk assessment is low or medium, then the School will make a judgement as to the most appropriate way of supporting children. It may be decided that the School can manage the risk themselves. If the risk continues and escalates then it may be necessary to decide to refer to Children Services. If this is decided, then a multi-agency referral (MARF) must be completed

Domestic Abuse and Violence

The cross-government definition of domestic abuse is “any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members”. Domestic abuse can be psychological, physical, sexual, financial, and/or emotional. The Domestic Abuse Act 2021 recognises the impact of domestic abuse on children as victims in their own right, if they see, hear or experience the effects of domestic abuse in the context of their home life where abuse occurs between family members. Exposure to domestic abuse can have a serious, long-lasting emotional and psychological impact on a child. Young people can also experience “teenage relationship abuse” within their own intimate relationships, which may be recognised in law as domestic abuse.

The police will usually inform the School when they have been called to a domestic abuse incident at the home of a pupil. This ensures that the School has up-to-date relevant information about the child’s circumstances and can enable support to be given to the child according to their needs.

Fabricated Illness

Fabricated or induced illness is a rare form of child abuse. It happens when a parent or carer exaggerates or deliberately causes symptoms of illness in the child. The parent or carer tries to convince doctors that the child is ill or that their condition is worse than it really is. The parent or carer does not necessarily intend to deceive doctors, but their behaviour is likely to harm the child. For example, the child may have unnecessary treatment or tests, be made to believe they are ill, or have their education disrupted.

Female Genital Mutilation (FGM)

The School is aware that some children in the UK are currently at risk with respect to Female Genital Mutilation (FGM). Whilst all employees should speak to a DSL if they have any concerns about FGM, there is a specific **legal duty on teachers and health professionals**. If a teacher or nurse discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher or nurse **must** report this to the police. Unless the teacher or nurse has a good reason not to, they should still discuss any such case with a DSL and involve children's social care as appropriate. Victims of FGM are most likely to come from a community that is known to practise FGM. The School is alert to the possibility of girls being at risk of FGM, in particular between those individuals aged 5-8 whose mother or older sister have themselves been victims of FGM. The abuse may happen in the UK but very often occurs overseas in the family's country of origin during school holidays and employees must be vigilant in this respect.

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

Mandatory reporting duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. The mandatory

reporting duty commenced in October 2015. Teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the School's DSL and involve children's social care as appropriate.

Indicators

There is a range of potential indicators that a girl may be at risk of FGM. Details of risk factors can be found in the *Multi-agency statutory guidance (October 2019)*. Potential victims may be heard to talk about 'a special procedure' or 'becoming a woman' and these are regarded as warning signs and grounds for early intervention and/or referral.

The School also looks out for signs that FGM has already occurred including discomfort, difficulty in walking and standing, spending longer in the toilet/bathroom, menstrual and/or stomach problems, changes in patterns of behaviour and increased absence.

It will be rare for teachers to see visual evidence, and they should **not** examine pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

It is mandatory for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss the case with the DSL and involve social care as appropriate.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. Staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmufcdo.gov.uk. In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Honour-based Violence (HBV)

Honour-based abuse can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such abuse can occur when perpetrators believe that a relative has shamed the family and/or the community by breaking their honour code.

Honour-based abuse might be committed against people who:

Become involved with a boyfriend or girlfriend from a different culture or religion

Want to get out of an arranged marriage

Want to get out of a forced marriage

Wear clothes or take part in activities that may not be considered traditional within a particular culture.

It is a violation of human rights and may be a form of domestic and/or sexual abuse.

Indicators that a child or young person may be the victim of HBV are being withdrawn or upset, signs of self-harming, emotional and angry. The victim may have their movements restricted and be overly supervised, express concerns regarding a forthcoming holiday abroad, talk about marriage or being forced to marry or forced to live elsewhere.

Poor or irregular attendance and persistent lateness at school

<http://www.safeguardingchildren.co.uk/section-9c-procedures.html> - school

Where there is a concern about a child's attendance and persistent lateness, staff adhere to the Attendance and Register Policy.

Position of Trust (Sexual Offence Act 2003)

As a result of their knowledge, position and / or authority invested in their role, all adults working with children and young people in education are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential. *Refer to Staff Code of Conduct*

Upskirting

From September 2019, the KCSIE document now contains a paragraph on 'upskirting' which all staff need to be aware of. Upskirting 'involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence'.

Appendix Three: Specific Safeguarding Considerations

Facilities Hire (Hall/ Pitch)

Hirers of school facilities for any children's workshops, clubs or activities will be expected to agree to the terms and conditions set out in the Facilities Hire Policy, and more specifically those regarding safeguarding. Hirers are expected to meet safeguarding requirements as a matter of best practice set out in 'Keeping children safe in out-of-school settings'.

If the school receives an allegation relating to a safeguarding incident that happened when an individual or organisation was using the school premises to provide activities for children, the School will follow its own safeguarding policies and procedures, including informing the Local Authority Designated Officer (LADO). Hirers are expected to report any incident to the DSL as soon as possible if not immediately.

Induction and Training

Every new member of staff (including part-timers, temporary, peripatetic and volunteers) receives appropriate induction training on their responsibilities in being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the DSL or the Headteacher and, if required, to Bradford Social Services to which referrals are made.

Everyone attends regular refresher training along with updates in line with advice from the school's local authority with the designated persons receiving training every two years; this includes training in Bradford Authority's LSCB/Safeguarding partners' approach to Prevent Duties and understanding local, inter-agency protocols. All staff undertake regular Prevent training through EduCare. Child Protection and Safeguarding training, including updates to KCSIE Part 1, Annex A and Annex B is undertaken at the beginning of every academic year at the first staff training day.

Training in child protection is an important part of the induction process. Training includes a review of the school's Child Protection and Safeguarding Policy including the Staff Code of Conduct, the Behaviour Policy, the identity and the role of the DSL and a copy of Part 1, Annex A and Annex B of KCSIE. Induction training includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring as part of on-line safety. Training also promotes staff awareness of child exploitation, symptoms and indications of such practices and the requirement to act without delay if such a practice is suspected. Copies of all the listed documents are provided to staff on induction. Staff receive online safety training through EduCare programmes and through the Bradford District Cyber Team, West Yorkshire Police. (*see E-Safety Policy*).

DataCable (technical company) is responsible for monitoring internet access and filtering. (*See E-Safety Policy*)

Mental Health

Staff are aware that children who have suffered from any type of abuse or trauma may well present with mental health issues. (*see policy on Mental Health*). Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. School employees, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Abuse, neglect, exploitation, or other potentially traumatic adverse childhood experiences, can have a lasting impact through childhood, adolescence and into adulthood.

The School recognises that such experiences can have an impact on a child's mental health, behaviour and education and that it has an important role to play in supporting the mental health and wellbeing of its pupils. If a member of staff has a mental health concern about a child, they are aware that it is also a safeguarding concern and that immediate action should be taken, following the procedures in the safeguarding policy. All staff know when to escalate their concerns with the School's pastoral lead and DSL, the deputy DSL and mental health lead. All teaching staff have completed training in supporting children's mental health and well-being.

Online Safety

The School recognises that the use of technology has become a significant component of many safeguarding issues, including CSE, radicalisation, child on child abuse and sexual harassment, and understands that technology can be used as a platform to facilitate harm. The School aims to protect and educate pupils in their use of technology and has in place mechanisms to identify, intervene in, and escalate any incident where appropriate. It recognises the particular vulnerability of pupils with SEND online.

Within the computing curriculum, regular lessons are provided to all pupils on e-safety (evidenced in lesson planning) and ensure that all pupils understand the importance of how to use the internet safely (including social media) and how to minimize the risks. Teaching children how to keep safe on the internet is reinforced at the beginning of the academic year through dedicated lessons. Bradford District Cyber Team in conjunction with West Yorkshire Police also run workshops for children and parents. Datacable (technical company) is responsible for monitoring internet access and filtering. The School has regard to *Meeting digital and technology standards in schools and colleges (March 2023)*, which sets out that schools and colleges should: identify and assign roles and responsibilities to manage filtering and monitoring systems; review filtering and monitoring provision at least annually; block harmful and inappropriate content without unreasonably impacting teaching and learning; have effective monitoring strategies in place that meet their safeguarding needs.

Pupils are not permitted to bring mobile phones or smart technology, including smart watches, apple watches or Fitbits into school. (*See E-Safety Policy*).

Online safety education of pupils at the School aims to cover the following areas of risk: content (exposure to illegal, inappropriate or harmful material), contact (being subject to harmful online interaction with other users), conduct (personal online behaviour that increases or causes harm) and commerce (gambling, inappropriate advertising, phishing or financial scams). The School ensures that it has appropriate filters and monitoring systems in school devices and networks to safeguard children from potentially harmful and inappropriate online material and does all it reasonably can to limit pupils' exposure to the above risks from the School's IT system. (*See E-Safety Policy for information on filtering and monitoring*).

In addition, the school uses a software package, ClassroomCloud, as a monitoring tool. All emails containing alerts and reports are sent directly to the DSL and Head of IT and are checked immediately.

If the school has concerns about a child there is always a recognized requirement for sensitive communication and designated staff members are aware of the need to avoid asking leading questions. Annual training for staff ensures that all staff know how to react sensitively and appropriately to a disclosure and then how to record correctly.

Covid-19 School Closure Arrangements for Safeguarding and Child Protection contains further information on children and online safety away from school.

Photography

Photographs will only be taken of children with their parents' permission (provided in writing via consent form). They can only be taken on school cameras or by the School photographer.

Staff do not use their personal mobile phones for taking photographs.

Parents agree annually never to upload photographs of other Moorfield children onto their social media forums.

The school's policy on use of mobile phones and cameras applies to the EYFS setting. All parents agree annually to refrain from using mobile phones when entering the school premises, including the EYFS. Parents will be asked to put mobiles away if they are being used. *Refer to E-Safety Policy.*

Physical Contact with Pupils

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. Staff should, therefore, use their professional judgment at all times. Staff should not have unnecessary physical contact with pupils and should be alert to the fact that minor forms of friendly physical contact can be misconstrued by pupils or onlookers.

A member of staff can never take the place of a parent in providing physical comfort and should be cautious of any demonstration of affection.

Physical contact should never be secretive, or of the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible, the DSL informed and, if appropriate, a copy placed on the pupil's file.

Physical Restraint

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself / herself or on another, and then only as a last resort when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the DSL / Headteacher who will decide what to do next. Where this relates to the school's EYFS setting, parents will be informed of any physical restraint used on their child the same day or as soon as reasonably practicable.

Physical education and other activities requiring physical contact

Where exercises or procedures need to be demonstrated, extreme caution should be used if the demonstration involves contact with pupils and, wherever possible, contact should be avoided. It is acknowledged that some staff, for example, those who teach PE and games, or who offer music tuition, will, on occasions, have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment / instrument or assist them with an exercise. This should be done with the pupil's agreement.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

Promoting Awareness

The School's ethos and curriculum fosters the spiritual, moral, social and cultural development of all our pupils. All staff members play a vital role in the process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the school. We expect all staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and wellbeing. The Keeping Children Safe in Education (KCSIE) document gives government guidance on this important topic. See <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> which is also available from the school office.

Risk Assessments

All risk assessments for buildings, premises and all trips and visits always include a section about safeguarding which is prioritised at the beginning of every assessment. The member of staff leading a trip creates a risk assessment which is reviewed and authorised by the Headteacher. The leader and all staff members accompanying children on the trip sign and date the risk assessment.

Risk assessments for all areas of the school are authorised by the Headteacher and read and signed by staff, including teaching assistants and non-teaching staff.

Safer Communication

Staff should not give their personal mobile phone numbers or email addresses to pupils or parents nor should they communicate with them by text message or personal email. If they need to speak to a pupil or parent by telephone, they should use one of the school's telephones and email using the school system. The group leader on all trips and visits involving an overnight stay should take a school mobile phone with him / her.

Safer Recruitment Practices

Moorfield School follows the Government's recommendations for the safer recruitment and employment of staff members who work with children and acts at all times in compliance with the Independent School Standards Regulations. In addition to carrying out safe recruitment procedures as set out in the DfE's guidance 'Keeping Children Safe in Education', members of the teaching and non-teaching staff at the school including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before their position is confirmed. Safer recruitment training is undertaken by the Headteacher, DSL and Chair of Governors.

All governors, volunteers, contractors working regularly during term-time are also subject to the relevant statutory checks. Confirmation is obtained that appropriate child protection checks and procedures apply to any staff employed by another organization and working with the school's pupils at school or on another site. Our policies are reviewed annually. (*Refer to Safer Recruitment Policy*).

Special Educational Needs and Disability

The School recognises that children with special educational needs and disabilities can face additional safeguarding challenges, and that additional barriers can exist when recognising abuse and neglect in this group of children. These can include assumptions that indicators of possible abuse relate to the child's special educational needs or disability without further exploration, their being more prone to peer group isolation than other children, their being disproportionately impacted by behaviours such as bullying without outwardly displaying this, and there being communication difficulties in overcoming these barriers.

Supervision and Staff: Child Ratios

Children at Moorfield School are supervised throughout all activities in the school day, including Breakfast Club, breaktimes, lessons, lunch-time and After School Clubs. Staff are aware that transition times and use of communal areas, such as the cloakroom, can be opportunities for children to be unkind to each other so staff are vigilant at supervising children at these times. (See the *Supervision Policy*)

EYFS have legal child to adult ratios which they adhere to which comply with government guidelines for 2, 3 and 4 year olds. (*see EYFS Handbook*)

Adequate supervision is a key component when planning trips and staff adhere to the minimum requirements of adult to child ratios (*see Trips and Visits Policy*).

Close, one-to-one, supervision of pupils, for example in specialist music and sports provision, is carefully managed at the school and employees and volunteers are aware of the risks involved. The School's Code of Conduct states that employees must take particular care in the following ways:

When working alone with a pupil is an integral part of the role, conduct and agree full risk assessments with the Designated Safeguarding Lead.

Use a room that has sufficient windows onto a corridor so the occupants can be seen, or keep the door open, or inform a colleague that the lesson/meeting is taking place.

Do not arrange any meetings outside normal school hours

Do not continue the meeting for any longer than necessary to achieve its purposes.

Avoid sitting or standing in close proximity to the pupil, except as necessary to check work.

Avoid using "engaged" or equivalent signs on doors or windows.

Avoid idle discussion.

Avoid all unnecessary physical contact and apologise straight away if there is accidental physical contact.

Avoid any conduct that could be taken as a sexual advance.

Report any incident that causes you concern to the Designated Safeguarding Lead under the School's Child Protection and Safeguarding Policy and Procedures, and make a written record (signed and dated).

Report any situation where a pupil become distressed or angry to the Designated Safeguarding Lead.

Transporting Children

It is inadvisable for a teacher to give a lift in a car to a pupil alone. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. If there are exceptional circumstances that make unaccompanied transportation of pupils unavoidable, the journey should be made known to a senior member of staff and agreed with the parent.

Vulnerable Children

At Moorfield, we recognize that children with SEND are particularly vulnerable and are more likely to be abused or neglected. It is the duty of all staff to be fully aware of a child's particular needs and how this may impact on health, well-being and academic achievement. In the case of disability, particular care should be taken when monitoring as it could mask potential abuse. All records, including medical, attendance, Individual Education Plan (IEPs) and/or care plans, should be checked and reviewed regularly. Staff should keep up to date with any changes in medical interventions, treatments and care plans for SEND children.

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

We recognize that abuse or witnessing violence may have an adverse impact on children, which may last into adulthood without appropriate intervention and support.

The School may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school, their behavior may be challenging and defiant or they may show other signs and symptoms.

Appendix Four: Prevention and Early Help

Early help means taking action to support a child, young person or their family early in the life of a problem, as soon as it emerges and can prevent further problems arising. Providing early help is more effective in promoting the welfare of children than reacting later. School employees know that they may be called upon to play a part in providing early help for a pupil at the School. Staff are reminded during training of the groups of children who may benefit from Early help (*paragraph 18, KCSIE 2024*).

Early help can be provided by the School in the first instance to prevent or reduce the need for specialist interventions unless they are identified as being the correct response to meet the need and resolve the problem. Early help requires that agencies should work together as soon as a problem emerges or a need is identified to ensure the child gets the right support. The School's aim is to meet need early and avoid a problem escalating or the need increasing, but if the need for an early help response which extends beyond the School is identified, a DSL (or deputy) will lead on liaising with other agencies and professionals and setting up an inter-agency assessment. Within the School's curriculum and in co-curricular activities, children are taught how to keep themselves safe, including staying safe online. The School's PSHE curriculum pays particular attention to promoting the welfare and wellbeing of students and to educating them about risks relating to their safety.

'Prevention' is about stopping problems and 'Early Help' is about preventing problems. 'Early Help' is not a specific service. It is a way of 'thinking' and 'working' through a collaborative approach between services with families. It is about providing support to families when a need is identified or as soon as a problem emerges, at any point in a child's life. This can be from the point of conception through childhood and into adolescence (0 to 19 yrs. and 24yrs SEND) to prevent or reduce the need for statutory services. These services are provided by the Family Hubs.

Family Hubs are designed to bring services together to work with families to deliver an Integrated Local Offer. For any service that families may need, the Family Hubs are designed to provide information and access to these. This could include a wide range of services ranging from day care and early learning; schools and alternative education; midwifery and health visiting services; mental health support; and advice on parenting; family support; adult learning and employment opportunities.

Bradford East	familyhubeast@bradford.gov.uk	01274 437523
Bradford West	familyhubwest@bradford.gov.uk	01274 436700
Bradford South	familyhubsouth@bradford.gov.uk	01274 434940
Keighley and Shipley	keighleyshipley@bradford.gov.uk	01535 618005

Documentation to support staff in making a referral can be found at:
<https://www.saferbradford.co.uk/resources/childrens/prevention-and-early-help>

Continuum of need and identification tool

The Continuum of need and risk identification tool document is aimed at every agency, and professional who works directly or indirectly with children, young people and families. This guidance is to help agencies identify a child's level of need and vulnerability, and respond appropriately, "getting the right help, at the right time." The framework describes need in 4 levels - these are not rigid, as a child's needs are unique.

The description of each level 1 to 4, gives examples of how need might present itself and may help you understand better how a child's needs will be met. It can be stepped up and down depending on factors along the way.

Level 1 – Universal: no additional needs. Needs are met by universal services e.g. GP, dentist, health visitor, school, childcare setting.

Level 2 – Universal Plus: additional support needed which may or may not require multiagency work with other professionals and/or services i.e. food bank, debt service.

Level 3 – Targeted Support / Partnership Plus: help and support from a range of professionals for families with complex needs.

Level 4 – Statutory / Specialist and Child Protection: high priority needs including other specialist services – children who are experiencing significant harm.

Bradford's referral process

If concerns are at level 1 or 2 in the continuum of need document, the setting will complete an Early Help Assessment with parent/carer consent.

If concerns are at level 3 or 4 in the continuum of need document, the setting will phone Bradford Children's Services Integrated Front Door (IFD) to make a referral. After phoning Bradford Children's Services Integrated Front Door (IFD) and discussing concerns, the IFD will advise what steps to take next.

The setting may be asked to submit documentation relating to a child or young person following a conversation with one of the Consultant Social Workers. This would be submitted via the Children's portal - portal for professionals.

For members of the public to share their concerns: free telephone line 0800 9530966, this number can be advertised to parents and carers.

Appendix Five: Key Safeguarding Contacts

School Safeguarding Contacts

Role	Name	Email Address
Chair of Governors	Mr Richard Wallace	rwallace@moorfieldschool.co.uk
Safeguarding Governor	Miss Joy Walker	jwalker@moorfieldschool.co.uk
Designated Safeguarding Lead (DSL)	Mr Michael Gibson	mgibson@moorfieldschool.co.uk
Deputy Designated Safeguarding Lead (DDSL)	Mrs Lynsey Rix	lrix@moorfieldschool.co.uk

Bradford Tri-Partnership and Beyond

Note: Since September 2019, the Bradford Safeguarding Children Board has been replaced by the Bradford Tri-Partnership. The partnership consists of:

- Bradford Metropolitan District Council;
- West Yorkshire Police; and
- Clinical Commissioning Groups that cover the Bradford District

Bradford Children's Services Integrated Front Door (IFD)	01274 433999
Out of hours Emergency Duty Team	01274 431010 or 999
Local Authority Designated Officer (LADO)	01274 435600 or 01274 435908 LADO@bradford.gov.uk
The local police force (non-emergency)	101
NSPCC Child Protection Helpline (free 24-hour)	0808 800 5000
DfE dedicated helpline for non-emergency advice	020 7340 7264
For concerns related to Prevent	counter-extremism@education.gsi.gov.uk
NSPCC Whistleblowing helpline number	0800 028 0285

Mental Health and Pastoral Care Contacts

Pastoral Lead	Mrs Lynsey Rix	lrix@moorfieldschool.co.uk
Mental Health Leads	Mrs Lynsey Rix Miss Alison Lesurf	lrix@moorfieldschool.co.uk alesurf@moorfieldschool.co.uk
YoungMinds	www.youngminds.org.uk	
Mental Health Foundation	www.mentalhealth.org.uk	

Appendix Six: Allegations Against Staff

Please read this section in conjunction with Part Four of *Keeping Children Safe in Education (2024) allegations of abuse made against teachers and staff*.

Allegations of abuse may be made against a member of staff, a volunteer, a governor, a pupil, parent, contractor or other person connected to the school.

Allegations of abuse against teachers, other staff, volunteers and contractors will be dealt with according to the statutory guidance set out in part four of KCSIE (2024).

If a member of staff is made aware of any allegations of abuse, (including low level concerns), or if knowledge of possible abuse comes to his/her attention it is his / her duty to listen to the child, to provide reassurance and to record the child's statements, but not to probe or put words into the child's mouth. In the case of any contractors making a report to the DSL, whether they are regular or irregular contractors, they are treated like visitors and given a safeguarding 'prompt' card with all safeguarding information and contacts on when they enter the site to do any work.

On hearing an allegation of abuse or complaint about abuse directly from a child, a member of staff should limit questioning to the minimum necessary for clarification. Leading questions should be avoided. No inappropriate guarantees of confidentiality should be given; rather the child should be told that the matter will be referred in confidence to the appropriate people in positions of responsibility.

The member of staff should make and submit an accurate written record and inform the Headteacher and DSL immediately so that appropriate agencies can be informed within 24 hours and the matter resolved without delay. In the absence of the Headteacher, the report should be made to the Chair of Governors. *Schools will usually have to take the lead while keeping the supply agency fully informed and involved. In no circumstances must schools simply cease to use supply staff for safeguarding reasons. (KCSIE, 2024)*

When an allegation is made to the DSL or Headteacher, they will establish in writing the general nature of the allegation including what is alleged to have happened, where and when the incident is alleged to have occurred, who was involved and whether there were any others present. At this initial stage, no attempt will be made to determine the truth or otherwise of the allegation by investigating the incident as this may jeopardise any subsequent investigations by external agencies.

There may be situations where there is a conflict of interest which makes reporting abuse particularly difficult and sensitive. All reports should be then be reported to the Headteacher, Chair of Governors or directly to the LADO.

If the initial assessment establishes that the allegation meets the harms threshold (i.e. that the employee against whom the allegation has been made poses a risk of harm to a child/children), the Headteacher will make immediate contact with the LADO to discuss the allegation, consider its nature, content and context and to agree a course of action. If it is decided that the allegation does not meet the harms threshold and is deemed to be a 'low level concern', the School will deal with it appropriately.

In relation to the EYFS setting, the school will inform Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere) or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

Should the allegation of abuse concern the DSL the member of staff should inform the Headteacher who will act in the place of the DSL. Should the allegations be against the Headteacher, the DSL will immediately inform the Chair of Governors without the Headteacher being informed first.

Borderline cases will be discussed with the LADO without identifying individuals in the first instance and following discussions the LADO will judge whether or not an allegation or concern meet the relevant threshold.

The LADO and the Headteacher / DSL will decide in the circumstances what further steps should be taken. This could involve informing parents and calling the police.

If the allegation concerns a member of staff, a volunteer, contractor or another pupil he / she would normally be informed as soon as possible after the result of any initial investigation authorized or conducted by the LADO is known. Advice will always be sought from the LADO first, however. The school will normally appoint a member of staff to keep the person informed of the likely course of action and the progress of the case.

The person appointed to manage the case will consider whether the employee against whom the allegation has been made would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college. If it is decided that the allegation does not meet the harms threshold, it will be dealt with as a 'low level concern' (see below).

The outcome of investigation of an allegation will record whether it is substantiated (sufficient evidence either to prove or disprove it), unsubstantiated (insufficient evidence either to disprove it and that there has been a deliberate act to deceive). If it is established that the allegation is malicious, no details of the allegation will be retained on the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with DfE advice for a period of 10 years.

If the LADO or any of the statutory child protection authorities decide to take the case further, any staff member or contractor concerned may be suspended if this is felt appropriate. The reasons and justification for suspension will be recorded and the staff member informed of them. In the case of staff, the matter will be dealt with in accordance with the *Disciplinary Procedure*. In the case of a pupil the matter will be dealt with under the *Behaviour Policy*.

During the course of the investigation the school in consultation with the LADO will decide what information should be given to parents, staff and other pupils and how press enquiries are to be dealt with. In reaching their decision due consideration will be given to the provisions in the Education Act 2011 relating to reporting restrictions identifying teachers who are the subject of allegations from pupils. Every effort will be made to maintain confidentiality.

Any pupils who are involved will receive appropriate care. If an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff, the school will consider making a referral to the Teacher Regulation Authority (TRA) and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence). The school will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

We follow Disclosure and Barring Services (DBS) guidance and procedures regarding referrals and barring decisions and the Safeguarding Vulnerable Groups Act 2006 and the Safeguarding Vulnerable Groups Act (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009. The school will report to the DBS, promptly, any person (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children. This includes dismissal, non-renewal of a fixed term contract, no longer using a supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a

contractor and resignation and voluntary withdrawal from any of the above. It is also the duty of the school to consider making a referral to the Teacher Regulation Agency (TRA). Compromise agreements may not be used.

A review of procedures will take place after any allegations are made to help prevent similar events.