Islip Manor
HIGH SCHOOL

Safeguarding and Child Protection Policy

2026-7

This policy is updated annually in September and once it has been ratified by the Full Governing Board, the updated version is then uploaded to the school's website.

Approved by:	Full Governing Board	
Date:	Last reviewed on:	Next review due by:
September 2026	September 2026	September 2027

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1. Aims and scope

1.1 Islip Manor High School aims to ensure that

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- Action is taken to enable all children to have the best outcomes.
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. Staff are properly trained in recognising and reporting safeguarding issues

1.2 The governors and staff at Islip Manor High School are committed to safeguarding and promoting the welfare of all its students. There should be a child centred and coordinated approach to safeguarding . We recognise and believe that:

- All students have the right to be protected from harm;
- Students need to be safe and to feel safe in school;
- Students need support which matches their individual needs, including those who may have experienced abuse;
- All students have the right to speak freely and voice their values and beliefs;
- All students must be encouraged to respect each other's values and support each other;
- All students have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy healthy sociable child/young person will achieve better educationally;
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.
- Staff and visitors must report any concern they have about a child to the DSL/DDSL
- Appropriate sharing of information is vital to good safeguarding
- The welfare of children is paramount in all the work we do and in all the decisions we take
- Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare
- All children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse
- Some children are additionally susceptible because of the impact of previous experiences, their level of dependency, communication needs or other issues •extra

safeguards may be needed to keep children who are additionally susceptible safe from abuse.

1.3 Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development
- Making sure that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes
- Children include everyone under the age of 18.

1.4. This policy will contribute to supporting our students by:

- Identifying and protecting the most susceptible
- Identifying individual needs where possible; and
- Implementing plans to meet those needs
- Implementing preventative measures to support protecting children from harm and securing best outcomes

1.5. This policy will contribute to the protection of our students by:

- Planning for appropriate work within the curriculum;
- Implementing Child Protection policies and procedures; and
- Working in partnership with students, families and other agencies

2. Legislation, statutory guidance and other school policies

2.1 Islip Manor High School will fulfil its local and national responsibilities and duties as laid out in the following Government regulation and guidance:

- Keeping Children Safe in Education 2026
- Working together to safeguard children 2023 (DfE)
- Maintained schools Governors guide
- The Prevent duty Departmental advice for schools and childcare providers 2023
- The protection of children's act 1999
- The Data Protection Act 2018

- The Data (Use and Access) Act 2025
- The Human Rights Act 1998

This policy is also based on the following legislation:

- The online Safety Act 2023
- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of students
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FG
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Human Rights Act 1998, which outlines that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils or students with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils or students with certain protected characteristics in order to meet their specific need. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment. There is also a duty to make reasonable adjustments for disabled children and young people.

- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils or students may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

2.3 In the context of a whole-school approach to preparing pupils or students for life in modern Britain and a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment, the Safeguarding Policy also informs and is supported by the following school policies:

- Allegations of abuse made against teachers and other school staff
- Anti-bullying policy
- Attendance Policy
- Behaviour for Learning Policy
- Code of Conduct for school employees
- Complaints procedure
- Data Handling Policy
- Educational Visits Policy
- Relationship and Sex Education Policy
- Searches, screening and confiscation procedures
- Staff code of conduct
- Sexual violence or harassment between children procedures
- Supporting Students with Medical Conditions and First Aid Policy
- Whistleblowing Policy

These policies are shared with staff in the Staff Handbook 2024-2025 these can be accessed throughout the academic year for reference.

Updated guidance for Behaviour in schools can be found within: Behaviour for schools:advice for Headteachers and school staff 2024

The safeguarding policy is also underpinned by:

- A pastoral support system
- A planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
    - Healthy and respectful relationships
    - Boundaries and consent
    - Stereotyping, prejudice and equality
    - Body confidence and self-esteem

    - How to recognise an abusive relationship (including coercive and controlling behaviour)
    - The concepts of, and laws relating to, sexual consent, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and female genital mutilation (FGM), and how to access support
    - What constitutes sexual harassment and sexual violence and why they're always unacceptable
- Updated guidance on the RSHE curriculum will be implemented by September 2026

3. Definitions

3.1 Safeguarding and promoting the welfare of children means:

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

3.2 **Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Children include everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

Victim is a widely recognised and understood term. We recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. We are conscious of this when managing any incident and are prepared to use any term with which the individual child is most comfortable.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what is appropriate and which terms to use on a case-by-case basis. KCSIE 2026 also recognises that children who have displayed harmful behaviour should still be regarded as children who may have unmet needs or vulnerabilities.

Additional points to consider are as follows;

- Abuse may include children causing harm to adults, often called 'child to parent' or 'care giver' abuse
- Emotional abuse may include verbal abuse such as criticism, belittling or name-calling (paragraph 26)
- Timely, evidence-based support can be key for prevention
- It may involve serious physical assault and harm, or threat of harm with a weapon

4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEND) or disabilities or health conditions and has specific additional needs (see section 9)
- Are a young carer
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after or in private fostering (see section 11)
- Are absent from education or missing from education
- Whose parent/care has expressed an intention to remove them from school to be home educated

5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

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

- Behaviour policy
- Parental Communication
- Pastoral support system including assemblies
- Decolonising our curriculum
- Planned programme of relationships, sex and health education (PHSCE), which is inclusive and delivered regularly, tackling issues such as:
    - Healthy and respectful relationships
    - Boundaries and consent
    - Stereotyping, prejudice and equality
    - Body confidence and self-esteem
    - How to recognise an abusive relationship (including coercive and controlling behaviour)
    - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and female genital mutilation (FGM) and how to access support
    - What constitutes sexual harassment and sexual violence and why they're always unacceptable

5.2 All staff

All staff, including those who do not work directly with children, will read and understand Part one of Keeping children safe in education 2026 and review this guidance at least annually. KCSIE 2026 has removed the shorter Annex A version, so all staff follow the same safeguarding expectations.

All staff will complete a series of questions which records understanding of this document at the beginning of each academic year to say that they have reviewed the guidance. Those

members of the staff body that join us midyear will also complete this Level 1 safeguarding training,

Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)

Provide a safe space for pupils or students who are LGBTQ+ to speak out and share their concerns

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the Staff Code of Conduct, the role and identity of the designated safeguarding lead (DSL/DDSL) and other appropriately trained members of SLT, the Behaviour for Learning Policy and the safeguarding response to children who are absent/missing from education.
- Our recording systems using CPOMS, in which all safeguarding concerns are logged
- The Early help assessments (administered through an EHAP in Ealing) and their role in it, including identifying emerging problems, liaising with the DSL/DDSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse, neglect and exploitation, as well as specific safeguarding issues, such as child sexual exploitation (CSE) and child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation, harmful sexual behaviours (HSB) and serious violence (including that linked to county lines)
- Staff should be alert to community-based early help needs and targeted early help delivered through Family Help, and understand how these routes sit alongside statutory social care referrals.
- Staff should remain alert to modern slavery, stalking, financial exploitation, child-to-parent or caregiver abuse, and the way different safeguarding issues can overlap.
- Child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator; it is preventable and may include serious physical harm, threats, harassment, violence, or weapon-related incidents.

- Staff should understand that victims of exploitation may be criminalised for actions taken under coercion.
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or gender questioning (LGBT) can be targeted by other children
- What to look for to identify children who need help or protection
- Contextual Safeguarding which recognises that as young people grow and develop they are influenced by a whole range of environments and people outside of their family

5.3 The designated safeguarding lead (DSL)

The DSL - Grace De Sousa - is a member of the senior leadership team. The DSL takes lead responsibility for child protection and wider safeguarding. The Deputy DSL Rachel Frimpong-Santeng will support matters relating to child protection and wider safeguarding.

During term time, the DSL/DDSL will be available during school hours for staff to discuss any safeguarding concerns.

The school will maintain clear and reliable cover arrangements when the DSL is unavailable due to illness, leave or other circumstances, so that concerns can be raised and acted on without delay.

Where appropriate, this may include a confidential shared mailbox or equivalent secure system that is monitored by appropriately trained safeguarding staff.

In addition to this, when the DSL is absent, other appropriately trained members of SLT will act as cover including Lee Matthews, Matt Haresnape, Andrew Price, Amber Zarei, Tallia Rowley, Marie Dennis and Jagroop Roopra and the Headteacher Marion Budd.

Staff members who are leading a trip outside of school hours, including residential trips, will be given a named contact on SLT to contact in the case of an emergency or the need for advice. This will likely be the DSL, The DSL is also the EVC (Educational Visits Coordinator).

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

The DSL's lead responsibility includes online safety and understanding the filtering and monitoring systems and processes in place.

The DSL will liaise with staff such as pastoral staff, IT technicians, the SENCO/Director of Inclusion and senior mental health lead so that welfare, online safety, SEND and mental health needs are considered holistically.

The DSL will promote educational outcomes by sharing appropriate welfare, safeguarding and child protection information about children who have, or have had, a social worker with teachers and leaders.

- Provide advice and support to other staff on child welfare and child protection matters

- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search
- The DSL/DDSL will also keep the headteacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DDSL and DSL are set out in their job descriptions.

5.4 The governing body

The Education Act 2002 defines the statutory role of governing bodies in relation to safeguarding children and requires them to ensure that schools have suitable child protection policies and procedures in place. This includes procedures for safe recruitment and dealing with allegations of abuse against members of staff and volunteers.

Governing bodies are required to remedy, without delay, any deficiencies or weaknesses in regard to child protection arrangements that are brought to their attention, and policies and procedures must be reviewed annually.

Governing bodies should receive appropriate safeguarding and child protection (including online) training at induction, which is regularly updated, to equip them with the knowledge to provide strategic challenge. This is so they can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole school approach to safeguarding

The governing board will:

Ensure that safeguarding requirements apply when school premises are used for non-school activities and that appropriate safeguarding assurances are sought from external bodies, including sports providers and organisations using school facilities.

Governors will maintain strategic oversight of online safety, including generative AI use in education, the mobile phone policy, information security, and filtering and monitoring arrangements.

Filtering and monitoring effectiveness will be reviewed at least once every academic year by the SLT member responsible for filtering and monitoring, with support from IT support.

Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development

- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangement
- Be aware they play a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils or students for life in modern Britain and a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.
- Appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL
- Make sure:

    - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support

    - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies

    - The leadership team and relevant staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns

    - The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendices 3 and 7 of this policy covers this procedure

- That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised

- Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):
    - Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
    - Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
    - Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

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

All governors will read Keeping Children Safe in Education Part 1 in its entirety and will log this training on the GovernorHub platform. The Clerk to the Governing Board will monitor that this has been completed.

5.5 The headteacher

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Ensuring that staff (including temporary staff) and volunteers understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse, neglect and exploitation.
- References to allegations and concerns about staff include trainee teachers as well as supply staff, volunteers and contractors.
- Where concerns relate to trainee teachers or contracted staff, the school will work with the relevant provider or third-party organisation while maintaining its own safeguarding responsibilities and considering referral to the LADO where appropriate.
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of this regularly

- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.

- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this

6. Confidentiality

6.1 Sharing information

Islip Manor High School's approach to storing and sharing of data is set out in full in the Data Handling Policy. Information about students and their families is handled in accordance with this policy. The school is also clear that the appropriate and timely sharing of information is essential to effective safeguarding. The school maintains written records of all concerns, discussions and decisions, including the rationale for those decisions. This includes instances where referrals have or have not been made to another agency.

6.2 The legal framework

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children. The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe and information will always be shared appropriately where it is judged to be necessary to safeguard a child or children.

Data protection laws include the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025. These laws do not prevent necessary and proportionate information sharing for safeguarding purposes.

When sharing safeguarding information, staff and the DSL should consider the purpose of sharing, whether information is adequate, relevant and proportionate, and whether sharing is necessary to assess or manage risk to a child or others.

If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests

Staff, governors and trustees aim to follow the DfE's data protection guidance for schools to help us:

- Comply with data protection law
- Develop data policies and processes
- Know what staff and pupil data to keep
- Follow good practices for preventing personal data breaches

6.3 Sexual violence and sexual harassment

If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:

- There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
- The DSL/DDSL will have to balance the victim's wishes against their duty to protect the victim and other children

The DSL/DDSL should consider that:

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

Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities

6.4 Government Advice

Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. It is a key factor identified in many serious case reviews (SCRs), where poor information sharing has resulted in missed opportunities to take action that keeps children and young people safe.

The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information

When a child with a child protection file transfers school, the DSL will include a clear, structured summary identifying current safeguarding concerns, relevant context and ongoing support needs.

The DSL/DDSL will review safeguarding information promptly, seek clarification if information is unclear or incomplete, and use the information to support, not disadvantage, the child.

If staff are in any doubt about sharing information, they should speak to the DSL/DDSL.

7. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue. (Please note – in this and subsequent sections, you should take any references to the DSL to mean "the DSL/DDSL or other appropriately trained member of SLT").

When staff have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger) this must be reported at the earliest possible opportunity via CPOMS. If this is not possible you should email or speak to the DSL or other identified appropriately trained member of SLT.

In the event of an urgent child protection case and if the child is at risk of immediate harm, the DSL or SLT must be alerted immediately and the child is to remain with the person who has alerted the Safeguarding team. These would include if;

- A child discloses abuse or threat to safety at home
- A child says they are afraid to go home
- A child discloses suicidal thoughts or says they will hurt themselves
- A child expresses concern about their safety on the way home
- A child is under the influence of drugs or alcohol

If in exceptional circumstances an appropriately trained member of SLT is not available you must take advice from local authority children's social care. (Details in Appendix 19) You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

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

If a member of staff believes a child is suffering or likely to suffer from harm, or in immediate danger they must notify the DSL immediately who will make a referral to children's social care and/or the police. **If circumstances do not allow this procedure to be followed, staff must be clear that anyone can make a referral to police or social care if necessary.**

Staff may refer to the government guidance here:
https://www.gov.uk/report-child-abuse-to-local-council

Islip Manor High School students are drawn from a wide geographical area and whilst many live in the London Borough of Ealing, others may live in neighbouring boroughs such as Brent, Harrow or Hillingdon or further afield. Staff must be aware that if they are required to make a

direct referral to children's social care they must refer the concern to the borough in which the child lives. Details of each borough's 'front door' can be found through an internet search. The main boroughs from which our students are drawn can be found in Appendix 19..

7.2 Dealing with a disclosure

If a child makes a disclosure to you as a member of staff you must:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset, regulate your own emotions
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on to the DSL. Do not promise to keep it a secret
- Write up your conversation as soon as possible using the child's and your own words, indicating with the use of quotation marks where you have done so. Stick to the facts, and do not put your own judgement within your written record
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.

Bear in mind that some children may:

  - Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
  - Not recognise their experiences as harmful
  - Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

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

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a student has already been subjected to FGM, and factors that suggest a student may be at risk, are set out in Appendix 3.

Any teacher who either:

- discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a student under 18; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a student under 18 and they have no reason to believe that the act was necessary for the students' physical or mental health or for purposes connect with labour or birth.

Must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a student under 18 must speak to the DSL and follow our local safeguarding procedures.

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

Any member of staff who suspects a student is *at risk* of FGM or suspects that FGM has been carried out must report this to the DSL and follow our local safeguarding procedures.

7.4 Routes for external support

Early help

KCSIE 2026 distinguishes between universal services and community-based early help, and targeted early help delivered through Family Help where needs are more complex but do not yet require statutory intervention.

Early help is defined as support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse.

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

Any child may benefit from early help but we are particularly alert to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific additional needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Has a mental health need
- Is a young carer
- Is showing signs of being drawn in to antisocial or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation

- Is at risk of being radicalised or exploited
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing alcohol and other drugs themselves
- Has returned home to their family from care
- Is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- Is a privately fostered child
- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
- Has a parent or carer in custody, or is affected by parental offending
- Is frequently missing/goes missing from education, home or care

We will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

In the London Borough of Ealing, early help is administered through the Early Help and Assessment Plan (EHAP). The Family Information Service can be contacted on 020 8825 5588 or email EHAP@ealing.gov.uK. Neighbouring boroughs have similar procedures.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

In the London Borough of Ealing referrals are made to Ealing Children's Integrated Response Service (ECIRS) on 020 8825 8000. A list of neighbouring boroughs is in Appendix 20. Others can be easily found through an internet search if necessary.

7.5 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local

authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. Where a referral is required, referrals should be submitted on the national referral form which is available from the local authority or local police or Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, The local authority children's social care team will also be notified, An individual will be required to provide their consent before any support delivered through the Channel programme is provided.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a student. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

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

In the London Borough of Ealing, referrals are made directly to prevent@ealing.gov.uk the Police and Social Care.

7.6 If you have a concern about a student's 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.

Staff should recognise the lasting impact that adversity and trauma can have on behaviour, mental health, wellbeing, attendance and achievement.

Mental health problems that may develop into safeguarding concerns, including self-harm, suicidal ideation and risk of suicide.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action. The school can provide or facilitate a range of interventions both in school and in partnership with outside agencies.

8. What to do when we are concerned

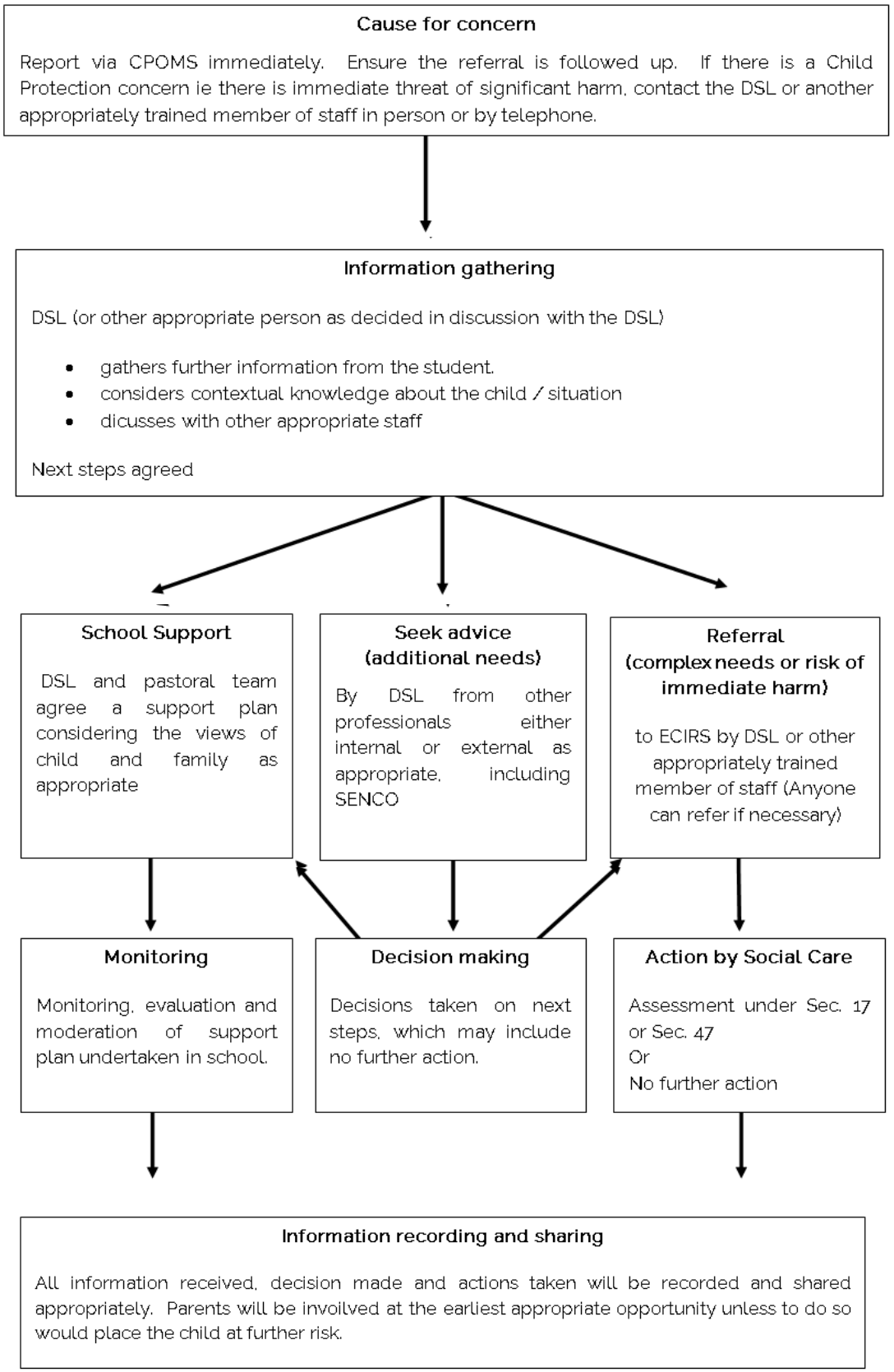
8.1. Where risk factors are present but there is no evidence of a particular risk then the school DSL advises on preventative work that can be undertaken within school to engage the student into mainstream activities and social groups. The DSL may well be the person who talks to and has conversations with the student's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk. The student may be referred at the appropriate key stage panel meeting for further discussion in order to discuss the most suitable interventions tailored to their individual needs.

8.2. In this situation, depending on how concerned the school is and what is agreed with the parent and the young person (as far as possible) and the school will review the situation after taking appropriate action to address the concerns.

8.3. The DSL will also offer and seek advice about undertaking an early help assessment such as the Early Help Assessment and Plan (EHAP).

8.4. If the concerns about the student are significant and meet the additional needs/complex need criteria, they will be referred to Children's Social Care. This includes concerns about a child/young person who is affected by the behaviour of a parent or other adult in their household.

8.5 Responding to concerns about a child flow chart



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

This section applies to concerns about trainee teachers as well as staff members, supply teachers, volunteers and contractors. Concerns about trainee teachers should be handled in partnership with the training provider, while ensuring the school's safeguarding duties are met.

The headteacher/DSL will consider whether the concern meets the harm threshold, whether the LADO should be contacted, and whether any low-level concern process also applies.

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

If the concerns/allegations are about the headteacher, speak to the chair of governors.

The headteacher/chair of governors will then follow the procedures set out in Allegations Against Professionals Procedures, if appropriate.

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

The LADO for Ealing is: Natalie Cernuda, contactable via asv@ealing.gov.uk or 07890940241 during business hours.

8.7 Allegations of abuse made against other students

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up" as this can lead to a culture of unacceptable behaviour and an unsafe environment for children.

All staff understand that children can be at risk of harm inside and outside their home, school/college, and online. Staff should exercise professional curiosity and know what to look for to identify children who need help or protection

We also recognise the gendered nature of child on child abuse. However, all child on child abuse is unacceptable and will be taken seriously.

Most cases of students hurting other students will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put students in the school at risk
- Is violent
- Involves students being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes or semi nudes)

See appendix 6 for more information about child-on-child abuse.

If a child makes an allegation of abuse against another child:

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

Creating a supportive environment in school and minimising the risk of child-on-child abuse.

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

We will achieve this by;

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate students about appropriate behaviour and consent
- Ensuring students know they can talk to staff confidentially by explaining our child protection procedures to them.
- Ensuring staff are trained to understand that a child harming another child could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the

curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners

- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed

- Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment

- Consider that children may not feel ready, or know how to tell someone they are being abused, exploited or neglected, and/or they might not recognise their experiences as harmful
- Recognising that even if there are no reports, it doesn't mean it's not happening

- Take into account that children may feel embarrassed, humiliated or threatened due to their vulnerability, disability, sexual orientation and/or language barriers. None of this should stop staff from having a 'professional curiosity' and speaking to the designated safeguarding lead

- Ensure staff are trained to understand:

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

    - Children can show signs or act in ways they hope adults will notice and react to

    - A friend may make a report

    - A member of staff may overhear a conversation

    - A child's behaviour might indicate that something is wrong

Children may not feel ready, or know how to tell someone they are being abused, exploited or neglected, and/or they might not recognise their experiences as harmful.

Children may feel embarrassed, humiliated or threatened due to their vulnerability, disability, sexual orientation and/or language barriers. None of this should stop staff from having a 'professional curiosity' and speaking to the designated safeguarding lead

If staff have a safeguarding concern/allegation about another staff member (including supply staff, volunteers and contractors) that does not meet the harm threshold, then they should share it in accordance with our low-level concerns processes outlined in Appendix 7.

- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a child harming another child could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side
- The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

- Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children's social care to determine this
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

8.8 Sharing of "Consensual and non-consensual self-generated intimate images and/or videos, including those generated using AI (e.g. deepfakes)."

Making or sharing nudes and semi-nudes means the creation, sending or posting of nude or semi-nude images by young people under the age of 18. Images include photographs, videos and livestreams and may be self-generated, taken or created by someone else, digitally altered, or wholly generated using artificial intelligence, including deepfakes or deep nudes.

All incidents involving the sharing of nude or semi-nude images require a safeguarding response, whether reported as consensual or non-consensual.

All sharing of nudes and semi-nudes involving children, including AI-generated, digitally altered, deepfake or deep nude content, will be treated as a safeguarding concern and recorded and responded to accordingly.

The response will consider whether the content was consensual or non-consensual, whether coercion, exploitation, bullying or wider peer-group sharing is involved, and whether external agencies are required.

Your responsibilities when responding to an incident.

If you are made aware of an incident involving the consensual or non-consensual sharing of self generated images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must:

- Report it to the DSL immediately.
- If you are aware that images or messages are stored on a device you are in possession of, this device must not be returned to the student
- If the student is in possession of the device you should confiscate it if you judge that this is not going to cause an escalation of the incident. If this is not possible the child should be supervised until they can be spoken to by a senior member of staff and observed to ensure they do not access their device.

You must **not**:

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

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to student(s)
- Whether the image/video was generated through coercion, blackmail or grooming
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed add unless it is judged to be necessary as the only way to prevent immediate significant harm it will not be)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services

- Any relevant facts about the students involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the students involved (in most cases parents should be involved)
- Seek advice from ECRIS, POLIT

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- Where there is evidence or suspicion of abuse, coercion, exploitation, criminal offending, or where the threshold for statutory intervention is met.
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any student in the imagery is under 13
- The DSL has reason to believe a student is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the students involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a student has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents

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

Referring to the police

If it is necessary to refer an incident to the police the police will be alerted on 101.

Recording incidents

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording incidents of sexting.

Incident is to be reported to POLIT, IWF and NSPCC REPORT/REMOVE tool.

Curriculum coverage

Students are taught about the issues surrounding sexting as part of our PSHCE education and computing programmes. Teaching covers the following in relation to sexting:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- Issues of legality
- The risk of damage to people's feelings and reputation
- Students also learn the strategies and skills needed to manage:
- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

Students are also made aware of the processes the school will follow in the event of an incident.

8.9 Contextual Safeguarding

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments.

All staff, but especially the designated safeguarding lead (and other appropriately trained members of SLT) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be susceptible to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

8.10 Reporting systems for our students

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring students feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

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

- Students can confidently report any safeguarding or child-on-child abuse concerns to any adult in school they feel comfortable with, this will usually be the DSL, Key Stage Leaders, Year Coordinators, Form Tutors or Learning Mentors.
- Students are made aware of how to report any concerns, through assemblies, posters and discussions during registration times and PSHCE and RSE curriculum
- During any disclosure all adults have had training to ensure students are made to feel safe and listened to while sharing any concerns and reassured that action will be taken that will involve their voice.

9. Safeguarding students who are susceptible to extremism

9.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from any form of extremism. The aim of Prevent is to stop people from becoming terrorists or supporting terrorism. Prevent also extends to supporting the rehabilitation and disengagement of those already involved in terrorism. Islip Manor High School recognises its responsibility in ensuring that students, staff and families are aware of the dangers of extremism and takes steps to ensure that students are protected.

9.2 Islip Manor High School does this through ensuring that teaching and support staff are familiar with the work of the Prevent Strategy and understand that this is part of the broader work undertaken at all times with regards to Safeguarding.

9.3 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 4. Islip Manor High School has also participated in whole staff training as part of the Prevent Strategy and our year leaders and members of SLT have completed the HM.GOV.UK Prevent duty training,

Risk reduction

9.4 The school Governors, the Headteacher and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. This includes ensuring that all aspects of Safeguarding are reflected in the RE curriculum, Inclusion policy, assembly programme, the use of school premises by external agencies, integration of students by gender and SEN, behaviour for learning policy and other areas specific to the school's profile, community and philosophy.

9.5 The school has completed a Prevent risk assessment and action plan . This document demonstrates our awareness of the specific risks of extremism and radicalisation in our school and our area and the measures we employ in order to safeguard our students from extremist ideas and terrorist ideology.

Response

9.5 When any member of staff has concerns that anyone in the school may be at risk of radicalisation or involvement in any forms of extremism, they should speak with the DSL.

10. Safeguarding students who are susceptible to exploitation, forced marriage,female genital mutilation or trafficking

10.1 Islip Manor High School recognises its duty to keep children safe from gender based violence. Since October 2015, schools have been subject to a mandatory duty.

KCSIE 2026 has added content in relation to Violence Against Women and Girls. Staff will remain alert to abuse including physical, sexual and emotional abuse, stalking, coercive or controlling behaviour, misogyny, misandry and financial exploitation.

Child sexual exploitation and child criminal exploitation may be committed or facilitated by an individual, organised network or gang, and may constitute modern slavery. Victims may identify with the group exploiting them and may be coerced into offending.

10.2 Our Safeguarding Policy, through the school's values, ethos and behaviour policies, provides the basic platform to ensure students are given the support to respect themselves and others, keep themselves safe and protect each other.

10.3 Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

10.4 Our staff are supported to recognise warning signs in relation to specific issues in an age appropriate way in the curriculum.

10.5 Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

10.6 Our DSL knows where to seek and get advice as necessary.

10.7 A mandatory reporting duty for FGM requires regulated health and social care professionals and teachers in England and Wales to report known cases of FGM in under 18-year-olds to the police. The FGM duty came into force on 31 October 2015. Staff must be clear that the responsibility lies with them as individuals to report known cases of FGM. The DSL will ordinarily assist them in carrying out this duty.

11. Multi Agency work

11.1 We work in partnership with other agencies in the best interests of the students. This includes the new local Safeguarding Partnership Arrangements, which will replace Local Safeguarding Children Boards from 29th September 2019 and Working together to safeguard children 2024. We also refer to Working Together to improve school attendance 2024 principles. The school will, where necessary, liaise with the school nurse, and make referrals to children's social care. Referrals should usually be made by the DSL or DDSL. Where the child already has a Social Worker, the request for service should go immediately to the Social Worker involved, or in their absence to their Team Leader.

The school will continue to align its processes with local safeguarding partner arrangements and any updated local assessment protocols, including Family Help arrangements as these are implemented.

The school will share information promptly and proportionately with safeguarding partners, police, health, social care and other agencies where necessary to safeguard children and assess risk.

11.2 The school will work with the Ealing Safeguarding Children Board as appropriate and with our key safeguarding partners the Local authority (LA), the Clinical commissioning group within the LA and the Chief office of police within the LA

11.3 All staff will be aware of how to make a referral themselves should this be necessary.

11.4 All staff will be aware of procedures contained in the school's Whistleblowing Policy.

11.5 We will cooperate with any Child Protection enquiries conducted by Children's Social Care: the school will ensure representation at appropriate inter-agency meetings such as Child Protection conferences, and core group meetings.

11.6 We will provide reports as required for these meetings. If the school is unable to attend, a written report will be provided.

11.7 Where a student is subject to an inter-agency Child Protection Plan or a multi-agency risk assessment strategy meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

11.8 We remain aware that Looked After Children are especially susceptible and are committed to effective multi-agency work to support them.

Where a looked-after child is at risk, the designated teacher will contact the Virtual School Head as soon as possible and:

- an interim PEP review will be considered;
- the effectiveness of Pupil Premium Plus support should be reviewed;

Where previously looked-after pupils are at risk, the designated teacher may seek advice from the Virtual School Headteacher. The school reserves the right to involve the police in cases where students' actions may be illegal.

11.9 Where a student with a social worker is at risk of exclusion, the social worker, DSL and parents will be involved as early as possible;

12. Our role in supporting children

12.1 We will offer appropriate support to individual children who have experienced abuse or who have abused others.

12.2 An individual plan of support through the key worker / member of the pastoral team will be in place for these children. This plan will be created jointly with all the support agencies involved. This is reviewed with the DSL each fortnight.

12.3 Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

Children who display harmful behaviour will still be regarded as children who may have unmet needs or vulnerabilities. Support and risk management will consider the needs of all children involved, including the wider school community.

12.4 We will ensure the school works in partnership with families / carers and other agencies as appropriate.

12.5 In rare circumstances, it may be necessary temporarily to separate pupils by preventing one pupil from attending the school premises for safeguarding purposes. This is not a disciplinary suspension. It will be led by the designated safeguarding lead, considered on a case-by-case basis and used only where separation is essential and cannot practicably be achieved while allowing the pupil to remain on site. Parents and the governing body will be informed without delay, and suitable education will be arranged.

12.6 Young carers may have additional safeguarding and welfare needs, including attendance, mental health, wellbeing, isolation, caring responsibilities at home and barriers to learning. Staff should refer concerns to the DSL/DDSL so that support can be coordinated. **Early identification is essential**, so young carers receive appropriate support at the right time, including support from external partners, local authorities and health services. We will remain alert to the need for additional support.

13. Involving families

Where appropriate, we will discuss any concerns about a child with the child's parents or guardians. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)
- Provide a short/mid term support package for both the victim and perpetrators with the aim to reinforce support for the victim as well as reflection and rehabilitation for the perpetrator

14. Students with special educational needs, disabilities and health conditions

We recognise that students with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges, and are 3 times more likely to be abused than their peers. Additional barriers can exist when recognising abuse, neglect and exploitation in this group, including:

Additional barriers may include children not being able to understand or explain that abuse is happening, being more reliant on adults, communication needs, isolation, assumptions that signs relate to SEND or medical conditions, and reduced ability to recognise online risk.

Children with medical conditions may have additional safeguarding needs and may require careful liaison between the DSL, Director of Inclusion/SENCO, healthcare staff and families.

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Students being more prone to peer group isolation than other students
- The potential for students with SEN or disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

We offer extra support for students with SEN or disabilities or certain health conditions.. This includes:

- Joint planning of the response to an incident with the Director of inclusion
- Provision of support from a member of the Inclusion team if requested by the student and if appropriate
- Extra support from outside the school if appropriate
- Health Care plans involving students and families, supporting as needed for individual health conditions.

Any abuse involving pupils or students with SEND will require close liaison with the DSL and the Director of Inclusion.

15. Students with a social worker

Students may be allocated a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them susceptible to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL will work with the relevant strategic lead to know which students have or have had a social worker, understand their progress and attendance, maintain high aspirations, and help teaching staff provide appropriate academic support or reasonable adjustments.

Virtual School Heads have a role in promoting attendance for children with, or who have had, a social worker, as well as for looked-after and previously looked-after children.

The DSL and all members of staff will work with and support social workers to help protect susceptible children.

Where we are aware that if a student has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the student's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence/missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support
- Any suspensions that may be considered

16. Looked-after and previously looked-after children including adoptions

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

The DSL is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the DSL will:

- Work closely with the DDSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how student premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans. The role of the virtual head has been extended to include responsibility for promoting the educational achievement of children in kinship care.

17. Online safety and the use of mobile technology

17.1 We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in

many safeguarding and wellbeing issues. The updated KCSIE 2026 emphasizes evolving online risks such as generative AI and the school's responsibilities for managing them.

To address this, our school aims to:

- Have robust processes in place to ensure the online safety of pupils or students, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate
- When communicating with parents, reinforce the importance of online safety, including making parents aware of what you ask children to do online

The 4 key categories of risk

The online risk categories should include risks linked to generative AI, AI-generated sexual imagery, deepfakes, misinformation/disinformation, and financial exploitation.

The school will support the safe and effective use of generative AI in education through staff training, acceptable use expectations, curriculum input and reporting routes for concerns.

The mobile phone policy will be reviewed in light of KCSIE 2026 and relevant DfE expectations, and communicated clearly to students, parents/carers and staff.

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

- Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above we will:

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

This section summarises our approach to online safety and mobile phone use. For comprehensive details about our school's policy on online safety and the use of mobile phones. Students are permitted to bring mobile phones to school but they must be placed and locked in their YNDR pouch. In the event that they do not have their YNDR pouches, students must hand over their phones at the school gate and these can be collected from reception at the end of the school day.

Please refer to our online safety policy and mobile phone policy, which you can find on our website. (Link to be included when policies are updated)

17.2 Filtering and Monitoring

Whilst considering our responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, we are doing all that we reasonably can to limit children's exposure to the above risks from the school's or college's IT system.

The school has appropriate filtering and monitoring systems in place and regularly reviews their effectiveness. The school adheres to the Borough's and DfE's guidance on the filtering of harmful content.

The Department for Education has published filtering and monitoring standards which set out that schools and colleges should:

A review of filtering and monitoring effectiveness will be carried out at least once every academic year by the SLT member responsible for filtering and monitoring, with support from the DSL and IT support.

Reviews will check that filtering is working appropriately on all internet-connected devices in all relevant locations and that a record is kept of the checks and any follow-up action.

• 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.

Governing bodies and proprietors have overall strategic responsibility for filtering and monitoring and need assurance that the standards are being met. The DSL and the Safeguarding Governor will be responsible for ensuring these standards are met.

All staff have received appropriate safeguarding and child protection training which now includes an understanding of expectations, applicable roles, and responsibilities in relation to filtering and monitoring.

17.3 Cyber Security

Education settings are directly responsible for ensuring they have the appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

18. Our Role in the Prevention of Abuse

18.1 We will provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being through the formal and informal curriculum.

The curriculum

18.2 Relevant issues will be addressed through the PSHCE curriculum and assemblies, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety, anti- bullying and extremism.

18.3 Relevant issues will also be addressed through other areas of the curriculum, as appropriate.

18.4 This may include covering relevant issues through Relationships Education and Relationships and Sex Education, and through Personal, Social, Health and Economic (PSHE) education. The Government has made regulations which will make Relationships and Sex Education and Health Education mandatory from September 2020.

Other areas of work

18.5 All our policies which address issues related to potential harm, for example those on bullying, equal opportunities and positive handling, will be integrated to ensure a whole school approach.

18.6 Our safeguarding policy cannot be separated from the general ethos of the school, which will ensure that students are treated and trust others with respect and dignity, feel safe and are listened to.

18.7 Students will be made aware of how to seek support through regular input in assemblies, notices around the school and in their planners.

18.8 The school website will involve details about who to contact with a safeguarding concern as well as links to further advice from outside agencies.

19. Complaints and concerns about school safeguarding policies

19.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff contained in the Allegations Against Professionals procedures.

19.2 Other complaints

Other complaints will be handled in accordance with our Complaints Policy.

19.3 Whistle-blowing

All staff and volunteers are able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding provision and do know that such concerns will be taken

seriously by the Senior Leadership team. The school will also apply the Whistle-Blowing Policy where necessary and follow guidance as stipulated by the Dfe. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them: This includes the NSPCC Whistleblowing Advice Line.

20. Record-keeping

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

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing, usually on CPOMS. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main student file.:

Where there are issues or concerns, it is good practice for a conversation to take place between DSLs at both settings so that information is actively considered and acted upon.

To allow the new school/college to have support in place when the child arrives, this should be within:

- **5 days** for an in-year transfer, or within
- **The first 5 days** of the start of a new term

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Safeguarding records are stored on CPOMS, a cloud-based system operated by a third party contractor. Staff have permission to access more or less information on CPOMS depending on their role. All new paper-based records are scanned and uploaded to CPOMS then destroyed, unless there is a need to keep an original paper copy. Many student files from primary school are now also electronic and are transferred via the CPOMS system.

Historic paper-based records are kept in named files in a secure location to which only the DSL, DDSL and Headteacher have access. Files are stored for a period of time in accordance with the current Data Handling Policy, and are passed on when a student moves setting.

Paper copies of documents shared with professionals will be signed for using the appropriate documentation.

The school has an information sharing agreement with the Schools' Police Team and will share information with them as per this agreement.

Any requests for the sharing of information about past or current students from the police or other agencies will be considered with reference to current legislation and guidance and records kept of all information shared and the reason for it being shared.

21. Training

21.1 All staff

All staff members and Governors will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including online safety and harmful sexual behaviours (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

Training and updates will cover KCSIE 2026 changes, including the removal of Annex A, Family Help/early help terminology, VAWG, modern slavery, stalking, financial exploitation, nudes and semi-nudes including AI-generated images, generative AI, mobile phones, and online filtering and monitoring.

DSL/DDSL training will include information sharing, data protection laws, children with SEND or medical conditions, young carers, mental health, the impact of trauma, and promoting educational outcomes for children who have or have had a social worker.

Contractors who are provided through a private finance initiative (PFI) or similar contract may also receive safeguarding training as appropriate if this has not been completed privately.

Volunteers, such as exam invigilators will receive appropriate safeguarding training provided by the school,

21.2 The DSL/DDSL and other appropriately trained members of SLT

The DSL/DDSL and other appropriately trained members of SLT will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also continue to update any existing Prevent awareness training.

21.3 Governors

All governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. They also received termly reports which outline contextual information prevalent to safeguarding as well as an overview of safeguarding cases, trends and patterns.

This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

21.4 Recruitment – interview panels

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

21.5 Staff Support

We recognise the stressful and potentially traumatic nature of Safeguarding and Child Protection work. Staff with a caseload of susceptible children or those involved with Social Care will regularly meet with the DSL and have the opportunity to seek further support as required. Identified staff will also be given regular supervision.

22. Monitoring arrangements

This policy will be reviewed annually by the DSL and Headteacher. At every review, it will be approved by the full governing board.

Appendices

Appendix 1: types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap. Abuse can include ill treatment that isn't physical, as well as witnessing the ill treatment of others - for example, the impact of all forms of domestic abuse on children.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse is 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, although it may occur alone. Emotional abuse 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
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)

- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 2: safer recruitment and DBS checks – policy and procedures

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising roles, we will make clear:

- Our school's commitment to safeguarding and promoting the welfare of children
- That safeguarding checks will be undertaken
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children

Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

Application forms

Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- Include a copy of, or link to, our child protection and safeguarding policy
- Only accept copies of curriculum vitae (CV) alongside an application form

Shortlisting

Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns

As part of their application, all candidates are asked to:

- Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share

relevant information and discuss it at interview stage. The information we will ask for includes:

- If they have a criminal history
- Whether they are included on the barred list
- Whether they are prohibited from teaching
- Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
- Any relevant overseas information

- Sign a declaration confirming the information they have provided is true
- We will also consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online.
- Keeping Children safe in education 2026: "In addition, as part of the shortlisting process schools and colleges should consider carrying out an online search as part of their due diligence on shortlisted candidates."
- This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview. Schools and colleges should inform shortlisted candidates that online searches may be done as part of due diligence checks.

Seeking references and checking employment history

We will obtain references before the interview wherever possible. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references we will:

- Not accept open references
- Liaise directly with referees and verify any information contained within references with the referees
- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate

- Resolve any concerns before any appointment is confirmed

Interview and selection

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work with children
- Record all information considered and decisions made

Pre-appointment vetting checks

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. These could include, where available:
    - For all staff, including teaching positions: criminal records checks for overseas applicants
    - For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they

have not imposed any sanctions or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to teach

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

The Crime and Policing Act 2026 removes the supervision exemption from regulated activity. A person volunteering in school in a role involving teaching, training, instructing or supervising children on more than 3 days in a month or overnight is now in regulated activity.

Enhanced DBS checks with barred list information should be obtained for volunteers in regulated activity. Safer recruitment records should reflect the updated regulated activity position and any decision-making about volunteers.

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is, or there has been a break in service of 12 weeks or more.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or susceptible adult where:

- We believe the individual has engaged in relevant conduct; or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or susceptible adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

We will request a new DBS for all existing members of staff on a rolling programme, usually about once every three years.

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also

check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor or any employee of the contractor, who is to work at the school unaccompanied by a member of staff has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children
- We will obtain the DBS check for self-employed contractors.
- KCSIE 2026 clarifies the type of DBS check a self-employed person is eligible for; the school will follow the current DBS and DfE guidance when determining the appropriate check.
- We will not keep copies of such checks for longer than 6 months.
- Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.
- We will check the identity of all contractors and their staff on arrival at the school.

Trainee/student teachers

Concerns or allegations about trainee teachers will be considered under the same safeguarding framework as concerns about staff, supply staff, volunteers and contractors, and will be managed with the training provider as appropriate.

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity

- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

Governors

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

Staff working in alternative provision settings

Significant changes to statutory guidance require closer monitoring of attendance and formal checks for students in alternative provisions. Where we place a student with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform. The school will review all alternative provisions at least half termly to ensure child attendance, needs are met and the setting is safe. Where safeguarding concerns arise, the placement will be immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.

Adults who supervise students on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a student under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Students staying with host families

Where the school makes arrangements for students to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

Appendix 3: Specific safeguarding issues

Children absent from or missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, neglect and exploitation, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points. No student will be removed from the school roll without the proper checks having been carried out and recorded using the student off roll authorisation form.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

The Director of Inclusion and DSL acknowledges updated guidance from Keeping children safe in education 2023 which outlines where parents and carers of a child who has an EHCP are considering removing their child to educate them at home, the Local Authority will need to review the plan whilst working loosely with parents. In Keeping Children safe in education 2024

elective home education can mean that some children are not in receipt of suitable education. It is important to note that many home educated children have a positive learning experience.

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, This may involve an exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly absent/missing school or education
- Go missing **from school or home** and are subsequently found in areas away from their own
- Have been the perpetrator or **alleged** perpetrator of serious violence (e.g. knife crime), as well as the victim

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, this may involve an exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously between the 2.

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are no reports, that doesn't mean that this kind of abuse isn't happening.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (this is sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse

- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

When staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support.

When considering appropriate action in the instances of child on child abuse, we will seek support from the Harmful sexual behaviours support service, which is run by SWGfL.

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. This includes where they see it, hear it or experience its effects. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescence to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others – for example, the impact of all forms of domestic abuse on children.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Older children may also experience domestic abuse and/or violence in their own personal relationships.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

Also of note;

Children who witness domestic abuse are also victims

- Witnessing and hearing domestic abuse can have a lasting impact on children
- Children can be victims, and perpetrators, in their own relationships too
- The abuse can be physical, sexual, financial, psychological or emotional

Extra- familial harms can include sexual harassment and domestic abuse in their own intimate relationships (teenage relationships) (paragraph 23)

The school participates in the Operation Encompass scheme, whereby police notify the school if a child has come to notice of police because of an incident involving domestic abuse. The DSL is notified via a DropBox alert. This information will be stored on CPOMS and the DSL will make a decision about action to be taken, if any and record the action and the reason for it (or for taking no action).

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and other appropriately trained members of SLT will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. When staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a student is at risk of FGM.

Indicators that FGM has already occurred include:

- A student confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/student already being known to social services in relation to other safeguarding issues
- A girl:
    - Having difficulty walking, sitting or standing, or looking uncomfortable
    - Finding it hard to sit still for long periods of time (where this was not a problem previously)
    - Spending longer than normal in the bathroom or toilet due to difficulties urinating
    - Having frequent urinary, menstrual or stomach problems
    - Increased pain during their menstrual cycles
    - Avoiding physical exercise or missing PE
    - Being repeatedly absent from school, or absent for a prolonged period
    - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
    - Being reluctant to undergo any medical examinations
    - Asking for help, but not being explicit about the problem
    - Talking about pain or discomfort between her legs

Potential signs that a student may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

A girl:

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period

- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Forcing a person into marriage is a crime. 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.

In addition, since February it has also been a crime to carry out any conduct whose purpose it 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.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a student is being forced into marriage, they will speak to the student about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the student about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk
- Refer the student to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate
- Preventing radicalisation

Gender questioning

- Identified that caution is necessary for children questioning their gender as there are still unknowns around the impact of social transition, and that children may have wider

vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism and/or attention deficit hyperactivity disorder
- Recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children.

Islip Manor High School take a cautious approach to support a gender questioning child and:

- Considers the broad range of the individual's needs
- Does this in partnership with their parents (except in rare circumstances where involving parents would bring a significant risk of harm to the child)
- Includes any clinical advice that is available
- Considers how to address wider vulnerabilities, such as the risk of bullying.

- Staff should **not** adopt any changes relating to social transition unless a decision has been made by your school and the child's parents/carers have been involved

We aim to 'create a culture' where pupils can speak out or share any concerns with staff.

Preventing Radicalisation

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

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

Terrorism is an action that:

Endangers or causes serious violence to a person/people;

- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our students to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to radicalisation into terrorism.

Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in students' behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a student is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

When staff are concerned about a student, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff will:

- Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- Regularly review decisions and actions, and update policies with lessons learnt
- Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns
- Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and gender questioning (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

When staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups

- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff on arrival.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign in using our INVENTRY system and wear a visitor's badge. Any visitor for whom we do not have appropriate checks will wear a red lanyard and be accompanied by a member of staff at all times.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

These visiting professionals will then wear a green lanyard and be allowed access to the school site.

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise students or staff.

Non-collection of children

If a child is not collected at the end of the session/day, we will:

- Ensure the child is safe

- Contact the named family member of emergency contact
- Arrange for their safe travel home
- Notify other services if necessary
- Record the incident on CPOMS

Missing students

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing during the school day we will:

- Organise a search of the school site as appropriate
- Speak to other students to gain information
- Contact parents to alert them
- Ask parents to try to contact the child if they have their own phone
- Consider asking the child's friends to contact them (supervised by staff)
- Notify police and / or social care if necessary

Mental Health

We recognise that schools have an important role in supporting the mental health and wellbeing of children and that mental health difficulties can, in some circumstances, constitute or indicate a safeguarding concern. This may include self-harm, suicidal ideation or risk of suicide. Mental health concerns may also be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect or exploitation.

Staff are not expected to diagnose or treat mental health conditions but are well placed to observe children and identify changes in behaviour or presentation which may indicate that a child requires additional help or protection. Staff will remain alert to possible indicators of poor mental health and will act promptly when concerns arise.

The school will promote positive mental health and wellbeing through a whole-school approach, seek to identify emerging difficulties at an early stage, provide or facilitate appropriate early and targeted support, and liaise with or refer to specialist services where appropriate.

Where a member of staff has a mental health concern about a child that is also a safeguarding concern, they must follow the school's safeguarding and child protection procedures and report the concern to the Designated Safeguarding Lead (DSL) or a deputy without delay. Where there is an immediate risk to life or serious harm, emergency services will be contacted.

Safeguarding and supporting children who are questioning their gender

The school recognises that children who are questioning their gender may require sensitive, individualised support and that safeguarding and the **best interests of the child** must remain central to decision-making. The school will not adopt a one-size-fits-all approach and will consider each child's individual circumstances, including their age, development, wellbeing and any relevant safeguarding concerns.

The school acknowledges the following;

- That sometimes young children go through a period of questioning their gender, but for the majority this will not continue into adulthood
- Time will be taken to understand the thoughts and feelings of children who are questioning their gender and be appropriately professionally curious
- Be aware of the potential vulnerabilities of these children (e.g. the possibility of complex mental health and psychosocial needs, for example relating to relationships with family and peers)
- Consider adopting policies that maintain flexibility and avoid rigid rules based on gender stereotypes
- Take a strong, proactive stand against all forms of bullying
- Actively involve parents/carers where a child who is questioning their gender asks for support, unless there are circumstances where doing this would constitute a greater risk to the child than not involving them

Where a child requests support with any aspect of social transition, including changes to names, pronouns or uniform, the school will consider the request carefully in light of its **safeguarding duties and obligations under the Equality Act and Human Rights Act**. Parents should normally be involved in decisions affecting their child, subject to the school's established safeguarding duties and consideration of the child's individual circumstances.

The school will remain alert to bullying, abuse, distress or other safeguarding concerns affecting children who are questioning their gender and will provide appropriate pastoral and safeguarding support.

Single-sex toilets, changing rooms and showers

The school will maintain appropriate **single-sex facilities** in accordance with its legal and safeguarding obligations and will protect the safety, privacy, dignity and comfort of all pupils.

Schools are required to provide separate toilet facilities for boys and girls aged **8 and over**, except where an individual toilet is contained in a room that can be secured from the inside and is intended for use by one pupil at a time.

Where a pupil does not wish to use facilities designated for their biological sex, the school should consider whether an appropriate **alternative facility** can be provided, such as a self-contained individual toilet. Any alternative arrangements must not compromise the

provision of required single-sex facilities or the safety, privacy, comfort or dignity of the pupil or other pupils.

For changing and showering, suitable facilities must be provided for pupils aged **11 or over at the beginning of the school year**. A pupil aged 11 or over must not be permitted or required to undress in front of a pupil of the opposite biological sex. Requests relating to social transition must therefore not result in access to changing rooms or showers designated for the opposite sex.

Individual arrangements should be appropriately **recorded, communicated to relevant staff and regularly reviewed**.

PE and single-sex sport

The school recognises the importance of enabling **all pupils to participate in PE and sport**, while ensuring that appropriate consideration is given to safety and fairness.

Where a particular sport needs to be organised in **single-sex groups for reasons of safety**, the school will maintain single-sex participation and exceptions should not be made.

Where safety does not require an activity to be single-sex and a pupil requests to participate with the opposite sex, the school should consider the request on an individual basis. Decisions should balance the relevant circumstances, including the **safety, fairness, inclusion and wellbeing of all participating pupils**.

The school will seek, wherever reasonably possible, to ensure that children are able to participate meaningfully in PE and sporting activities while meeting its safeguarding and legal responsibilities.

Boarding, residential visits and overnight accommodation

For schools providing boarding accommodation, or when arranging **residential visits and overnight stays**, appropriate sleeping and washing arrangements must protect children's safety, privacy and dignity.

Sleeping accommodation should be organised according to biological sex where required by the relevant statutory or regulatory framework. The school should consider appropriate alternative arrangements where a child is uncomfortable using accommodation designated for their sex, provided that these arrangements do not compromise the **safety, privacy, dignity or wellbeing of that child or other children**.

Risk assessments for residential visits should take account of sleeping arrangements, toilets, washing and changing facilities, supervision and the individual needs of pupils. Any exceptional or alternative arrangements should be considered carefully, appropriately recorded and communicated to the staff responsible for safeguarding pupils during the visit.

The DfE has also updated its residential accommodation standards to align with KCSIE 2026.

Appendix 4: Responses from families

Research and experience indicates that the following responses from families may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Families request removal of the child from home; or
- Violence between adults in the household.

Appendix 5: Children with disabilities

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- a bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- not getting enough help with feeding leading to malnourishment;
- poor toileting arrangements;
- lack of stimulation;
- unjustified and/or excessive use of restraint;
- rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- unwillingness to try to learn a child's means of communication;
- ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;
- misappropriation of a child's finances; or
- inappropriate invasive procedures.

Appendix 6: Dealing with a disclosure of abuse

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment, regulate your own emotions
- Reassure the child. Tell them you are pleased that s/he is speaking to you
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why
- They should not be given the impression they're creating a problem by reporting any form of abuse/neglect
- Tell them that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed
- Tell the child that it is not their fault
- Encourage the child to talk but do not ask "leading questions" or press for information
- Listen and remember
- Check that you have understood correctly what the child is trying to tell you
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected
- Do not tell the child that what s/he experienced is dirty, naughty or bad
- It is inappropriate to make any comments about the alleged offender
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations

NB It is not the duty of staff to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and make the time to talk.

Immediately afterwards:

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the DSL, or in their absence the Headteacher or Deputy Headteacher

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a student who has been abused can be traumatic for the

adults involved. Support for you will be available from your DSL or Headteacher. Further advice and guidance can be found in: "What to do if you're worried a child is being abused" (March 2015)

Appendix 7: Allegations made against/concerns raised in relation to teachers, including supply teachers, volunteers and contractors

Section 1: allegations that may meet the harms threshold

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or
- Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

If we're in any doubt as to whether a concern meets the harm threshold, we will consult our local authority designated officer (LADO).

When staff have a safeguarding concern/allegation about another staff member (including supply staff, volunteers and contractors) that doesn't meet the harm threshold, then they should share it in accordance with our low-level concerns procedures outlined in Appendix 7.

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the headteacher, or the chair of governors where the headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension of the accused until the case is resolved

Suspension of the accused will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children

- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the local authority.

If in doubt, the case manager will seek views from the school's personnel adviser and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

Definitions for outcomes of allegation investigations

Substantiated: there is sufficient evidence to prove the allegation

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation

False: there is sufficient evidence to disprove the allegation

Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's

social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies

- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
- Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply teachers and all contracted staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.

We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome

The governing body will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation

We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required

We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Organisations or Individuals using school premises

Schools and colleges may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, schools and colleges should follow their safeguarding policies and procedures, including informing the LADO.

Governors

If an allegation is made against a governor, schools and colleges should follow their own local procedures. Where an allegation is substantiated, they should follow the procedures to consider removing them from office.

Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week

If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days

If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated, unfounded, false or malicious reports

If a report is:

- Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Unsubstantiated, unfounded, false or malicious allegations

If an allegation is:

- Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality and information sharing

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons

After any cases where the allegations are *substantiated*, the case manager will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

Section 2: concerns that do not meet the harm threshold

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Safeguarding concern or allegation from another member of staff
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

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

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating pupils or students

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately. Low-level concerns can arise in several ways from various sources, e.g. suspicion, complaint or a disclosure.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's code of conduct. The headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a

pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school
- Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

Appendix 8: Indicators of vulnerability to radicalisation

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

2. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of any member of the armed forces, whether in this country or overseas. The Prevent Strategy refers to the need to prevent people from becoming terrorists or supporting terrorism.

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- seek to provoke others to terrorist acts;
- encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- foster hatred which might lead to inter-community violence in the UK.
- knowingly using means of communication to foster terrorist activity.

4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6. This list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of extremism.

Further detail can be found in :

The Prevent duty:Departmental advice for schools and childcare providers (June 2015) and revised PREVENT duty guidance

School policies and procedures can be found in the Google drive folder Safeguarding: Policies & Guidance / Radicalisation

Appendix 9: Preventing Violent Extremism-Roles and responsibilities of the single point of contact (SPOC)

The SPOC is responsible for:

- ensuring that staff are aware that the DSL is the first point of contact in relation to protecting students from radicalisation and involvement in terrorism;
- Maintaining and applying, with the DSL, a good understanding of the relevant guidance in relation to preventing students/students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;

The DSL is responsible for:

- Raising awareness about the role and responsibilities of Islip Manor High School in relation to protecting students/students from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum, tutor programme and assembly programme (SMSC) to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism.

Appendix 10: Children who are absent from education for prolonged periods and/or repeated occasions this includes unexplainable and/or persistent absences from education.

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future.

This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Islip Manor High School follows agreed procedures to all children who are absent from education for prolonged periods of time/or repeated occasions and those children who are missing education.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

More details can be found in the Attendance Policy and in the Working together to improve attendance. The updated guidance on school attendance now includes information on how schools should work together with local authorities children's services where school absence indicates a safeguarding concern. 'Working together to safeguard attendance' 'is now 'statutory' guidance.

Appendix 11: Child sexual exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Further details can be found in: Working together to Safeguard Children 2023

Appendix 12: Child-on-child abuse (including harassment and violence)

Children are also susceptible to physical, sexual and emotional bullying from their peers. This should be taken as seriously as abuse perpetrated by an adult.

Child-on-child abuse can occur across a continuum from inappropriate or harmful behaviour through to serious violence or sexual violence. It may involve harassment, derogatory language, racism, misogyny, misandry, threats, online abuse, physical harm or weapons.

The school will respond to child-on-child abuse as both a behaviour and safeguarding issue, considering the needs and vulnerabilities of the victim, alleged perpetrator and any other affected children.

Where one child has caused significant harm to another child, professionals must be aware of their responsibilities to both children as the perpetrator may be acting out in response to abuse they have experienced. In responsibly assessing a child who abuses other children certain considerations need to be made including:

- The nature and extent of the abusive behaviour, particularly for sexual abuse, in this case expert professional judgement may be needed;
- The context of the abusive behaviours;
- The perpetrator's development and family history;
- The need for services specifically focusing on violent behaviour in children;
- The risk the perpetrator poses to other children in the household, extended family, peer group and wider network.

Islip Manor High School will safeguard the alleged victim, alleged perpetrator and the entire school community.

A member of senior staff with appropriate training will be responsible for overseeing the safeguarding of the alleged victim or victims. A separate member of senior staff with appropriate training will be responsible for overseeing the safeguarding of the alleged perpetrator or perpetrators.

Government guidance can be found here: Sexual violence and sexual harassment between children in schools and colleges

Further resources include: Hackett Continium of harmful sexual behaviours and the Brook Traffic Light Toolkit

Appendix 13: Confidential file transfer procedure

The following procedures apply to confidential files kept as a record of involvement with Social Care services. They apply to all students from Yr 7 – Yr 13 who are transferring to another school or educational setting before normal completion.

The transfer will include a clear, structured summary that distinguishes current safeguarding concerns from historic information, identifies relevant context and sets out ongoing support needs.

The receiving school should confirm receipt and review the information promptly through an appropriately trained member of staff. If the information is unclear or incomplete, clarification should be sought.

All other transfer of student data will be done in accordance with GDPR and the Data Handling Policy, 2018.

1. The Attendance Officer (Yrs 7 – 11) or Director of Sixth Form (Yrs 12 – 13) will confirm the school or setting to which the child has transferred and notify the Designated Safeguarding Lead.

2. If the child has a confidential file, the DSL/DDSL or member of the pastoral team will contact the DSL at the receiving school to arrange a method of transfer, which will usually be by secure post, but may be by hand.

3. The DSL/DDSL or member of the pastoral team will arrange for a copy of the file. The copy will be stored in the confidential archive.

4. The DSL/DDSL or member of the pastoral team will complete the Confidential File Transfer Letter. They will take a copy of this letter and store it in the archived copy of the confidential file.

5. The Senior Administrator will arrange for the file to be packaged and securely stored prior to posting. The package must be addressed to the named DSL at the receiving school.

6. The Senior Administrator will arrange for the file to be sent by secure recorded delivery. A signature must be required on delivery.

Contact from receiving schools:

Enquiries from the receiving school of a transferred student should be directed to the DSL. The DSL will make a decision about which information is to be shared based on the principles of information sharing, with reference to government guidance linked below and considering whether it is:

Necessary, proportionate, relevant, adequate, accurate, timely and secure.

Government guidance can be found here: Information sharing :Advice for practitioners providing safeguarding services to children, young people, parents and carers

Appendix 14: Visitors to school site-safeguarding protocols

The school is committed to ensuring that appropriate safeguarding arrangements are in place for all visitors. The level of checking, supervision and access permitted will reflect the purpose of the visit, the visitor's professional role and the level of contact they may have with children.

Procedures

1. Members of staff must let the office know if they are expecting a visitor.

2. All visitors from outside agencies or other professional organisations should carry ID with them and should be asked to bring it with them when they visit.

3. Visitors will sign in and be issued with a visitor's badge.

4. Visitors must wait in reception until collected by a member of staff. The member of staff will supervise the visitor at all times and return them to reception to sign out.

5. This guidance applies to ex-students, who should make a prior appointment with a member of staff. Without an appointment, the office may be able to contact the member of staff and ask them to collect their visitor from the reception area.

6. If the visitor is to be given access to the school unaccompanied, credentials for them to do so must be checked. This may be in the form of ID or a letter which verifies that they belong to an organisation which will have carried out checks. The must also produce photographic ID to confirm their identity. In the case of interviewees, these checks will have been carried out by the Headteacher's PA prior to the interview day.

7. Personal visitors to members of staff will wait in reception whilst members of staff are contacted.

8. Personal visitors will only be signed into the school with the express prior permission of the Headteacher.

Visitor passes

Professional visitors: Visitors attending in a professional capacity, such as social workers, educational psychologists and other education or safeguarding professionals will have their identity checked. The school should also be satisfied that the appropriate DBS checks have been undertaken. Where the visitor is employed by another organisation, confirmation from the employer that appropriate checks have been completed may be relied upon; the school does not routinely ask to see the DBS certificate itself.

Orange lanyards indicate that the visitor has been DBS checked and is able to be in the school unaccompanied. For all visitors in this group, photographic ID must be checked before issuing the green pass. Visitors included are:

- Social Workers
- Police officers (including those out of uniform)

- School nurse
- Oftsed inspectors
- Staff from Ealing borough
- Adults currently working in another school or setting including other providers
- Others only if specifically notified by the Headteacher or Designated Safeguarding Lead (DSL)

Provider Access

Where staff from another provider is visiting the school the lead member of staff will ensure procedure are followed to enable them to be issued with a green pass, if appropriate, to enable them to have easy access to students and parents as necessary.

The lead member of staff will:

- Obtain written confirmation of the visiting adult's employer
- Where this is another educational institution which is required to carry out enhanced DBS checks the visitor may be issued with an orange lanyard on confirmation of ID
- Where the visitor is not currently engage in regulated activity and does not represent another educational establishment, they must be issued with a red pass and be accompanied by a member of staff at all times.
- The lead member of staff will notify the visitor in advance that they will be asked for photographic ID upon arrival at school to confirm their identity.

Red lanyards

Red lanyards indicate that the visitor must be accompanied by a member of staff at all times. Red lanyards should be issued to anyone not in one of the groups above, including parents.

If there is any doubt about which pass to issue, please issue a red pass and ensure the visitor is accompanied by a member of staff. Please seek advice from the DSL or one of the other members of SLT who is Level 3 DSL trained if necessary.

Parents, relatives and event visitors:

The school does not request DBS or barred-list checks, or ask to see existing DBS certificates, for visitors such as children's relatives or people attending events such as sports days. The Headteacher will use professional judgement to determine whether such visitors need to be escorted or supervised while on the premises.

Guest speakers and educational visitors:

Appropriate consideration is given to the suitability of external speakers, organisations and resources before a visit. This should form part of the school's wider safeguarding arrangements, including its Prevent responsibilities where relevant.

Contractors and third-party staff:

Appropriate checks must be confirmed according to the nature of the work and whether the individual will be engaging in regulated activity. Identity will be checked on arrival, and individuals who have not undergone the necessary checks will be appropriately supervised and will not be placed in circumstances where they could have unsupervised access to children where this would be inappropriate.

Signing in and site security:

As good safeguarding practice, the school has clear arrangements for identifying authorised visitors, controlling access to the premises and ensuring staff know who is permitted to be on site. Your policy can therefore specify your local arrangements, such as signing in at reception, providing identification and wearing a visitor badge.

Visitors/Volunteers

From 1 September 2026, the supervision exemption from regulated activity has been removed. A volunteer who teaches, trains, instructs, cares for or supervises children frequently, on more than three days in a 30-day period, or overnight can therefore be in regulated activity even when supervised. Where the volunteer is undertaking regulated activity, an enhanced DBS check including children's barred-list information will be required.

Appendix 15: Use of reasonable force-summary

The following is extracted from Department for Education publication Use of reasonable force :Advice for headteachers, staff and governing bodies 2013 Staff should refer to the full document for detailed advice. At Islip Manor High School it is expected that force will only be used when there is a reasonable expectation that to not do so would result in harm or injury.

'Using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances' This is in line with updated DfE guidance on restrictive interventions

Definitions

1. 'Reasonable force' means using a degree of physical contact to control or restrain.
2. 'Reasonable' means using no more force than is necessary.

When reasonable force can be used

3. To prevent risk of harm or injury.
4. To search for prohibited items which may cause harm or injury.

When reasonable force cannot lawfully be used

5. As a punishment

Staff using reasonable force

6. The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
7. Staff must always avoid acting in a way which might cause injury.

Expectations

8. Necessary use of reasonable force must always be recorded.
9. Parents will be informed should reasonable force be used on their child.

Government guidance can be found here: Use of reasonable force in schools. Guidance for schools, Headteachers and Governors

Appendix 16: Child on child sexual violence and sexual harassment

Harmful Sexual Behaviour, Sexual Harassment and Sexual Violence

Islip Manor High School has a zero tolerance approach to sexual violence and sexual harassment. We recognise that failure to do so can lead to a culture of unacceptable behaviour and in the worst case scenario, a culture that normalises abuse. We recognise that even if there are no reports of sexual violence and sexual harassment, this does not mean that it is not happening.

We challenge unacceptable physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. We recognise that dismissing or tolerating such behaviours risks normalising them. Especially important is not to pass of any sexual violence or harassment as 'banter', 'part of growing up' or 'having a laugh'.

Any suspected or reported sexual violence or harassment will be investigated and further guidance sought, given the developing understanding of this type of abuse and changes in the law to reflect this. For example, 'upskirting' is now a criminal offence. The following is based on advice given in the document Sexual violence and sexual harassment between children in schools and colleges, advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads, May 2018. This protocol will be followed by senior staff in the event that an allegation of sexual violence or sexual harassment between students is brought to the attention of the school. Allegations will be investigated and actions taken separately from any investigations or actions taken by outside agencies, such as social care or the police.

The school recognises that harmful sexual behaviour (HSB), sexual harassment and sexual violence are forms of **child-on-child abuse and safeguarding concerns**. Sexual behaviour between children exists on a continuum, ranging from developmentally appropriate behaviour through inappropriate and problematic behaviour to abusive and violent behaviour. Staff will respond appropriately to concerns at all points on this continuum and will not wait for behaviour to escalate before taking action. Part five of KCSIE 2026 highlights the progressive continuum from harmful sexual behaviour through to sexual violence. The school will consider patterns, context, coercion, power imbalance, online elements and the needs of all children involved.

Early identification and prevention: KCSIE 2026 places greater emphasis on identifying and responding to concerning behaviour at an early stage. Staff should understand that inappropriate sexualised behaviour, sexual harassment and harmful attitudes can escalate if they are normalised or left unchallenged. The school's safeguarding approach will therefore include preventative education, appropriate staff training and early intervention.

Sexism and misogyny: The updated guidance specifically highlights the potential **escalatory nature of misogyny**. Sexist and misogynistic language, attitudes and behaviour should therefore

be challenged rather than dismissed as "banter" or simply treated as low-level behaviour issues. Early intervention can help prevent the development of problematic, abusive or violent behaviour.

Age and developmental stage: When assessing potentially harmful sexual behaviour, the school will consider the **age and developmental stage of all children involved**, the nature and frequency of the behaviour, differences in age or development, power imbalances, coercion and the wider context. The guidance particularly emphasises the importance of developmental understanding when determining whether sexual behaviour is inappropriate, problematic, abusive or violent.

Online and image-based behaviour: HSB may occur **face-to-face, online or through a combination of both**. KCSIE 2026 clarifies that **all incidents involving the sharing of nude or semi-nude images require a safeguarding response, whether the sharing is consensual or non-consensual**. This should therefore be reflected clearly in the school's reporting and response procedures.

All incidents involving making or sharing nudes and semi-nudes require a safeguarding response, whether described as consensual or non-consensual, including where images are AI-generated, digitally altered, deepfakes or deep nudes.

Supporting all children involved: The needs and wishes of the child who has experienced the behaviour should remain central to the school's response. However, the school must also consider the safeguarding and support needs of the child who has displayed HSB. Such children may themselves have unmet needs or have experienced abuse, trauma or exposure to harmful behaviour. Appropriate safeguarding support and disciplinary action are **not mutually exclusive** and may be required at the same time.

Risk and needs assessment: Responses should be proportionate and considered on a **case-by-case basis**, taking account of both risk and need. The DSL should lead the safeguarding response and consider whether support or referral is required through universal/community-based early help, **Family Help**, children's social care or other specialist services. Decisions, actions and the rationale for them should be appropriately recorded and reviewed. KCSIE 2026 introduces updated terminology and provisions concerning referrals to Family Help.

We also recognise that children with SEND are three times more likely to be abused than their peers.

Definitions

The above guidance defines sexual violence as:

- Rape
- Assault by penetration

- Sexual assault

The guidance defines sexual harassment as:

- Sexual comments
- Sexual 'jokes' or taunting'
- Physical behaviour
- Online sexual harassment

It further notes that:

Consent must be understood as specific, informed and freely given. It can be withdrawn at any time and cannot be assumed from silence, previous behaviour, relationship status or the absence of physical resistance.

- A child under the age or 13 can never consent to sexual activity
- The age of consent is 16
- Creating and sharing sexual images is illegal

Decisions to involve other agencies

An allegation may properly be managed internally if it:

- Is a one-off incident
- Does not constitute a criminal offence
- The children involved are not considered to need early help and intervention
- It is considered that the allegation can properly be managed through the school's Behaviour for Learning Policy.

Consideration must be given to involving the following agencies and decisions to involve or not must be recorded.

Health – appropriate medical care should be given or summoned if a child has been physically injured or is unwell

Social care - If a child has been harmed, is in immediate danger, or is at risk of harm a referral should be made to children's social care.

Police – Where there is a report of activity which is an offence, a report must be made to the police

Planning and recording

The management of an allegation of child on child sexual violence or sexual harassment should be carefully planned and recorded. Records are likely to include the following (those asterisked will likely only be used in cases where outside agencies are involved):

- Brook Traffic Light Tool – annotated
- Student and staff statements – staff taking statements should write their own statement of each meeting with a child in which they give information about the incident.
- Child on child Sexual violence or harassment - initial response record*
- Serious incident chronology*
- Risk assessment*
- Child on child Sexual violence or harassment– ongoing support record*

Planning and decision making will take account of Keeping Children Safe in Education 2026, Working together to Safeguard Children 2023, local safeguarding partner procedures and current DfE/NSPCC guidance on child-on-child sexual harassment, sexual violence and harmful sexual behaviour.

Definition: upskirting is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm.

Appendix 17: Serious Violence

Involvement in serious violence, including gang involvement and 'county lines' can have a devastating impact on young people involved. 'County Lines' is a term used to describe:

KCSIE 2026 expands serious violence guidance. Staff should remain professionally curious about patterns of absence, exploitation, coercion, weapons, online activity, peer groups and places where children spend time outside school.

The school will consider both the risk to the child and the risk the child may pose to others, and will work with safeguarding partners, police and specialist services where necessary.

The school recognises the following;

- That the risks are higher for children with disrupted education (e.g. suspensions, permanent exclusions, or time in alternative provision) or a history of offending
- That staff should stay alert to when children might be at highest risk around the school day (e.g. straight after school)
- More emphasis on early, evidence-based support for those considered at risk (e.g. targeted mentoring or therapeutic support)

Gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and susceptible adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.(Criminal exploitation of children and vulnerable adults: county lines)

All staff should be aware of indicators, which may signal that children are at risk. These may include:

- increased absence from school
- a change in friendships
- relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm
- a significant change in wellbeing
- signs of assault or unexplained injuries
- unexplained gifts or new possessions
- aggression
- running away and truancy
- substance misuse

- poor supervision at home
- low academic achievement
- living in an area with high crime or gang activity
- bullying others or being bullied
- learning or physical disabilities
- economically susceptible
- mental health issues
- exclusion from school
- homeless or in unstable or unsuitable accommodation
- social isolation
- domestic abuse at home
- lack of stable parenting
- having multiple phones and receiving lots of texts or calls

Presence of one or some of these may indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All students are given advice and guidance about how to keep themselves safe from a variety of potential risks, including serious violence, through the assemblies and PSHCEE programme as well as bespoke support when necessary.

Any member of staff who feels a child may be at risk from serious violence should report this as a safeguarding concern using the usual procedures. The risk to the child and others will then be assessed and appropriate referrals made and support sought. The school shares information and works closely with local partners, including other schools, social care, the police and Youth Offending Teams to assess risk and plan support.

Resources which may be used to assess or support children suspected of being involved in serious violence and those around them include:

- Multi-agency vulnerabilities screening tool
- Individual student risk assessment – behaviour or safety
- Safety planning
- Specialist support including from outside agencies
- Disciplinary action in line with the published Behaviour for Learning Policy
- Searches or screening with a metal detector wand

Further advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Appendix 18: Further information-external

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance on a variety of issues as well as guidance for students and families as required on a variety of issues in Annex B of Keeping children safe in education.

Appendix 19: Children's Social Care

A referral to children's social care must be made to the borough in which the child lives. The following numbers are for the 'front door' or central contact point of each borough's children's social care. The numbers for other boroughs can be easily found through an internet search for the borough name and 'children's social care'. For urgent matters a telephone referral should be made first and must be followed immediately by a written referral.

London Borough	**Website**	**Telephone number**	**Written referral**
Brent	Brent Child Protection	020 8937 4300	Online form Children's Social Care Referral
Ealing	Ealing Children's Integrated Response Service	020 8825 8000	ECIRS referral form To be emailed to ecirs@ealing.gov.uk
Hammersmith and Fullham	LBHF Child Protection	020 8753 6600	To be emailed to familyservices@lbhf.gov.uk
Harrow	Harrow Child Protection	020 8901 2690	To be emailed to duty&assess@harrow.gov.uk
Hillingdon	Hillingdon Child protection	01895 556644	Online inter-agency referral form

Appendix 20: Key Safeguarding Personnel

Position	Name	Contact details
Designated Safeguarding Lead Assistant Headteacher Level 3 trained	Grace De Sousa	Ext 655 gdesousa@islipmanorhigh.org.uk
Deputy DSL Level 3 trained	Rachel Frimpong-Santeng	Ext 690 rfrimpong-santeng@islipmanorhigh.org.uk
Headteacher Level 3 trained	Marion Budd	Ext 630 mbudd@islipmanorhigh.org.uk

Members of SLT who have undertaken Safer Recruitment Training:

- Marion Budd
- Matt Haresnape
- Lee Mathews
- Grace De Sousa
- Carol Gleeson

Designated Governor with responsibility for Safeguarding

- Carole Millard Contact via the Clerk to the Governing Body

Up to date information on contacts in the London Borough of Ealing can be found here:

EGFL: Safeguarding and Child Protection