



Safeguarding (Child Protection) Policy

Person responsible	DSL & Safeguarding Governor
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1. Introduction and Aims (including Key Contacts)

This Policy for Bute House Preparatory School (the School) applies to the whole School, including EYFS, and is available to staff on Teacherlink, to the public on the School's website and is available in hard copy if required.

Policy Statement

The School is committed to safeguarding and aims to create a whole school culture of vigilance. The commitment to a culture of safety is embedded in the School: the Governing Body, Head, SLT and all members of staff recognise their responsibility for the implementation of all safeguarding arrangements. Safeguarding is everyone's responsibility. **We** The School wants every pupil to feel safe and protected from neglect and abuse, to recognise when they are at risk and to know there is someone they can turn to if they are being neglected or abused. All staff (whether employed, contracted, peripatetic, volunteer or student) have a duty to protect the pupils from harm and this duty applies to everyone working in the School. Adults in the School take all welfare concerns seriously and encourage pupils to talk to **us** them about anything that worries them.

The School will safeguard and promote the welfare of pupils at the School, having regard to the following guidance:

- Working Together to Safeguard Children (September 2023) (WTSC)
- Keeping Children Safe in Education (September 2025) (KCSIE)
- The Prevent Duty Guidance: for England and Wales (July 2015)
- The Use of Social Media for Online Radicalisation (July 2015)
- The Education (Independent School Standards) Regulations (as most recently amended)
- Working Together to Improve School Attendance (2024)
- The Statutory Framework for the Early Years Foundation Stage (2025)
- Disqualification under the Childcare Act 2006 (2018)
- Channel Duty Guidance: Protecting Vulnerable People from Being Drawn Into Terrorism (2021)
- PACE Code C (2019)
- Multi-agency Statutory Guidance on FGM (2020)
- Education and Skills Act (2008)
- Children Act (1989)

- Children and Social Work Act (2017)
- Data Protection Act and GDPR (2018)
- Equality Act: advice for schools (2010)
- Educate Against Hate (2018)
- Relationships Education, relationships and sex education and health education guidance (2021)
- Charities Act (2011)
- Behaviour Guidance: working together to improve school attendance (2022)
- Searching, screening and confiscation: advice for schools (2022)
- Teaching online safety in schools (2019)
- Harmful online challenges and online hoaxes (2021)
- Safeguarding children and protecting professionals in early years settings; online safety considerations (UK Council for Internet Safety, 2019)
- Child sexual exploitation: definition and a guide for practitioners, local leaders and decision makers working to protect children from sexual exploitation (2017)
- Education Against Hate (2018)

Key Contacts

The School's Safeguarding Team

The following individuals have responsibility for Child Protection and Safeguarding matters:

Name	Role	Responsibility	Telephone	Email
Mr Giles Puckle	Senior Deputy Head	Designated Safeguarding Lead (DSL) and Prevent Lead (including EYFS)	020 7603 7381	gpuckle@butehouse.co.uk
Mrs Ellen Yap	Assistant Head Pastoral	Deputy Designated Safeguarding Lead (DDSL)	020 7603 7381	eyap@butehouse.co.uk

Name	Role	Responsibility	Telephone	Email
Mrs Amanda Barron	Governor	Safeguarding and Prevent Governor		Contact via the Clerk to the Governors: Julia.Watkiss@butehouse.co.uk
Mr Jonathan Beckitt	Governor	Chair of Governors		Contact via the Clerk to the Governors: Julia.Watkiss@butehouse.co.uk

Child Protection and Safeguarding Contact Details

LOCAL AUTHORITY SERVICES – HAMMERSMITH & FULHAM SAFEGUARDING CHILDREN'S BOARD

All serious child protection concerns must be reported to Hammersmith & Fulham SPA (Single Point of Access) – the Local Safeguarding Children Partnership (LSCP) or other LSCPs as may be appropriate, that work together to share information and make child protection decisions, as part of its inter-agency Safeguarding Procedures. To access the online SPA referral form, contact familyservices@lbhf.gov.uk 'Child Protection' in the subject.

Allegations against staff must be reported to the LADO (Local Authority Designated Officer). Contact with the LADO is made via Hammersmith & Fulham SPA.

Role	Name	Phone	Email
Tri-Borough Local Authority Designated Officer (LADO) Children's Social Care Services Department	Safer Organisation & Safeguarding in Education Manager (Front Door Teams)	LADO 020 8753 5125 Working hours (09:00-17:15) 020 8753 6600 020 8753 6610 07776 673020 Out of hours 020 8748 8588 (17:15-09:00)	lado@lbhf.gov.uk No need for written referral.
Tri-borough Local Safeguarding Children Partnership (LSCP)	Hilary Shaw	07817 365519	Hilary.Shaw@rbkc.gov.uk

Royal Borough of Kensington and Chelsea

Role	Name	Phone	Email
Local Authority Designated Officer (LADO)	Duty Child Protection Advisor (Front Door Teams)	LADO 020 7361 3013 Out of hours 020 7373 2227	KCLADO.enquiries@rbkc.gov.uk

London Borough of Westminster

Role	Name	Phone	Email
Local Authority Designated Officer (LADO)	Duty Child Protection Advisor (Front Door Teams)	LADO 020 7641 4000 Out of hours 020 7641 6000	lado@westminster.gov.uk

Other useful contacts

Prevent Schools Officer for K&C and H&F	020 8753 6918	Simone.Torry@lbhf.gov.uk
Police non-emergency	101 (non-emergency)	999 (emergency)
Police Anti-Terrorist Hotline	0800 789 321	
Police Child Abuse Investigation Team	020 8247 6331	
Forced Marriage Unit	020 7008 0151	fmu@fco.gov.uk
DfE Helpline (Extremism)	020 7340 7264	
counter.extremism@education.gsi.gov.uk		
Disclosure and Barring Service	01325 953 795	
www.gov.uk/government/organisations/disclosure-and-barring-service		
Ofsted – Concerns Helpline	0300 123 1231	
NSPCC Whistle-Blowing Helpline	0800 028 0285	help@nspcc.org.uk
Reporting Serious Wrongdoing to the Charity Commission:		
whistleblowing@charitycommission.gsi.gov.uk		

2. Scope and Responsibilities

- 2.1 The School and all members of its staff have a responsibility to:
- Be alert to signs of abuse and neglect by knowing and recognising them
 - Question behaviours if something seems unusual and ask for help
 - Take action to protect a pupil who is suffering maltreatment, significant harm, or is likely to do so, including when pupils or staff are away from the School
 - Recognise vulnerable pupils and take action to promote their welfare, even if they are not suffering harm or are at immediate risk of harm
 - Prevent impairment of pupils' mental health and physical health or development
 - Consider wider environmental factors in a pupil's life that may be a threat to their safety and/or welfare. This is known as Contextual Safeguarding (see Working Together to Safeguard Children (2023) and in Keeping Children Safe in Education (2025))
 - Provide an environment in which pupils can learn to keep themselves safe, including on-line
 - Take active steps to promote school attendance
 - Understand the School's role in the safeguarding partner arrangements and to operate in line with locally agreed multi-agency safeguarding arrangements put in place
 - Always act in the best interests of the ~~child~~ pupil when concerned about their welfare
 - Be aware that whilst all children should be protected, some groups of children are potentially at greater risk of harm than others, both online and offline
- 2.2 The purpose of this Policy is to:
- Identify the members of the School's Child Protection team and explain their roles.
 - Set out the School's expectations in respect of training
 - Identify the different categories of abuse and neglect and provide guidance for recognising the indicators of possible abuse
 - Explain the School's role in identifying and preventing specific safeguarding issues, including radicalisation and extremism (Prevent)
 - Describe the procedures that should be followed if anyone in the School has a concern about the safety and welfare of a pupil
 - Identify the particular attention that should be paid to those children who fall into a category that might be deemed "vulnerable"
 - Highlight the importance of "Early Help"

- Outline the School's safer recruitment procedures for staff and volunteers
- Explain how allegations against staff will be handled
- Detail the School's whistleblowing procedures in relation to safeguarding
- Set out expectations regarding record keeping
- Explain how children will be kept safe through the everyday life of the School
- Outline how the implementation of this Policy will be monitored and managed by the School's Governing Body
- Provide a list of key contact details

2.3 This Policy should be read in conjunction with the following School Policies: Anti-Bullying, Staff Behaviour (Code of Conduct), Online Safety, Learning Enrichment, Health & Safety, Missing Child and Child Missing Education, Attendance, Whistleblowing, Safer Recruitment, Low Level Concerns, Positive Behaviour, Relationships and Sex Education, Administration of Medicines and Acceptable Use of Technologies.

All staff are required to read this Policy carefully and acknowledge that they have done so by signing the document held by the Director of People and Development.

2.4 The School is a registered charity, and therefore has a duty to: provide a safe and trusted environment which safeguards anyone who comes into contact with it, including beneficiaries, staff and volunteers; set an organisational culture that prioritises safeguarding, so that it is safe for those affected to report incidents and concerns with the assurance they will be handled sensitively and properly; and have adequate policies, procedures and measures to protect people.

As a registered charity, the School is required to report all serious incidents, allegations or suspicions relating to pupils or other beneficiaries under the care of the School or by someone connected with the School e.g. a Governor, staff member or volunteer, to the Charity Commission promptly and in accordance with the guidance: How to Report a Serious Incident in your Charity (Charity Commission, June 2019). The School will tell the Charity Commission what action it has taken, or is planning to take, at the time of reporting the incident.

2.5 To reflect the scope and application of KCSIE (September 2025), this Policy applies at all times, including when pupils or staff are away from the School, whether they are on school-arranged activities or otherwise. The Policy also applies at all times, including out-of-school hours and during school holidays.

2.6 A brief definition of the following terms should add clarity and aid navigation of this Policy:

Governing Body – as the proprietor of the School.

Staff – this includes all those who work for, or on behalf of the School, regardless of their employment status, including contractors, supply staff, volunteers and Governors.

SLT – this is the Senior Leadership Team of the School, comprising of the Head, Senior Deputy Head, Deputy Head, Assistant Head - Pastoral, Director of Finance and Operations, and Director of People and Development.

Children's Social Care – depending on the context, this is the team based in Hammersmith & Fulham (where the School is located) or, where appropriate, the team based in the local authority where the child is resident.

Safeguarding and Promoting the Welfare of Children is defined as:

- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework

(Working Together to Safeguard Children, 2023)

2.7 The Governing Body of the School has overall responsibility for all matters which are the subject of this policy. The School has appointed and trained a number of Designated Persons (DPs) who have responsibility for Child Protection and Safeguarding matters.

2.8 The Designated Safeguarding Lead (DSL) is a member of the School Leadership Team and has ultimate lead responsibility for child protection matters at the School and is the first point of contact for external agencies that are pursuing Child Protection (CP) investigations. The DSL also coordinates the School's CP representation at conferences and meetings.

2.9 When concerns/incidents are reported, the DSL will decide whether a referral to the Local Authority (LA) Children's Services, Early Help (see Point 8) or other support is appropriate, in accordance with the referral thresholds set by the Local Safeguarding Children Partnership.

2.10 The role of the DSL is specified in the post holder's job description. (Appendix 1)

2.11 The DSL is supported by a Deputy Designated Safeguarding Lead (DDSL) and a Safeguarding Governor. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility will not be delegated.

2.12 The Governing Body has nominated one of its members to take leadership responsibility for the School's safeguarding arrangements.

2.13 The Designated Safeguarding Leads at the School are:

- Designated Safeguarding Lead (DSL): Giles Puckle, Senior Deputy Head, member of the School Leadership Team and safeguarding responsibility for EYFS
- Deputy Designated Safeguarding Lead (DDSL): Ellen Yap, Assistant Head Pastoral
- Chair of the Board of Governors: Jonathan Beckitt
- Governor responsible for Child Protection and Safeguarding: Amanda Barron

Parents are welcome to approach any of the above if they have concerns about the welfare of any pupil in the School, whether these concerns relate to their own child or any other.

The DSL's contact details are set out at the front of this Policy. The DSL may also be contacted on the following email address in relation to any safeguarding concerns out of school hours: safeguarding@butehouse.co.uk.

2.14 When dealing with disclosures, concerns, suspicions and allegations, the DSL will follow the procedures set out by the School's Local Safeguarding Children Partnership – Hammersmith & Fulham's LSCP. Details of these may be found at by contacting: familyservices@lbhf.gov.uk

3. Recruitment of Staff & Training

The School is committed to creating a safe environment for children and follows 'Safer Recruitment' procedures that help deter, reject or identify people who might abuse children. The School follows the guidance from the Disqualification under the Childcare Act 2006. It recognises that the relationships and associations that staff have in and out of school (including online), may have an implication for the safeguarding of children in school. Where this is the case, the member of staff must inform the Head. Please see the School's separate Safer Recruitment Policy for more details.

The School will not knowingly employ people or allow them to be directly concerned in the management of the School, if they themselves are directly 'disqualified' from childcare.

3.1 All training will be carried out in accordance with the procedures of the Hammersmith & Fulham Local Safeguarding Children Partnership.

3.2 As part of their induction process, all new staff (including temporary staff and volunteers) are provided with the identity and function of the DSL and DDSL, a copy of this Safeguarding Policy, as well as these Policies: Staff Behaviour (Code of Conduct), Anti-Bullying, Child Missing Education, Attendance, Online Safety, Whistleblowing, Acceptable Use of Technologies (AUP), a copy of Part 1 and, where appropriate, Annex A of KCSIE 2025 and will attend Prevent training. Prevent training will be provided every two years, for all staff, by Hammersmith and Fulham Borough.

3.3 All new and existing staff will receive a copy of, and are required to confirm that they have read and understood the sections of Keeping Children Safe in Education (KCSIE) 2025 relevant to their role, the Staff Behaviour Policy (Code of Conduct), Anti-Bullying Policy, Safeguarding (Child Protection) Policy, Positive Behaviour Policy, Acceptable Use Policy and Children Missing Education Policy and Attendance Policy. The School will provide guidance and support to assist staff to understand and discharge their role and responsibilities. Staff are made aware that a safeguarding response may be necessary for Children Missing Education, or for pupils showing poor attendance and regular lateness.

3.4 The Head, all staff members and members of the Governing Body will undertake appropriate child protection and safeguarding training, which will also include advice on protecting children from radicalisation and online safety. Formal training will be carried out in accordance with LSCP guidance and will be updated on a regular basis and at least annually.

3.5 Additionally, the School will assess the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns, such as radicalisation, child sexual exploitation, child on child sexual violence and harassment, female genital mutilation, cyberbullying and mental health and to ensure that staff have the skills, knowledge and understanding to keep Looked After Children safe and to manage a report of a safeguarding concern.

3.6 The DSL and DDSL will undertake training to provide them with the knowledge and skills required to carry out the roles. The DSL and DDSL have undertaken Level 3 Child Protection training, including inter-agency working, in accordance with LSCP procedures. They will attend refresher training at two yearly intervals and, in addition, keep up to date with safeguarding developments relevant to their role at least annually.

3.7 The DSL is required to undertake specific 'Prevent' awareness training and refer cases to the Channel programme where there is a radicalisation concern. The DSL will provide advice to other members of staff, giving them the knowledge and confidence to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know how to refer children for further help.

3.8 All members of staff are aware that corporal punishment is never used, nor is its use ever threatened.

3.9 All members of SLT (including the Head) and the nominated Safeguarding Governor will read all of KCSIE.

4. Identifying Safeguarding Concerns

4.1 Abuse and Neglect

Abuse is a form of maltreatment of a child (anyone under 18 years of age). Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may

be abused by those known to them or by strangers, including through online contact. Technology and the internet may be used to facilitate abuse that occurs both online and offline. Children may be abused by an adult or adults, by a member of staff or a group of staff, another child or children or by a pupil or pupils. Abuse and neglect are rarely standalone issues.

A teacher who has consistent regular contact with a child has more opportunity to observe signs of abuse than anyone else with whom the child has contact and, in many cases, may be the first to see the child after the abuse has occurred. Staff are advised and regularly reminded to maintain an attitude of 'it could happen here' where safeguarding is concerned.

The School recognises that the exposure to or witnessing of abuse inflicted on others is on a par and can have the same impact upon children, as being the target of abuse.

4.2 Physical Abuse

Physical abuse is the causing of physical harm. It can lead directly to neurological damage, physical injury and disability. Some physical abuse is reactive; some may be premeditated with the intent to cause harm. Types of abuse include: hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating, but may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Signs that a pupil has been physically abused include: bruises, abrasions, burns, scalds, bite marks, fractures and scars.

Signs which may be indicators of concern include:

- Explanations provided for an injury which may not be consistent with the injury
- Parents/carers undisturbed or uninterested by an accident or injury
- Unexplained delay in seeking treatment for an injury
- Repeated presentation for minor injuries, which may represent a cry for help
- Reluctance to give information or mention previous injuries
- Children who flinch at sudden movements

4.3 Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child which can cause severe and adverse effects on the child's emotional development. It has an important impact on a developing child's mental health, behaviour and self-esteem.

Types of emotional abuse include:

- Conveying to a child that they are worthless, unloved, inadequate or valued only insofar as they meet the needs of another person

- Not allowing a child to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Persistently criticising, teasing or humiliating a child
- Imposing developmentally inappropriate expectations, such as interactions beyond a child's developmental capabilities, overprotection, limiting exploration or preventing normal social interaction
- Causing a child to feel frightened or in danger
- Exploitation or corruption of children
- Allowing a child to see or hear the ill-treatment of another
- Bullying (including prejudice-based) or cyberbullying

Signs of emotional abuse may be difficult to recognise as they are mainly behavioural.

From the parent/child relationship perspective they include:

- Abnormal attachment between the child and their parent
- Parents who frequently complain about their child, who never praise or give attention or who are emotionally distant from their child

From the pupil perspective, they include:

- Failure to thrive
- Behavioural problems such as aggression or attention-seeking
- Low self-esteem, lack of confidence and fearfulness, distress or anxiety
- Poor relationships such as withdrawn or isolated behaviour
- Delay in achieving developmental milestones

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

4.4 Sexual Abuse

Sexual abuse is 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 (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching through 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

- Grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males; women can commit acts of sexual abuse, as can other children. Child on child abuse is deemed a specific safeguarding issue in KCSIE, and this can take place using technology.

Child sex abusers come from any professional, racial or religious background. Children under 16 years of age cannot provide lawful consent to any sexual intercourse.

Recognition of sexual abuse is difficult unless the child chooses to disclose and is believed, but signs are likely to be behavioural and emotional. There may be:

- Sexually explicit conversation or behaviour inappropriate to the child's age
- Self-harm, including eating disorders and self-mutilation
- Suicide attempts
- Running away
- Poor peer relationships, including unwillingness to be involved or communicate
- Sudden changes in behaviours or extreme mood swings
- Withdrawal and/or depression
- Inappropriately sexualised conduct

4.5 Neglect

Neglect is the persistent failure to meet basic physical, emotional and/or psychological needs and is likely to result in the serious impairment of the child's health or development and long-term difficulties with social functioning, relationships and educational progress.

Types of neglect include failure to:

- Provide adequate food, clothing and shelter
- Protect a child from physical and emotional harm or danger or ensure adequate supervision
- Ensure access to appropriate medical care or treatment
- Respond to a child's basic emotional needs

Signs of general neglect include a child who:

- Is unkempt or inadequately clothed
- Is listless, apathetic or unresponsive
- Frequently and/or inexplicably comes to school hungry
- Has frequent accidents or injuries

- Thrives away from the home environment, but not in it

4.6 Child Criminal Exploitation

Child Criminal Exploitation occurs where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into a criminal activity. This power imbalance can be due to age, gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. The abuse can be perpetrated by individuals or groups, males or females and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Victims can be exploited physically and/or online. Child Sexual Exploitation (CSE) is a form of child sexual abuse and can involve direct physical activity, as well as non-contact activities, as part of the grooming process, including via the internet.

The School understands child exploitation (at whatever level) to be on a par with abuse and neglect, in terms of the impact it can have upon a child.

4.7 Mental Health

The School recognises that mental health problems can be a sign or indicator of abuse, neglect or exploitation and will ensure that staff understand the indicators and complexities of the issues, through training and regular updates.

Only appropriately trained professionals should attempt to make a diagnosis of mental health problems. Staff may help to identify those children whose behaviour suggests that they may be experiencing a mental health problem, or are at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the School's Child Protection Policy and speaking to the DSL/DDSL.

All staff must flag up possible mental health problems in the following way:

- Identify and flag initial mental health concern with DSL/DDSL and add incident to CPOMs
- The DSL/DDSL will arrange a 1-1 discussion with the child, as deemed necessary
- If mental health concerns persist, the DSL/DDSL will contact the child's parents and discuss the concern
- In agreement with the child's parents, the DSL/DDSL will refer the child to the School Counsellor for 1-1 sessions
- The DSL or DDSL will meet with the School Counsellor for half termly updates to assess and monitor the nature of the concern. If the mental health concern escalates and the child needs specialist support, the DSL and School Counsellor will work

together with the child's parents, to arrange a referral (see the School Counselling Policy)

4.8 Children Potentially at Greater Risk of Harm

Whilst this Policy applies to all pupils, the School recognises that some groups of children are potentially at greater risk of harm than others (both online and offline). Although not exhaustive, the list below highlights some of those groups:

- Children who need a social worker
- Children who are absent from education
- Children who are requiring mental health support
- Looked after and previously looked after children
- Care leavers
- Children with SEN, disabilities or health issues
- Children who identify as LGBTQ

5. Specific Safeguarding Issues

Abusive behaviours can be displayed in a variety of ways and can consist of sexual abuse/activity; physical harm; emotional and/or verbal abuse. Additionally, behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. KCSIE acknowledges the following as specific safeguarding issues:

- Bullying including cyberbullying
- Children missing education
- Children missing from home or care
- Child sexual exploitation
- Criminal exploitation of children, including 'county lines' and gangs.
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence

- Gender-based violence / violence against women and girls (VAWG)
- Hate
- Mental health
- Missing children and adults' strategy
- Private fostering
- Preventing radicalisation
- Relationship abuse
- Sexting
- Trafficking

Up-to-date guidance and practical support on specific safeguarding issues will be sought where necessary. The DSL and DDSL will attend relevant training and ensure that staff understand the indicators and complexities of the issues noted below.

5.1 Child-on-Child Abuse and Child-on-Child Sexual Violence and Harassment

All staff should be aware that safeguarding issues can manifest via child-on-child abuse. This is most likely to include, but is not limited to, bullying (including cyber bullying), but it may also include sexting; initiation/hazing type violence and rituals, gender specific abuse or inappropriate behaviour by an older pupil towards a younger or more vulnerable pupil, particularly those with SEND. The School has a zero-tolerance approach to child-on-child sexual violence/harassment and to harmful behaviour in school, which is recommended, as made clear in KCSIE 2025. It will not be passed off as "having a laugh", "banter" or "part of growing up" and the School will take swift action to intervene where this occurs. The gendered nature of child-on-child abuse is recognised (it is likely that girls will be victims and boys perpetrators), but all child-on-child abuse is unacceptable and will be taken seriously. Staff must be aware that pupils may be abused out of school, and should not minimise the risks of girl-on-girl abuse.

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB).

Any report will be taken seriously and will be addressed as per the Policy. Staff understand that even if there are no reports, it does not mean it is not happening. It may be the case that it is just not being reported, and they remain vigilant. Staff are aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children with special educational needs and disabilities (SEND) are also

three times more likely to be abused than their peers. Consent is a key area in the School's Wellbeing curriculum. 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 or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that all victims 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 sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them. As always when concerned about the welfare of a child, all staff should act in the best interests of the child.

In all cases, the School should follow general safeguarding principles as set out in Part Five of KCSIE 2025. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted, for example intra familial harms or siblings). Detailed advice is available in Part five of KCSIE 2025.

Staff are all aware of Part 5 of KCSIE referencing child-on-child abuse. Staff use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is. Pupils are taught at all stages of the School about acceptable behaviour and how to keep themselves safe. They are encouraged to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Staff are trained in how to receive a disclosure, and report an allegation to the DSL or DDSL, which must be recorded and investigated in-line with the School's safeguarding procedures, including a report of child-on-child sexual violence and sexual harassment, and understand that staff do not view or forward illegal images of children. Staff are aware of the additional guidance from the DfE on Searching, Screening and Confiscation and UKCCIS sexting advice.

Pupils are taught about the responsible and safe use of the internet, social media and mobile devices in Computing and Wellbeing lessons and that it is a criminal offence to send an electronic communication (words and/or images) to another person with the specific intent to cause distress or anxiety. The School has an Online Safety Coordinator and children know who this is and that they can speak to them about concerns. Every Google classroom for Middle and Upper School pupils has an 'online worry box' button, so children can report anything they have seen online, in and out of school hours.

If staff become aware of a sexting incident or any pupil behaviour that gives rise to a safeguarding concern, they must report it to a DSL or DDSL in accordance with the procedures set out in this Policy.

The School understands that any child who is engaging in abusive behaviour towards others may have been subject to abuse from other children or from adults. Where an allegation is made against a pupil, both the victim and the perpetrator will be treated as being at risk and safeguarding procedures in accordance with this Policy will be followed. Appropriate support will be provided to all pupils involved, including support from external services as necessary.

The School is strongly committed to the prevention of bullying in any form. The School has an Anti-Bullying Policy and will consider all coercive acts and inappropriate child behaviour within a Child Protection context. The School will take advice from the LSCP in the investigation of such allegations and take the appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse.

5.2 Up skirting

Up skirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing parts of their body or clothing, not otherwise visible, to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

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

The School will treat incidences of up skirting as a breach of discipline and also as a safeguarding matter under the School's child protection procedures. All matters relating to up skirting images and devices which may have been used in connection with an allegation of up skirting will be dealt with in a similar manner to sexting.

5.3 Children Missing from Education

The School's attendance policy is set out in a separate document and is reviewed regularly by the Governing Body. The School follows the Government's 'Working Together to Improve School Attendance' (2024) statutory guidance which sets out how schools must work with the local authority children's services where school absence indicates safeguarding concerns.

The School recognises that full attendance at school is important to the wellbeing of all pupils and enables them to access the opportunities made available to them at school. Attendance is monitored closely and the School works in partnership with Hammersmith & Fulham's ACE Team when patterns of absence give rise to concern.

All staff should be aware that children being absent from school, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so called 'honour'-based abuse or risk of forced marriage.

Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of the School's unauthorised absence procedures and children missing education procedures. The School will ensure, where possible, that it has more than one emergency contact number for each pupil. This will give the School additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

5.4 Child Sexual Exploitation (CSE)

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.

Further information can be found at www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited

5.5 Honour-based violence

So called 'honour-based' violence (HBV) encompasses crimes, which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing.

All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Whilst it may be considered unlikely that a pupil from a culture practising HBV should choose a liberal western educational school such as Bute House Preparatory School, staff should nevertheless keep an open mind about this form of abuse.

As with all matters pertaining to the maintenance of a safeguarding culture within the School, staff are expected to be vigilant in identifying concerns and ensuring these are passed to the DSL without delay. The DSL will take further advice from the LSCP and make a referral where this is deemed necessary.

5.6 Female Genital Mutilation (FGM)

Staff should be alert to the possibility of a girl being at risk of, or already having suffered, FGM (sometimes referred to as female circumcision). Victims are likely to come from a community that is known to practise FGM. The age at which FGM is carried out varies enormously and may be carried out shortly after birth, during childhood or adolescence, just before marriage or during a woman's first pregnancy.

There is a range of potential indicators that a pupil may be at risk, the most pertinent at the School being a parent asking for an extended period of time away from school with an

unconvincing explanation for the absence. FGM may already have happened if a girl has difficulty walking, sitting or standing or spending longer than usual away from a classroom during the day with bladder problems.

Concerns should be reported immediately to the DSL, who will involve the LSCP as appropriate. If a member of staff discovers that FGM appears to have been carried out on a child, they should personally report this directly to the police. This is a mandatory duty for teachers.

Further information can be found at:

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

5.7 Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. Some communities use perceived cultural practices as a way to coerce a person into marriage.

Further information can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HM_G_Statutory_Guidance_publication_180614_Final.pdf

<https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage/multi-agency-statutory-guidance-for-dealing-with-forced-marriage-and-multi-agency-practice-guidelines-handling-cases-of-forced-marriage-accessible>

5.8 Preventing Radicalisation

The School recognises its responsibility to protect children from being radicalised or drawn into terrorism. The School supports the 'Prevent Strategy', which works to prevent the growth of issues that create a climate which encourages radicalisation and extremism, which in turn can lead to acts of violence or terrorism.

Indicators of vulnerability to radicalisation include:

- Family tensions
- Sense of isolation / low self-esteem / feeling of failure
- Distance from cultural heritage / events affecting the pupil's country or region
- A sense of grievance triggered by personal experience

Early indicators of radicalisation or extremism may include:

- Becoming involved with a new group of friends
- Searching for answers to questions about identity, faith and belonging
- Expressions of support for terrorism, justifying the use of violence to solve real or perceived grievances
- Possessing or accessing extremist materials
- Changes in behaviour or language

It is important to note that children experiencing these situations or displaying these behaviours are not necessarily showing signs of being radicalised. There could be many other reasons for the behaviour, including those already detailed in this Policy.

Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs or alcohol. The School works within the curriculum to promote tolerance and respect for diverse views, while challenging prejudice of any kind. Bute House Preparatory School is an inclusive school, which values citizenship and a sense of belonging. Pupils are encouraged to share their views and recognise that they are entitled to have different beliefs, but that these should not be used to influence others.

Protecting children from the risk of radicalisation is part of the School's wider safeguarding duties and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation) whether these come from within their family or are the product of outside influences.

The School will have regard to its Safer Recruitment guidelines with regards to visiting speakers and will ensure that they are both suitable and appropriately supervised for the duration of their visit.

Further information can be found at:

www.gov.uk/government/publications/prevent-duty-guidance

The DfE's briefing note: The use of social media for on-line radicalisation (2015) includes information on how social media is used to radicalise young people and guidance on protecting pupils at risk.

5.9 Children left at home alone

This is a fairly common occurrence but is potentially dangerous for children both physically and emotionally. If a member of staff is concerned about this, they should inform the DSL or the Head. The DSL or the Head may decide to contact the parents, on their return, to express serious concern about the incident, highlighting the risks to the child.

Reassurance will be sought from the parents that such a situation will not be repeated. If such reassurance is refused and the child continues to be left at home alone, the DSL should contact the LSCP.

5.10 Private Fostering

If the School becomes aware that one of its pupils is being cared for 28 days or more by someone who is not their parent or a close relative, the School will refer the arrangement to the LA Children's Services. Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage).

5.11 County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

5.12 Domestic Abuse

The Domestic Abuse Act 2021 recognises the impact of domestic abuse on children as victims in their own right if they see, hear or experience the effects of abuse. The abuse can encompass, but is not limited to:

- Psychological
- Physical
- Sexual
- Economic
- Emotional
- Controlling or coercive behaviour
- Violent and threatening behaviour

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs. The School recognises that exposure to domestic abuse can have a serious, long-lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. The School acknowledges that domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

5.13 Serious Violence

Staff are aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include:

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

- A 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 could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff are aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as:

- 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.

5.14 Sharing nude and semi-nude images

The School will act in accordance with guidance:

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview>

All incidents of sharing nudes and semi-nudes will be dealt with as safeguarding concerns. The primary concern at all times will be the welfare and protection of the young people involved.

Young people who share nudes and semi-nudes of themselves or their peers are breaking the law. However, as highlighted in national guidance, it is important to avoid criminalising young people unnecessarily. The School will therefore work in partnership with external agencies with a view to responding proportionately to the circumstances of any incident.

All incidents of sharing nudes and semi-nudes should be reported to the DSL as with all other safeguarding issues and concerns. Staff will not make their own judgements about whether an issue relating to sharing nudes and semi-nudes is more or less serious enough to warrant a report to the DSL. What may seem like less serious concerns to individual members of staff may be more significant when considered in the light of other information known to the DSL, which the member of staff may not be aware of.

If staff become concerned about an issue of sharing nudes and semi-nudes in relation to a device in the possession of a pupil (e.g. mobile phone, tablet, digital camera,) the member of staff will secure the device (it should be confiscated). This is consistent with DfE advice "Searching, screening and confiscation: advice for schools" (DfE July 2022).

Staff will not look at, share or print any indecent images. The confiscated device will be passed immediately to the DSL (see 'Viewing the imagery' below).

The DSL will discuss the concerns with appropriate staff and speak to the pupils involved as appropriate. Parents and carers will be informed at an early stage and involved in the process

unless there is good reason to believe that involving parents would put the pupil at risk of harm.

If, at any point in the process, there is concern that a child has been harmed or is at risk of harm, a referral will be made to the Achieving for Children's Single Point of Access and/or the police immediately.

The police will always be informed when there is reason to believe that indecent images involve sexual acts and any child in the imagery is under 13 years of age.

The DSL will make a judgement about whether a reported sharing nudes and semi-nudes incident is experimental or aggravated. Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of sexual images created by young people. These include possible adult involvement or criminal or abusive behaviour by young people such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation, sending or showing of images without the knowledge or against the will of a young person who is pictured.

Aggravated incidents of sharing nudes and semi-nudes will be referred to Achieving for Children's Single Point of Access for advice about whether or not a response by the police and/or children's social care is required.

This will facilitate consideration of whether:

- There are any offences that warrant a police investigation
- Child protection procedures need to be invoked
- Parents and carers require support in order to safeguard their children
- A referral to the Multi-Agency Risk and Vulnerability (MARVE) Panel is required
- Any of the instigators and/or those directly/indirectly impacted by the behaviour require additional support, this may require the initiation of an early help assessment and the offer of early help services

Examples of aggravated incidents include:

- Evidence of adult involvement in acquiring, creating or disseminating indecent images of young people (possibly by an adult pretending to be a young person known to the individual impacted)
- Evidence of coercing, intimidating, bullying, threatening and/or extortion of students by one or more other students to create and share indecent images of themselves
- Pressure applied to a number of students (e.g. all female students in a class or year group) to create and share indecent images of themselves
- Pressurising a student who does not have the capacity to consent (e.g. due to their age, level of understanding or special educational needs) or with additional vulnerability to create and share indecent images of themselves
- Dissemination of indecent images of young people to a significant number of others with an intention to cause harm or distress (possibly as an act of so-called 'revenge porn', bullying or exploitation)

- What is known about the imagery suggests the content depicts sexual acts that are unusual for the young person's developmental stage or are violent
- Sharing of indecent images places a young person at immediate risk of harm, for example the young person is presenting as suicidal or self-harming

The DSL will make a judgement about whether or not a situation in which nudes and semi-nudes have been shared with a small number of others in a known friendship group with no previous concerns constitutes an aggravated incident or whether the School is able to contain the situation in partnership with all parents of the pupils involved, arrange for the parents to ensure that all indecent images are deleted and that the young people involved learn from the incident in order to keep themselves safe in future.

In the latter instance, the DSL will consult with the police and the Single Point of Access to check that no other relevant information is held by those agencies and to ensure an agreed response is documented before proceeding.

Viewing the imagery

Adults should not view nudes and semi-nudes unless there is a good and clear reason to do so. Wherever possible, the DSL's responses to incidents will be based on what they have been told about the content of the imagery.

Any decision to view imagery will be based on the DSL's professional judgement. Imagery will never be viewed if the act of viewing will cause significant distress or harm to a pupil. If a decision is made to view imagery, the DSL will be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (it is not possible to establish the facts from the young people involved)
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a young person has presented an image directly to a staff member or the imagery has been found on a school device or network

If it is necessary to view the imagery then the DSL will:

- never copy, print or share the imagery; this is illegal
- discuss the decision with the Head
- ensure viewing is undertaken by the DSL or Deputy DSL with delegated authority from the Head
- ensure viewing takes place with another member of staff present in the room, ideally the Head, or a member of the Senior Leadership Team. The other staff member does not need to view the images.
- wherever possible ensure viewing takes place on School premises, ideally in the Head's or DSL's office
- ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery

- record the viewing of the imagery in the pupil’s safeguarding record, including who was present, why the image was viewed and any subsequent actions; and ensure this is signed and dated and meets the wider standards set out by Ofsted for recording safeguarding incidents

Deletion of images

If the School has decided that other agencies do not need to be involved, then consideration will be given to deleting imagery from devices and online services to limit any further sharing of the imagery.

5.15 Pupils who are lesbian, gay, bisexual or gender questioning

The fact that a child or a young person may be lesbian, gay, bisexual or gender questioning is not in itself an inherent risk factor for harm. However, children who are, can be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, bisexual or gender questioning (whether they are or not) can be just as vulnerable as children who identify as lesbian, gay, bisexual or gender questioning. Risks can be compounded where children who are lesbian, gay, bisexual or gender questioning lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff. Lesbian, gay, bisexual or gender questioning inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

5.16 Children with SEND and physical health concerns

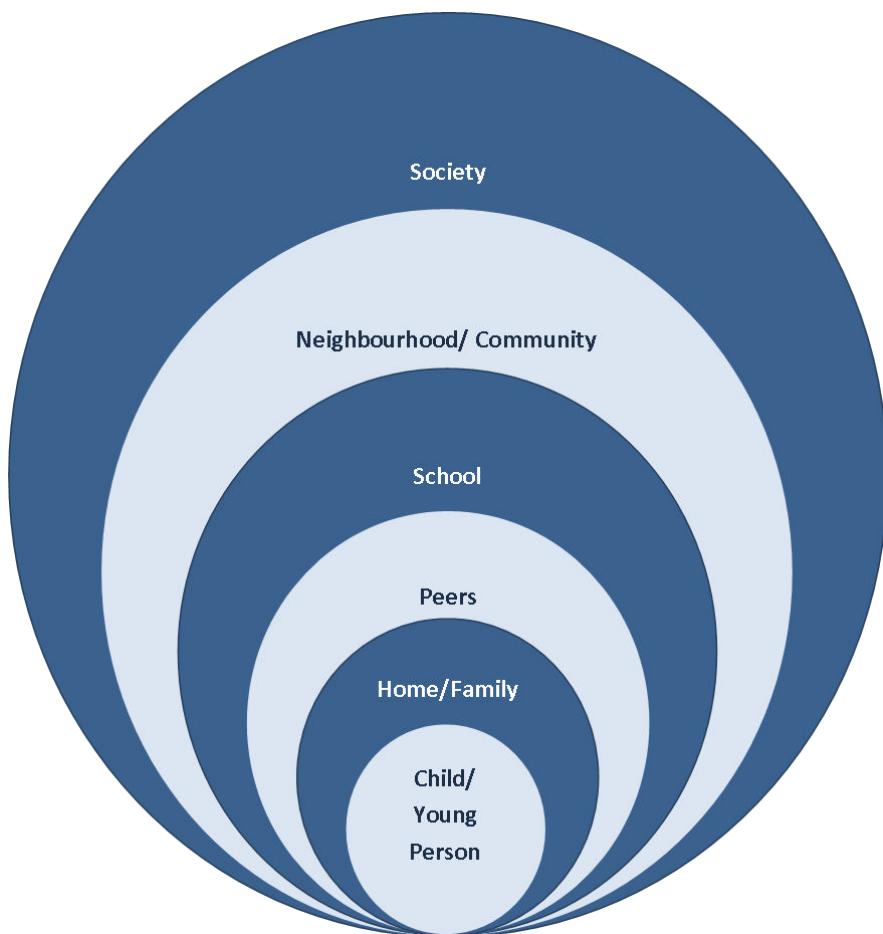
Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, including:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration
- children with SEND can be disproportionately impacted by issues such as bullying without showing any signs; and children with SEND can be more prone to peer group isolation than other children
- communication barriers may exist causing difficulty with investigating what the underlying issues are. In such cases, additional pastoral support for children with SEND should be considered if there are any concerns that the child might be at risk

5.17 Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the School and/or can occur between children outside the School. All staff, but especially the DSL (and Deputy DSL) should consider the context within which such incidents and/or behaviours occur i.e. whether children are at risk of abuse or exploitation in situations outside their families.

Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. The image below shows the contextual circles of safeguarding:



Children's social care services assessments should consider such factors, so it is important that the School provides as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Children who may be alleged perpetrators should also be assessed to understand the impact of contextual issues on their safety and welfare. Interventions should focus on addressing these wider environmental factors.

6. Responding to concerns about the safety and welfare of a child

6.1 The School acknowledges that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, or schoolwork. Staff should be aware pupils may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. In such cases, staff should still exercise professional curiosity.

6.2 Concerns about a child may arise from:

- Observation of the child's behaviour or appearance
- Things the child has said
- A third party (another pupil, parent or guardian) expresses concern
- Receipt of an anonymous allegation

6.3 When there is suspicion of abuse, or a child tells of abuse, the member of staff must make a casual enquiry, without asking leading questions, about how an obvious injury was sustained or why the child appears upset. They should not, however, enter into a detailed investigation of the symptoms or causes of the child's distress or injury, as such an approach could prejudice later formal investigations.

Staff must not offer confidentiality to the child. This is not realistic. The member of staff should explain to the child that they need to pass on the information in accordance with this Policy.

The member of staff must:

- Observe carefully the child's behaviour and demeanour and show an understanding that it takes courage to disclose this information
- Record in detail what they have seen and heard and when they did so. Any comment by the child concerned or by an adult (who might be the abuser), should be recorded, preferably quoting words actually used, as soon as possible after the comment has been made. Records should include how the concern was followed up and resolved and should include a note of any action taken, decisions reached and the outcome
- Reassure the child and explain what will happen next
- Report suspicions, within 24 hours, in accordance with the procedures in this Policy

6.4 If a third party expresses concern about a child, the member of staff to whom a third party expresses concern must:

- Observe the behaviour and demeanour of the person expressing concern, if done in person
- Record in detail what they have seen and heard and when they did so. Actual words used should be quoted where possible

- Report suspicions, within 24 hours, in accordance with the procedures in this Policy

The third party may seek confidentiality and anonymity. Whilst being sensitive to this request, no guarantee should be given as, in the interests of the child and if legal proceedings should follow, the identity of the third party may have to be disclosed.

Where another pupil expresses concerns, it should be remembered that such an action may be traumatic for the informer and support should be given.

6.5 A member of staff in receipt of anonymous allegations about child abuse must:

- Record in writing the words used, as far as possible, where the allegation is by telephone or retain the paper, where it is in writing
- Report suspicions, within 24 hours, in accordance with the procedures in this Policy

6.6 Action by staff in all cases

Dates, times and content of all interviews and actions in relation to the suspected abuse, should be recorded and signed by the observer and/or enforcer. Records must be accurate, factual, legible and contemporaneous; they may be used in court at a later date. Records should include how the concern was followed up and resolved and should include a note of any action taken, decisions reached and the outcome. The School uses the online software CPOMS for recording all safeguarding, welfare and pastoral issues (see Appendix 3).

6.7 Members of staff with a concern or receiving a disclosure should report the matter in accordance with the procedures.

6.8 The child's parent will normally be contacted and kept informed of any action to be taken under this Policy. The decision as to when to contact parents will be made by the DSL. However, there may be circumstances when the DSL will need to consult the Head, the Local Authority Designated Officer, Children's Social Care and/or the police before discussing details with parents. In all cases, the DSL will be guided by Hammersmith and Fulham Safeguarding Children Board referral threshold document.

6.9 Staff should share information on a need-to-know basis only and should not discuss the issue with colleagues, friends or family.

7. Early Help

7.1 There is a difference between having concerns about a child (for instance where a pupil has not suffered and is not likely to suffer significant harm but needs additional support from one or more agencies) and a child being in immediate danger (see below).

7.2 Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help from a number of agencies, an early help inter-agency assessment should be arranged. Any child may benefit

from early help, but all staff should be 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 she has a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- 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
- has returned home to her family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child
- is persistently absent from education, including persistent absences for part of the school day.

7.3 Effective early help relies upon local agencies working together to:

- identify children and families who would benefit from early help
- undertake an assessment of the need for early help
- provide targeted early help service to address the assessed needs of a child and their family, which focuses on activity to significantly improve the outcomes for the child

7.4 All staff should be aware that providing early help is more effective in promoting the welfare of children than reacting later.

7.5 All staff should be aware of the early help process and understand their role, which includes:

- identifying emerging problems

- discussing early help requirements with the DSL
- sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment

7.6 A member of staff or volunteer who considers that a pupil may benefit from early help should, in the first instance, record these concerns, and then immediately discuss them with the DSL. The DSL will consider the appropriate action to take in accordance with the Hammersmith & Fulham Safeguarding Children Board referral threshold document.

7.7 If early help is appropriate, the DSL should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. The DSL should keep the case under constant review and consider referring the case to the LA Children's Services if the child's situation does not improve.

8. Safeguarding Procedures - Reporting Concerns

8.1 Concerns about a pupil's welfare

If a member of staff is concerned about a pupil's welfare, they are required to follow the procedures in this Policy and report their concern to the DSL immediately. If the DSL is unavailable, the report should be made to the DDSL. See below for the procedures for dealing with allegations against staff and volunteers.

On being notified of a concern, the DSL will consider the appropriate course of action in accordance with the Hammersmith & Fulham Safeguarding Children Board referral threshold document. Such action may include early help or a referral to Children's Social Care.

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

Staff are reminded that normal referral processes must be used when there are concerns about children who may be at risk of being drawn into terrorism.

In accordance with these procedures, if a member of staff has a concern about a child, there should be a conversation with the DSL to agree a course of action where possible. However, any member of staff can make a referral to Children's Social Care. If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

8.2 If a child is in immediate danger or at risk of harm

If a pupil is in immediate danger or is at risk of harm, a referral should be made to Children's Social Care and/or the police immediately. Anybody can make a referral in these circumstances; parental consent is not required. See below for details on making a referral.

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

In-line with KCSIE, where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.

8.3 Female genital mutilation

Teachers must report to the police known cases of FGM in under 18s. See above for further information about FGM and this reporting duty.

8.4 Making a referral

The relevant contact information is set out at the front of this Policy. If the referral is made by telephone, this should be followed up in writing.

Confirmation of the referral and details of the decision as to what course of action will be taken, should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact Children's Social Care again. Information must be shared with the minimum of people and the child concerned given clear avenues of support and communication.

If, after a referral, the child's situation does not appear to be improving, the DSL (or the person who made the referral) should press for reconsideration to ensure their concerns are addressed and that the pupil's situation improves.

Where relevant, the School will co-operate with the Channel panel and the police in providing any relevant information, so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. The School will respond to requests for information from the police promptly and, in any event, within five to ten working days.

9. Vulnerable pupils

9.1 The School will always ascertain the views and feelings of all children, acknowledging the additional needs for support and protection of children who are vulnerable by virtue of:

- special educational needs (SEN)
- disability
- the effects of substance abuse within the family
- being a young carer
- joining the School mid-year
- having been excluded from the School

- having English as an Additional Language, particularly if they are very young, and using a translation service if necessary

9.2 Staff must understand that additional barriers can exist when recognising abuse and neglect in these children:

- Staff may assume that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability or situation. Further exploration is essential
- The child can be disproportionately impacted by things like bullying, without outwardly showing any signs
- The child may have communication barriers and difficulties in overcoming these barriers

10. Allegations of abuse against staff, volunteers and contractors

10.1 The School takes seriously all allegations made against members of staff (including the DSL, volunteers, temporary and visiting staff, supply teachers, or any individual or organisation using the school premises for the purpose of running activities for children outside of normal school hours), or any adult working for, or on behalf, of the School, whether paid or unpaid, that call into question their suitability to work with or be in a position of trust with children, whether regarding events in their private or professional life. The School's procedures for dealing with allegations against staff follow Part 4 of KCSIE.

10.2 If the School receives an allegation relating to an incident where an individual or organisation was using the School premises for running an activity for children, the School's safeguarding policies and procedures will be followed and the LADO will be informed, as with any safeguarding allegation.

10.3 The School has procedures to deal with any allegations that a member of staff has:

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they would pose a risk of harm if they work regularly or closely with children.

10.4 All allegations against a member of staff, supply teacher or volunteer must be brought immediately to the attention of the Head. If the Head is unavailable, the Chair of Governors should be told at once. The Head will work in conjunction with any contractor or supply agency if one of their staff is the subject of an allegation. The LA's Designated Officer (ADO) must be informed, within one working day and before any further action is taken, of all allegations that appear to meet the criteria set out in 10.3 above.

10.5 If an allegation is made against the Head, or if it is not possible to report a concern or allegation to the Head because there is a conflict of interest in doing so, the member of staff must immediately inform the Chair of Governors without the Head being informed first.

10.6 An allegation against any member of the Governing Body must also be reported to the Chair of Governors. The Chair must inform the LADO of any such allegation that appears to meet the criteria set out in 10.3 above, within one working day and before any further action is taken. Concerns about the Chair of Governors should be raised directly with the LADO. Where the Chair of Governors is either not available or is the subject of the concern or allegation, reports should be made to the nominated Safeguarding Governor.

10.7 Many cases may not meet the criteria set out above or may do so without warranting either a police investigation or enquiries by the LA. The procedures for such cases are set out in the School's Low-Level Concerns Policy.

10.8 All discussions should be recorded in writing and any communication with both the individual concerned and the parents of the child/children agreed with the LADO and other agencies, as appropriate.

10.9 Some rare allegations will be so serious they will require immediate intervention by the LA and/or police. In such cases, referral to the LADO will lead to a strategy meeting or discussion being held in accordance with the DfE guidance and LSCP procedures. This process will agree upon the appropriate course of action and the timescale for investigations.

10.10 The School has a duty of care towards its employees and, as such, it must ensure that effective support is provided for anyone facing an allegation. The School will act in accordance with Part 4 of KCSIE and the School's employment procedures.

10.11 When an allegation is made, the School will make every effort to maintain confidentiality while it is being investigated or considered. The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation, in certain circumstances, will be observed.

10.12 Allegations that are found to be malicious will be removed from personnel records; for all other allegations, full details will be recorded on the confidential personnel file of the person accused. Any that are false, unsubstantiated or malicious, will not be referred to in employer references. In accordance with KCSIE, a history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.

10.13 The School will retain all safeguarding records and relevant personnel records for so long as reasonably required.

10.14 Children that are found to have made malicious allegations are likely to have breached the School's Behaviour Policy and disciplinary action may be taken. Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

10.15 The resignation of a member of staff, supply teacher or volunteer mid-way through an investigation would not lead to the investigation being abandoned.

11. Whistleblowing Procedures

11.1 The School's Whistleblowing Policy is referenced in staff training and induction and staff codes of conduct.

11.2 The School has a culture of safety. Staff, supply teachers and volunteers should feel able to follow the School's Whistleblowing Policy and to raise concerns about poor or unsafe safeguarding practices at the School or potential failures by the School or its staff to properly safeguard the welfare of pupils, or if they are concerned that the School's Safeguarding (Child Protection) and Procedures are not being followed correctly.

11.3 The School has a culture of transparency, and all staff are accountable in relation to how concerns are received and handled.

11.4 Procedures for reporting and handling concerns relating to poor practice and failures in the School's safeguarding regime, are set out in the Whistleblowing Policy.

11.5 The NSPCC whistleblowing helpline is available for those who feel unable to raise any concerns about child protection failures internally. Staff, supply teachers and volunteers may contact the NSPCC Whistleblowing Helpline (0800 0280285) (08:00-20:00 Monday to Friday) or email: help@nspcc.org.uk

12. Notification to the Disclosure and Barring Service and Ofsted

12.1 If the School ceases to use the services of a member of staff because they are unsuitable to work with children, a settlement agreement (formerly known as a compromise agreement) will not be used and a referral to the Disclosure and Barring Service will be made promptly, if the criteria for a referral are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.

12.2 If a member of staff tenders their resignation or ceases to provide their services to the School at a time when child protection concerns exist in relation to that person, those concerns will still be investigated in full by the School and a referral to the Disclosure and Barring Service will be made promptly, if the criteria for a referral are met.

12.3 Separate consideration will also be given to making a referral to the Teaching Regulation Agency where a teacher has been dismissed (or would have been dismissed had they not resigned) because of unacceptable professional conduct, conduct that may bring the profession into disrepute and/or a conviction at any time for a relevant offence.

13. Support for Staff

13.1 Members of staff who have been dealing with child protection issues may find the situation stressful or upsetting. The School understands this and will ensure that they are supported.

13.2 Staff may also be concerned about being sued for defamation if their concerns are later found to be untrue. To assist in protecting against this, staff should ensure that concerns and statements are only made to the appropriate authorities.

14. Keeping children safe through the everyday life of the School

14.1 All staff and volunteers are required to comply with the Staff Behaviour Policy and receive information on Safeguarding and Child Protection procedures at induction.

14.2 Child Missing from School

Parents are responsible for making sure their children come to, and are delivered to, the School safely. If a child is missing from school or from home, it may be an indicator of abuse or neglect. The following procedures should be followed if a child goes missing, with reference made to the Safeguarding Policy if appropriate:

- All pupils are registered for the morning and afternoon sessions on the School's database system (SIMs)
- If a pupil is not present, the School Receptionist will attempt to contact the parents of the child, on the first day of absence, to find out the reason for the absence. As the pupils get older, some will travel to school unaccompanied. Parents are asked to make sure the School is aware of this and the School will follow up on any non-appearance in the same way
- Form Teachers and Phase Leaders are expected to review the attendance record of the children for whom they are immediately responsible on a regular basis and to follow up extended, regular or patterned absence. A note should also be added to CPOMs and a letter will be sent home by the Senior Deputy Head and DSL, if attendance falls below 90% over a half term period
- As well as these formal measures, staff should do informal checks on the class during the day, particularly if they are moving around, leaving the building or going on transport.

If a member of staff is concerned that a child is missing during the school day:

- They should firstly check with the School Receptionist to see if there is any explanation for the absence and then check whether the child is elsewhere in the School
- If there are still concerns, then a member of the SLT should be contacted immediately and the parents phoned for further checks
- The School ensures that parents have provided at least two emergency contacts for their child
- At this point, if the child is still missing, the police should be contacted (by calling 101) to report a missing child. In most cases there is an explanation, but it is still better to contact the police earlier rather than later

14.3 First Aid and Medical Plans

Except in cases of emergency, first aid will only be administered by qualified First Aiders. If it is necessary for a child to remove clothing for first aid treatment, there will, wherever possible, be another adult present.

All first aid treatment and non-routine changing or personal care will be recorded and shared with parents/carers at the earliest opportunity.

In accordance with the School's First Aid and Administration of Medications Policies, children requiring regular medication or therapies for long-term medical conditions will be made the subject of a medical plan that has been agreed with the parents.

14.4 Physical Intervention

Staff should only use physical intervention in particular circumstances and even then, the minimum force should be used to prevent harm.

If an incident occurs which might otherwise be misconstrued, or should it become necessary physically to restrain a pupil for their own protection or others' safety, this will be appropriately recorded and reported to the Head and parents.

Any physical restraint used will comply with DfE and LA guidance, along with the School's Use of Reasonable Force Policy.

14.5 Safety in and around the School

Entry to the school premises is controlled by doors that are secured physically or by staff supervision.

Authorised visitors to the School will be logged in and out of the premises by the School Receptionist and will be asked to wear a visible School Visitor badge, or Governor badge, in the case of Governors.

Unidentified visitors will be challenged by staff and escorted to the School Office. Carelessness in closing any controlled entrance will be challenged.

The presence of intruders and suspicious strangers seen loitering near the School or approaching pupils, will be reported to the police.

Internal doors to classrooms will not be locked whilst children are present in these areas.

All rooms that are used for teaching or having discussions with children have clear and unobstructed glass panels in the doors. The School has an open-door policy in all teaching spaces.

Appropriate risk assessments will be undertaken for all off-site School trips and activities.

15. Online Safety

The School has an Online Safety Policy which empowers it to protect and educate pupils and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk: content, contact, conduct and commerce.

The School acknowledges that a main area of risk for the school community with regard to online safety can include misinformation, disinformation and conspiracy theories that may influence pupil wellbeing or safety. This is addressed through our comprehensive Wellbeing programme, as well as specific lessons in Computing. Further information on this can be found within the Online Safety and RSHE Policies.

Teachers will use appropriate opportunities within lessons to build resilience, help children to keep safe and teach them how to ask for help if their online safety is threatened. Children will be taught, for example:

- To recognise and manage risks in online situations and to know what to do, how to report it and to whom they should report it
- To recognise when online pressure from others (including people they know) threatens their personal safety and wellbeing, including knowing when and where to get help
- To use assertiveness techniques to resist unhelpful pressure online
- To understand about the safe use of electronic equipment and the internet
- To understand the risks posed by adults or young people who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

Photographic images of pupils in school or on school-organised activities, may only be taken with the prior consent of the School and then only in designated areas. The School will not allow images of pupils to be used on school websites, for publicity or press releases, without express permission from the parent. If permission is obtained, the children will not be identified by name. At the start of each academic year, parental consent for the taking and use of photographs and videos will be updated for each pupil.

15.1 Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber-dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal ‘hacking’), for example accessing a school’s computer network to look for test paper answers or change grades awarded
- denial of service (DoS or DDoS) attacks or ‘booting’. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offences, including those above

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

If there are concerns about a pupil in this area, the DSL will consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

15.2 Filtering and Monitoring

To limit children’s exposure to online risks from our IT systems, the School has strong and effective filtering (Smoothwall) and monitoring (Senso) systems, following the Government’s ‘Meeting digital and technology standards in schools and colleges’ guidance and in line with the School’s ICT and Online Safety policies. The School also follows the Government’s ‘Plan technology for your school’ guidance to self-assess against the filtering and monitoring standards. The School will make sure that:

- Specific staff have assigned roles and responsibilities to manage systems
- Staff know about the systems in place and how to escalate concerns by email to the DSL and DDSL
- There are regular reviews of the systems
- The systems are effective for the age range of children and consider children potentially at greater risk of harm
- When we block online content, it does not impact teaching and learning
- Filtering works across all devices

In the event of an online safety incident:

- The concern should be reported to the Online Safety Co-ordinator, who will inform the DSL and Head, as appropriate. If the incident gives rise to an online safeguarding concern, it should be referred straight to the DSL who will follow the Safeguarding (Child Protection) Policy
- The Online Safety incident will be logged on CPOMs, using the ‘Online Safety’ tag and all actions will be recorded
- Where necessary, support is actively sought from other agencies (e.g. CEOP, UK Safer Internet Centre helpline) in dealing with online safety issues

- Parents are specifically informed of online safety incidents involving young people for whom they are responsible. Support is offered to parents in how to talk to their daughter about the incident and, if appropriate, how online safety rules and filtering software can be utilised at home
- The Police will be contacted if staff or pupils receive online communication that the School considers particularly disturbing or breaks the law
- Should an incident involve a staff member, this would be passed to the Head who would refer to the staff code of conduct and/or Acceptable Use Agreement
- Pupils are able to report any online safety concerns through the Online Worry box, which can be found through links on Google Classroom and Seesaw
- Monitoring and reporting of online safety incidents via CPOMS take place and contributes to developments in policy and practice in online safety within the School

Types of incidents requiring immediate DSL referral:

- Any incident involving AI-generated sexual imagery
- Online sexual harassment between pupils
- Incidents involving conspiracy theories or extremist content that may indicate radicalisation risks
- Gaming or gambling-related concerns that suggest addiction or financial harm

15.3 Use of Personal Devices

Staff members may use their personal mobile phones during School break times but never in the presence of children and preferably in the Staff Room. All visitors are requested to turn off or keep their phones on silent and ensure they remain out of sight of any children until they leave the premises.

Within the EYFS department, the use of any personal electronic devices with imaging and sharing capabilities, not just mobile phones and cameras, is prohibited. More devices, including smartwatches, are technically capable of connecting to the outside world. The School will adapt this Policy to include other devices as required, to safeguard pupils.

Mobile phones must not be used in any teaching area in school or within changing areas, the only exception being when staff are using CPOMS to login to the site, with two-factor authentication. Only school equipment should be used to record classroom activities. Photos should be put on the school system as soon as possible and not sent to or kept on personal devices.

During school outings, nominated staff will have access to a school mobile which can be used for emergency or contact purposes. All telephone contact with parents or carers must be made on the school phone.

Parents or carers are permitted to take photographs of their own children during a school production or event. School policy requires that photographs of other people's children are not published on social networking sites such as Facebook.

15.4 Use of AI

In relation to potentially harmful online content, the school recognizes the emerging concerns regarding misinformation, disinformation (including fake news) and conspiracy theories. Where necessary the Department of Education's 'Generative AI: product safety expectations' is used by the School to support the use of generative artificial intelligence safely and explains how filtering and monitoring requirements apply to the use of generative AI in education.

16. Record Keeping

16.1 If a pupil is withdrawn from the School, having not reached the normal date of transfer, due to a family move or any other reason, all efforts will be made to identify any new address and the school to which they are being admitted, to ensure that their educational records are sent without delay to that school. If the parent/carer fails to provide this information, an urgent referral will be made by the Head to the LSCP.

16.2 If the School receives educational records concerning a child who is not registered at the School, the records will be returned to the sending school with a note advising them to contact the LSCP.

16.3 If there is any doubt as to the identity of a pupil, advice will be sought from the LSCP and other statutory agencies, as appropriate.

16.4 The School will maintain accurate records of those with Parental Responsibility for all pupils, along with emergency contact details.

16.5 A pupil's name will only be removed from the Admissions Register in accordance with the Pupil Registration Regulations or with the authorisation of the relevant LSCP.

16.6 The content of Child Protection conferences or Review reports prepared by the School, will follow the headings recommended by the LSCP and will, wherever possible, be shared with the parents/carer in advance of meetings.

16.7 Child Protection records will be sent to receiving schools separately and under a confidential cover.

16.8 Archived records will be kept in accordance with DfE guidelines.

16.9 The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.

17. The Role and Responsibility of the Governing Body

17.1 The Governing Body recognises its responsibility to:

- Discharge its legal responsibilities under the Human Rights Act 1998 and Equality Act 2010 having regard for the implications for safeguarding that such responsibilities can have
- Ensure that there are appropriate delegation arrangements at school level including for the Head to enable the School to discharge its safeguarding duties effectively
- Ensure appropriate procedures are in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare
- Ensure there is a named Designated Safeguarding Lead and Deputy Designated Safeguarding Lead in place
- Ensure that staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- Help create an environment where staff feel supported in their safeguarding role and able to raise concerns
- Ensure staff have regular reviews of their own practice so that they have knowledge, skills and experience which improve over time.
- Elect a 'board-level lead' for the responsibility of safeguarding, but the safeguarding duties remain the responsibility of the Governing body as a whole
- Have the required knowledge, skills and expertise to take leadership responsibility for the School's safeguarding arrangements. All members of the Governing Body receive appropriate safeguarding and child protection training (including online training)
- Ensure the School contributes to inter-agency working, including providing a co-ordinated offer of Early Help when additional needs of children are identified and support to children subject to child protection plans
- Ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum
- Recognise the expertise of members of staff in safeguarding matters and give them the opportunity to contribute to and shape the safeguarding arrangements and child protection policy

17.2 The Governing Body will conduct an annual review of the School's Child Protection and Safeguarding policies and procedures and of the efficiency with which the related duties have been discharged. The DSL will meet with the Safeguarding Governor on a half termly basis and will work together to prepare a written report commissioned by the full Governing Body. The written report should address how the School ensures that this Policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may

have emerged in the School and how these have been handled; and the contribution the School is making to multi-agency working in individual cases or local discussions on safeguarding matters.

17.3 The Safeguarding Governor will undertake regular termly checks of the SCR.

17.4 The full Governing Body should also consider independent corroboration, such as inspection of records or feedback from external agencies including the Local Authority Designated Officer. The full Governing Body will review the report, this Policy and the implementation of its procedures and consider the proposed amendments to the Policy before giving the revised Policy its final approval. Minutes of the review will be sufficiently detailed to demonstrate both breadth and depth of the review.

17.5 The DSL will ensure that the procedures set out in this Policy and the implementation of these procedures are updated and reviewed regularly, working with the Governors as necessary and seeking contributions from staff. The DSL will update the School Leadership Team regularly on the operation of the School's safeguarding arrangements. The DSL will report termly to the Safeguarding Governor on child protection and safeguarding matters, including levels of child protection referrals made by the School. Any deficiencies or weaknesses in regard to arrangements will be remedied without delay.

17.6 The Governing Body will ensure that:

- The School's safeguarding arrangements take into account the procedures and practice of Hammersmith and Fulham Safeguarding Children Board, including understanding and reflecting local protocols for assessment and the referral threshold document.
- They comply with their duties under legislation and that Policies, procedures and training at the School are effective and always comply with the law.

18. Monitoring and Review

The DSL, DDSL and Safeguarding Governor conduct an annual audit of all reported safeguarding concerns, including a comprehensive review of the decisions made and actions taken in response to each case. This review will specifically analyse patterns and trends across reported concerns to identify:

- Recurring themes or types of safeguarding issues
- Common circumstances or contexts in which concerns arise
- Effectiveness of responses and interventions
- Gaps or weaknesses in current safeguarding systems and procedures
- Areas where staff or volunteers may require additional training or support

Any patterns identified through this process that may indicate potential weaknesses in our safeguarding systems will inform the development of an action plan to address these areas.

This action plan will include clear timescales, designated responsibilities, and measurable outcomes to ensure continuous improvement in our safeguarding practice.

This safeguarding audit is shared with the Governing Body annually to ensure oversight and accountability.

This Policy and its procedures are reviewed annually by the DSL with the Head, and the nominated Safeguarding Governor. It will also be updated whenever needed to ensure it remains up to date with safeguarding issues as they emerge and evolve, including in relation to lessons learnt.

Appendices

Appendix 1: Job Description for Designated Safeguarding Lead

In accordance with Annex C of KCSIE, the main responsibilities of the Designated Safeguarding Lead (DSL) are:

Managing Referrals

The DSL has the time, funding, training, resources and support to enable him/her to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings (and to support other staff to do so) and to contribute to the assessment of children.

The DSL is expected to:

- a) Refer cases of suspected abuse to the local authority Children's Social Care as required
- b) Support staff who make referrals to the local authority Children's Social Care
- c) Refer cases to the Channel programme where there is a radicalisation concern as required
- d) Support staff who make referrals to the Channel programme
- e) Refer cases where a person is dismissed or has left due to risk / harm to a child to the Disclosure and Barring Service as required
- f) Refer cases where a crime may have been committed to the police as required
- g) Be responsible for on-line safety in school, including understanding the filtering and monitoring systems and processes in place
- h) Be aware of the learning from the following review 'Help, protection, education: concluding the Children in Need review June 2019'
- i) Be the designated teacher with responsibility for pupils who are 'looked after children'

Holding and Sharing Information

The DSL will keep written records of all concerns, discussions and decisions, including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program.

Working with Others

The DSL is expected to:

- a) Liaise with the Head to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- b) As required, liaise with the Case Manager and the designated officer(s) at the local authority for child protection concerns (all cases, which concern a staff member)
- c) Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral, by liaising with relevant agencies. Act as a source of support, advice and expertise for staff
- d) Ensure that, in the instance of any police investigations, that the statutory requirement for children to have an appropriate adult (in accordance with PACE Code C), is adhered to

Raising Awareness

The DSL is expected to:

- a) Ensure this Policy is known, understood and used appropriately by all staff
- b) Ensure this Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly and work with the Governing Body regarding this
- c) Ensure this Policy is available publicly
- d) Ensure that parents are aware that referrals about suspected abuse or neglect may be made to Children's Social Care and the School's role in this
- e) Maintain links with the Hammersmith & Fulham Safeguarding Children Board to ensure staff are aware of training opportunities and the local policies on safeguarding

Managing Child Protection Files

When children leave the School, the DSL should ensure their confidential child protection file is sent to their new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt will be obtained.

Prevent

In accordance with the Prevent duty 'Guidance for England and Wales and Channel duty guidance: protecting vulnerable people from being drawn into terrorism' (2015) the DSL has, in addition, the following responsibilities:

- a) To act as the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters relating to the Prevent duty
- b) To coordinate Prevent duty procedures in the School
- c) To liaise with local Prevent co-ordinators, the police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and/or the police where indicated
- d) To undergo Workshops to Raise Awareness of Prevent (WRAP) or other appropriate training

- e) To maintain an ongoing training programme for all School employees, including induction training for all new employees and keeping records of staff training
- f) To monitor the keeping, confidentiality and storage of records in relation to the Prevent duty

Training

The DSL and DDSL have undertaken training to provide them with the knowledge and skills required to carry out the role. This training includes Prevent awareness training and will be updated at least every two years. In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- a) Understand the assessment process for providing Early Help and intervention, for example through locally agreed common and shared assessment processes such as Early Help assessments
- b) Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- c) Ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new and part time staff
- d) Are alert to the specific needs of children in need, those with special educational needs and young carers
- e) Are able to keep detailed, accurate, secure written records of concerns and referrals using CPOMs
- f) Understand and support the School with regard to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- g) Obtain access to resources and attend any relevant or refresher training courses
- h) Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them

Appendix 2: Job Description for Deputy Designated Safeguarding Lead

In accordance with Annex B of KCSIE, in the absence of the DSL, the main responsibilities of the Deputy Designated Safeguarding Lead (DDSL) are:

Managing Referrals

In the absence of the DSL, the DDSL is expected to:

- a) Refer cases of suspected abuse to the local authority Children's Social Care as required
- b) Support staff who make referrals to the local authority Children's Social Care
- c) Refer cases to the Channel programme where there is a radicalisation concern as required
- d) Support staff who make referrals to the Channel programme
- e) Refer cases where a person is dismissed or has left due to risk / harm to a child to the Disclosure and Barring Service as required
- f) Refer cases where a crime may have been committed to the police as required
- g) Be responsible for online safety in School

Working with Others

The DDSL is expected to:

- a) Liaise with the DSL and Head to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- b) As required, liaise with the Case Manager and the designated officer(s) at the local authority for child protection concerns (all cases, which concern a staff member)
- c) Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral, by liaising with relevant agencies
- d) Act as a source of support, advice and expertise to the DSL and all staff

Raising Awareness

The DDSL should work with the DSL to:

- a) Ensure this Policy is known, understood and used appropriately by all staff
- b) Ensure this Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly and work with the Governing Body regarding this
- c) Ensure this Policy is available publicly
- d) Ensure that parents are aware that referrals about suspected abuse or neglect may be made to Children's Social Care and the School's role in this

- e) Maintain links with the Hammersmith & Fulham Safeguarding Children Board to ensure staff are aware of training opportunities and the local policies on safeguarding

Managing Child Protection Files

In the absence of the DSL, the DDSL should, when children leave the School, ensure their confidential child protection file is sent to their new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt will be obtained.

Prevent

In accordance with the Prevent duty 'Guidance for England and Wales and Channel duty guidance: protecting vulnerable people from being drawn into terrorism' (2015) the DDSL should in addition, assist the DSL with the following responsibilities to:

- a) Act as the second point of contact for parents, pupils, teaching and non-teaching staff and internal agencies in all matters relating to the Prevent duty
- b) Help to co-ordinate Prevent duty procedures in the School
- c) Help to liaise with local Prevent co-ordinators, the police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and/or the police where indicated
- d) To undergo Workshops to Raise Awareness of Prevent (WRAP) or other appropriate training
- e) Help to maintain an ongoing training programme for all School employees, including induction training for all new employees and keeping records of staff training
- f) Help to monitor the keeping, confidentiality and storage of records in relation to the Prevent duty

Training

The DDSL has undertaken training to provide them with the knowledge and skills required to carry out the role. This training includes Prevent awareness training and will be updated at least every two years. In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

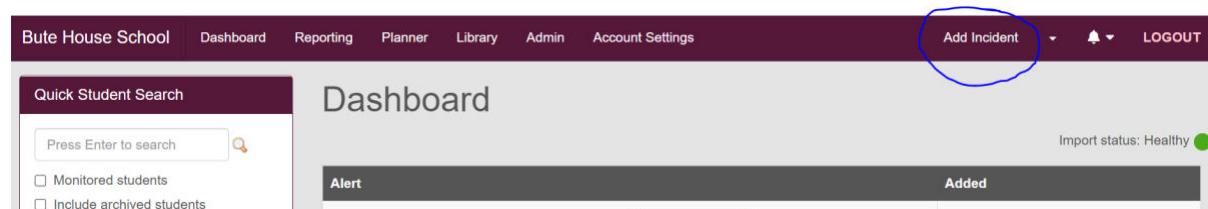
- a) Understand the assessment process for providing Early Help and intervention, for example through locally agreed common and shared assessment processes such as Early Help assessments
- b) Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- c) Ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new and part time staff
- d) Are alert to the specific needs of children in need, those with special educational needs and young carers

- e) Are able to keep detailed, accurate, secure written records of concerns and referrals; using CPOMs
- f) Understand and support the School with regard to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- g) Obtain access to resources and attend any relevant or refresher training courses
- h) Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them
- i) Can take responsibility in the role of senior mental health lead

Appendix 3: Recording of Safeguarding and Welfare Concerns

The School uses the online software CPOMS for recording all safeguarding, welfare and pastoral issues. It is a secure system that allows us the School to build a rounded picture of each pupil and track any trends or issues with concerns throughout their time at the School. All staff are given a secure login and trained how to record any concerns as part of their induction process. The DSL and DDSL are always available to assist staff with recording concerns when necessary.

To report an observation, incident or safeguarding concern, staff need to login to CPOMS, and click on the 'Add Incident' tab at the top of the dashboard. Selecting the correct category ensures that the appropriate people are notified, and access to the record is restricted appropriately.



Appendix 4: Safeguarding Action Flowchart

Raising safeguarding concerns about a child

