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Link Governor	T McMaster-Isaacs

Hayes Park School Safeguarding and Child Protection Policy

Electronic signature of chair of governing body committee at which the policy was approved.

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Section 1: Legislation and Statutory Guidance

This policy has been written and updated in line with the following key statutory and non-statutory guidance that underpins our safeguarding practice:

- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children (**March 2026**)
- Guidance for safer working practice for those working with children and young people in education settings (February 2022)
- Protecting children from radicalisation: the prevent duty (Updated September 2023)

In addition, this policy should be read in conjunction with the following policies and guidance:

- Staff Code of Conduct
- Behaviour Policy
- Attendance Policy
- Online Safety Policy
- Children Missing Education Guidance
- SEN Policy

Section 2: Policy Aims

Hayes Park School is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share that commitment. The School will take measures to ensure:

Safeguarding and promoting the welfare of children is everybody's responsibility.

'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

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

This policy applies to all staff, Governors and any visitors to our school. The policy will to be made available to staff, parents and carers via the school website, and in writing on request.

There are five main elements to our policy:

1. Ensuring that we practise **safer recruitment** in checking the suitability of staff and volunteers (including staff employed by another organisation) to work with children and young people in accordance with the guidance.
2. **Raising awareness of child protection** within our school community and providing training and support for staff and relevant persons to spot the signs of abuse and act fast.
3. **Implementing procedures** for identifying and reporting cases, or suspected cases, of abuse (including protecting children from radicalisation and extreme views, sexual exploitation and forced marriages)
4. **Supporting pupils** by raising awareness of child protection in our school community and equipping children with the tools to speak out and keep themselves safe.
5. **Establishing a safe environment** in which children can learn and develop.

Section 3: Training

All staff

All staff will be made aware of systems, policies and procedures within our school that support safeguarding. These will be shared with staff and explained as part of a staff induction as well as being revisited in at least annual training. This includes the:

- Child protection policy
- Behaviour policy
- Staff Code of Conduct
- Whistleblowing policy
- Safeguarding response to children who are absent from education, particularly on repeat occasions
- Role of the designated safeguarding lead (DSL) and any deputies
- A copy of Part 1 of Keeping Children Safe in Education

All staff, including staff who do not work directly with children, are expected to read Part 1 of Keeping Children Safe in Education 2026 in full. All staff members will receive an appropriate level of training undertaking a minimum of Level 1 safeguarding and child protection training at their induction, this will include which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

In addition, all staff will receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

The Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL)

In addition to the training completed by all staff the DSLs and DDSLs will undertake a minimum of Level 3, working together to safeguard children training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through further training, e-bulletins, safeguarding cluster meetings, as well as taking the time to read and digest recent safeguarding developments.)

Volunteers and regulated activity

From 1 September 2026, the previous supervision exemption from regulated activity with children has been removed. The school will assess volunteer and other roles against the current definition of regulated activity and ensure the appropriate DBS checks are completed before a person undertakes regulated activity. This includes reviewing existing volunteer arrangements when duties or frequency of contact change.

Governors

All governors will receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities in line with wider staff.

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

At least one Governor has completed the Level 3 Safeguarding training and this is updated every 2 years. The named governor for Safeguarding for Hayes Park School is Tishauna McMaster-Isaacs.

Recruitment – interview panels

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

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

Further advice can be found in the DfE's guidance [Keeping Children Safe in Education \(September 2024\)](#)

Section 4: Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental & physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

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

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

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

Making or sharing nudes or semi-nudes

(also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

Children includes anyone under the age of 18.

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

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

Section 5: Equality statement

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

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 9)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalization

- Are asylum seeker
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or were previously looked after

Section 6: Roles and Responsibilities

Hayes Park School has a child-centred and coordinated approach to safeguarding. In our school we make it clear that safeguarding and child protection is **everyone's** responsibility.

This policy applies to all staff, volunteers and governors and is consistent with the procedures of the 3 safeguarding partners (local authorities, chief officers of police, and clinical commissioning groups). Our policy and procedures also apply to extended school and any off-site activities.

All Staff

All staff will read and understand **Part 1** of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education 2026](#), and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputy safeguarding lead (DDSL), the behaviour policy, and the safeguarding response to children who go missing from education.
- All staff should be aware of the local authority early help referral process and understand their role in it.
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalization and extra-familial harms. Staff should also be alert to child-on-child abuse, including harassment and violence, misogynistic or misandrist behaviour, and the non-consensual or consensual sharing of nudes or semi-nudes, including material created or altered using AI.
- All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.
- All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not

The Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL)

The DSL or DDSL is a member of the senior leadership team. The DSL is Mrs. Christine Spring. The DSL takes lead responsibility for child protection and wider safeguarding in the school.

When the DSL is unavailable or absent, the DDSL will be available. We have two DDSLs and they are: Mrs. Rhea Killeen and Ms Ranvir Chahal.

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

A DSL or DDSL can be contacted out of school hours if necessary by email:

office@hayesparkschool.co.uk

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

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to any assessments of children as required
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel program, the disclosure and barring service, and/or police), and support staff who make such referrals
- Take lead responsibility for safeguarding and child protection. This responsibility should not be delegated
- Ensure that all staff are aware of these procedures
- Work closely with the wider safeguarding team in school
- Ensure that Child Protection concerns or allegations against adults are referred to the Local Authority Designated Officer (LADO), Hannah Ives for advice
- The DSL or DDSL will also keep the headteacher informed of any issues and will liaise with local authority case managers and designated officers for child protection concerns as appropriate

The Governing Board

- The governing board will approve this policy at each review (This happens annually during the Autumn term) and ensure it complies with the law
- The governing board has appointed a governor, Tishauna McMaster-Isaacs, to monitor the effectiveness of this policy in conjunction with the full governing board
- The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, where appropriate (see appendix 3).
- All governors will read the Keeping Children Safe in Education document and any other relevant guidance and documents.

The Headteacher

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

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to parents via the school website
- Ensuring that the DSLs and DDSLs have appropriate time, funding, training and resources, and that there is always adequate cover if the DSL or DDSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this training regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3);
- Ensuring the relevant staffing ratios are met, where applicable;
- Making sure each child in the Early Years Foundation Stage is assigned a key person;
- All staff feel able to raise concerns about poor or unsafe practice in regard to children, and that such concerns are addressed sensitively and effectively in a timely manner
- Children are taught the content to equip them with the skills they will need to keep them safe

Section 7: Confidentiality

The school's approach to confidentiality and data protection is applied with respect to safeguarding and is in line with all GDPR (General Data Protection Regulations May 2018), Children Act 1989 and Children Act 2004 section 11.

Note that:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's Information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information

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

Section 8: Recognising abuse and taking action

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

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

Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral** A DSL or DDSL should always be available to discuss safeguarding concerns.

If in exceptional circumstances, the DSL or DDSL is not available, this **should not** delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the DSL or DDSL as soon as is practically possible.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations.

We request that staff record their concerns using our Behaviour Watch system under the Child Protection Concern tab. The person completing the recording must copy in the DSL and DDSLs and any other relevant staff.

The DSL or DDSL will confidentially share and discuss information with other members of the wider safeguarding team if necessary. The DSL or DDSL will decide whether the concerns should be referred to children's social care, if a referral has not already been made by the member of staff raising the concern.

If a child protection referral is made to children's social care, the DSL or DDSL will ensure that a written report of the concern is sent to the social worker dealing with the case as soon as possible and within no more than 24 hours (using the Stronger Families Hub referral system).

Particular attention will be paid to the attendance and development of any child who has been identified as at risk, or who is subject to a child protection plan. Any absence needs to be investigated immediately.

If a pupil who is subject to a child protection plan changes school, the DSL or DDSL will inform the social worker responsible for the case and transfer the appropriate records to the receiving school or academy.

Tell the DSL or DDSL as soon as possible if you make a referral directly.

If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- User the TED acronym - "Tell, Explain, Describe"
- Listen to and believe them.
- Stay calm and try not to show shock or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. This should be completed via Behaviour Watch

- If for any reason you cannot access Behaviour Watch please record the conversation in written form, sign and date the write-up and pass it on to the DSL or DDSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly and tell the DSL or DDSL as soon as possible that you have done so.

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

The Department for Education's Keeping Children Safe in Education 2026 explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

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

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.

Any teacher who discovers (either through disclosure by the victim or through evidence) that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the police in person. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have good reason not to, they should also discuss the case with the DSL or DDSL and involve children's social care as appropriate.

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

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. **Staff should never examine pupils.**

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

- Telephone '101', the non-emergency crime number
- Discuss with local safeguarding lead and follow normal safeguarding procedures
- Make a record of your actions/decisions on Behaviour Watch, and write down the Police reference number
- Update your safeguarding lead

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

The flowchart on page 13 illustrates the procedure to follow if you have any concerns about a child's welfare. Where possible, speak to the DSL or DDSL first to agree a course of action.

If in exceptional circumstances the DSL, DDSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

You can also make a referral to children's social care directly, if appropriate. Share any action taken with the DSL or DDSL as soon as possible.

Early help

Any child may benefit from early help, but all school and college 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 they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, 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 themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child

Our school recognises the importance of effectively using the Early Help Framework to access support for children and their families and we recognise that every person whose role involves working with children and young people needs to be prepared and able to recognise the need for support.

Our school has an important role to play and is well placed to offer Early Help to support families. We aim to use the Early Help Framework to identify and provide the appropriate support for individual children/families to help early identification.

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

The DSL or DDSL will keep the case under constant review and the school may consider a referral to children's social care if the situation does not seem to be improving or the child is at risk of harm. Timelines of interventions will be monitored and reviewed.

Early help referrals can be made through Hillingdon's MASH / Stronger Families Hub who can be contacted using the following details:

Tel: 01895 556006

Email: strongerfamilieshub@hillingdon.gov.uk

Referrals can be made using the on-line portal: portal-ehm.hillingdon.gov.uk

Referral

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

If you make a referral directly, you must tell the DSL or DDSL as soon as possible.

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

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

Concerns about a child's welfare should be raised through Hillingdon's MASH / Stronger Families Hub who can be contacted using the following details:

- Tel: 01895 556006

Email: strongerfamilieshub@hillingsdon.gov.uk

Referrals can be made using the on-line portal: portal-ehm.hillingdon.gov.uk

If you have concerns about extremism

If a child is suffering or is likely to suffer from harm, or is in immediate danger, where possible speak to the DSL or DDSL first to agree a course of action.

If in exceptional circumstances the DSL or DDSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from children's social care. You can make a referral to local authority children's social care directly, if appropriate.

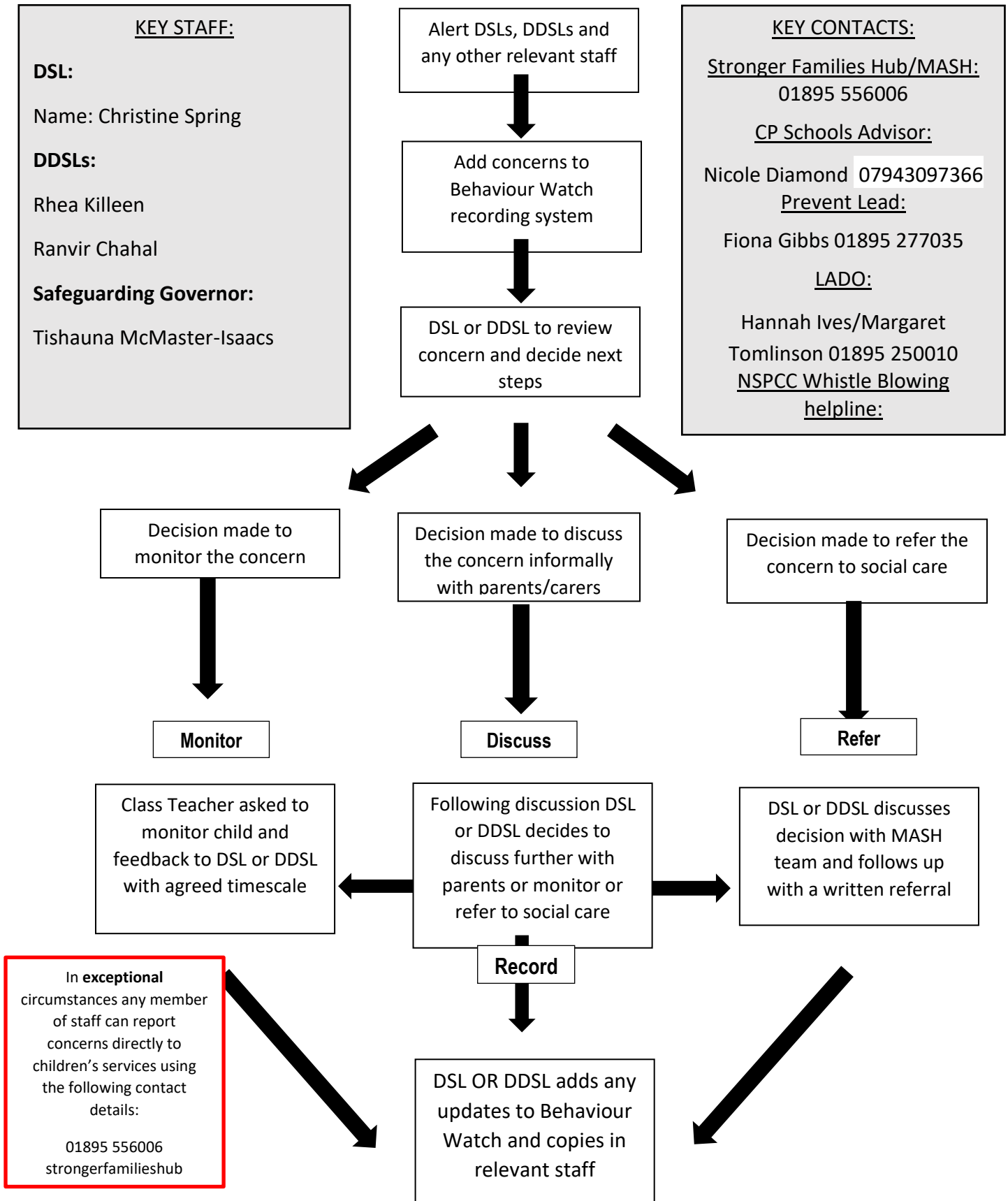
Where there is a concern, the DSL or DDSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

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

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

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

Hayes Park School: Raising a Safeguarding Concern Flow Chart



Concerns about a staff member or volunteer

If you have concerns about a member of staff, volunteer or supply staff (as well as external professionals who come into school, e.g. Therapists, music teachers, sports coaches) or an allegation is made about a member of staff, volunteer or supply staff posing a risk of harm to children, speak to the DSL, DDSL or Headteacher. If the concerns/allegations are about the Headteacher, speak to the chair of governors.

The DSL/DDSL/Headteacher/chair of governors will then follow the procedures set out in appendix 3, if appropriate.

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale (see appendix 3 for more detail).

Allegations of abuse made against other pupils (Child on child Abuse)

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

We also recognise the gendered nature of peer-on-peer abuse/child-on-child abuse (i.e. that it is more likely that girls will be victims and boys will be perpetrators). However, all peer-on-peer abuse/child-on-child abuse is unacceptable and will be taken seriously.

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

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

(For more information see appendix 4 specific safeguarding issues)

If a pupil makes an allegation of abuse against another pupil you must:

- Record the allegation on Behaviour Watch and inform the DSL or DDSL, but do not investigate it

The DSL/DDSL will:

- Contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- Put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- Contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by regular reminders in class through PSHE, Assemblies and specific targeted workshops
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

Sharing of Nude and Semi-Nude Images

If you are made aware of an incident involving the sharing of nude or semi-nude imagery (also known as ‘youth produced sexual imagery’) you must report it to the DSL or DDSL immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL;
- Delete the imagery or ask the pupil to delete it;
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility);
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers;
- Say or do anything to blame or shame any young people involved;

You **should** explain that you need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL or DDSL. The DSL or DDSL will then conduct an initial review of the image/footage and decide as to whether or not outside agencies need to be involved.

Further review by the DSL

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

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

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

Informing parents

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

Referring to the police

If it is necessary to refer an incident to the police, this will be done through reporting to 101 and informing the local Safer Schools Officer.

Recording incidents

All incidents of sharing nude or semi-nude imagery and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 12 of this policy also apply to recording incidents of sexting.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nude or semi-nude imagery as part of our PSHE education and computing programmes. Teaching covers the following in relation to sexting:

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

Section 9: Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL or DDSL will normally do this in the event of a suspicion or disclosure, under advice from the Stronger Families team.

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

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

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved however, we will act under advice given to us by the Stronger families team.

Section 10: Pupils with special educational needs and disabilities

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

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

We offer extra pastoral support for pupils with SEN and disabilities. This includes:

SENCO support, Pupil and Families Support and Learning Mentor Interventions/programmes.

Use of Reasonable Force

There are some circumstances when reasonable force might be necessary. At Hayes Park School reasonable force should always be used as a last resort and where there is a serious risk of harm to the pupil or staff member. If there is a known risk, pupils will have individual plans in place in order to minimise the likelihood of challenging behaviour, and when it does occur there should always be a focus on de-escalation techniques.

Staff in The Acorns are trained in the techniques of Team Teach <https://www.teamteach.co.uk/>

Please see our Physical Intervention Policy for more information

Section 11: Mobile phones and cameras

Staff are allowed to bring their personal phones to school for their own use but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils unless in the case of an emergency.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

No member of staff is permitted to take pictures of pupils on their personal device.

Section 12: Complaints and concerns about school safeguarding policies

Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

Other complaints

Any other complaints will be handled by the Headteacher in accordance with the governing body.

Whistle-blowing

Please see our whistle blowing policy for more information

Section 13: Record-keeping

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

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded, we do so either in writing using the Behaviour watch system. If you are in any doubt about whether to record something, raise at a minimum a Pastoral concern on Behaviour Watch and discuss it with the DSL or DDSL.

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

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

If a child for whom the school has, or has had, safeguarding concerns moves to another school either as part of an in-year transition or as secondary transition, the DSL or DDSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL or DDSL will speak to the DSL or DDSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Safeguarding record-keeping arrangements are as follows:

- Records are both paper-based and electronic
- Records are held on school premises as well as on the electronic system
- Records are stored in a locked cabinet and on a secure server

In addition:

- Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
- Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff

Section 14: Supporting Pupils

We ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and that a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

We provide a broad and balanced curriculum which covers relevant issues for schools through Relationship Education and Health Education.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. School may be the only stable, secure and predictable elements in the lives of children at risk. When in the school their behaviour may be challenging and defiant or they may become withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum;
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- The school ethos which supports and promotes British Values;
- The Behaviour Policy, in line with the Behaviour statement, which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupils know that some behaviours are unacceptable but that they are valued and not to be blamed for any abuse which has occurred
- Liaison with other agencies that support the pupil.

It is important to make children and young people aware of behaviour towards them that is not acceptable and how they can help keep themselves safe:

- The framework for Personal, Social and Health Education (PSHE) provides opportunities for children and young people to learn about keeping safe and who to ask for help if their safety is threatened. As a school we have adopted the Jigsaw programme.
- Issues such as Domestic Violence and abuse can be difficult to broach directly in the classroom. However, discussions about personal safety and keeping safe can reinforce the message that any kind of violence is unacceptable. Let children know that it is acceptable to talk about their own problems and signpost sources of help.
- Raising these issues can lead children to bring up personal problems and concerns and staff delivering lessons on these subjects need to be prepared for that possibility.
- All children are trained in internet safety and parents and carers have access to training and support materials.

Section 15: Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is important that staff are aware of how these children's experiences, and their high prevalence of special educational needs and mental health needs, can impact on their behaviour and education. (see appendix for more information regarding Adverse Childhood Experiences- ACEs)

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the child protection policy and speaking to the DSL or DDSL.

If staff have a mental health concern about the parents of a child that is also a safeguarding concern, immediate action should be taken, following the child protection policy and speaking to the DSL or DDSL.

If staff have a mental health concern about another member of staff, this should be brought to the attention of the DSL, DDSL or headteacher.

For more information on supporting mental health in schools please see the guidance:

Section 16: Children Walking Home Alone

As part of our continual assessment of our safeguarding procedures we have reviewed our Independent travel protocols in line with other schools in the local area and government guidance. At Hayes Park School we recommend that only children in years 6 and children in Year 5 from the summer term are allowed to walk to and from school independently. Therefore, all children from Nursery to Year 4 need to be dropped off and collected by an adult. If a parent requests that a child from Year 5, before the summer term, walk to and from school, we would discuss this and advise against it however, the final decision remains with the parent as there is no legal age requirement.

We request that parents do not allow siblings or children under the age of 16 to drop their children or collect them at the end of the day however, we will discuss this with parents on an individual basis should the need arise.

Pupils will not be allowed to be collected by an adult who does not regularly collect them unless they have notified the school office in advance. If a child fails to be collected, and they do not have permission to walk home alone, they will be kept in school until parents are contacted and are come to collect them. If no contact is made, a referral to Social Care will be made one hour after the child should have been collected, as per the guidance Children Not Collected from School Nov 2018.

Parents should ensure that their child has an awareness of road safety and stranger danger. Requests for independent travel should be made to the school via email.

Appendices

These appendices are based on the Department for Education's statutory guidance, **Keeping Children Safe in Education (2026)**.

Appendix 1: types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

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

The activities may involve:

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

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

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

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

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

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

- physical
- emotional
- psychological
- sexual
- financial

This definition includes honour-based abuse and forced marriage, and is clear that victims are not confined to one gender or ethnic group. The frequency and severity of domestic violence can vary dramatically, just one encounter counts as abuse, and it can be an ongoing pattern of behaviour. However, the one constant element of domestic abuse is the abuser's consistent efforts to maintain power and control over the victim.

Domestic abuse can affect anyone regardless of ethnicity, age, gender, sexuality or social background. If you are suffering from physical, sexual, psychological or financial abuse, or are being threatened, intimidated or stalked by a current or previous partner or close family member, it's likely you're a victim of domestic abuse.

Children who have witnessed domestic abuse are often victims of emotional abuse. At Hayes Park School we are part of Operation Encompass. Operation Encompass is a police initiative which helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

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

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

New staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
- Complete online pre-recruitment checks for shortlisted candidates

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

Regulated activity means a person who will be:

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

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual move from a post that is not regulated activity to one that is.

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

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

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

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

- An enhanced DBS check with barred list information for contractors engaging in regulated activity

- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual fall outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

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

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

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- From 1 September 2026, the previous supervision exemption from regulated activity with children has been removed. The school will assess volunteer and other roles against the current definition of regulated activity and ensure the appropriate DBS checks are completed before a person undertakes regulated activity. This includes reviewing existing volunteer arrangements when duties or frequency of contact change.
- All staff are expected to read Part 1 of Keeping Children Safe in Education 2026 in full.
- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry

out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Governors

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

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

The chair of the board will have their DBS check countersigned by the secretary of state.

All proprietors, trustees, local governors and members will also have the following checks:

- A section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#)).
- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Adults who supervise pupils on work experience

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

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

Pupils staying with host families

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

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

Appendix 3: allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children, or
- Behaved or may have behaved in a manner that indicates they may not be suitable to work with children.

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

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

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

Suspension

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

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

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the academy trust

Definitions for outcomes of allegation investigations

Substantiated: there is sufficient evidence to prove the allegation

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive

False: there is sufficient evidence to disprove the allegation

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

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

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the DSL/Headteacher (or chair of governors where the Headteacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority (LADO). This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the local authority designated officer (LADO) – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (LADO) (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children’s social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. Further support is available through trade union representatives, or a colleague, for example your line manager and/or the DSL OR DDSL as well as through the ‘Employee Assistance Programme for guidance, support and counselling.

- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

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

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

Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

Specific actions

Action following a criminal investigation or prosecution

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

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

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

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

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the Headteacher, or other appropriate person in the case of an allegation against the Headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

Confidentiality

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

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

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

Record-keeping

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

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual.

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

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

Learning lessons

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

This will include consideration of (as applicable):

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

If a staff member feels unable to raise an issue with the school or Local Authority, or feel that their genuine concerns are not being addressed, then they can contact the NSPCC whistleblowing helpline on 0800 028 0285.

Appendix 4: Specific Safeguarding Issues

Children missing from education

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

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

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

We will follow our procedures for unauthorised absence, persistent absenteeism and those who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

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

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

Elective Home Education (EHE)

Many home educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admission register when a child is taken off roll 41.

.Where a parent/carers has expressed their intention to remove a child from school with a view to educating at home, we will work together to coordinate a meeting with parents/carers where possible.

Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

Looked After Children and previously Looked After Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies of maintained schools and proprietors of academies should ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group.

In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The Designated Safeguarding Lead, through the designated teacher for looked after children, should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

Schools must appoint a designated teacher for Looked After Children. At Hayes Park School, the designated teachers for Looked After Children is: Mrs Christine Spring

On commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers will have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children.

Filtering and Monitoring

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. To support this the school ensures that appropriate filters and monitoring systems are in place.

Although appropriate blocking is essential, there should not be so much that it restricts children's learning and blocked sites are regularly monitored and reviewed.

Filtering systems are in place and these are also routinely monitored with any concerns fed back to the Senior Leadership team.

As part of their safeguarding and online safety training, staff understand their expectations, roles and responsibilities around filtering and monitoring IT systems.

Governing bodies and proprietors have overall strategic responsibility for filtering and monitoring and need to seek assurance that the standards are being met.

A member of the senior leadership team and a member of the governing body have been assigned the responsibility of overseeing filtering and monitoring systems in the school.

The wider governing body will be presented with, as a minimum, termly updates.

Serious Youth Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime.

All staff should be aware of the associated risks and understand the measures in place to manage these.

Serious Youth Violence Serious Youth Violence includes the threat, and intentional use, of violence towards children under 18 years old. SYV usually occurs in a public place, it may or may not involve the use of weapons and can result in serious physical injury or death. Perpetrators may act alone, or as part of a group, SYV does not always happen in the context of gang activity. The intention of SYV is to cause significant injury, deprivation, psychological harm, or death. Signs and Indicators: (this list is NOT exhaustive) ➤ Non-accidental or unexplained injuries including: - o Bruising - o Fractures - o Fresh scars or minor cuts - o Chronic pain (back, arms, upper legs) ➤ Suspicious injuries (appear to be inflicted by a bladed article, or inconsistent with the explanation). ➤ Refusing to be referred to a hospital or GP for further examination. ➤ Inconsistent explanation about how the injury was obtained. ➤ Becoming defensive, angry, or hostile when exploring the injury and sequence of events.	<i>This means that in our school we will:</i> <i>Notice and listen to children/young people showing signs of being drawn in to anti-social or criminal behaviour,</i> <i>use the risk assessment screening tool to support our referrals to MASH for any children in our school we are concerned about.</i> <i>Be aware of and work with the Police and local organisations to disrupt as much as possible criminal exploitation activity within our school.</i> <i>This includes the DSL referring any concerns about possible exploitation or gangs, even when there is not a named individual, to Axis. AXIS Service triangulate and analyse information shared by partners in Hillingdon ; to inform concerns around children and young people at risk of/involved in Criminal/Child Exploitation, Serious Youth Violence or Anti-Social Behaviour. In addition , AXIS Service can provide 1:1 support for identified children in need of intervention .</i> <i>For further enquires please email: axis@hillingdon.gov.uk or call: 07823 501585</i> <i>If a child has been a victim of crime or witnessed an incident of SYV Victim Support offer trauma informed, 1-2-1 emotional and practical support, in a safe and confidential setting. Please contact them on 0808 168 911</i>
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Preventing youth violence and gang involvement

Preventing violence in schools can require a mix of universal, targeted or specialist interventions. School leaders should be able to:

- develop skills and knowledge to resolve conflict as part of the curriculum
- challenge aggressive behaviour in ways that prevent the recurrence of such behaviour

- understand risks for specific groups, including those that are gender-based, and target interventions
- safeguard, and specifically organise child protection, when needed
- carefully manage individual transitions between educational establishments, especially into Pupil Referral Units (PRUs) or alternative provision
- work with local partners to prevent anti-social behaviour or crime.

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs, groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

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

- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

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

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

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

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

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

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

FGM

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

Section 6.0 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues

A girl suffering from FGM may be:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)

- Spending longer than normal in the bathroom or toilet due to difficulties urinating

Having frequent urinary, menstrual or stomach problems

- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

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

- The girl's family having a history of practicing FGM (this is the biggest risk factor to consider)
- FGM being known to be practiced in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to consider the context of the discussion)
 - Being unexpectedly absent from school
 - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

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

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

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

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

The DSL OR DDSL will:

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

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

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

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

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

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](https://www.gov.uk/government/collections/educate-against-hate) and charity [NSPCC](https://www.nspcc.org.uk) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities, they used to enjoy
- Converting to a new religion

- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

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

If staff are concerned about a pupil, they will follow our procedures set out in section 6.0 of this policy, including discussing their concerns with the DSL.

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

Child-on-child abuse

All staff should be aware that children can abuse other children (often referred to as child on child abuse). This is most likely to include, but may not be limited to:

- abuse in intimate personal relationships between peers;
- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence); Under Section 5B(11) (a) of the Female Genital Mutilation Act 2003, “teacher” means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- sharing self-generated indecent images (also known as sexting);
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element); and

- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

All staff should be clear as to the school's or college's policy and procedures with regards to child on child abuse.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. 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. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Private Fostering

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home.

A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

The school or college should then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

See DfE statutory guidance Children Act 1989 Private fostering for comprehensive guidance on private fostering.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

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

Visitors are expected to sign the visitors' book and wear a visitor's badge.

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

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or

- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

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

Homelessness

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

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

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

Non-collection of children

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

- Make call/s to all parent or named carer contact number/s
- If it is not possible to contact a parent or named carer, 1 hour after the agreed finish time for the school day/activity, a phone call will be made to the Stronger Families Hub (MASH) on: 01895 556006

This procedure is in line with the Local Authority 'Children Not Collected from School Procedure'

Missing pupils

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

- Carry out any necessary search of premises and local areas
- Make call/s to all parent or named carer contact number/s
- Inform the Emergency Services

Appendix 5: Adverse Childhood Experiences (ACEs)

Adverse Childhood Experiences (ACEs) are potentially traumatic events that occur in childhood. ACEs can include violence, abuse, and growing up in a family with mental health or substance use problems. Toxic stress from ACEs can change brain development and affect how the body responds to stress. ACEs are linked to chronic health problems, mental illness, and substance misuse in adulthood. Some factors make the child more at risk than others whilst other factors can protect them from some of these experiences.

