LOCHINVER HOUSE

Child Protection and Safeguarding Policy and Procedure (Incorporating Staff Behaviour and Code of Conduct)

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1. School ethos and introduction

Lochinver House School is committed to safeguarding and promoting the safety and welfare of every child at the school and recognises that protecting children from harm and that children's welfare is of paramount concern. This is the responsibility of every member of the School Community which includes governors, staff (including supply teachers), parents (parents, carers or persons with legal responsibility), volunteers and other contractors who come into contact with the School (hereinafter known as "staff" for this policy). The Governing Body takes seriously its

responsibility under Section 11 of the Children Act and duties under 'Working Together to Safeguard Children 2026', to safeguard and promote the welfare of children; to work together with other agencies to ensure adequate arrangements exist within our setting to identify and support children who are suffering harm or are likely to suffer harm.

The School aims to provide a safe, caring, positive and stimulating environment, promoting the social, physical and moral development of the individual child, free from discrimination or bullying, where pupils can learn and develop happily.

All staff have a key role in the prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a pupil is at risk of harm, either in the School or in the community, taking into account contextual safeguarding. Contextual Safeguarding is an approach to understanding and responding to a child's experiences of harm beyond their family and home. This approach recognises the different relationships children have in their schools, peer groups, online and in their community.

We acknowledge that working in collaboration with other agencies protects children and reduces risk and so the School will engage in partnership working throughout the child protection process to safeguard children.

Whilst the School will work openly with parents as far as possible, it reserves the right to contact Children's Social Care or the police, without notifying parents if this is believed to be in the child's best interests.

The School will always act in the best interests of the pupil and ensure that decisions around safeguarding take a child-centred and coordinated approach.

Lochinver House holds safeguarding at the heart of the School, with all staff and children fully involved in strategies and development and offering a wide range of support to pupils and families. The School fosters a positive and emotionally safe atmosphere with care and vigilance. A culture of safeguarding exists in which pupils know who to talk to when concerned and are listened to.

2. Policy statement and principles

This policy has been developed in accordance with the principles established by the Children Act 1989, and in line with the following:

- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children (March 2026)
- Working Together to Improve School Attendance (2024)
- Hertfordshire Safeguarding Children Partnership Guidelines
- Hertfordshire Continuum of Need for Children and Young People (2024)
- Prevent Duty (2023, updated March 2024)
- Disqualification under the Childcare Act 2006 (updated 2018)
- The Children Act (1989, amended 2004)
- The Education Act (2002)
- What to do if you're worried a child is being abused: advice for practitioners (2015)
- Sexual Violence and Harassment Between Children in Schools and Colleges (September 2021)
- Information Sharing Guidance for Safeguarding Practitioners (2015, updated May 2024)
- Children Missing Education: Statutory Guidance for Local Authorities (May 2024)
- The Equality Act (2010)
- Multi-Agency Statutory Guidance on Female Genital Mutilation (July 2020)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (June 2019, updated July 2026, revised guidance to become effective from September 2026)
- Meeting Digital and Technology Standards in Schools and Colleges (2022, updated March 2026)
- Online Safety Act 2023

This policy is one in a series in the School's integrated safeguarding portfolio. It should be read in conjunction with policies and guidance pertaining to:

- Behaviour
- Reasonable Force
- E-Safety
- Acceptable Use
- Anti-Bullying Strategy
- Equal Opportunities
- Data Protection
- Data Retention
- Use of Mobile Devices in EYFS
- Relationships and Sex Education
- Health and Safety
- Admissions and Attendance
- Children Absent from Education
- Risk Assessments and associated documentation
- Risk Management
- First Aid
- Recruitment
- Whistleblowing
- Low Level Concerns
- CPOMS (Child Protection Online Monitoring Service) Protocol (*Appendix J*)
- Staff Behaviour and Code of Conduct

This policy should be read alongside KCSIE 2026 and applies to all "staff".

All staff sign to confirm they have read and understood this policy and KCSIE 2026 Part 1 in full. This policy is available on the School website and is issued to all staff during the recruitment process.
From September 2026 all staff, volunteers, governors, contractors and agency staff are required to read Part 1 of KCSIE 2026 in full. The summery previously used has been removed and is no longer sufficient.

3. Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We make every effort to provide a safe and welcoming environment underpinned, by a culture of openness where both pupils and adults feel secure, able to talk and believe that they are being listened to.

We maintain an attitude of 'it could happen here' where safeguarding is concerned. **Children have a right to feel secure and cannot learn effectively unless they do so. All children have the right to be protected from harm.**
Our core safeguarding principles:

- Safeguarding is **everyone's** responsibility.
- The School's responsibility to safeguard and promote the welfare of children is of paramount importance.
- Safer children make more successful learners.
- All children, regardless of age, gender, ability, culture, disability, race, language, religion or sexual identity, have equal rights to protection.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm, either in school or in the community.
- Pupils and staff involved in child protection issues will receive appropriate support.
- Policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

Our Child Protection and Safeguarding Policy aims to

- provide staff with the framework to promote and safeguard the wellbeing of children and in so doing, ensuring statutory responsibilities are met.
- ensure consistent good practice across the School.
- demonstrate our commitment to protecting children.

This policy follows KCSIE 2026, statutory guidance from the Department for Education, Hertfordshire Safeguarding Children Partnership and the Independent School's ISSRs. The School observes the statutory regulations of the Early Years Foundation Stage Statutory Framework, September 2026.

This policy is reviewed regularly and updated and amended, as necessary and at least annually. All updates are shared at INSET trainings and in staff meetings.

This policy extends to organisations the School works with off-site, and to any staff employed by another organisation and working with the School's pupils. Assurance is obtained by the School that appropriate child protection and safeguarding checks and procedures are in place.

It is not possible to offer one definition of safeguarding or abuse, given abuse, neglect and exploitation and safeguarding issues are rarely stand-alone events that can be covered by one term.

- Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as o 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 o Preventing impairment of children's mental and physical health or development o Ensuring that children grow up in circumstances consistent with the provision of safe and effective care o Promoting the upbringing of children with their birth parents, or otherwise their family (WT 2023); and o Taking action to enable all children to have the best outcomes.
- Child protection is an aspect of safeguarding and promoting the welfare of children. It refers to the procedures undertaken to protect individual children who have been identified as suffering or likely to suffer significant harm. This includes harm that occurs inside, or outside the home, including online.
- For the purpose of this policy the term "staff" refers to all persons working in, for or on behalf of the school whether paid or unpaid. This includes governors, staff (including supply teachers), volunteers, contractors, agency and support staff.
- Parent helpers are treated as volunteers, under the supervision of staff at all times.
- ''Child'' refers to all young people who are under the age of 18. This applies to all pupils; however, it extends to visiting children, including siblings and those from other schools.
- ''Parent'' refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers, adoptive parents and guardians.
- ''Abuse'' could mean neglect, exploitation, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care.
- DSL: Designated Safeguarding Lead
- DDSL: Deputy Designated Safeguarding Lead o The Deputy Designated Safeguarding Lead has specialist level training in Safeguarding. There is a designated person appointed to each age banded section of the school.
    - The DSL meets regularly with all Deputy Designated Safeguarding Leads and has an overview of work being undertaken. The use of a secure online platform CPOMS enables the DSL to have instant updates from the safeguarding team.
- ''MASH'' refers to Multi Agency Safeguarding Hub.
- ''KCSIE'': Keeping Children Safe in Education (September 2026)
- Hertfordshire Safeguarding Children Partnership (HSCP)

The four safeguarding partners (Hertfordshire County Council, East and North Herts Commissioning Group, Herts Valleys Commissioning Group and Hertfordshire Constabulary) have made arrangements to work together as an Executive Group with overall accountability for safeguarding and promoting the welfare of children in our area.

They work with relevant partners, including schools, through the Hertfordshire Safeguarding Children Partnership (HSCP), under the leadership of an Independent Chair. The four safeguarding partners (Executive Group) have agreed on ways to:

- co-ordinate their safeguarding services
- act as a strategic leadership group in supporting and engaging others
- and implement local and national learning including from serious child safeguarding incidents.

4. Management Structure and Responsibilities within the School Community

All schools must nominate a senior member of staff to coordinate child protection arrangements, and this person is named in this policy guidance. The Designated Safeguarding Lead is a member of the School Leadership Team in line with the requirements of KCSIE. The School ensures that the Designated Safeguarding Lead or a Deputy DSL is available at all times that the School is in session. Job descriptions of the DSL and DDSLs all denote the role responsibilities, as required by KCSIE-2026.

Position / Role	Name	Email address
Chair of Governors	Helen Rosethorn	chairofgovernors@lochinverhouse.com
Safeguarding Governor	David Thompson	safeguardinggov@lochinverhouse.com
Head	Jonathan Wadge	jwadge@lochinverhouse.com
Designated Safeguarding Lead (DSL), and Special Educational Needs Coordinator	Victoria Russell	vrussell@lochinverhouse.com
Designated Senior Lead for Prevent (DSLP)	Victoria Russell	vrussell@lochinverhouse.com
Deputy Head Pastoral, Mental Health Lead, Deputy Designated Safeguarding Lead (DDSL)	Danny Barth	dbarth@lochinverhouse.com
Head of EYFS, Deputy Designated Safeguarding Lead (DDSL) with responsibility for the EYFS	Caroline Kennaugh	ckennaugh@lochinverhouse.com
Head of Computing and Digital Learning, Deputy Designated Safeguarding Lead (DDSL)	Paola Calderaro	pcaldararo@lochinverhouse.com
~~Head of Performing Arts, Deputy Designated Safeguarding Lead (DDSL)~~	~~Antony Camillo~~	~~acamillo@lochinverhouse.com~~
Head of Maths and Head of Year 6, Deputy Designated Safeguarding Lead (DDSL)	Jody Evans	jevans@lochinverhouse.com
Head of Years 3 and 4, Deputy Designated Safeguarding Lead (DDSL)	Zuriye Kemal	zkemal@lochinverhouse.com
Assistant Head Co-Curricular, Deputy Designated Safeguarding Lead (DDSL)	Emma Roper	eroper@lochinverhouse.com
Head of House and Teaching Assistant, Deputy Designated Safeguarding Lead (DDSL)	Rebecca Whinnett	rwhinnett@lochinverhouse.com

We recognise that staff anxiety around child protection can compromise good practice and so, have established clear lines of accountability, training and advice to support the process and individual staff.

At Lochinver House School, any individual may contact the DSL or a DDSL with any concerns about a child. In the absence of the Designated Safeguarding Lead (DSL), and where they are unavailable to respond to safeguarding concerns, responsibility will be delegated to an appropriately trained member of the safeguarding team, ordinarily a member of the Senior Leadership Team, who will act on the DSL's behalf and fulfil the role in accordance with statutory safeguarding requirements.

The Head takes overall operational responsibility for safeguarding and ensures the DSL and the DDSL Team are fulfilling their roles.

There is a nominated safeguarding governor, taking leadership responsibility for safeguarding. The Chair of Governors receives reports of allegations against the Head and acts on behalf of the governing body.

As an employer, the School follows safer recruitment guidance as set out in KCSIE 2026.

Staff working within the EYFS will receive safeguarding induction and ongoing training which specifically covers the interaction between the EYFS Statutory Framework and KCSIE requirements, ensuring they understand both their child protection responsibilities and EYFS welfare requirements.

EYFS Framework Alignment
The School acknowledges that safeguarding arrangements for children in the Early Years Foundation Stage are governed by both *Keeping Children Safe in Education (2026)* and the *EYFS Statutory Framework (2026)*. Staff working within Nursery and Reception must understand and comply with both frameworks.

KCSIE provides the overarching safeguarding expectations for all staff, whilst the EYFS Statutory Framework sets out specific safeguarding and welfare requirements for children from birth to age five.

Staff working in EYFS must be familiar with:

- Child protection procedures and reporting arrangements.
- Requirements relating to mobile phones, cameras and smart devices.
- Intimate care and supervision arrangements.
- Staff-to-child ratios and deployment.
- Paediatric first aid requirements.
- Medication administration and record keeping.
- Managing allegations against adults working with children.
- Whistleblowing procedures.
- Information sharing and multi-agency working.

The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead responsible for EYFS will ensure that all Nursery and Reception staff receive safeguarding training that reflects both KCSIE and EYFS requirements and understand how the frameworks work together to safeguard children.

Any conflict or uncertainty regarding safeguarding practice will be discussed immediately with the DSL or EYFS DDSL. The welfare of the child will always remain the paramount consideration.

Detailed information regarding roles and responsibilities for staff is set out in *Appendix B*.

How the School supports staff to fulfil duties:

- Safeguarding training and updates
- Ease of reporting
- Regular meetings covering safeguarding themes with all staff
- Safeguarding as a standing meeting agenda item.
- Training material availability via the CRL (Communal Resource Library)

5. School Procedures

Meeting children's needs and taking action.

Reporting and referral of concerns

KCSIE 2026 states "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 in to contact with them has a role to play in identifying concerns, sharing information and taking prompt action."

We recognise the importance of sharing information and reporting concerns to help ensure children are protected.

The following procedures apply to all staff working in the School and are covered in training to enable staff to understand their role and responsibility. The aim of our procedures is to provide a robust framework enabling staff to take appropriate action when concerned a child is being harmed or is at risk of harm. Mental Health concerns must also be reported through our Designated Safeguarding Team. Intervention enables the School to ensure pupils' needs are met and to ensure that a child is not at risk of harm. Staff are aware that experiences can impact on mental health, behaviour, attendance and progress at School.

The primary concern in all cases must be the best interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

All staff are aware that very young children, those with disabilities, special needs or with language delay may be more likely to communicate concerns with behaviours rather than words. Additionally, staff will question the cause of minor injuries in children who have limited mobility, including children visiting the site, as well as those who are pupils of the School.

Support with identifying child abuse

Significant harm can take a variety of forms. It can be physical, emotional or sexual abuse, or manifest as neglect (e.g. failing to act to prevent harm to a child) or exploitation. Sometimes a number of issues may present at the same time. Examples may include:

- Abuse by an adult or adults.
- Abuse by another child or children (Child on Child abuse).
- Abuse by people known to or not known to the child.
- Real world settings – in a family, institution or community.
- Virtual world settings – e.g.: via gaming platforms or social media sites.

Further information is provided for staff in the detailed list of indicators of abuse in Appendices D and E

Safeguarding children with special educational needs, Protected characteristics and disabilities

Lochinver House School acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges given they may have an impaired capacity to resist or avoid abuse. Additionally, pupils for whom English is not their primary language may also be at additional risk.

Lochinver House School will ensure that children with SEN, disabilities, and additional needs, specifically those with communication difficulties, will be supported to ensure that their voice is heard and acted upon. Provisions within the Equality Act allows schools to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils with certain protected characteristics in order to meet their specific need. Staff are reminded that reasonable adjustments may be required when dealing with particular situations. There is a duty to make reasonable adjustments for disabled children and young people.

Members of staff are encouraged to be aware that children with SEN, disabilities and additional needs can be disproportionally impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

Gender Questioning

The school recognises that children who are questioning their gender may experience vulnerability, distress, bullying, isolation, self-harm and mental health difficulties. Staff should avoid making assumptions and should work closely with parents, carers and relevant professionals. Safeguarding decisions relating to gender-questioning pupils will be made on a case-by-case basis, with the welfare of the child as the paramount consideration and in accordance with relevant statutory guidance (KCSIE- 2026).

Requests relating to social transition should be considered carefully on an individual basis. The school will work with parents, carers and relevant professionals whilst ensuring that safeguarding, welfare, privacy and best interests of the child remain the paramount consideration.

Toilets, Changing Facilities and Privacy

The school is committed to ensuring that all pupils are safe, respected and afforded appropriate privacy and dignity when using toilets, changing rooms and other facilities where children may be in a state of undress. Arrangements for the supervision and use of these facilities will be age-appropriate and will take account of safeguarding, welfare, privacy and dignity considerations for all pupils. Where individual circumstances require specific arrangements, including where a child is gender-questioning, has SEND, medical needs or other vulnerabilities, the school will undertake an individual risk assessment and work with parents/carers and relevant professionals. The welfare of the child and the safeguarding, privacy and dignity of all pupils will remain the paramount consideration. Any concerns regarding bullying, harassment, voyeurism, filming, photography, misuse of technology or inappropriate behaviour in toilets or changing areas must be reported immediately to the DSL and managed in accordance with safeguarding procedures.

Other factors that may make children more vulnerable:

- Looked-after children/being in care
- Parents who misuse drugs or alcohol
- Domestic abuse
- Oppression or discrimination
- Parental mental illness
- Extreme religious or cultural practices
- Chaotic, unsettled, or transient lifestyles
- Lack of parental control
- Speaking English as an additional language
- Gender questioning children

6. What to do if suspecting abuse, identifying signs or indicators of abuse, mental health concerns or a disclosure of abuse is made

If the child is at harm or at risk of immediate harm

Contact the DSL (if the DSL is not available, then a DDSL) in person, immediately.

The DSL will consider if there is a requirement for immediate medical intervention, however, urgent medical attention should not be delayed should the DSL not be immediately available.

An accurate factual record should be made via CPOMS (Child Protection Online Monitoring Service) or by using the 'Record of Concern' pro forma (available on the CRL, and hard copies from the School Office) as soon as possible and within 24 hours of the occurrence, including all details which must incorporate:

- Dates and times of observations
- Dates and times of any discussions of the observed issues
- Any injuries
- Explanations given by the child / adult

- Action taken
- Any actual words or phrases used by the child
- Any questions the staff member posed (remembering not to ask any leading questions)

This information will automatically be shared with the DSL team.

In the absence of the DSL or a DDSL, staff must be prepared to refer directly to Children's Social Care (and the police if appropriate), if there is the potential for immediate significant harm.

Following a report of concerns

The DSL will decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to Children's Social Care and the police if it is appropriate. The rationale for this decision will be recorded by the DSL in CPOMS.

The School will endeavour to discuss any concerns about a child's welfare with the family and where possible, seek their agreement before making a referral to Children's Social Care. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the child's family, the DSL will clarify with Children's Social Care or the police whether the parents should be informed of the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views should also be taken into account.

If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm the DSL or a DDSL must contact Children's Social Care via MASH, sharing:

- the known facts
- any suspicions or allegations
- whether or not there has been any contact with the child's family. MASH can be contacted by phone on 0300 123 4043.

If a child is in immediate danger and urgent protective action is required, the police must be called. The DSL or a DDSL must then notify Children's Social Care of the issue and the action that has been taken.

When a pupil requires urgent medical attention and there is suspicion of parental abuse causing the medical need, the DSL or a DDSL should seek immediate advice from the MASH about informing the parents, remembering that parents should normally be informed if a child requires urgent hospital attention. However, as in all cases, if it is felt this could put the child more at risk then all action should be taken in the best interests of the child.

If a child is considered not to be a risk of significant harm, the DSL or DDSL will either actively monitor the situation, and, where required, consider the Family Help process for a no names consultation.

The importance of recognising children who may require Family Help

Staff are aware that local multi-agency arrangements may refer to Family Help services and Family Help assessments. These services provide support for children and families at the earliest opportunity to prevent escalation of need. Staff are encouraged to contact a member of the Safeguarding Team if they have concerns about children who may be in need of Family Help, so support can be provided, and issues addressed. A pre-emptive approach is desirable. Family Help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Providing Family Help is more effective in promoting the welfare of children than reacting later. Family Help can be particularly useful to address non-violent HSB (harmful sexual behaviour) and may prevent escalation of sexual violence.

The designated safeguarding lead and deputies understand the local Family Help process and how and where to access support.

Further information on Family Help, prevention and statutory services for everyone working with children is available from the following Hertfordshire web pages:
Hertfordshire Safeguarding Children Partnership | Hertfordshire County Council Families
First Assessment and Early Help Module (hertfordshire.gov.uk)

7. Managing Disclosure

What to do, in the moment, an allegation of abuse is received
Disclosure can be verbal or non-verbal. It may be given through a 3rd party, a friend or family member.

Not all secrets are disclosures
A member of staff who is approached by a pupil should listen positively and endeavour to reassure. Confidentiality cannot be guaranteed, and it should be explained that there may be need to pass information to other professionals, to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know the named DSL and whom to approach should the DSL be unavailable. *Appendix A* includes all contact details for the DSL Team.

Ultimately, all staff have the responsibility to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol. For example, they are the only adult on the school premises at the time and have concerns about sending a child home.

Guiding principles of how to respond to a disclosure of abuse: The Seven R's:

Receive

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said, taking it seriously
- Make a note of what has been said, as soon as practicable

Reassure

- Reassure the pupil, but only so far as is honest and reliable
- Do not make promises that cannot be kept, e.g.: 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure, e.g.: you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

Respond

- Respond to the pupil only as far as is necessary, to establish whether or not the matter needs to be referred, but do not interrogate for full details
- Do not ask 'leading' questions, i.e.: 'were your private parts touched?' or 'were you hurt?' Such questions may invalidate evidence (and the child's) in any later prosecution in court
- 'TED' is helpful to remember. o Do you want to TELL a bit more about that? Can you EXPLAIN a little more?
  o Are you able to DESCRIBE that?
- Do not ask the child why something has happened.
- Do not criticise the alleged perpetrator; the pupil may care about them, and reconciliation may be possible.
- Do not ask the pupil to repeat for another member of staff. Explain next steps and with further conversations must take place. Reassure the pupil that further discourse will be with the DSL or DDSL team and their experience in supporting children.
- Ask the child if they would prefer to be there when explaining the situation to the DSL or member of the DDSL team. Many children prefer to feel a greater sense of control over their information and experience.
- Be mindful of the child's wishes concerning terminology, particularly the use of the word 'victim', as the child may not wish to be described in this way.

Report

- Share concerns with the DSL as soon as possible. This should not be by email.
- If unable to contact the DSL or a Deputy DSL, and the child is at risk of immediate harm, contact MASH or Police immediately

Record

- If possible, make some very brief notes at the time.
- Keep original notes.
- Log into CPOMS and log disclosure or concern or complete the 'Record of Concern' form, attaching any original notes.
- Record the date, time, place, persons present and noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Complete a body map to indicate the position of any noticeable bruising (this is available on CPOMS).
- Record facts and the observable, rather than 'interpretations' or 'assumptions', e.g.: describe a behaviour (head was on the desk and the pupil was not able to maintain eye contact), rather than recorded reaction to the behaviour (the child was being lazy and rude, unwilling to maintain eye contact).

Remember

- Support the child: listen, reassure, and be available.
- Complete confidentiality is essential. Sharing knowledge only with appropriate professional colleagues – the safeguarding team.

- Seek personal support if required.

Review processes (led by DSL)
- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

An investigation of suspected abuse should never be attempted by interviewing people. Social Services and the Police are trained to do this. The former could cause damage and impact possible criminal proceedings. Some children may not feel ready to or understand how to disclose abuse to an adult.

Any instances of a child attempting to share a secret or who share only part of a disclosure, should be managed as above. This will form part of the jigsaw of information and support may be put in place for the child.

Recovery plan for children or staff
Dealing with a disclosure from a child, and a child protection case, is likely to be a stressful experience. The member of staff should therefore consider seeking support and discuss this with the DSL or DDSL team.

As every case will be handled with confidentiality (as far as is possible), any child should be able to continue at the School, confident that any incident is not general knowledge. The same will apply for a member of staff in cases of resuming work after an accusation. Counselling may be offered and organised.

8. What staff should do in the event of an allegation against a child

The allegation should be passed to the DSL immediately.

The parents of the alleged perpetrator(s) should be told about the allegation as soon as possible, if not already known. However, where a strategy discussion is required, or Police and Children's Social Services are required to be involved, parents should not be informed until those agencies have been consulted and have agreed the information that can be disclosed.

Parents should be kept informed regarding the progress of any case, including the outcome of any internal discipline process. This is protocol, except where there is a criminal prosecution.

Appropriate support, tailored to the needs of the children involved, will be put in place for both victims and perpetrators of child on child abuse.

Further, detailed, information about child on child abuse is available in *Appendix E*.

9. Allegations against staff

What should be done if concerns arise regarding about the conduct of another member of "staff"

This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a school, or another adult who works with children has:
- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they would pose a risk of harm to children.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The final bullet point above includes behaviour that may have happened outside of the School, which might make an individual unsuitable to work with children. This is known as transferable risk.

In dealing with allegations or concerns against an adult, staff must:

- Report any concerns about the conduct of any member of staff or volunteer to the Head as soon as possible.
- If an allegation is made against the Head, the concerns need to be raised with the Chair of Governors as soon as possible. If the Chair of Governors is not available, then the Designated Officer team for Hertfordshire (LADO) should be contacted directly.
- Whilst Lochinver House School is not directly the employer of any supply staff, the School will ensure allegations are dealt with properly. In no circumstances will Lochinver House School decide to cease to use a supply member of staff due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer team (LADO) to determine a suitable outcome. Further information can be referred to in KCSIE 2026.

Trainee teachers are subject to the same safeguarding expectations, professional standards and reporting requirements as all other staff. Any allegations, safeguarding concerns or low-level concerns involving trainee teachers will be managed in accordance with Part Four of Keeping Children Safe in Education 2026 and the School's procedures for managing allegations and concerns about adults working with children.

There may be situations when the Head or Chair of Governors will want to involve the police immediately, for example, if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.

Once an allegation has been received by the Head or Chair of Governors, they will contact the LADO team on 0300 123 4043 or LADO.referral@hertfordshire.gov.uk as soon as possible and before carrying out any investigation into the allegation other than preliminary enquiries.

In liaison with the LADO team, the School will determine how to proceed and if necessary, a referral will be made to the MASH and/or the police.

The team will assess the information provided and advise on next steps, in line with KCSIE 2026 Part 4, and Hertfordshire's County Council's Designated Officers' local procedures.

Special arrangements for EYFS

Ofsted will be informed of allegations against any person living, working, or looking after EYFS children on the premises, or of any other abuse alleged to have taken place on the premises. Ofsted will also be informed of any action taken as a result of the allegation.

The notification to Ofsted will take place as soon as practicable and within 14 days at the latest.

Low level concerns

Lochinver House School has a *Low-Level Concerns Policy*. Staff must read and familiarise themselves with this Policy. The School manages all low level concerns in accordance with the School Policy and Part 4 of KCSIE 2026.

Whistleblowing in a Safeguarding Context

Whilst Lochinver House School has a separate *Whistleblowing Policy*, below is a summary that outlines the process when there is a concern that safeguarding issues have not been reported or followed correctly. The below does not replace the School's *Whistleblowing policy*.

''Whistleblowing'' is a term that is used when staff wish to report a concern within their organisation that involves their manager or a person senior to them in the organisation which may prevent them from following the normal reporting systems. There are a limited number of areas that can be called Whistleblowing, and the policy protects staff from being punished for raising concerns.

Staff may raise concerns not only about the abuse or neglect of an individual child, but also about safeguarding practice, safeguarding culture, leadership decision-making, failures to comply with statutory safeguarding duties, unsafe practice, or the inappropriate handling of safeguarding concerns.

Within Lochinver House School the Head, is the senior leader with responsibility for all staff. If there is any concern that any member of staff within the school is not following safeguarding processes or behaving in a way that is placing children at risk, the Head should be made aware. The Head may share with the Deputy Head Pastoral (who is a DDSL), on a need-to-know basis, any staff concerns raised with the Head.

If the concern is about the Head, contact should be made with the School's Chair of Governors. Contact details are available in *Appendix A*.

The school will not tolerate retaliation, victimisation, harassment, discrimination or any detriment against a member of staff who raises a genuine safeguarding concern in good faith, even where the concern is ultimately not substantiated.

Anonymous concerns will be considered and investigated as far as reasonably possible. The school will protect confidentiality wherever possible. Information identifying a whistleblower will only be disclosed where necessary, lawful and proportionate to facilitate a fair and effective investigation. Where disclosure is required, the individual will normally be informed in advance.

If it is preferable to raise concerns outside of the school, then contact can be made via the NSPCC's whistleblowing line on 0800 028 0285 or email help@nspcc.org.uk for national organisations. Contact can also be made with Hertfordshire Local Authority.

If it is believed that a member of the school staff is harming a child (an allegation) and this has been reported to the Head and no, or insufficient action has been taken, then contact can be made with the Local Authority Designated Officers team (LADO) on 0300 123 4043 or email: LADO.referral@hertfordshire.gov.uk .

If it is believed that a child is being abused by individuals outside the school, a referral can be made to Children's Social Care by calling the MASH on: 0300 123 4043

Further guidance for staff can be accessed through HM Government advice for practitioners entitled What to do if you're worried a child is being abused and the NSPCC's Types of Abuse.

10. What staff should do if concerns arise regarding safeguarding practices within the School

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the School safeguarding regime and that such concerns will be taken seriously by the Senior Leadership Team.

Appropriate whistleblowing procedures, which are reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the Senior Leadership Team.

If a member of staff feels unable to raise an issue with the School or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them, including the LADO Team and the NSPCC whistleblowing helpline detailed in section 9 of this Policy.

11. Record Keeping

All record keeping procedures at Lochinver House School are in line with KCSIE 2026.

- All concerns, discussion and decisions, and reason for decisions must be recorded, dated and signed/attributed.
- All safeguarding records are kept confidential and shared only on a need-to-know basis.
- Safeguarding records are kept for individual children and are maintained securely and away from a child's main school file. These are kept in accordance with GDPR and the Lochinver House School policy. These are retained centrally and securely by the DSL.
- CPOMS entries and other concerns are reviewed to track and monitor progress.
- All safeguarding records are transferred in accordance with GDPR to a child's subsequent school. These are given to the new DSL and a receipt of delivery is obtained.

12. Where different types of concerns should be recorded

Staff are required to record any welfare concerns they have about a pupil using the Child Protection Online Management System (CPOMS) or the 'Record of Concern' form is available to support staff and supply staff as they may not have direct access to a computer during the day. All concerns must be passed without delay to the DSL or member of the DDSL team, as appropriate.

CPOMS and 'Record of Concern' forms enable all staff to report any welfare or safeguarding concern confidentially to the named Safeguarding Team. Urgent referrals such as disclosure can be flagged. Staff are reminded that CPOMS or the referral form do not displace speaking directly and immediately to the DSL in the case of a disclosure of harm to a child.

Within CPOMS and the 'Record of Concern' forms professional and appropriate language should always be used. Clear actions should be noted.

CPOMS entries and Record of Concern forms are shared with the DSL team, enabling tracking, identification of patterns and the monitoring of the consistency and efficacy of interventions. Further information is available within the CPOMS Protocol.

13. Pupils

Pupil voice is heard through surveys focusing on safety and wellbeing, School Council meetings, assemblies, circle time and our comprehensive Jigsaw PSHE/PSED programme.

We ensure we provide pupils with opportunities to report their concerns or worries in safe and secure way. Where pupils from Years 3 to 8 wish to raise a concern, they can do so using the 'Sharp System' which is available via a link on the homepage of all 1:1 devices. Pupils are encouraged to speak with staff and further information regarding agencies or details of all staff members they can approach are available on posters which are displayed in pupil toilets.

In the Pre-Prep pupils may use the drop box for messages and to raise concerns. Similarly, they may use the Colour Monster characters to share emotions. These are pursued as necessary, and specific colours and details logged. These are tracked to identify any individual and group trends.

In Years 1 and 2, all pupils are trained as Wellbeing Warriors and Mindfulness Ambassadors respectively.

The Deputy Head Pastoral runs a weekly drop-in session where pupils can raise concerns.

Pupils from Year 3 to 8 use PULSE. Staff receive alerts when pupils' entries are of specific colours. These are followed up with the pupils.

Assemblies focusing on safeguarding and keeping safe and healthy are delivered throughout the year and pupils are alerted in age-appropriate contexts how to keep themselves safe, as well as highlighting from whom to seek support, as needed.

Pupils throughout the School receive regular Online Safety Training and pupils are aware of procedures for reporting and the importance of immediacy.

14. Multi-agency working

Lochinver House School recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance 'Working together to safeguard children 2026'. Statutory guidance highlights how positive outcomes for children depend on strong multi-agency working. The purpose of multi-agency safeguarding arrangements is to ensure that, at a local level, organisations and agencies are clear about how they will work together to safeguard children and promote their welfare. Strong multi-agency and multi-disciplinary working is vital to identifying and responding to the needs of children and families. This applies to all agencies and practitioners involved in safeguarding and protecting children. Specifically, these include police, local authorities, health services,

probation services, youth offending services, education providers and childcare settings, and voluntary and third sector organisations. No single practitioner can have a full picture of a child's needs and circumstances so effective sharing of information between practitioners, local organisations and agencies is essential for early identification of need, assessment, and service provision to keep children safe.

Schools have a pivotal role to play in safeguarding children and promoting their welfare. Their insight and cooperation are vital to the successful delivery of multi-agency safeguarding arrangements. People working in education settings play an important role in building relationships, identifying concerns and providing direct support to children. They may be the first trusted adult to whom children report safeguarding concerns. Schools are not the investigating agency when there are child protection concerns. The school will, however, contribute to the investigation and assessment processes as required. Lochinver House School recognises the importance of multiagency working and will support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other Family Help multi agency meetings.

The Senior Leadership Team and DSL/DDSLs will work to establish strong and co-operative relationships with relevant professionals in other agencies.

15. Confidentiality and information sharing

Lochinver House School recognises that all matters relating to child protection are confidential. The Head or DSL Team will only disclose information about a pupil to other members of staff on a 'need to know' basis.

All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children. Fears about sharing information must not stand in the way of promoting the welfare and protecting the safety of children.

No one should promise confidentiality to a child or adult as the duty of care is to safeguard the child. Therefore, any information that falls into a category as an indicator of abuse, or concern that a child may be at risk, must be passed on to the DSL or a member of the DDSL team. Staff should, however, guarantee that:

- They will only pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to resolve any issues.
- They will never tell anyone who does not have a clear 'need to know'.
- They will take whatever steps they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure of alleged abuse has been made.

There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.

Lochinver House School's Governing Body ensures that staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.

DfE Guidance on Information Sharing (July 2018) provides further detail.
https://www.gov.uk/government/publications/safeguarding-practitioners- information-sharing-advice

The ICO guidance for organisations includes information regarding obligations, compliance, including protecting personal information, and providing access to official information. For organisations | ICO

Staff must not publicly speculate about any allegation of (or hint of) a criminal offence against an employee and must not respond to any request from the media, pupils, parents or the public for statements, either written or verbal. Any such requests must be directed to the Head.

Child protection information will be stored separately from the pupil's school file, and any electronic information is password protected and only made available to relevant individuals. The school will log all safeguarding information using the Child Protection Online Management System (CPOMS).

Information sharing decisions will be recorded, whether or not the decision is taken to share. In cases where the decision not to share is taken, reasons for this will be recorded.

If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Head.

In accordance with KCSIE 2026, where children in receipt of a Child Protection file leave the school, the DSL will ensure their child protection file is transferred to the new school as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt is obtained. The receiving school will ensure key staff such as the DSL and SENCo are aware, as required.

In addition to the child protection file, the DSL may consider if it is appropriate to share any information with the new school in advance of a child leaving. This will only occur where there is a safeguarding need and only once a confirmed placed has been offered and accepted. For example, information that would allow the new school to continue supporting existing additional emotional and mental health needs, difficulties with relationships with food, support for a child who has been the victim of bullying. Information sharing of this type allows the next school to have support in place for when the child arrives.

16. Minimising risk

Safer recruitment

The school is committed to ensuring the development of a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and staff. It is their responsibility for ensuring that the school maintains an accurate Single Central Record (SCR) in line with statutory guidance.

The Governing Body and Senior Leadership Team are responsible for ensuring that the school follows safer recruitment processes outlined within guidance and the School's *Recruitment Policy*. The school ensures any shortlisted candidates are informed that online searches may be conducted as part of due diligence checks, applicants are required to complete a self-declaration regarding criminal history, safeguarding matters and suitability to work with children.

Pre-appointment checks are carried out for all staff working for, or on behalf of the school (including volunteers, contractors and organisations that support our pupils). This extends to ensuring that written confirmation is received that appropriate child protection checks and procedures have been carried out by the contractor/organisation providing personnel to the school.

The school will seek and scrutinise references in accordance with safer recruitment guidance. References will be obtained directly from referees wherever possible and any discrepancies concerns, employment gaps or safeguarding issues identified will be explored before appointment. Additional safeguarding checks will be undertaken where applicants have lived, trained or worked overseas.

The school will ensure that all staff, volunteers and others engaged in regulated activity are subject to the appropriate level of DBS and barred list checks. The school recognises it is a criminal offence for a barred individual to engage in regulated activity, or for an organisation knowingly to permit such activity.

The school will ensure safer recruitment processes remain compliant with changes to regulated activity requirements introduced through the Crime and Policing Act 2026, including requirements relating to volunteers and supervised activities. The school recognises that changes to regulated activity requirements have reduced the scope of previous supervision exemptions. Recruitment processes, volunteer arrangements and DBS checking procedures will be reviewed regularly to ensure compliance with statutory requirements.

Volunteers

The School recognises that changes to regulated activity requirements introduced through the Crime and Policing Act 2026 have narrowed previous supervision exemptions. All volunteer roles, including parent helpers, reading volunteers, educational visit volunteers and other unpaid adults, will be individually assessed to determine whether they are undertaking regulated activity. Where required, volunteers will undergo an Enhanced DBS check with Children's Barred List information prior to commencing their role.

All volunteers will receive safeguarding induction proportionate to their role. This will include safeguarding procedures, reporting arrangements, staff code of conduct, identity of the DSL and guidance on professional conduct and reporting concerns.

It is the responsibility of the senior leadership team to ensure that at least one person conducting a recruitment interview has completed safer recruitment training.

The school is committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 (updated 2018) in schools.

The school processes safeguarding information in accordance with UK GDPR, the Data Protection Act 2018 and the Data (Use and Access) Act 2025.

Staff training

All staff in School are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately:

- The DSL and DDSL Team have regular training providing them with the knowledge and skills required to carry out their roles. This includes 'Advanced Safeguarding' training every two years, as well as informal updates.
- All members of staff and volunteers attend a face-to-face safeguarding induction with a member of the Safeguarding Team prior to commencing in regulated activity, all induction records are retained and monitored.
- Safeguarding training will include awareness of emerging technologies, Artificial Intelligence, deepfakes, synthetic media, online manipulation, misinformation and disinformation, and how these technologies may be used to facilitate abuse, exploitation or harassment.
- Staff working within the EYFS will receive safeguarding induction and ongoing training their focus should be the interaction between the EYFS Statutory Framework and KCSIE requirements, ensuring they understand both their child protection responsibilities and EYFS welfare requirements.
- All members of staff and volunteers attend face-to-face statutory safeguarding training prior to starting work. If face to face training is not available prior to the start date, staff complete the TES Develop 'Child Protection in Education' course and submit certification as proof of successful completion.
- Statutory training for all staff is refreshed every 2 years. Receiving annual updates.
- All staff complete online safety training which includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. This is completed both at induction and is regularly updated.
- All staff and volunteers receive regular safeguarding updates appropriate to their roles (by email and at staff meetings).
- All staff training is made available on the staff CRL for them to review and access after training sessions have completed.

All staff working for and on behalf of the school (including temporary staff and regular volunteers) have access to the following documents and required to read them:

- Part 1 in full of KCSIE 2026
- Child Protection and Safeguarding Children Policy
- Whistleblowing Policy
- Low Level Concerns Policy

- Behaviour Policy
- Disciplinary Capability and Grievance Procedure
- E-Safety Policy
- Use of Mobile Devices in EYFS
- Anti-Bullying Strategy
- Visitor and Visiting Speaker Policy

Contractors are issued with the above, as appropriate to the site requirements and pupil contact level, with updates as appropriate. Contractors also receive safeguarding induction training appropriate to their roles. Music peripatetic staff for example complete TES Develop's specialist safeguarding course.

For staff who are unable to access the material as a result of reading difficulties or because language is a barrier, steps are taken to ensure that they are able to process and understand key information.

External providers working with Lochinver House School pupils are checked to ensure they comply with safer recruitment procedures and that staff are trained adequately in safeguarding. This applies to providers working both on and off-site.

17. A culture of Safeguarding

All staff are aware of the risks of abuse (by adults and other young people) and should take steps to reduce those risks. All staff are aware of how they interact with children. The current climate of suspicion with regard to child abuse can pose dilemmas for caring adults. In order to protect children from abuse, and staff from suspicions of abuse, the natural inclination to comfort and reassure children through physical contact has to be restrained by a considered assessment of the situation. This does not mean that physical contact is never permissible, but there are limitations, and contact outside of these limits must be justified if necessary. Limits will vary according to the age of the child and the role of the member of staff.

Attention is drawn for all staff to:

- The Sexual Offences Act 2003 which specifies that it is an offence for a person in a position of trust to engage in a relationship with a young person under the age of 18 years.
- The *Whistleblowing Policy* and *Behaviour Policy*
- The safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods.
- The role of the designated safeguarding lead (including the identity of the designated safeguarding lead and deputy designated safeguarding leads)

The following guidance is regularly re-visited through staff training:

- Abuse can occur in any setting and concerns about any adult or child must always be taken seriously.
- Any concerns should be shared with the DSL or DDSL team if it is suspected that a child is becoming inappropriately attached to any member of staff or volunteer.
- Any concerns should be shared with the DSL or DDSL team if it is felt a member of staff or volunteer is showing particular attention to a child or group of children.
- Observe the Code of Conduct.
- Private areas for a child (e.g. toilets, changing rooms) should not be entered unless in an emergency or as part of a role in the school. If entering, a private area, staff should knock first.
- Familiarisation with the *Educational Visits Policy* which must be followed in order to reduce risk.
- Familiarisation with the *Visitor and Visiting Speaker Policy* and understanding the role in protecting the school community and links with the Prevent Duty.
- Familiarisation with the *E-Safety and the Use of Mobile Devices in the EYFS policies* with particular reference to cameras and mobile devices, including those with image sharing capabilities.
- Restrictive Intervention (Including Physical Intervention). The school reserves the right that, in order to maintain a safe environment and protect pupils, there may be occasions where it is necessary to use restrictive intervention, including physical intervention. Whilst this is extremely unlikely and only as a last resort, the

following procedures are provided to provide clarity, as per the latest guidance from the DfE, April 2026. (Behaviour policy September 2026)

- Demeaning or salacious remarks should never be made to or in the presence of children; verbally or digitally. Remarks about a child's physical characteristics or development could fall into this category.
- Being alone in a room with a child. Staff, wherever possible should avoid being alone in a room with a child. Where one to one teaching or counselling needs to occur, the door should be endeavoured to be left open or ajar, or the work should take place within hearing of another member of the school staff.
- Health and Safety. A robust Health and Safety approach reflects the consideration given to the protection of our pupils both physically within the school environment, in relation to Internet use, and when away from school undertaking school trips and visits.
- Special educational needs and/or disabilities. The school recognises that children who have special educational needs and/or disabilities can face additional safeguarding challenges. This policy reflects the fact that additional barriers can exist when recognising abuse, neglect and exploitation in this group of children.

Guidance on staff digital behaviour

- Staff should not text or use social networking sites to contact pupils or ex pupils (until they are over 18 years old) nor accept as a friend on social networking sites, chat rooms etc.
- Personal phones, cameras and electronic devices with imaging and sharing capabilities should not be used in the classrooms or in the presence of children. Staff working with the EYFS should read the *Use of Mobile Devices in the Early Years Foundation Stage Policy*. Personal mobile phones, cameras and electronic devices with imaging and sharing capabilities belonging to staff working in the EYFS or visiting the EYFS area must be stored out of sight.
- Photos should not be taken of children using personal devices. School devices only should be used.
- Staff should abide by the *Acceptable Use Policy*. As part of induction, all new staff sign a non-disclosure agreement.

Staff should be aware that parents may be given specific permission to take photographs of their children during class assemblies, concerts, events and performances, both on and off-site. Digital media involving other children may only be taken with the express permission from the respective parents. All videos and photographs must be taken in the presence of a member of the Lochinver House staff and should not be uploaded to social media platforms, including WhatsApp groups, set up by class and year representatives. They must be for personal use only.

When signing in, staff ensure visitors are aware that personal phones, cameras and electronic devices with imaging and sharing capabilities, must not be used on the school site in the presence of children including those in EYFS. Also shared is other key guidance which includes safeguarding contacts and procedures within the school.

Preventing radicalisation

All staff undergo Prevent Awareness training, through TES Develop to support in identifying radicalisation and in understanding the steps needed to take to protect the children and families in School. This training offers an introduction or refresher to the Prevent Duty and explains how it aims to safeguard vulnerable people from being radicalised, supporting terrorism, or becoming terrorists themselves.

Children may be susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence

the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern. These are set out as follows: Managing risk of radicalisation in your education setting - GOV.UK (www.gov.uk)

However, it is possible to protect people from extremist ideologies and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the Designated Safeguarding Lead (or a deputy) making a Prevent referral.

Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised.

Channel

Staff are aware that concerns must be raised with the DSL and DDSL team and that Prevent referrals may be made through Channel.

Channel is a voluntary, confidential support programme focusing on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.

The Designated Safeguarding Lead (or a deputy) should consider if it would be appropriate to share information with any new school in advance of a child leaving, should there have been any concerns under Prevent. For example, information that would allow the new school to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives.

Statutory guidance on Channel is available at: Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism (publishing.service.gov.uk)

Physical contact with pupils

The Guidance for Safe Working Practice for Adults who work with Children and Young People (DfE, 2009) acknowledges that there are occasions 'when it is entirely appropriate for… adults to have some physical contact with a child or young person with whom they are working'. Some physical contact may be necessary to demonstrate exercises or techniques during PE lessons, music lessons, sports coaching or DT, or if a member of staff has to give first aid. Young children and children who have special educational needs may need staff to provide physical prompts or help. Touching may also be appropriate where a child is in distress and needs comforting. Staff will use their own professional judgement when they feel a child needs this kind of support. The guidance emphasises that adults should only touch children with their permission and in ways that are appropriate to their professional or agreed role and responsibilities. A 'no-touch' approach is viewed as impractical.

There may be some children for whom touching is particularly unwelcome. This may be for example because of their cultural background, or because they have been abused. All staff receive information should this be the case. Staff made aware of a child within this category should inform the DSL or a member of DDSL team, who will pass on the information to all relevant parties. Physical contact with pupils becomes increasingly open to question as children reach and go through adolescence, and staff are aware that even innocent and well-intentioned physical contact can sometimes be misconstrued.

Environment

All members of staff strive to create an environment where all pupils in the school feel valued. Children are encouraged to articulate their feelings and wishes and are listened to.

The Staff endeavour to:

- Avoid shouting.
- Rarely show anger.
- Avoid whole class punishments.
- Use positive discipline techniques or restorative justice.
- Admit mistakes and apologise.
- Value what children have to offer.
- Listen to all sides in any dispute.
- Show genuine pleasure when appropriate.
- Start afresh after any incident.
- Not give treats beyond the limitations of School policy

Proactive measures

Proactive measures in place to safeguard children as part of the embedded School culture of Safeguarding.

Minimising risk and opportunities to teach safeguarding.

- Anti-Bullying Strategy
- Free time supervision
- Consistent messaging on safe touch and healthy relationships
- PSED, PSHE and RSE sessions incorporating units including safe touch, consent and healthy relationships.
- Reporting via CPOMS and the additional use of 'Record of Concern' forms for those unable to access the secure web platform enables identification of trends.
- Regular meetings of the safeguarding team
- Regular outside speakers for pupils, including NSPCC and online safety providers.
- Regular staff training
- Parental workshops
- Online activity tracked via effective monitoring and filtering software for electronic abuse, on School devices and the school network
- In-house Sharp system, enabling pupils from Years 3-8 to confidentially report concerns to the DSL and the Deputy Head Pastoral
- Simple postal box system for EYFS and Pre-prep pupils to share messages with the DDSL with responsibility for EYFS
- Use of Pulse electronic check-ins (Years 3-8) and Colour Monsters (Little Lochie's to Year 2) for pupils to indicate worries or concerns.
- Tutor and class teacher system supporting strong and trusting relationships between children, parents and staff.
- Assemblies
- Pastoral structure including Deputy Head Pastoral, School Nurse team, Child and Family Support Worker and Mental Health team, helping to promote healthy strategies and identify mental health decline

Minimising risk through work with children

Children and young adults often tell other children or young adults, rather than staff and adults, about abuse.

- All pupils are given guidance on the *Anti-Bullying Strategy* and *E-Safety policy*. All pupils sign an age-appropriate E-Safety agreement.
- All children have support with general expectations of behaviour. Class teachers and tutors follow the School's policy and procedures on rewards and sanctions outlined in the *Behaviour Policy*.
- PSED, PSHE and RSE sessions cover age appropriate and wide-ranging topics to support children learning how to stay safe.
- Pupils have access to trained nurses, who are members of the School staff.

- There are pupil voice councils for support and to discuss a wide range of issues including safeguarding; this includes School Council and the Wellbeing Group.

Minimising risk through work with parents

Lochinver House School works hard to build trusting relationships with parents in order to create a safe environment in which children can develop. We follow the Family Help guidelines and will work with parents and outside agencies to help support families. The School will discuss concerns with the parents to help find solutions and takes a neutral, non-judgemental, whilst maintaining the duty of care to the child as its priority.

Parents may refer to this policy via the School website to seek guidance if they have a safeguarding concern about their child or another child.

The School has a duty of care to refer concerns of a child being at harm, or risk of harm, to MASH. If a child is considered to be at immediate risk of harm the parents will not always be contacted first. The School will use the no names consultation to advise them when necessary. The confidentiality clause holds for all communication with parents. Parents should not discuss safeguarding concerns about their child or another child with other people, only the professionals supporting the child and family. It is noted Hertfordshire Safeguarding Children Partnership state that when requesting targeted Family Help or child in need support for a family, this must include parental consent. Without this, the request will not be accepted by Hertfordshire's Gateway.

Disclosures about the actions of someone outside of the school should go to MASH.

Safeguarding concerns regarding a member of staff would go to the Head or the Local Authority Designated Officer (LADO) 0300 123 4043 or on LADO.referral@hertfordshire.gov.uk .

Alternative Provision

Where the School places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs. Where a child has been placed with an alternative provision provider, the School will obtain written information from the provider(s) that necessary safeguarding checks have been carried out on those working there. The School will also obtain records of addresses a child may visit and will carry out at least half-termly reviews of any alternative provision placements. If any safeguarding concerns are raised, placements should be reviewed and terminated as necessary.

Safeguarding Complaints

When incidents occur, the Child Protection and Safeguarding Policy and Procedure should be shared with the relevant parents. The policy will not prevent all complaints. A dispute about the decisions taken may lead to an investigation. In these circumstances it would be for the disciplinary panel or the court to decide whether the actions taken were appropriate and reasonable in all circumstances.

This policy is reviewed, authorised and approved annually, as a minimum, by the Board of Governors and updated as needed on an interim basis by the Safeguarding team.

Reviewed By	Designated Safeguarding Lead
Approval Body/ Committee	Full Governing Body
Last Review	Autumn 2026
Next Review	Autumn 2027
Policy Linked To	Acceptable Use Policy, Admissions Policy, Admissions and Attendance Policy, Alcohol and Drugs Policy, Anti-Bullying Strategy, Behaviour Policy, Children Absent from Education, Confidentiality Policy, Controlled Drug Policy, Data Protection Policy, Educational Visits Policy, Equal Opportunities Policy, Online Safety Policy, First Aid Policy, Health and Safety Policy, Intimate Care Policy, Keeping Children Safe in Education – September 2026, Low Level Concerns Policy, Missing Child Policy, Privacy Notice, Personal, Social, Health and Education (PSHE) Policy, Pupil Collection Policy, Recruitment Policy, Relationship and Sex Education (RSE) Policy, Remote Learning Policy, Security, Access Control and Workspace Safety Policy, SEND Policy, Staff Handbook, Staff Induction and Probation Policy and Procedure, Supervision Policy, Use of Mobile Devices in the Early Years Foundation Stage Policy, Visitor and Visiting Speaker Policy and Procedure, Wellbeing Policy, Whistleblowing Policy.

This Policy applies to EYFS.

Any data held in relation to the content of this policy will be managed in accordance with our Data Protection Policy and Privacy Notice.

APPENDIX A : SAFEGUARDING 'WHO TO CONTACT' LIST

Service	Contact if	Name of contact	E mail address
Lochinver House School Chair of Governors	… there are concerns about the conduct of the Head.	Helen Rosethorn	chairofgovernors@lochinverhouse.com
Lochinver House School Safeguarding Governor	… there are concerns about safeguarding practices at Lochinver House School.	David Thompson	safeguardinggov@lochinverhouse.com
Lochinver House School Head	… there are concerns about the conduct of a member of staff towards a child.	Jonathan Wadge	jwadge@lochinverhouse.com
Lochinver House School DSL	… there are concerns about a child at Lochinver House School.	Victoria Russell	vrussell@lochinverhouse.com
Lochinver House School Prevent Lead	… there are concerns pertaining to Prevent	Victoria Russell	vrussell@lochinverhouse.com
Lochinver House School DDSL	… there are concerns about a child at Lochinver House School.	Danny Barth Paola Caldararo Jody Evans Zuriye Kemal Caroline Kennaugh Emma Roper Rebecca Whinnett	dbarth@lochinverhouse.com pcaldararo@lochinverhouse.com jevans@lochinverhouse.com zkemal@lochinverhouse.com ckennaugh@lochinverhouse.com eroper@lochinverhouse.com rwhinnett@lochinverhouse.com
Lochinver House Mental Health Lead	… there are concerns pertaining to Mental Health	Danny Barth	dbarth@lochinverhouse.com
Lochinver House School, responsibility for EYFS	… there are concerns about a child in EYFS.	Caroline Kennaugh	ckennaugh@lochinverhouse.com
MASH Multi-Agency Safeguarding Hub	… you need to report a child at harm or at risk of harm		Tel: 0300 123 4043
LADO (Local Authority Designated Officers)	Head (or Chair of Governors) need to make a referral regarding a member of staff		Tel: 0300 123 4043 LADO.referral@hertfordshire.gov.uk
Out of Hours emergency duty social work team (Children's Services Out Of Hours Services SOOHS)	For emergency access to the social work team out of MASH working hours		Tel: 0300 123 4043
HSCP Hertfordshire Safeguarding Children Partnership	… you require further information on local authority safeguarding guidance. … if training is required.		https://www.hertfordshire.gov.uk/services/childrens-social-care/childprotection/hertfordshire-safeguardingchildren-partnership/hscp.aspx

APPENDIX B : ROLES AND RESPONSIBILITIES

Staff responsibilities

All staff have a key role to play in early identification of concerns and in providing help for children. To achieve this, staff will:

- Read and understand Part 1 in full, of KCSIE 2026.
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know there are adults in the School who can be approached, should they have worries or concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to recognise, assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Record facts if there is a concern that a child is being abused and report these to the DSL or DDSL team as soon as practical that day.
- Be prepared to refer directly to Social Care, and the police if appropriate, should there be a risk of significant harm and the DSL or DDSL is not available.
- Follow allegations procedures, as set out in this policy and KCSIE 2026, if any disclosure is an allegation against a member of staff.
- Follow procedures set out by the Hertfordshire Safeguarding Children Partnership and take account of guidance issued by the DfE.
- Support pupils in line with any child protection plan.
- Treat information with confidentiality
- Ensure appropriate safeguarding arrangements are in place to respond to children who are absent from education, particularly on repeat occasions and/or for prolonged periods.
- Notify the DSL or DDSL of any child (including those on a child protection plan or child in need plan) who has unexplained absence.
- Have an understanding of Family Help, contextual safeguarding and be prepared to identify and support children who may benefit from Family Help.
- Liaise with other agencies that support pupils and provide Family Help.
- Ensure awareness and contact details of the DSL and DDSL team
- Have an awareness of the *Child Protection and Safeguarding Policy incorporating Staff Behaviour and Code of Conduct* the *Behaviour Policy* Procedures relating to the safeguarding response for children who are absent from education, as laid out in the *Children Absent from Education policy*
- The role of the DSL
- Have an awareness of mental health concerns and how in some cases these are indicators of the child being at risk of harm.

Senior Leadership Team responsibilities

- Contribute to inter-agency working in line with Working Together to Safeguard Children 2026 guidance.
- Provide a co-ordinated offer of Family Help when additional needs of children are identified.
- Ensure staff are alert to the various factors that can increase the need for Family Help as written in KCSIE ~~2025~~ 2026.
- Work with Children's Social Care, supporting assessments and planning processes including the School's attendance, including school holidays, at conference and core group meetings and the contribution of written reports for these meetings.
- Execute tasks delegated by the governing body including the training of staff in safeguarding and child protection, and the monitoring of a robust Single Central Register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff, regardless of their position within the school.
- Treat information shared by staff or pupils with respect and follow agreed policies and procedures.
- Ensure allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE) and the Hertfordshire Safeguarding Children Partnership procedures.

Governing body responsibilities

- Ensure the School has appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. Policies and procedures should include the following:
- Child Protection and Safeguarding Policy and Procedure (incorporating Staff Behaviour and Code of Conduct)
- Behaviour Policy
- Anti-Bullying Strategy
- E-Safety Policy
- Acceptable Use Policy
- Use of Mobile Devices in the EYFS Policy
- Children Absent from Education Policy
- Admissions and Attendance Policy
- Ensure recruitment, selection and induction follows safer recruitment practices, including all appropriate checks.
- Ensure allegations against staff are dealt with by the Head and that allegations against the Head are dealt with by the Chair of Governors.
- Ensure a member of the Senior Leadership Team is appointed as Designated Safeguarding Lead and has this recorded explicitly in their job description. This also includes responsibility for online safety and understanding the filtering and monitoring systems and processes in place.
- Have an awareness that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.
- Consider the number of and age range of children, who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.
- Review the standards of filtering and monitoring and discuss with IT staff and service providers any additional needs to meet this requirement.
- Recognise that some groups of children, are potentially at greater risk of harm than others (both online and offline).
- Ensure staff and governors have been trained appropriately and this is updated in line with guidance.
- Ensure governors are regularly updated regarding safeguarding matters, this includes termly reports and updates, end of year report and termly checks of procedures and resources in place.
- Ensure any safeguarding deficiencies or weaknesses are remedied without delay.
- Ensure a nominated governor for safeguarding is identified.
- Ensure an Annual Safeguarding review is executed, with clear feedback to the Board, thus ensuring detailed oversight of wider procedures and processes.
- Ensure a whole school approach to safeguarding is executed. This includes ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child.
- Ensure that systems are in place, which are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing that concerns will be treated seriously, and that views can be safely expressed, and feedback given.
- Ensure that, as part of the requirement for staff and governors to undergo regular updated safeguarding training, including online safety and the requirement to ensure children are taught about safeguarding, it is integrated, aligned, and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.
- Ensure the governing body receive regular assurance regarding online safety, Artificial Intelligence risks, filtering and monitoring effectiveness, staff safeguarding training compliance and implementation of KCSIE 2026 requirements.
- The Governing Body will seek assurance that low-level concerns are being recorded, reviewed and managed appropriately.
- Have regard to the Teachers' Standards which set out the expectation for the effective management of behaviour, ensuring a good and safe educational environment and requiring teachers to have a clear understanding of the needs of all pupils.
- Ensure when facilities and premises are hired to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) appropriate

arrangements are in place to keep children safe. This includes appropriate safeguarding and children protection policies and procedures.

The guidance on keeping children safe in out-of-school settings details the safeguarding arrangements that schools should expect these providers to have in place. Governors should understand the School may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, the governors should understand the School should follow their safeguarding policies and procedures, including informing the LADO.

DSL responsibilities (in conjunction with DSL role description in KCSIE)

In addition to the role of all staff and the senior leadership team, the DSL will:

- Refer cases to MASH, and the police where appropriate, in a timely manner avoiding any delay that could place the child at more risk.
- Assist the Governing Body in fulfilling its safeguarding responsibilities set out in legislation and statutory guidance.
- Attend appropriate training and demonstrate evidence of continuing professional development to carry out the role.
- Ensure every member of staff is aware of the DSL and DDSL team and their contact details.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns about a child to the DSL and concerns about an adult to the Head. The Head may share with the Deputy Head Pastoral (who is a DDSL), on a need-to-know basis, any staff concerns raised with the Head.
- Ensure responsibility for online safety, including understanding the filtering and monitoring systems and processes in place within the School.
- Ensure whole school training occurs regularly, with at least formal annual updates so that staff and volunteers can fulfil their responsibilities knowledgeably.
- Ensure any members of staff joining the school outside the agreed training schedule receive induction prior to commencement of their duties.
- Keep records of child protection concerns securely and separately from the main pupil file and use these records to assess the likelihood of risk.
- Ensure that safeguarding records are transferred accordingly (separate from pupil files) and in a timely fashion when a child transfers school.
- Ensure that, where a pupil transfers school and is subject to a child protection plan or is a child cared for, information is passed to the new school immediately with the child's social worker informed. Consideration will be given to convening a transition meeting prior to moving if the case is complex or on-going.
- Be aware of the training opportunities and information provided by Hertfordshire Safeguarding Children Partnership to ensure staff are aware of the latest local guidance on safeguarding.
- Develop, implement, and review procedures in the school that enable the identification and reporting of all cases, or suspected cases, of abuse.
- Meet any other expectations set out for DSLs in KCSIE 2026
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with School staff and the School leadership team.
- Work alongside and liaise with the four Safeguarding Partners in line with Working together to Safeguard Children 2026 and NSPCC.
- Be aware of the importance of information sharing, both within the School, and with other schools on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- Be aware of the relevant data protection legislation and regulations, particularly the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- Demonstrate an ability to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This will include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

APPENDIX C : FILTERING AND MONITORING

The appropriateness of any filtering and monitoring systems is a matter of the School, and is informed in part, by the risk assessment required by the Prevent Duty.

To support the School meet this duty, the Department for Education has published filtering and monitoring standards. It states that the School should:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet safeguarding needs.

The governing body receives and reviews a documented annual report on the effectiveness of filtering and monitoring systems. This review will consider safeguarding risks, emerging technologies, Artificial Intelligence, pupil access routes, incidents recorded and effectiveness of controls.

The School understands and is committed to adherence to the above standards.

APPENDIX D : DETAILED INFORMATION ABOUT ABUSE, NEGLECT AND EXPLOITATION

Exercising professional curiosity and knowing what to look for us vital to the early identification of abuse, neglect and exploitation.

All staff should be aware of indicators of abuse, neglect and exploitation, thus enabling identification of cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the Designated Safeguarding Lead or a member of the DDSL team.

All School staff should be aware that abuse, neglect and exploitation and safeguarding issues are rarely stand-alone events that can be covered by one definition or category. In most cases, multiple issues will overlap with one another. Staff should understand that children can be at risk of harm inside and outside of School, inside and outside of home and online.

Definitions and Indicators of abuse, neglect and exploitation

Abuse
A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse:
A form of abuse which 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.

Indicators of physical abuse / factors that should increase concern
- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g.: fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g.: linear bruising (stick), parallel bruising (belt), marks of a buckle, Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g.: electric fire, cooker, cigarette
- Scalds with upward splash marks or tide marks
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

In the social context of the School, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:
- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adult words) • no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault.

You should be concerned if the child or young person:

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. Emotional abuse also includes verbal abuse**,** such as persistent shouting, insulting, belittling, humiliating, threatening language, or any verbal behaviour that causes emotional harm or distress.

Indicators of emotional abuse

- Developmental issues
- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g.: wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour

- Poor social relationships

Emotional responses
- Extreme fear of new situations
- Inappropriate emotional responses to painful situations ("I deserve this")
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

Most harm is produced in low warmth, high criticism homes, not from single incidents. Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

It is sometimes possible to identify emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

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. They may also include 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue.

Characteristics of child sexual abuse:
- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Indicators of sexual abuse Physical observations
- Damage to genitalia, anus, or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching •
  Unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations
- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity. Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness

- Socially isolated or withdrawn
- Overly compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour
- Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed

Neglect

This is seen as 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, for example, 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

NSPCC research has highlighted the following examples of the neglect of children under 12:

- frequently going hungry
- frequently having to go to school in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions • not being taken to the doctor when ill • not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging. Children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (What to do if You're Worried a Child is Being Abused DfE 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the DSL or a member of the DDSL team.

Indicators of neglect

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is if there is **any** uncertainty or concern it should be actioned. The Hertfordshire Safeguarding Partnership childcare and development checklist/toolkit provides a more detailed list of indicators of neglect and is available to all staff

Physical indicators of neglect

- Constant hunger and stealing food
- Poor personal hygiene – unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

Behavioural indicators of neglect

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food

APPENDIX E : CHILD ON CHILD ABUSE

All staff should be aware that children can abuse other children (often referred to as Child-on-Child abuse). Even though there may not be any awareness of Child-on-Child abuse being reported, such abuse may still be taking place and is not being reported. Examples of Child-on-Child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying).
- Abuse in intimate personal relationships between peers.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise
- Causing physical harm.
- Sexual violence, such as rape, assault by penetration and sexual assault
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Up skirting, 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.
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.
- Intrafamilial harm – with consideration given to the need to support siblings
- AI-facilitated abuse – child-on-child abuse may include the creation, possession or sharing of AI-generated sexual imagery, deepfake images, manipulated intimate images and other forms of technology-assisted abuse.

The school recognises that harmful sexual behaviour may occur between children of any age, including primary-aged pupils. Behaviour will be considered within the context of the child's age, developmental stage, understanding and circumstances. Appropriate safeguarding responses, risk assessments and referrals to external agencies will be considered where required.

All staff should be clear as to the school's policy and procedures with regards to child-on-child abuse, and in particular are referred to the School's *Anti-Bullying Strategy*. The school has a zero tolerance to Child-on-Child abuse and will not be simply passed off as 'banter' or 'having a laugh'. The school recognises that whilst it is more likely that girls will be victims and boys may be perpetrators, all such abuse is unacceptable and will be taken seriously. Any concerns must be reported.

Sexual violence and sexual harassment between children

There is concern nationally relating to a culture of misogyny and sexual harassment in many schools and the DfE and Ofsted have reviewed school procedures.

Part 5 of the statutory guidance in KCSIE sets out how the school will manage reports of Child-on-Child sexual violence and harassment. This section is read and understood by the DSL and other members of staff with specific safeguarding responsibilities and referred to as needed, particularly if a report of Child-on-Child sexual violence or sexual harassment is made.

If a report is made, the DSL will lead how the report is dealt with, given the high-profile nature of the report. This will be in liaison with the Head. Where the DSL is unavailable, a Deputy DSL will lead. On a case-by-case basis, there will be consideration made as to the gender of the DSL or Deputy, so the victim feels comfortable with how the investigation is managed.

When it comes to action to manage the report, the needs and wishes of the affected child will be central. Considerations will include how the investigation proceeds, and the support of the child required. Sexual violence and sexual harassment are not acceptable and will not be tolerated. Reports will not be passed off as banter or part of growing up.

Where a report of rape, assault by penetration or sexual assault is made, children's social care and the police will be informed. Before doing so, this will be discussed with the victim and their parents/carers, explaining why it is important for other agencies to know and how these agencies will be able to support the victim.
Other allegations will be managed within the School and/or with support from children's social care providers. The guidance and the DfE advice, set out the steps the School will take to manage the pupils involved, including risk assessments, separating the children in lessons, investigating the report, and supporting the victim and alleged perpetrator. The School may decide that the children involved do not require referral to statutory services, but instead may benefit from Family Help. In this instance, the aim of offering Family Help would be to support the children and to improve the family's resilience and outcomes or to reduce the chances of any problem worsening. Further detail is shared in KCSIE 2026 Part 4.

'Sexting' – Youth produced sexual imagery
Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others or sends sexually explicit messages. This is now more commonly known as sharing nudes or semi-nudes.

They can be sent using mobiles, tablets, smartphones, laptops, or any device enabling the sharing of media and messages.

What the law states:
Sexting can be seen as harmless, but creating or sharing explicit images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they:

- Take an explicit photo or video of themselves or a friend.
- Share an explicit image or video of a child, even if it is shared between children of the same age.
- Possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

'Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People '

The document linked above produced by the UK Council for Child Internet Safety provides advice on dealing with incidents where:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

The advice does not cover the sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse, in which case the School should always inform the police.

What to do when an incident involving youth produced sexual imagery comes to the school's attention:

- If possible, the device involved should be confiscated and set to flight mode, or if not possible, switched off.
- The incident must be referred to the DSL as soon as possible.
- The DSL should hold an initial strategy meeting with appropriate staff.
- There should be subsequent discussions with the pupils involved (if appropriate).
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the child at risk of harm.
- At any point in the process if there is a concern a child has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

The school recognises the national concern regarding Violence Against Women and Girls (VAWG), this includes misogyny, sexist attitudes and behaviour, sexual harassment, sexual violence, coercive behaviours, online misogyny, harmful gender stereotypes and abusive attitudes. Whilst any child may be affected, such behaviours can contribute to a culture in which abuse becomes normalised.

The school adopts a preventative approach through curriculum provision, assemblies, pastoral support and behaviour expectations. Any behaviour that contributes to a culture of harassment, intimidation or discrimination will be addressed promptly.

APPENDIX F: ONLINE SAFETY

It is recognised by Lochinver House School that the use of technology presents challenges and potential risks to children and adults both inside and outside of school. The DSL has overall responsibility for online safety within the School. This includes monitoring and filtering. The School identifies issues may be broadly categorised into three areas of concern:

- Content: being exposed to illegal, inappropriate or harmful material
- Contact: being subjected to harmful online interaction with other users
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm.

The DSL and Senior Leadership Team have read Annex C regarding Online Safety within 'Keeping Children Safe in Education' 2026.

The School a clear policy regarding the use of mobile phones and personal smart devices by pupils, staff, volunteers and visitors. The safeguarding implications of mobile phones, smart watches, AI-enabled devices and internet connected technology are reviewed regularly and in accordance with KCSIE 2026 and the EYFS Statutory Framework September 2026 and has appropriate policies in place. These are shared and understood by all members of the School community. Further information about specific approaches to the aforementioned can be found in both the School's 'E-Safety' and 'Use of Mobile Devices in EYFS' policies which can be found on the School's CRL and website.

Filtering and Monitoring

Children increasingly work online and use technology. The School recognises that it is crucial to safeguard children from potentially harmful and inappropriate online material. KCSIE 2026 includes that online safeguarding harms now include 'misinformation', 'disinformation (including fake news)' and 'conspiracy theories'.

As such appropriate filters and appropriate monitoring systems are in place. These measures also monitor abusive behaviours that may class as cyber bullying.

Pupils sign an Online Safety agreement.

Monitoring software alerts the DSL immediately if any potential safeguarding issues arise. These range from matters of radicalisation through to mental health concerns and risk of suicidal thoughts. The School acknowledges that whilst filtering and monitoring is an important part of the School's online safety responsibilities, it is only one part of the approach to online safety. Pupils and adults may have access to systems external to the School control such as mobile phones and other internet enabled devices and technology. Where concerns are identified, appropriate action will be taken.

The School recognises that many children have unrestricted access to the internet via mobile phone networks (3', 4G and 5G). The School carefully considers how this is managed and procedures are reflected in the School's Online Safety Policy. A comprehensive whole school curriculum framework is in place to enable all pupils to learn about and manage online risks effectively and this also supports parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.

<u>AI, Deepfakes and Nudification Apps</u>

The school recognises the Safeguarding risks associated with Artificial Intelligence (AI), including AI-generated imagery, deepfakes, synthetic media, nudification applications and manipulated digital content. Staff will remain vigilant to the use of technology that may facilitate child-on-child abuse, sexual harassment, sexual violence, bullying, humiliation, coercion or exploitation. The creation, possession or sharing of AI-generated indecent imagery of any child will be treated in the

same manner as other forms of child sexual abuse material and managed in accordance with safeguarding and child protection procedures.

Where generative Artificial Intelligence tools are used within the school, leaders will ensure that safeguarding, privacy, data protection, age appropriateness and educational suitability are considered before deployment. Staff must not input sensitive personal data into AI systems unless authorised and compliant with the school's data protection arrangements. Any concerns relating to AI-generated content will be treated as safeguarding concerns and reported through CPOMS and to the DSL without delay.

APPENDIX G : SPECIFIC SAFEGUARDING ISSUES

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos~~. 8~~ can be signs that children are at risk.

Mental health

Within the School, we aim to promote positive mental health and wellbeing for our whole community (pupils, staff and parents), and recognise how important mental health and emotional wellbeing is to lives, in just the same way as physical health. We recognise that children and young people's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children and young people will have varying mental health during their school career. However, some face significant life events which can seriously impact their emotional wellbeing and can include mental illness.

The Department for Education (DfE) recognises that: "Schools have a role to play in supporting the mental health and wellbeing of children" (Mental Health and Behaviour in School, 2018). Schools can be a place for all pupils to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. Schools are also a place of respite from difficult home lives and offers, positive role models and relationships, which are critical in promoting the wellbeing of all young people.

The role of the School Is to ensure that pupils can manage times of change and stress, and that they are supported to reach their potential or access help when they need it. The School also has a role to ensure that pupils learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

Within our pastoral structure, we have a team of School Nurses, a Child and Family Support Worker and a Mental Health team, whose roles are to triage and signpost pupils who are presenting mental health decline. We also have a Deputy Head Pastoral, who works on promoting healthy coping strategies. All roles liaise closely with the DSL and team of DDSLs, ensuring a clear understanding of pupils needs and key trends.

Staff should understand that mental health concerns can be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect or exploitation. Particular attention should be given to indicators such as self-harm, suicidal ideation, eating disorders, substance misuse, persistent anxiety, social withdrawal and significant changes in behaviour. All such concerns must be recorded and shared with the DSL without delay, even where there is no immediate disclosure of abuse.

Serious violence

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

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence and its criminal exploitation of children and vulnerable adults: county lines guidance https://www.gov.uk/government/publications/criminal-exploitation-of- children-and-vulnerable-adultscounty-lines.

Possession of a weapon may be an indicator that a child is at risk of serious violence, criminal exploitation, gang affiliation, coercion or intimidation. Concerns about a child carrying, using or intending to use a weapon should be reported the DSL, who should carry out a risk assessment and multi-agency consultation may be required.

Upskirting

'Upskirting' 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. It is now a criminal offence, and the perpetrator can face a sentence of up to 2 years in prison. Anyone of any gender can be a victim.

So-called 'Honour-Based' Abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'Honour-Based' Abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of So-called HBA, or already having suffered HBA.

It should be noted that from February 2023 it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Female Genital Mutilation

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

Whilst all staff should speak to the Designated Safeguarding Lead or team of DDSLs with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Contextual Safeguarding

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the Designated Safeguarding Lead and the team of DDSLs should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

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

Behaviour

Teachers can sanction pupils whose conduct falls below the standard which could be reasonably expected of them. Disciplinary action can be taken whilst other investigations by the police and/or local authority children's social care are ongoing. The fact that another body is investigating or has investigated an incident does not in itself prevent a school from coming to its own conclusion, on the balance of probabilities, about what happened, and imposing a penalty accordingly. This is a matter for the School and should be carefully considered on a case-by-case basis. The Designated Safeguarding Lead (or a deputy) should take a leading role. The School should consider if, by taking any action, it would prejudice an investigation and/or any subsequent prosecution. Careful liaison with the police and/or local authority children's social care should help the school make a determination. It will also be important to consider whether there are circumstances that make it unreasonable or irrational for the school to reach its own view about what happened while an independent investigation is considering the same facts.

Children Absent from Education

All staff should be aware that children being absent for prolonged periods and/or on repeat occasions, going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may involve sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. It is important the School's response to persistently absent pupils and children absent from education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging, but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Staff should be aware of the School's unauthorised absence and children missing from education procedures.

The School holds at least two emergency contact numbers for each pupil.

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.

The School informs Hertfordshire of all deletions from its admission register when any child is taken off roll.

Where a parent has expressed their intention to remove a child from school with a view to educating at home. It is recommended that Las, schools, and other key professionals 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 special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. Where a child has an Education, Health and Care plan local authorities will be required to review the plan, working closely with parents and carers.

DfE guidance for local authorities on Elective home education Elective home education: departmental guidance for local authorities (publishing.service.gov.uk) sets out the role and responsibilities of Las and their powers to engage with parents in relation to EHE.

Child sexual exploitation (CSE) and child criminal exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in

exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online. Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions.
- children who associate with other young people involved in exploitation.
- children who suffer from changes in emotional well-being.
- children who misuse drugs and alcohol.
- children who are absent from school for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education, including repeated exclusions or removals from lessons
- Carrying weapons
- Significant changes in behaviour or presentation

In line with *Keeping Children Safe in Education (2026)*, exploitation can be facilitated or enabled online, including through AI-generated grooming, coercive digital communication, manipulation via social media algorithms, or recruitment through gaming platforms and encrypted messaging apps.
Additional indicators of CCE include:

- children who show signs of online coercion, including sudden secrecy around devices or contact with unknown adults or peers online;
- children who are targeted or recruited through social media, gaming platforms, or encrypted messaging apps;
- children involved in digitally facilitated criminal activity, including the online distribution or movement of illicit goods or information.

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

Government Guidance: Child sexual exploitation: guide for practitioners

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other forms of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. All children can witness and be adversely affected by domestic abuse in the context of their home lives where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long-lasting emotional and psychological impact on children.

Young people can also experience domestic abuse within their own intimate relationships. This form of Child on Child abuse is also referred to as 'teenage relationship abuse'.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who experience domestic abuse. The helpline is available 8:00am to 1:00pm Monday to Friday on 0204 513 9990.

Further information can be found in KCSIE 2026.

Cybercrime

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

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

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

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

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online and child sexual abuse and exploitation, nor other areas of concern such as on- line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NSPCC-when to call the police' and National Cyber Security Centre – NCSC.GOV.UK

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Designated Safeguarding Lead (and any DDSLs) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

Further information around safeguarding issues can be found in KCSIE 2026 and via the Hertfordshire Safeguarding Children Partnership website pages.

Medical Conditions, Allergies and Safeguarding

The School recognises that children with medical conditions, including severe allergies, may be vulnerable where their medical needs are not appropriately met. Whilst an isolated incident involving a medical condition or allergy would not normally constitute a safeguarding concern in itself, staff must consider whether a pattern of behaviour or omission places a child at risk of neglect, abuse or exploitation.

Examples may include:

- Repeated failure to provide prescribed medication, including adrenaline auto-injectors.
- Failure to inform the School of significant medical conditions or allergies.
- Repeated failure to attend medical appointments.
- Persistent non-compliance with agreed medical or healthcare plans which places the child at risk.

Any concerns that a child may be placed at increased risk because their medical condition or allergy is not being appropriately managed should be reported to the DSL and considered in line with safeguarding procedures. Concerns should be recorded on CPOMS and reviewed alongside other welfare indicators.

APPENDIX H : STAFF BEHAVIOUR AND CODE OF CONDUCT

In general, pupils should be encouraged to discuss with their parents or guardians, issues that are troubling them. It may be appropriate to suggest that a pupil sees a trusted adult in School, the School Nurse or an available suitable counsellor.

Staff need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse. Staff need to work and be seen to work in an open and transparent way. They need to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in an instrumental music lesson, or sports coaching lesson, or other 1-2-1 situations, it is good practice to ensure that others are within earshot. Where possible, a gap or barrier should be maintained between teacher and child at all times. Any physical contact should be the minimum required for care, instruction or restraint.

It is inadvisable for a teacher to transport pupils In their own vehicles unless unavoidable and with prior management consent. Please refer to the Staff handbook.

It is an offence for a person aged 18 or over, such as a teacher, to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if, in the case of those over 16, the relationship is consensual.

Acceptable use of technologies

All staff are required to read and comply with the School's E-Safety Policy and confirm acceptance to the School's Acceptable Use Policy which includes information on accessing and using the internet, online conduct, social networking and media, data protection, use of email and personal devices.

Communication with pupils

Staff must not give their personal mobile phone numbers or email addresses to pupils, nor should they communicate with them through social media, by text message or personal email. If they need to speak to a pupil by telephone, they should use one of the School's telephones and email using the School system. The group leader on all trips and visits involving an overnight stay should take a School mobile phone with them and may ask the pupils for their mobile numbers before allowing them out in small, unsupervised groups. The School mobile should be used for any contact with pupils that may be necessary. The group leader will delete any record of pupils' mobile phone numbers at the end of the trip or visit and should ensure that pupils delete any staff numbers that they may have acquired during the trip. All staff should refer to the E-Safety Policy for further information and clarification.

Confidentiality

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

Family Help

Our staff are particularly important as they are in a position to identify concerns early, provide help for children and prevent concerns from escalating. We recognise any child may benefit from Family Help, but staff are particularly alert to the potential need for Family 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 bereaved
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups and/or serious violence, including knife crime or county lines
- is frequently missing/goes missing from education, home or care
- is missing education, or persistently absent from school, or not in receipt of full-time education
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, and in Alternative Provision or a Pupil Referral Unit
- is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- 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
- has returned home to their family from care
- is a privately fostered child

Staff are aware of the Family Help process. In the first instance they should discuss Family Help requirements with the DSL or member of the DDSL team. They may also need to share information with other professionals to support early identification and assessment, attend meetings, contribute to support plans to promote positive outcomes for children and families. In some cases, acting as the lead professional in undertaking an Family Help assessment. All staff have a responsibility to provide a safe environment in which children can learn.

The School, as a relevant agency, will be part of discussions with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as part of the local arrangements. Our safeguarding partners publish a local threshold document which includes the process for the local Family Help assessment and the type and level of Family Help services to be provided, and the DSL (and deputies) are familiar with this document.

https://www.hertfordshire.gov.uk/media-library/documents/childrens-services/hscb/professionals/continuum-ofneeds-hscb.pdf

Young Carers

The school recognises that young carers may face additional safeguarding, attendance, welfare and mental health challenges due to caring responsibilities within the home. Staff should be alert to indicators including persistent tiredness, lateness, difficulties completing homework, anxiety regarding family members, social isolation and reduced participation

in school activities. Concerns should be shared with the DSL and consideration given to appropriate support and referral to local young carers services.

Low Level Concerns

The School has a separate Low Level Concerns policy which can be accessed via the School's website or through the CRL.

We promote an open and transparent culture in which all concerns within or outside the workplace about any adults working in or on behalf of the School (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. As part of our whole school approach to safeguarding, we will still deal with any concerns (including allegations) that do not meet the harm threshold as detailed in KCSIE 2026. These concerns (including allegations) are termed as 'low level' concerns. However, this does not mean that they are not significant. Indeed, the School recognises that in a Low Level Concern, no matter how small and even if no more than causing a sense of unease or a 'nagging doubt', an adult working in or on behalf of the School may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- Does not meet the allegations threshold or is otherwise not considered serious enough to be considered for a referral to the LADO.

Low Level Concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken. Any concerns which arise will be recorded and appropriate action will be taken to safeguard the children in our care.

Where a Low Level Concern has been raised by a third party, the Head will collect as much evidence as possible, speaking to the person who raised the concern (if possible), to any individuals involved and any witnesses.

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

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door or
- using inappropriate sexualised, intimidating or offensive language
- humiliating pupils

Staff are aware that any Low Level Concern/s should be reported to the Head. Where a Low Level Concern is raised about the Head it should be shared with the Chair of Governors. Reports about supply staff and contractors should be raised with their employers, to allow potential patterns of inappropriate behaviour to be identified.

Where a member of staff does not feel able to report a concern directly to the Head, concerns may alternatively be reported to the DSL, Deputy Head Pastoral, Chair of Governors or through the School's Whistleblowing procedures.

All Low Level Concerns will be recorded in writing by the Head. The record will include details of the concern, the context in which the concern arose, and action taken. Whilst the School will respect requests for anonymity wherever reasonably possible, anonymity cannot be guaranteed in all circumstances. There may be occasions where it is necessary to identify the individual who raised the concern in order to ensure a fair investigation, disciplinary process or safeguarding enquiry. The School will always seek to handle such situations sensitively and proportionately.

The Head will be the ultimate decision maker in respect of all Low Level Concerns, although it is recognised that depending on the nature of some Low Level Concerns and/or the role of the DSL, the Head may wish to consult with the DSL and take a more collaborative decision-making approach.

Records are kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR). Low-level concerns that do not meet the harm threshold will be maintained in a

secure and confidential low-level concerns record, separate from personnel files unless they form part of a disciplinary, conduct or performance process.

Any such records passed onto the Head are regularly reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of behaviour is identified, the School will decide on an appropriate course of action, which could include:

- internal disciplinary procedures
- referral to the LADO (if the Harms Threshold is met).

In these circumstances, the school will consider if there were any wider contextual issues in school that enabled the behaviour to occur. If this is found to be the case, relevant policies will be reviewed, and extra training put in place to minimise the risk of recurrence where necessary to strengthen safeguarding arrangements. Detailed records will be kept of any Low Level Concern Record Reviews.

If the School has any doubt as to whether the information which has been shared about a member of staff as a Low Level Concern in fact meets the harm threshold, the Head or Chair of Governors will consult with the LADO.

The School ensures it creates an environment where staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Physical intervention

Any physical intervention is only permissible when a child is in imminent danger of inflicting an injury on himself or on another, and then only as a last resort when all efforts to diffuse the situation have failed. Such action should use the minimum force needed. Another member of staff should, if possible, be present to act as a witness. All incidents involving the use of physical restraint should be recorded in writing, in the physical intervention log and reported immediately to the Head, DSL or a member of the DDSL team who will consider any further action required. Where this relates to the School's Early Years Foundation Stage ("EYFS") setting, parents will be informed of any physical restraint used on their child the same day or as soon as reasonably practicable. All staff should refer to the *Behaviour* and *Reasonable Force* in the EYFS policies for further information and clarification. Staff should also refer to the Staff Handbook regarding acceptable physical contact procedures.

Visitors and visiting speakers

It is often invaluable to use visiting speakers to enhance the curriculum. However, the use of an external speaker should be carefully planned for and clear guidance given to them before they meet the children. It is essential that an awareness of the School's commitment to British Values and the work of the Prevent Strategy is made. In particular this policy should be read in conjunction with the Visitor and Visiting Speaker Policy. Visitors who are not subject to enhanced DBS checks will be appropriately supervised whilst on site.

APPENDIX I : RECORD OF CONCERN FORM

Child's Name :			
Child's DOB :			
Male/Female :	Ethnic Origin :	Disability Y/N :	Religion :
Date and time of concern :			
Your account of the concern : (what was said, observed, reported and by whom)			
Additional information : (your opinion, context of concern/disclosure)			
Your response : (what did you do/say following the concern)			
Your name :		Your signature :	
Your position in School :		Date and time of this recording :	
Action and response of DSL:			
Feedback given to member of staff reporting concern:		Information shared with any other staff? If so, what information was shared and what was the rationale for this?	
Name:		Date:	

Return completed form to Designated Safeguarding Lead: Victoria Russell Deputy Safeguarding Leads:

- Danny Barth, Deputy Head Pastoral
- Paola Calderaro, Head of Computing and Digital Learning
- Rebecca Whinnett, Head of House and TA.
- Jody Evans, Head of Maths and Head of Year 6
- Zuriye Kemal, Head of Year 3 and Year 4
- Emma Roper, Assistant Head Co-Curricular
- Caroline Kennaugh, Head of Early Years

APPENDIX J: CPOMS Protocol
CPOMS (Child Protection Online Monitoring Service) PROTOCOL

CPOMS (Child Protection Online Monitoring Service) is a secure online platform for monitoring child protection and other pupil welfare issues, which works in conjunction with the School's existing safeguarding procedures.

CPOMS aids in the management of child protection, behavioural issues, special educational needs/disability, domestic/home related issues and other issues pertaining to the welfare of pupils in school. Every member of staff across the school has an obligation to report any concerns that they may have.

CPOMS allows the recording of information in a central system and have relevant people alerted immediately. The DSL and DDSLs are able to build a chronology around a pupil and can produce reports for meetings, governors and fulfil any information requests from professionals/parents. Every member of staff needs to be mindful that entries could potentially be part of a Freedom of Information request from a parent or agency such as the courts/police; it is therefore of paramount importance that every entry contains only factual information and that nothing is open to interpretation or untrue. Entries must be of a professional standard, including accurate spelling and language which is in no way discriminatory.

Concerns may arise at any time through direct disclosure from a pupil, something a parent has shared, something another pupil has articulated or even something that just does not 'feel right'. Nothing is too insignificant to report, as the more evidence that can be gathered to support the safeguarding of children, the better chance the School has in making the right choices for its children.

The role of CPOMS in Safeguarding
CPOMS has not completely replaced the 'Record of Concern' forms as the means of recording safeguarding concerns about a child; nor is it a substitute for immediately passing on a child protection concern to the DSL or DDSL. If a member of staff identifies an immediate child protection concern, they must act in accordance with the Child Protection Procedures and alert the DSL or DDSL immediately with regards to the nature of the concern.

Record of Concern forms are available for visitors or those members of staff who do not have direct access to a computer during their working day. Once these are completed these forms must be handed to the DSL or a DDSL. It is the responsibility of the DSL or DDSL to log the concern form onto CPOMS. The original Record of Concern form will be retained and stored securely. Staff may also log significant events on CPOMS if they feel this information will be useful to pastoral staff/ the SLT to know and which may have an impact on the welfare of a child e.g. parent lost job, parents separated, significant bereavement or a significant piece of information regarding significant wider family members.

Accessing CPOMS
CPOMS can be accessed through a web-browser interface using an individually designated school email address.

Permission levels
- Full system access and administration rights are only available to Head, DSL and the Deputy Head Pastoral
- Full system access is available to the DDSLs and SLT.
- Add/view incidents and access to Behaviour (inc. sub-categories) only is available to teaching staff and support staff.
- Peri staff can add incidents.
- All members of staff are required to set up the CPOMS Authenticator – has been pushed to School iPads.

How to record an incident
All staff must only record incidents when logged into to an individually designated CPOMS account
1. Click on Add Incident in the purple banner at the top
2. Type in the name of the pupil on which to report (a list of options will appear, please ensure accuracy)

3. Incident: Begin writing up the incident. Use the below as a guide:
   a. What you are recording: direct conversation, phone call, observation.
   b. Main Content: the main and relevant facts must be recorded i.e. what have you been told? What have you observed? If you are recording a conversation with a child, please record the words/phrases which they used.
   c. If the child has a physical injury, use the body map to note any marks or injuries, as well as a description of the mark i.e. colour, shape.
   d. Action: What have you now done regarding the incident? E.g. contacted a parent, spoken to the child? If any advice was given, please record this as succinctly as possible.
   • CPOMS must not be used as an alternative to communicating actions directly to members of staff. 'Actions' logged must have already been carried out or logged once agreed with another professional.
4. Categories: Choose a category to identify the nature of concern. If unsure, then choose the most suitable category.
5. Linked pupils: If reporting an incident that concerns other pupils in School, add them in the linked students bar. (This may be siblings, friends or other children involved in an incident in school). If a linked student is being referred to in the text, use initials only.
6. Alert staff members – always click the 'Safeguarding team' button for safeguarding concerns/welfare/home issues. To alert specific individuals, start to type the name and options will appear then click on the correct name. Care must be taken not to communicate sensitive information to those who are not permitted to know.
7. Files: The option to upload documents is available here e.g. School notes, letters, reports
8. Add Incident: Click to submit the incident and alert all staff identified. The incident cannot be edited once submitted.
9. If a significant mistake is made and realised after submission, take note of the incident and advise the DSL.
10. Action: If an action needs to be added (following speaking to a parent, discussion with a colleague or there is more information to be logged) include this by clicking 'add action' underneath the incident. Again, alert the relevant staff.
11. Once alerted to an incident, an email is sent to the appropriate individual designated school email address. It will note who created the alert and the category under which it comes, but no other information. Having read the alert incident, mark as read, acknowledging the content. However, if there is a requirement to follow up the incident, click add action and comment.
12. Follow up any actions as requested and log outcome as another action for the same incident. All information on CPOMS is both sensitive and confidential. Do not discuss anything with other staff members or leave the page open in view at School or public places.

APPENDIX K : ADDITIONAL ADVICE AND SUPPORT

Abuse, Neglect and Exploitation

- What to do if you're worried a child is being abused – DfE advice
- Domestic abuse: Various Information/Guidance – Home Office (HO)
- Faith based abuse: National Action Plan – DfE advice
- Relationship abuse: disrespect nobody – Home Office website

Attendance

https://assets.publishing.service.gov.uk/media/6a4f9ec6a6586e258d371bd0/Working_together_to_improve_school_attendance_2026.pdf (July 2026)

Behaviour

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (publishing.service.gov.uk).

Bullying

- Preventing and Tackling Bullying - DfE advice
- Cyber bullying: advice for headteachers and school staff - DfE advice

Children missing from education, home or care

- Children missing education - DfE statutory guidance
- Child missing from home or care - DfE statutory guidance
- Children and adults missing strategy - Home Office strategy

Children with family members in prison

- National Information Centre on Children of Offenders - Barnardo's in partnership with HM Prison and Probation Service

Child Exploitation

- Trafficking: safeguarding children - DfE and HO guidance
- FINAL-Multi-agency-Practice-Principles-for-responding-to-child-exploitation-and-extrafamilial-harm-Designed-.pdf (researchinpractice.org.uk)

Child Sexual Abuse

Supporting practice in tackling child sexual abuse - CSA Centre - Centre of Expertise on Child Sexual Abuse has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse.

Child abuse concerns: a guide for practitioners.

County Lines

County Lines Toolkit For Professionals - The Children's Society in partnership with Victim Support and National Police Chiefs' Council

Drugs

- Drugs: advice for schools – DfE and ACPO advice
- Drug strategy 2017 - Home Office strategy
- Information and advice on drugs - Talk to Frank website
- Alcohol and Drug education and prevention information service (ADEPIS) https://yjresourcehub.uk/training-andlearning/item/488-alcohol-and-drug-education-and-prevention-information-service-adepis.html

Forced Marriage

The right to choose: government guidance on forced marriage –GOV.UK (www.gov.uk)

"Honour Based Abuse" (so called)

- Female genital mutilation: information and resources- Home Office guidance
- Female genital mutilation: multi agency statutory guidance - DfE, DH, and HO statutory guidance

Health and Well-being

- Fabricated or induced illness: safeguarding children - DfE, DH, HO
- Rise Above: Free PSHE resources on health, wellbeing and resilience - Public Health England
- Medical-conditions: supporting pupils at school - DfE statutory guidance
- Mental health and behaviour - DfE advice

Homelessness

- Homelessness: How local authorities should exercise their functions - Ministry of Housing, Communities & Local Government guidance

Mental Health Wellbeing

- The Resource Vault – resources to supply Mental health

Online

- Responding to incidents and safeguarding children - UK Council for Internet Safety
- LGFL 'Undressed' – provided schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders.
- National Crime Agency CEOP Education Programme https://www.thinkuknow.co.uk/ : Protecting children and young people from online child sexual abuse through education.

- UK Safer Internet Centre: "appropriate" filtering and monitoring: https://saferinternet.org.uk/guideand-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring
- South West Grid for Learning www.swgfl.org.uk have created a tool to check whether a school or college's filtering provider is signed up to its relevant lists (CSA content, Sexual content, Terrorist content, Your Internet Connection Blocks child abuse and terrorist content).
- Cyber security standards for schools and colleges gives broader guidance on Cyber security including considerations for governors and trustees can be found at Cyber security training for school staff – www.NCSC.GOV.UK .

Private fostering

- Private fostering: local authorities - DfE statutory guidance

Radicalisation

- Prevent duty guidance- Home Office guidance
- Prevent duty: additional advice for schools and childcare providers - DfE advice
- Educate Against Hate website - DfE and Home Office advice
- Prevent for FE and Training - Education and Training Foundation (ETF)
- Managing risk of radicalisation in your education setting - GOV.UK (www.gov.uk)

Special Education Needs (SEN)

- SEND Code of Practice 0 to 25 years and from specialist organisations such as:
  - The Special Educational Needs and Disabilities Information Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service. Find your local IAS service: Council for Disabled Children.
  - MENCAP represents people with learning disabilities, with specific advice and information for people who work with children and young people. o NSPCC - https://learning.nspcc.org.uk/safeguarding-child-protection-schools/safeguarding-children-with-specialeducational-needs-and-disabilities-send
  - NSPCC - Safeguarding d/Deaf and disabled children and young people | NSPCC Learning

Upskirting

- Upskirting know your rights – UK Government

Violence

- Gangs and youth violence: for schools and colleges - Home Office advice
- Ending Violence against women and girls 2025-2030 strategy – Home Office Strategy
- Violence against women and girls: national statement of expectations for victims - Home Office guidance
- Sexual violence and sexual harassment between children in schools and colleges
- Serious violence strategy - Home Office Strategy

Medical

- Allergy safety in school- Gov July 2026

EYFS

- EYFS framework July 2026