



## CHILD PROTECTION (Safeguarding)

This policy applies to all members of our school community including those in our Early Years setting.

The School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunity Policy document.

Tranby seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This document is available to all interested parties, including parents/carers and prospective parents/carers, on our website and on request from the main school office and should be read in conjunction with the following policies and advice:

- Annual Safeguarding / Child protection report to governors
- Keeping Children Safe in Education Statutory Guidance Sept 2025
- Inspecting Safeguarding in Early years, Education and Skills Settings Ofsted Sep 2023
- Anti-Bullying
- Cyberbullying
- Behaviour
- Missing Pupil
- Uncollected Child
- Mobile Phones
- Foundation Stage Acceptable use of Cameras and Mobile Phones
- Acceptable Use of ICT (Staff)
- Whistleblowing
- Staff Code of Conduct
- Letter from Chief Executive and Headmaster to All Staff
- What to do if you are worried a child is being abused (March 2015) – Advice for practitioners

This document is reviewed annually by Mrs A Robinson or as events or legislation change requires. The next scheduled date for review is September 2026.

## Review Timetable / Document Log

Child Protection (Safeguarding)	
The Policy will be reviewed annually, as set out below:	
Policy reviewed centrally	July 2025
Policy tailored by individual schools	September 2025
Policy ratified by Local Governing Bodies	September 2025
Policy approved by the Group Board	July 2025
Implementation of Group Policy	September 2025

Date of last central office review:	July 2025	Review Period:	1 year (minimum)
Date of next central office review:	July 2026	Owner:	Mrs Annabel Robinson Assistant Head
Date of next school level review:	September 2026		
Type of policy:	United Learning Policy	Local Governing Body	Recommends school policy for Group Board approval
		Group Board:	Group Board approves United Learning Policy

## KEY EXTERNAL CONTACT DETAILS

East Riding School Safeguarding Adviser & Local Authority Designated Officer (LADO) (Schools)	<p>Lisa Dosser (Local Authority Designated Officer) Jayne Hammill (Local Authority Designated Officer) EMAIL: <a href="mailto:LADO@eastriding.gov.uk">LADO@eastriding.gov.uk</a> ADDRESS: Room AF 56, County Hall Beverley.</p> <p>Referral of allegations against staff and volunteers. General strategic and operational School Safeguarding and Child Protection advice.</p>
<p>Safeguarding &amp; Partnership Hub CP initial referral Support &amp; Advice: Intensive &amp; Specialist Safeguarding support</p> <p>1. Urgent C P concerns 2. Consultation with Social Worker Out of Hours</p>	<p>Mon to Thu 8:30am – 5:00pm Fri 8:30am – 4:30pm</p> <p>01482-395500</p> <p>Request for service forms to: <a href="mailto:safeguardingchildrenshub@eastriding.gov.uk">safeguardingchildrenshub@eastriding.gov.uk</a></p>
Early Help Locality Hub	Consultation: 01482 391700

Early Help Additional Support for children & families initial consultation	Request for Service form to the Hub nearest to where the child lives <a href="mailto:ehp.bridlington@eastriding.gov.uk">ehp.bridlington@eastriding.gov.uk</a> <a href="mailto:ehp.beverley@eastriding.gov.uk">ehp.beverley@eastriding.gov.uk</a> <a href="mailto:ehp.goole@eastriding.gov.uk">ehp.goole@eastriding.gov.uk</a> <a href="mailto:ehp.haltemprice@eastriding.gov.uk">ehp.haltemprice@eastriding.gov.uk</a> <a href="mailto:ehp.hedon@eastriding.gov.uk">ehp.hedon@eastriding.gov.uk</a> <a href="mailto:ehp.wolds@eastriding.gov.uk">ehp.wolds@eastriding.gov.uk</a>
Haltemprice Children's Safeguarding Team	TEL: 01482 565560 Anlaby Children's Centre
East Riding Safeguarding Children Board	TEL: 01482 396999 EMAIL: <a href="mailto:erscb.enquires@eastriding.gov.uk">erscb.enquires@eastriding.gov.uk</a>  General strategic and operational Safeguarding and Child Protection advice. <a href="http://www.erscb.org.uk/">http://www.erscb.org.uk/</a>
NSPCC whistleblowing advice line	ADDRESS: Weston House, 42 Curtain Road London EC2A 3NH TEL: 0800 028 0285 EMAIL: <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
Disclosure and Barring Service	ADDRESS: DBS customer services, PO Box 3961, Royal Wootton Bassett, SN4 4HF, United Kingdom TEL: 03000 200 190 EMAIL: <a href="mailto:customerservices@dbb.gov.uk">customerservices@dbb.gov.uk</a>  <b>Barring Service</b> ADDRESS: DBS customer services, PO Box 3961, Royal Wootton Bassett, SN4 4HF, United Kingdom TEL: 03000 200 190
Teaching Regulation Agency	ADDRESS: 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH TEL: 0207 593 5393 EMAIL: <a href="mailto:misconduct.teacher@education.gov.uk">misconduct.teacher@education.gov.uk</a>
OFSTED Safeguarding Children	TEL: 0300 12344155 (Monday to Friday from 8am to 6pm) EMAIL: <a href="mailto:Whistleblowing@ofsted.gov.uk">Whistleblowing@ofsted.gov.uk</a>
School critical incident, bomb threats etc. & Educational Visits Emergencies (not Child Protection)	TEL: 01482 392999 24 hour guidance and support
ER Safeguarding Children Partnership	<a href="http://www.erscp.org.uk">www.erscp.org.uk</a>
General strategic and operational Safeguarding & CP advice and multiagency training	01482-396994 <a href="mailto:erscp.training@eastriding.gov.uk">erscp.training@eastriding.gov.uk</a>
East Riding Safeguarding Children Board (Training)	<a href="http://www.erscp.org.uk">www.erscp.org.uk</a> TEL: 01482 396994 EMAIL: <a href="mailto:erscb.training@eastriding.gov.uk">erscb.training@eastriding.gov.uk</a>

Hull Children's Social Care	Tel: 01482 448879 Emergency Duty Team TEL: 01482 788080
North Yorkshire	TEL: 0845 034941 Emergency Duty Team TEL: 01482 300 304
North Lincs	TEL: 01724 296500
North East Lincs	TEL: 01472 325555
Prevent Referral Humberside Police ERY LA	101 <a href="mailto:prevent@humberside.pnn.police.uk">prevent@humberside.pnn.police.uk</a> <a href="mailto:prevent@eastriding.gov.uk">prevent@eastriding.gov.uk</a>

#### KEY SCHOOL CONTACT DETAILS

United Learning Trust (UCST)	<p><b>Chair of UCST</b> Dr Rosalind Given-Wilson EMAIL: <a href="mailto:company.secretary@unitedlearning.org.uk">company.secretary@unitedlearning.org.uk</a></p> <p><b>Director of Trust Safeguarding</b> Darren Ellison-Lee, Director of Primary Education TEL: 07713 491000 EMAIL: <a href="mailto:Darran.Ellison-Lee@unitedlearning.org.uk">Darran.Ellison-Lee@unitedlearning.org.uk</a></p> <p><b>Regional Director (United Learning)</b> Fiona Boulton EMAIL: <a href="mailto:Fiona.boulton@unitedlearning.org.uk">Fiona.boulton@unitedlearning.org.uk</a></p> <p><b>Head of Safeguarding (United Learning)</b> Frazer Smith TEL: M: 07826 934336 EMAIL: <a href="mailto:frazer.smith@unitedlearning.org.uk">frazer.smith@unitedlearning.org.uk</a></p> <p><b>United Learning Safeguarding Officer</b> Sara Bryson EMAIL: <a href="mailto:Sara.bryson@unitedlearning.org.uk">Sara.bryson@unitedlearning.org.uk</a></p>
Local Governing Body (LGB)	<p><b>Chair of LGB</b> Paul Grimwood TEL: 01482 657016 EMAIL: <a href="mailto:paul.grimwood@tranby.org.uk">paul.grimwood@tranby.org.uk</a></p> <p><b>Nominated Safeguarding and E-Safety Governor of LGB</b> Mr Graham Dunn TEL: 01482 657016 EMAIL: <a href="mailto:graham.dunn@tranby.org.uk">graham.dunn@tranby.org.uk</a></p>
Designated Safeguarding Lead and E-Safety Lead (DSL), and Designated Safeguarding Lead Safeguarding Lead (Prep) and Deputy Designated Safeguarding Lead (DDSL) E-Safety Lead	<p><b>Main DSL for the School (and E-Safety Lead)</b> Annabel Robinson TEL: 01482 657016 EMAIL: <a href="mailto:annabel.robinson@tranby.org.uk">annabel.robinson@tranby.org.uk</a> <a href="mailto:">mailto:</a></p>



	<p>DDSL for the School  Fraser Henderson  TEL: 01482 657016  EMAIL : <a href="mailto:fraser.henderson@tranby.org.uk">fraser.henderson@tranby.org.uk</a>  <a href="mailto:fraser.henderson%20@tranby.org.uk">mailto:fraser.henderson%20@tranby.org.uk</a></p> <p>Safeguarding Lead – Prep School (DDSL)  Sarah Maynard  TEL: 01482 657016  EMAIL: <a href="mailto:sarah.maynard@tranby.org.uk">sarah.maynard@tranby.org.uk</a></p>
Designated Teachers for Looked After Children	<p>Annabel Robinson  TEL: 01482 657016  EMAIL: <a href="mailto:annabel.robinson@tranby.org.uk">annabel.robinson@tranby.org.uk</a></p>
Headmaster	<p>Mr Chris Wainman  TEL: 01482 657016  EMAIL: <a href="mailto:chris.wainman@tranby.org.uk">chris.wainman@tranby.org.uk</a></p>

## Policy Statement

This policy applies to Tranby School ("the School"), which includes the EYFS setting. United Learning Trust requires the School's Local Governing Body to review and update this policy annually (as a minimum). This policy is available on the School website <http://www.tranby.org.uk/about-us/policies-procedures> This policy is ratified annually by the United Learning Group Board.

This policy has regard to the following guidance and advice as amended from time to time (and any supplemental guidance/advice referred to therein)::

- Keeping Children Safe in Education (DfE, 2025)
- Disqualification under the Childcare Act 2006 (August 2018)
- What to do if you're worried a child is being abused: advice for practitioners (HM Government, 2015)
- UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (updated 2024)
- Mental Health and Behaviour in Schools (DfE, November 2018)
- Preventing and Tackling Bullying (DfE, July 2017)
- Working Together to Safeguard Children (Current edition/publication)
- Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE, May 2024)
- Revised Prevent Duty Guidance: for England and Wales (Home Office, April 2023)
- The Prevent duty: safeguarding learners vulnerable to radicalisation (DfE, updated September 2023)
- Relationships education, relationships and sex education (RSE) and health education (DfE, 2025)
- Statutory Framework for the Early Years Foundation Stage (DfE, 2025)
- National Minimum Standards for Boarding Schools (updated 20 May 2022)
- The Independent School Standards (DfE, 2019)
- Equality Act (2010)
- The Human Rights Act (1998)

This policy also considers the procedures and practice of the East Riding Local Authority and the published safeguarding arrangements set out by the three local safeguarding partners <https://www.erscp.co.uk/>. The Local Governing body, and their senior leadership teams, especially their designated safeguarding leads, will:

- make themselves aware of and follow their local arrangements (including the local criteria for action and the local protocol for assessment)
- ensure this is reflected in their own policies and procedures
- supply information as requested by the three safeguarding partners
- work with social care, the police, health services and other services to promote the welfare of children and protect them from harm

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who encounters children, and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, always, what is in the **best interests** of the child. If children and families are to receive the right help at the right time, **everyone** who encounters them has a role to play in identifying concerns, sharing information and taking prompt action.

The School will ensure they facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Staff working with children should have an attitude of ‘**it could happen here**’ and no reports in their school it does not mean it is not happening. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart. Where there is a safeguarding concern, the school will ensure the child’s wishes and feelings are considered when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback.

## CONCERNS ABOUT A CHILD

The School has a duty to consider at all times the best interests of the student and take action to enable all students to achieve the best outcomes. Safeguarding and promoting the welfare of children is **everyone’s** responsibility. Everyone has a role to play in identifying concerns, sharing information and taking prompt action in accordance with this policy.

The School has arrangements for listening to children and providing early help and processes for children to raise concerns about themselves or their peers. Details of these arrangements are set out below.

Staff should expect to support social workers and other agencies following any referral.

### Definitions of Safeguarding, abuse, neglect and exploitation

Safeguarding and promoting the welfare of children is defined as providing help and support to meet the needs of children as soon as problems emerge; protecting children from maltreatment, whether that is within or outside the home, including online; preventing impairment of children’s mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Abuse is a form of maltreatment of a child. Somebody may abuse, exploit or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g., via the internet).

Technology is a significant component in many safeguarding and well-being issues. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. In many cases abuse will take place concurrently via online channels and in daily life. They may be abused by an adult or adults or by another child or children. Abuse can be:

- physical abuse
- emotional abuse
- sexual abuse; and/or
- neglect.

All staff should be aware of indicators of abuse and neglect. Staff are referred to Appendix 1 of this policy for further detail of the types of abuse and possible signs of abuse. Staff should always be vigilant and raise any concerns with the DSL or DDSL.

## PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experience as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL or DDSL if they have concerns about a child.

If staff suspect or hear an allegation or concern of abuse or neglect from a child or any third party, they must follow the relevant procedure below. All staff should:

- listen carefully
- avoid asking leading questions
- reassure the individual that the allegation/complaint will be taken seriously
- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain to the child that staff will only share the information with those who need to know to help the child. All staff should explain next steps and who the information will be passed to.
- a victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment, nor should a victim ever be made to feel ashamed for making a report.

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded on CPOMS. The record should include the date, time and place of the conversation and detail of what was said and done by whom and in whose presence and signed by the person making it. Where a report includes online elements, staff are reminded not to view or forward any illegal images of a child but note what has been reported. Further guidance can be found here: <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

All records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and possible outcomes.

Where there is a safeguarding concern, the School will ensure the student's wishes and feelings are taken into account wherever possible and will work with them (and their families where appropriate) when determining what action to take and what services to provide. This is particularly important in the context of harmful sexual behaviours, such as sexual harassment and violence. The School manages this by recognising that listening to children/ young people is an important and essential part of safeguarding them against abuse and neglect. We will seek to develop resilience in the children and ensure that they are aware that they can seek help and support.

Children will be made aware of the opportunities available to them to seek advice and support within the formal and informal curriculum.

Safe school procedures including Child Protection matters will be discussed by the School Council and through school surveys etc. to gather children's opinions about the support systems in place.

**Information Sharing:** Safeguarding information will often be special category personal data and the School will have due regard to the Department for Education's guidance 'Information sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers' (DfE, May 2024) and the relevant provisions of KCSIE 2025 when sharing such data. Whilst the School aims to get consent to share information with a third party (such as the police or local authority), relevant personal information may be shared without consent if there is a lawful basis to do so such as where a child's safety may be at risk. This is because the Data Protection Act 2018 includes 'safeguarding children and individuals at risk' as a condition that allows information to be shared without consent. Any decision to share or withhold information will be recorded together with the reasons for it and who the information has been given to. The School operates its processes with the best interests of the student at their heart.

The School will ensure relevant 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. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- not providing pupils' personal data where the serious harm test under the legislation is met.

When sharing information staff will ensure they comply with group data protection policies and keep records of disclosures as required by these policies:

Data Sharing Policy

Requests for personal data from a third party

Procedure for disclosing information safely

Procedure for the secure transfer of files

These policies are available to staff via [the United Learning Policies Portal](#). For further information about how the school processes pupil personal data, please see the privacy notice on the website: <https://www.tranby.org.uk/privacy>

### **What staff should do if they have concerns about a child**

If staff (including governors, agency staff and volunteers) have any concerns about a child's welfare they should act immediately and should speak with the School's DSL or DDSL in line with Working Together to Safeguard Children. If, in exceptional circumstances, the DSL or DDSL is not available, this should not delay appropriate action being taken and staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the DSL and DDSL as soon as is practically possible.

The DSL will consider the appropriate action to take in accordance with the threshold document published by the School's local safeguarding partners. Options will include:

- managing any support for the child internally via the School's own pastoral support processes;
- making an early help assessment; or
- making a referral for statutory services and/or
- making a referral to the police.

If a child's situation does not appear to be improving, the DSL (or the person that made the referral) should consider following local escalation procedures to ensure their concerns have been addressed and to ensure that the child's situation improves.

Staff should not assume a colleague or another professional will act and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision, whether this is when problems are first emerging, or where a child is already known to local authority children's social care (such as on a Child in Need or Child Protection plan). Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

## Early Help

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific additional needs.
- Has special educational needs (whether or not they have a statutory education, health and care plan)
- Has a mental health need
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Is frequently missing/goes missing from care or from home
- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- Is at risk of modern slavery, trafficking or sexual or criminal exploitation
- Has a family member (carer/guardian) in custody, or is affected by parental offending
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Has returned home to their family from care.
- Is at risk of honour-based abuse such as Female Genital Mutilation or Forced Marriage
- Is misusing drugs or alcohol themselves.
- Is a privately fostered child.

All staff should be aware that behaviours linked to drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, if it is felt that a child or

family may require additional Early Help support that cannot be provided by the universal services available in or to the School, staff should discuss this with the School's DSL or DDSL. Consent from parent / carers will be sought for and contact will be made to the Early Help Locality Hub in whose area the child or family live.

If after initial consultation it is thought that additional support may be appropriate the School will submit a 'Request for Service' form to the Locality Hub and support the development of an Early Help Support Plan.

If consent is not given the DSL will consider if a consultation with the SaPH is needed to discuss the refusal by parent / carers to share information and seek additional support for the child.

If early help is appropriate, the DSL will generally lead on liaising with relevant agencies and setting up inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under constant review and consideration given to a referral to children's social care if the student's situation does not appear to be improving or is getting worse.

#### **What staff should do if a child is suffering, or is likely to suffer from harm**

If staff (including governors, agency staff and volunteers) believe that a child is suffering, or is likely to suffer from harm, or is in immediate danger it is important that an **immediate** referral to East Riding of Yorkshire children's social care (and the police if appropriate) is made in accordance with the East Riding of Yorkshire referral process. Anyone can make a referral. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. Children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important to provide as much information as possible as part of the referral process, to enable a contextual approach (see Contextual Safeguarding).

After a telephone contact to the SaPH the DSL will email written 'Confirmation of Referral' as soon as possible – ideally immediately after initial telephone referral and at the latest within 24 hours. This information will be made available to the CST manager at SaPH. Anyone can make a referral. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made.

If the child is already 'Open' to CSC an initial contact will be made with the Social Worker or if unavailable the 'Duty' team member at CST

In the case of a child open to a 0-25 team Social Worker the school will contact her/ him. If open to another 0-25 worker, the S&PH will be contacted

The School's local safeguarding partners are East Riding Safeguarding Children Partnership and the locally agreed safeguarding arrangements can be found at <http://www.erscp.org.uk/>

All staff are made aware and regularly reminded:

- That they are in a Position of Trust and what the implications of that are.
- All staff should ensure that they do not behave in a way that will result in founded or unfounded allegations of inappropriate, abusive or dangerous behaviour
- Of the requirements of the school Code of Conduct and related policies.

- If at any time staff are concerned that an action or comment made may be misinterpreted or that a child behaves or makes a comment in a way that causes concern in this respect, they should log their concerns immediately with the appropriate senior member of staff and seek advice.
- That failure to adhere to the Code of Conduct including carrying out their safeguarding responsibilities may result in disciplinary action against them and in some cases allegations of inappropriate or abusive behaviour and Child Protection investigation.
- That their conduct towards pupils must remain beyond reasonable reproach.
- All staff and volunteers are to be provided with induction training within seven working days of their commencement of work that includes:
  - a) The school's child protection, anti-bullying and behaviour policies
  - b) The staff code of conduct
  - c) The identity of the appropriate DSLs (designated safeguarding leads)
  - d) Part 1 (and Annex B) of Keeping Children Safe in Education (September 2025) – each update to KCSiE 2025 to be read and understood by all staff.
  - e) Whistleblowing procedures
- All staff working with KS4&5 pupils are made fully aware of the law relating to 'Abuse of Trust'
- Assurance is obtained [i.e., in written form and 'logged'] that appropriate child protection checks, and procedures apply to any staff employed by another organisation and working with the school's pupils on another site (for example, in a separate institution).

That any sexual 'relationship' consensual or otherwise with pupils up to 18 would constitute a criminal offence. Any such behaviour with pupils 18 or over would be regarded as a serious disciplinary matter.

Where extended school activities are provided and managed by the school, our own Child Protection and Safeguarding policy and procedures will apply.

When pupils attend off – site activities and provision including day, residential, work-related learning placements and other alternative provision we will ensure that we obtain the same written assurances.

We will ensure that attendance at alternative or off-site provision for pupils that remain on the school role is monitored in the same way as other pupils.

If vulnerable pupils or pupils that may present a level of risk to them or others are allocated alternative or other off-site provision the school will discuss these issues with the provider to ensure that appropriate safeguarding measures and liaison between settings is effective.

In the same way the DSL will discuss such concerns with Educational Visits Coordinators and visit leaders at the visit planning stage.

The School will follow the appropriate LA and United Learning planning and Risk assessment procedures for all educational visits and activities.

### **What staff should do if a child is seen as at risk of radicalisation**

Staff should follow the School's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above.



If after consideration it is felt that there are concerns about possible radicalisation to encourage violent extremism, including online, or concerns about the behaviour of parents, guardians or other family members a referral will be made to the Police & LA Prevent sections.

If there is an immediate concern of risk or emergency the School will call 999.

In cases of possible hate crime, a separate referral will be made to the Humberside Police Hate Crime reporting system via 101 or online at the ERYC Web site. This will not prevent or delay the school in following our own internal disciplinary procedures in such cases.

The School ensures that controversial issues are discussed and covered within the curriculum and that these are not avoided but dealt with appropriately within the planned and informal curriculum.

Following an assessment of the levels of risk appropriate levels of training will be given to DSL, other senior staff and other staff.

The PSHE / SMSC curriculum will ensure that issues such as tolerance, respect, democracy and individual liberty are covered in age-appropriate ways.

Visiting speakers and organisations will be checked to assess the suitability in respect of the above elements of PSHE / SMSC activities within school. Advice and support can also be sought from children's social care.

The School, in recognition that students may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the Police) of the potential risk in the local area. Such risk assessments are discussed with the Head, DSL, DDSL and the governor responsible for safeguarding, to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised. Further guidance can be found in the Revised Prevent duty guidance: for England and Wales April 2021.

### **What staff should do if they discover an act of Female Genital Mutilation ('FGM')**

All staff should speak to the DSL or DDSL about any concerns about FGM. Teaching staff have a separate duty to report to the Police cases where they discover that an act of FGM appears to have been carried out on a girl under the age of 18. All staff are referred to Appendix 1 of this policy for the procedure to be followed where they suspect or discover that a student may be at risk of FGM.

### **What staff should do if a child goes Missing from Education/Children Absent from Education**

Children missing/absent from education, particularly repeatedly and/or for prolonged periods, unexplainable and/or persistent absences from education is a potential indicator of a range of safeguarding possibilities including neglect, sexual abuse and child sexual and criminal exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so-called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. The School's procedures for unauthorised absence and for dealing with children who go missing from education are:

- The School will only remove children from the register if the statutory grounds for doing so are met and will inform the LA of the intention to do so. In the case of CME school will make all reasonable efforts to locate the child/ren as required by the guidance.
- The School will inform the LA EWS if any pupil fails to attend without permission for a continuous period of 10 days or more and will refer children whose attendance has fallen below the agreed level to the EWS.
- If a child, who is the subject of a Child Protection Plan or is otherwise open to the CST, does not attend school without a verified valid reason the DSL will contact the assigned social worker or CST duty desk if unavailable.
- If a child does not open to CSC that the School has concerns about, does not attend school the School will contact, EHLH, the EWS and / or the Police depending on the circumstances.
- If a child absconds from the site, the School will make an initial search and contact the parent/guardian or other emergency contact. (And Social Worker if open to CSC). If after that search the child is not located the School will contact the Police within 20 minutes of the alert or sooner in extreme circumstances. Further detail can also be found at Appendix 1 of this policy.

The School will report to East Riding Education Welfare Service a student who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more.

### **Elective Home Education**

Where a parent/guardian has expressed their intention to remove a child from school with a view to educating at home, the School will try to work together with the local authority and key professionals to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker. The School will inform the local authority of all deletions from the admissions register when a child is taken off roll.

### **What staff should do if they have concerns about another staff member (including supply staff, volunteers and contractors)**

If staff have safeguarding concerns, or an allegation is made about another staff member posing a risk of harm to children, then this should be referred to the Headmaster. Where there are concerns/allegations about the Headmaster, this should be referred to the Chair of the LGB and Head of Safeguarding. In the event of concerns/allegations of abuse being made, staff are referred to the procedures below regarding managing allegations of abuse against staff (including supply staff, volunteers and contractors).

### **What staff should do if they have concerns about safeguarding practices in the School**

Where staff have concerns about poor or unsafe practices and potential failures in the School's safeguarding regimes, these should be raised in accordance with the School's whistleblowing procedures below:

1. All staff have access to:
  - a. The School Whistle Blowing policy.
  - c. Contact details of the Chair of Governors and LADO.

2. All staff are made aware of their responsibilities and procedure to follow in the strictest confidence.
3. However, it must be appreciated that in the case of a Whistle Blowing situation, an investigation process may reveal the source of the information and a statement by the referrer may be required.
4. All staff are made aware that if they receive an allegation of inappropriate or abusive behaviour about a colleague, or feel required to make such an allegation, they should pass the information, without delay, to the Headmaster. If in this situation the member of staff feels unable to discuss the issue with the Headmaster s/he should contact, another senior member of staff or the LADO.
5. Any allegations of abusive or inappropriate behaviour against a member of staff should be passed immediately to the Headmaster. If the allegation is against the Headmaster, it must be reported directly (on the same day) the chair of the LGB (Paul Grimwood - contact details on page 7), and the LADO (Jayne Hammill and Siobhan Bath) by the person receiving the allegation and follow the statutory guidance contained in KCSiE (September 2025) and ERLA detailed procedures. It is unacceptable for any member of staff not to refer such concerns. This contact should be made without the Headmaster being informed.
6. The Headmaster will report to the DBS within one month of leaving any person whose services are no longer used because he or she is considered unsuitable to work with children. Failure to make such a report to the DBS constitutes an offence and the school may be removed from the DfE register of independent schools. It should be noted that "compromise agreements" cannot apply in this connection.
7. The Headmaster (or other in 5) will, on the same day, contact the LADO and follow the statutory guidance Keeping Children Safe in Education 2025.
8. All involved will attempt to ensure that any allegation is dealt with fairly, quickly, proportionately and consistently in a way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.
9. If the member of staff feels that the actions taken are inappropriate, ineffective or that the situation of concern is continuing they should raise concerns with the Headmaster (or other in 5) and press for reconsideration or discussion. If the concern persists and they feel the situation is urgent they can refer to Children's Social Care or the LADO.

Employers have a duty of care to their employees. They should act to manage and minimise the stress inherent in the allegations process. Support for the individual is vital to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and explained the likely course of action, unless there is an objection by the children's social care services or the police. The individual should be advised to contact their trade union representative, if they have one, or a colleague for support. They should also be given access to welfare counselling or medical advice where this is provided by the employer. The Case Manager should appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. Care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues. Social contact with colleagues and friends should not be prevented

unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

10. Allegations of abuse against another pupil must be reported to the DSL (who will inform the Headmaster and the LADO immediately)
  - a. When there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm from another pupil, the school should report its concerns to Local Authority social care department Please refer to the School's Anti-bullying Policy.
  - b. Restorative Practice is used to minimise the risk of peer-to-peer abuse and allegations are investigated fully and fairly.
  - c. Peer to peer abuse will not be tolerated or passed off as 'banter.
  - d. Appropriate counselling and support will be given to victims, including advice about what to do if the bullying/abuse continues.
  - e., please refer to the School's Anti-bullying Policy.
11. In cases of serious harm or where a crime may have been committed the Police will be informed from the outset
12. Any such matters will be dealt with in the strictest confidence
13. The School will not undertake their own investigations of allegations without prior consultation with the LADO
14. If an allegation of abuse is made against anyone working with children in a school, all unnecessary delays will be eradicated
15. Historical allegations of abuse will be referred to the police.

Where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate, the School will make a referral to the Teaching Regulation Agency (TRA). The Teaching Regulation Agency started operation on 1 April 2018. NCTL was an executive agency, sponsored by the Department for Education. It existed from 29 March 2013 to 31 March 2018.

Regulation of the teaching profession, including misconduct hearings, will continue to be handled by an executive agency of the Department for Education.

All other NCTL functions have been moved into the Department for Education.

Contact the Teaching Regulation Agency if you need information about regulation of the teaching profession.

Contact the Department for Education if you need to contact NCTL.

The reasons such an order would be considered are 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or 'a conviction, at any time, for a relevant offence. Note: Where a dismissal does not reach the threshold for DBS referral, separate consideration by the school will be given to a TRA referral.

There is a requirement to report to the Disclosure and Barring Service (DBS), within one month of leaving the school any person (whether employed, contracted, a volunteer or pupil) whose services are no longer used because he or she is considered unsuitable to work with children [although this area is under review by the current Government].

Failure to make such a report to the DBS constitutes an offence and the school may be removed from the DfE register of independent schools ('compromise agreements' cannot apply in this connection).

There will be no disciplinary action taken against a member of staff for making such a report if it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School, feel that their genuine concerns are not being (or have not been) addressed or are concerned about the way a concern is being handled, they may use other whistleblowing channels, such as the NSPCC whistleblowing helpline. Contact details for the NSPCC helpline can be found on the Key Contacts page at the start of this policy.

## **CHILD-ON-CHILD ABUSE (INCLUDING SEXUAL VIOLENCE AND SEXUAL HARRASSMENT)**

Safeguarding issues can manifest themselves via child-on-child abuse. Child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between two or more children and within children's relationships (both intimate and non-intimate). All staff working with children are advised to maintain an attitude of "it could happen here". Staff should recognise that even if there are no reports, it does not mean that child-on-child abuse is not happening, it may be the case that it is just not being reported.

This is most likely to include, but may not be limited to:

- abuse in intimate personal relationships between peers.
- bullying (including cyberbullying).
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- Sexual violence, such as rape assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- Sexual harassment, such as sexual comments, jokes and online sexual harassment, or misogynistic messages which may be stand alone or part of a broader pattern of abuse.
- The non-consensual sharing of indecent images\*, especially around chat groups, and the sharing of abusive images, nudes, videos and pornography to those who do not want to receive it (see further below).
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element); and
- 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.

The School recognises the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be “victims” and boys “perpetrators”) and that it can manifest itself in many ways and can include (but is not limited to) sexting, sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment. If staff have any concerns regarding child-on-child abuse, they should speak to the DSL or DDSL.

Child-on-child abuse can be associated with factors outside the School and can occur online and offline and between children of any age or gender. The School therefore takes a contextual safeguarding approach to managing child-on-child abuse.

Child-on-child abuse is abuse and is never acceptable. It should never be passed off or dismissed as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”.

The School takes the following steps to minimise the risk of child-on-child abuse

- issuing and implementing a pupil Code of Conduct that emphasises the importance of unconditional mutual respect and consideration for all members of the School community
- recognising kind and considerate behaviour
- challenging intimidating, unkind and inconsiderate behaviour wherever we encounter it, however minor it may appear
- strongly discouraging and challenging overtly sexualised behaviour or language; prohibiting pornography in any form
- adopting a zero-tolerance approach to bullying
- limiting opportunities for cyber-bullying/abuse by controlling the use of electronic devices in school
- using Assemblies, House events and PSHE/RSE to celebrate and underline the importance of individuality, diversity and the unconditional value of all humans
- being alert to any behaviour or the development of circumstances which may suggest that bullying / abuse could be more likely to happen (such as: the formation of gangs or assertive cliques; certain pupils appearing to be uncomfortable in the presence of other pupils; overtly sexualised behaviour / use of sexual language) and reporting any concerns to a senior member of staff
- publicising to pupils where to go if they are scared, intimidated or concerned about others’ behaviour.

The School’s approach to pupils sharing nudes and semi-nudes images and/or videos (also known as sexting or youth procedural imagery) is that it should be treated as a safeguarding concern. The DSL will then:

- hold an initial review meeting with appropriate school staff
- interview the young people involved (if appropriate)
- inform parents at an early stage and involve them in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- if there is a concern a young person has been harmed or is at risk of harm a referral will be made to children’s social care and/or the police immediately.

Staff are also referred to United Learning E-Safety Policy (available on United Learning Hub).

Further guidance can be found in the UKCIS sharing nudes and semi-nudes: advice for education settings guidance.

Where an issue of student behaviour or bullying gives ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’, staff should follow the procedures below rather than the School’s Anti-Bullying and Behaviour policies:

‘Up-skirting’ behaviour is now a criminal offence and must be reported as such to senior staff as a form of sexual harassment.

### **What to do if staff suspect that a child may be at risk or hears a report of child-on-child abuse**

The procedures set out below have been developed following consultation with students, staff and parents, and will be reviewed, at least annually, considering an assessment of the impact and effectiveness of the policy.

It is essential that **all** victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward that they will be supported and kept safe. Abuse that occurs online should not be downplayed and should be treated seriously. All staff should be able to reassure victims that they are being taken seriously and they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in a way that avoids alarming or distressing them.

In the event of disclosures about child-on-child abuse, all children involved will be treated as being at risk and the safeguarding procedures in accordance with this policy will be followed (see ‘Procedures for dealing with concerns about a child’). This means that if a member of staff thinks for whatever reason that a child may be at risk of or experiencing abuse by another child, or that a child may be at risk of abusing or may be abusing a child, they should discuss their concern with the DSL without delay so that a course of action can be agreed.

It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school staff may overhear a conversation that suggests a child has been harmed or a child’s own behaviour might indicate that something is wrong. If staff have **any** concerns about a child’s welfare, they should act on them immediately rather than wait to be told. All staff are trained to manage a report. Effective safeguarding practice includes:

- if possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible;
- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children’s social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- recognising that a child is likely to disclose to someone they trust: this could be **anyone** on the school staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;

- recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can memory and so children may not be able to recall all details or timeline of abuse;
- keeping in mind that certain children may face additional barriers to telling someone because of their disability, sex, ethnicity and/or sexual orientation;
- listening carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was;
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation;
- where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and UKCIS guidance on Sharing nudes and semi-nudes: advice for education settings working with children and young people.
- informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

If a staff member has a concern that a child may be at risk of or experiencing abuse by another child or that a child may be at risk of abusing or may be abusing other children, they should discuss their concerns with the DSL or DDSL without delay so that a course of action can be agreed.

The School recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust.

All concerns/allegations of child-on-child abuse will be handled sensitively, appropriately and promptly and will be investigated including consideration of the wider context in which it may have occurred (as appropriate). The School treats all children involved as being at potential risk and ensures a safeguarding response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it. Immediate consideration will therefore be given as to how best to support and protect all children involved/impacted.

The School will take into account the views of the child/children affected. Unless it is considered unsafe to do so, the DSL should discuss the proposed action with the child/children and their parents following appropriate liaison with children's social care. The School should manage the child/children's expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so.



All children affected by child-on-child abuse will be supported by the DSL or the DDSL and support from external agencies will be sought, as appropriate. “Victims” will be reassured that they are being taken seriously and that they will be supported and kept safe. The School recognises that children with special educational needs and disabilities can be more prone to child-on-child group isolation than other children and will consider extra pastoral support for those children from the SENCO.

A student against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the relevant local safeguarding partners on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all students involved including the alleged “victim” and “perpetrator”. If it is necessary for a student to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the relevant local safeguarding partners, parents are informed as soon as possible and that the students involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the relevant local safeguarding partners such as children’s social care and/ or the Police as appropriate.

### **Reports concerning harmful sexual behaviour (including sexual violence and sexual harassment)**

Where a report concerns an allegation of sexual violence and/or sexual harassment, if possible two members of staff should be present when managing a report (preferably one of them being the DSL or DDSL). The DSL or DDSL should be informed as soon as practically possible if they were not involved in the initial report.

Consideration of safeguarding all those children involved in the safeguarding report will be immediate. Following a report of sexual violence and/or sexual harassment the DSL will therefore consider the appropriate response. This will include:

- The wishes of the victim;
- The nature of the alleged incident;
- The ages of the children involved;
- The developmental stages of the children involved;
- Any power imbalance between the children (e.g. is/are the alleged perpetrator(s) significantly older, more mature, confident and of well-known social standing? Does the victim have a disability or learning difficulty?);
- If the alleged incident is a one-off or sustained pattern of abuse (NB: sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature);
- That sexual violence and sexual harassment can take place within intimate personal relationships between children;
- Any ongoing risks to the victim, other children, adult students, or school staff;
- Importance of understanding intra familial harms and any necessary support for siblings following incidents;
- Other related issues and context, including any links to child sexual exploitation and child criminal exploitation.

Any response and action will, as always, have at the centre the best interests of the child. The DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report.

When there has been a report of sexual violence, the DSL or DDSL should make an immediate risk and needs assessment in respect of each child affected by the abuse. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the “victim”;
- the alleged “perpetrator”; and
- the other children (and, if appropriate, staff) at the School.

The DSL will consider as part of the School’s response, the context within which such incidents and/or behaviours occur and the importance of anonymity. Risk assessments will be recorded (either written or electronic) and kept under review. The DSL will consider the risks posed to all students and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the “victim” and alleged “perpetrator” and considerations regarding shared classes, sharing school premises and school transport. Any professional risk assessment will inform the School’s approach.

The police may be informed of any harmful sexual behaviours including sexual violence and sexual harassment which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. A report to the police will generally be made in parallel with a referral to children’s social care.

If the DSL decides to make a referral to children’s social care and/or a report to the police against a “victim’s” wishes, the reasons should be explained to the student and appropriate specialist support offered. The DSL or DDSL will also work closely with children’s social care and other agencies are required to ensure any action taken under this policy does not jeopardise any statutory investigation and to discuss how the alleged “perpetrator”, staff, parents and others will be informed of the allegations and what information can be disclosed bearing in mind the need to protect those involved and their anonymity.

Regardless of the outcome of any criminal process, including where a child is subject to bail, the DSL will liaise with the police and children’s social care to ensure the welfare and safety of all children and update the risk assessment and ensure relevant protections and measures are in place for all children.

The School will consider whether disciplinary action may be appropriate for any child/children involved. Before deciding on appropriate action, the School will always consider its duty to safeguard all children from harm; the underlying reasons for a child’s behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the peer-on-peer abuse and the causes of it. Exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the other children in the School.

The DSL will ensure that where children move to another educational institution following an incident of child-on-child abuse, the new institution is made aware of any ongoing support needs and, where appropriate, any potential risks to other children and staff.

The School recognises that good record-keeping and monitoring of sexual violence and sexual harassment reports is essential and assists the School in meeting its Public Sector Equality Duty.

## **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 deputies) 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.

## **1. ARRANGEMENTS FOR DEALING WITH CONCERNS/ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF (INCLUDING THE HEAD, GOVERNORS, SUPPLY STAFF, VOLUNTEERS AND CONTRACTORS)**

The School's procedures for managing concerns/ allegations against staff who are currently working in the School follows Department for Education statutory guidance and local safeguarding partners arrangements and applies when staff (including supply staff, volunteers and contractors) have (or are alleged to have):

- Behaved in a way that has harmed a student, or may have harmed a student.
- Possibly committed a criminal offence against or related to a student; or
- Behaved towards a student in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (including behaviour that may have happened outside school, that might make them unsuitable to work with children ("transferable risk"). Advice can be sought from the LADO in assessing transferable risk).

### **Non-recent allegations**

Allegations against an adult who is no longer teaching/volunteering should be referred to the Police. Where it is known that the adult is still working/volunteering with children, all allegations (including historical/non-recent allegations of abuse) should be referred to the Police and the LADO in the local authority that the adult is working/volunteering.

Where an adult makes an allegation to a school that they were abused as a child, they should be advised to report the allegation to the police. Non-recent allegations made by a child, should be reported to the LADO in line with the local authority's procedures for dealing with non-recent allegations. Abuse can be reported no matter how long ago it happened.

If an allegation is made against anyone working with children in the School, the School should not undertake their own investigation of allegations without prior consultation with the Local Authority 'designated officer' or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the School may discuss informally with the 'designated officer' on a no-names basis.

All allegations should be investigated as a priority to avoid any delay.

### **Allegations that may meet the harms threshold.**

1. All allegations which appear to meet the above reporting criteria are to be reported straight away to the 'Case Manager' who is the Head. Where the Head is absent or is

the subject of the allegation or concern, reports should be made to the Chair of the LGB and Head of Safeguarding. Where the Head is the subject of the allegation or concern, the Head must not be informed of the allegation prior to contact with the Chair of the LGB, Head of Safeguarding and LADO and designated officer and if appropriate, children's social care and the police.

2. **Welfare of the child:** Where the Case Manager deems that a child has been harmed, or there to be an immediate risk of harm to a child, or if the situation is an emergency, the DSL (or DDSL) should contact Children's Social Care and, as appropriate (e.g., if there is evidence of a possible criminal offence), the Police immediately.
3. **Investigating and supporting the person subject to the allegation:** Before contacting the LADO, schools should conduct basic enquiries in line with local procedures to establish the facts and help determine if there is any foundation to the allegation, being careful not to jeopardise any future police investigation, such as:
  - Was the individual in the school at the time of the allegation?
  - Could they have encountered the child?

Schools should establish what initial information the LADO will require, and if in doubt check with the LADO before undertaking any initial enquiries, to ensure not to prejudice the position.

4. The Case Manager should immediately discuss the allegation with the LADO and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where the Case Manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the Case Manager may involve the Police immediately.) The designated officer should be informed within one working day of all allegations that come to the school's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care.
5. All discussions should be recorded in writing, and any communication with both the individual and the parents/guardians of the child(ren) agreed with the Police/LADO. The Designated Officer should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care.
6. The Case Manager will ensure that the individual who is subject of the allegation is informed as soon as possible and explained the likely course of action, unless there is an objection by children's social care or the Police. The Case Manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.
7. **Suspension:** The Case Manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The Case Manager will give due weight to the views of the LADO, the HR adviser, as well as the police and children's social care if relevant when making a decision about suspension. Where the individual is suspended, the Case Manager will ensure they know who their point of contact is in the School and shall provide them with their contact details.

8. **Support for the member of staff:** whilst the welfare of the child is paramount, appropriate welfare support should also be made for the member of staff. Information is confidential, and should not ordinarily be shared with other staff, children or parents not directly involved.
9. The Case Manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police.
10. **Further investigation:** where further investigation is required, the LADO and Case Manager will agree how and by whom the further investigation will be undertaken.
11. The Case Manager will discuss with the designated officer whether a referral to the **Disclosure and Barring Service (DBS) and/or Teaching Regulation Agency (TRA)** should be made, noting the requirements of KCSIE 2025. For instance:
  - a. If: 1) the allegation is substantiated; and 2) the person is dismissed (including by an agency) or the school (or agency) ceases to use their services, or the person resigns or otherwise ceases to provide their services, then the employer has a legal duty to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.
  - b. The employer has a legal requirement to make a referral to the DBS where they remove an individual from regulated activity (or would have removed an individual had they not left), and they believe the individual has:
    - i. engaged in relevant conduct in relation to children and/or adults,
    - ii. satisfied the harm test in relation to children and/or vulnerable adults; or
    - iii. been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence.
  - c. In a case involving serious professional misconduct by a teacher, the Case Manager must consider whether to make a referral to the TRA. In certain cases, the TRA will consider whether to prohibiting the individual from teaching.
12. Where the initial discussion leads to no further action, the Case Manager and the LADO should record the decision and justification for it; and agree on what information should be put in writing to the individual concerned and by whom.
13. On conclusion of the case, the Case Manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future. This should include issues arising from any decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The designated officer and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.
14. For all other cases, where the allegation concluded to be either unfounded, false, malicious or unsubstantiated the case manager (and if they have been involved the designated officer) should consider the facts and determine whether any lessons can be learned and if improvements can be made.

- 15     **Settlement:** Compromise or settlement agreements **should not** be used where there are allegations which indicate the person poses a risk of harm or may not be suitable to work with children and will not prevent a police and/or school investigation, or referral to the DBS or TRA where the criteria are met. Failure to do so is a criminal offence. The school will continue its investigation if the person leaves, resigns or ceases to provide their services. Schools should check the relevant provisions of KCSIE 2025.

### Information sharing

Staff should be mindful of the guidance set out at paragraphs 372-380 KCSIE 2025 in relation to sharing information between safeguarding partners during the process of managing allegations against staff.

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

### Allegation Outcomes

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with KCSIE 2025 and a copy will only be provided to the individual concerned.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. Substantiated allegations should be included in references, provided that the information is factual and does not include opinions in accordance with KCSIE 2025. Low level concerns should not be included in references unless they relate to issues which would normally be included in a reference, such as misconduct or poor performance.

If an allegation is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a student who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a student.

### Supply teachers and all contracted staff

Where the school must consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as 'the agency'), they will ensure allegations are dealt with properly. They will liaise with the LADO to determine a suitable outcome and discuss with the agency whether it is appropriate to suspend the supply teacher or redeploy them to another part.

The School will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.

When using an agency, the School will inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

## Governors

If an allegation is made against a governor, the School will follow its own procedures. Where an allegation is substantiated, they should follow the procedures to consider removing them from office.

## Organisations or individuals using school premises:

If School receives an allegation relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities) the School will follow the safeguarding policies and procedures, including information the LADO.

## CONCERNS THAT DO NOT MEET THE HARM THRESHOLD/LOW – LEVEL CONCERNS POLICY

As part of their whole school approach to safeguarding, the School will ensure that it promotes an open and transparent culture in which **all** concerns about all adults working in or on behalf of the School (including supply teachers, volunteers (including governors) and contractors) are dealt with promptly and appropriately.

The term ‘low-level’ concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult’s suitability to work with children.
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

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; humiliating children
- using inappropriate sexualised, intimidating or offensive language.

It is crucial that any such concerns, including those which do not meet the allegation/harm threshold, are shared responsibly and with the right person, and recorded and dealt with appropriately.

## Sharing/reporting a concern

Low-level concerns about a member of staff (including supply staff, volunteers, and contractors) should be reported to the designated safeguarding lead (or deputy). Where a low-level concern is raised about the designated safeguarding lead, it should be shared with the Headmaster. If someone is unclear who they should share their concern with, they should share it with the United Learning Safeguarding Lead, who is part of the Central Office Team. Staff do not need to be able to determine in each case whether their concern is a low-level concern, or if it is in fact serious enough to consider a referral to the LADO or meets the threshold of an allegation. The DSL should inform the Headmaster of all the low-level concerns in a timely fashion according to the nature of each particular low-level concern. The Headmaster should 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 Headmaster may wish to consult with the DSL and take a more collaborative decision-making approach.

Where a low-level concern relates to a person employed by a supply agency or a contractor to work in a school, that concern should be shared with the DSL and/or the Headmaster, and recorded in accordance with the school's low-level concern/staff code of conduct policy, and their employer notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.

If the staff member sharing the concern does not wish to be named, the School will respect this person's wishes as far as possible. However, there may be circumstances where the staff member will need to be named (for example where it is necessary in order to carry out a fair disciplinary investigation) and, for this reason, anonymity can never be promised to members of staff who share low-level concerns.

If the school is in 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 they should consult with the LADO.

### **Self-Reporting**

Occasionally an adult may find themselves in a situation which could be misinterpreted or might appear compromising to others. Equally, an adult may, for whatever reason, have behaved in a manner which, on reflection, they consider falls below the standard set out in the Code of Conduct. Self-reporting in these circumstances can be positive for several reasons: it is self-protective, in that it enables a potentially difficult issue to be addressed at the earliest opportunity; it demonstrates awareness of the expected behavioural standards and self-awareness as to the individual's own actions or how they could be perceived; and, crucially, it is an important means of maintaining a culture where everyone aspires to the highest standards of conduct and behaviour.

### **How should a low-level concern be responded to:**

The DSL/Headmaster should:

- speak to the person who raised the concern (unless it has been raised anonymously), regardless of whether a written summary, or completed low-level concerns form has been provided.
- review the information and determine whether the behaviour (i.) is entirely consistent with the school's Code of Conduct and the law, (ii.) constitutes a low-level concern, (iii.) is serious enough to consider a referral to the LADO, or (iv) when considered with any other



low-level concerns that have previously been raised about the same individual, should be reclassified as an allegation and referred to the LADO/other relevant external agencies.

- where the DSL/Headmaster is in any doubt whatsoever, they should seek advice from the LADO;
- speak to the individual about whom the low-level concern has been raised (unless advised not to do so by the LADO/other relevant external agencies, where they have been contacted);

Any investigation of low-level concerns should be done discreetly and, on a need-to-know basis.

Advice should be sought from Human Resources and Legal Services (where necessary) about next steps.

There are several potential outcomes e.g.

- If it is decided that the low-level concern in fact amounts to behaviour which is entirely consistent with the organisation's Code of Conduct and the law it will still be important for the DSL/Headmaster to inform the individual in question what was shared about their behaviour, and to give them an opportunity to respond to it; In addition, the DSL/Headmaster should speak to the person who shared the low-level concern to provide them with feedback about how and why the behaviour is consistent with the organisation's Code of Conduct and the law.
- Some will not give rise to any ongoing concern and, accordingly, will not require any further action.
- Others may be most appropriately dealt with by means of management guidance and/or training.
- A low-level concern may require a conversation with the individual about whom the concern has been raised. This should include being clear with the individual as to why their behaviour is concerning, problematic or inappropriate, what change is required in their behaviour, enquiring what, if any, support they might need in order to achieve and maintain that, and being clear about the consequences if they fail to reach the required standard or repeat the behaviour in question. Ongoing and transparent monitoring of the individual's behaviour may be appropriate. An action plan or risk assessment which is agreed with the individual, and regularly reviewed with them, may also be appropriate.
- Some low-level concerns may also raise issues of misconduct or poor performance.
- Some concerns may trigger the organisation's disciplinary, grievance or whistleblowing procedures, which should be followed where appropriate.
- A referral to the LADO as the school believes the threshold has been met.
- The School should exercise their professional judgement and, if in any doubt, they should seek advice from other external agencies including the LADO.

The DSL/Headmaster should review the central low-level concerns file periodically to ensure that all such concerns are being dealt with promptly and appropriately, and that any potential patterns of concerning, problematic or inappropriate behaviour are identified. A record of these reviews should be made.

## Recording concerns

All procedures for recording and storing of records should comply with United Learning's Data Protection Policies.

All low-level concerns should be recorded in writing by the DSL/Headmaster. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

The name of the individual sharing the low-level concern, and their role, should be stated, as should the name of the individual about whom the concern is being raised, and their role within the organisation at the time the concern is raised. If the latter individual has an opposing factual view of the incident, this should be fairly recorded alongside the concern. The record should include brief context in which the low-level concern arose, and concise details (which are chronological and as precise and accurate as possible) of any such concern and relevant incident(s). The record should be signed, timed and dated.

There should be appropriate records of:

- all internal conversations – including with the person who initially shared the low-level concern (where this has been possible), the adult about whom the concern has been shared (subject to the above), and any relevant witnesses.
- all external conversations – for example, with the LADO/other external agencies.
- the rationale for decisions.
- any action taken.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the School will decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, in which case it should be referred to the LADO. Consideration will also be given to whether there are wider cultural issues within the School that enabled the behaviour to occur and where appropriate policies could be revised or extra training delivered to minimise the risk of it happening again.

Adults about whom a low-level concern has been raised may have rights of access to such records, provided of course that this would not also unreasonably disclose information of children concerned.

The School should retain the record consistent with complying with group data protection policies. The School should retain all records of low-level concerns (including those which are subsequently deemed by the DSL/Headmaster to relate to behaviour which is entirely consistent with the Code of Conduct) in a central low-level concerns file (either electronic or hard copy). Where multiple low-level concerns have been shared regarding the same individual these should be kept in chronological order as a running record. These records should be kept confidential and held securely, with access afforded only to a limited number of individuals such as the DSL/Headmaster and the individual they report to (e.g., Regional Director); and senior HR officer, and the individual they report to (e.g., Head of HR). The DSL/Headmaster may store the central low level concerns file with her other safeguarding and child protection records.

Some low-level concerns may also involve issues of misconduct or poor performance, or they may trigger the disciplinary, grievance or whistleblowing procedures. Where these issues would ordinarily require records to be made and retained on the staff member's personnel file, this should be done in the normal way, in addition to the records of the low-level concern(s) being retained in a central low-level concerns file.

If a low-level concern in and of itself is deemed to be serious enough to consider a referral to the LADO and, perhaps following consultation, a referral is made to them, then records relating to the low-level concern should be placed and retained on the staff member's personnel file.

If a low-level concern (or group of concerns) is reclassified as an allegation, all previous records of low-level concerns relating to the same individual should be moved from the central low-level concerns file to the staff member's personnel file and retained in accordance with Part 4 of KCSIE 2025.

When a staff member leaves and/or takes up new employment, that creates a natural point at which the content of the file may be reviewed to ensure it still has value (either as a safeguarding measure or because of its possible relevance to future claims) and is therefore necessary to keep.

Low-level concerns should not be referred to in references unless they relate to issues which would ordinarily be included in a reference, for example, misconduct or consistent poor performance. It follows that a low-level concern which relates exclusively to safeguarding (and not to misconduct or poor performance) should not be referred to in a reference. Where a low-level concern (or group of concerns) has met the threshold for referral to LADO and found to be substantiated, it should be referred to in a reference. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious should also not be included in any reference.

The School will refer to Part Four, Section Two of Keeping Children Safe in Education for further advice and guidance.

## **STAFF BEHAVIOUR POLICY / CODE OF CONDUCT**

The School's Code of Conduct policy can be found C:\Tranby\Whole School - General\School Policies\Other Whole School Policies.

The aim of the Code of Conduct policy is to provide clear guidance about behaviour and actions and responses to low level concerns in order not to place students or staff at risk of harm or of allegation of harm to a student.

## **SAFER RECRUITMENT**

The School is committed to safer recruitment processes and ongoing safer working practices. Members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role.

For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. Under no circumstances will an individual commence work unsupervised in sole charge of, or in unaccompanied contact with, children without a cleared DBS check. In this case, the individual will have a separate Barred List check and the School will undertake a written Risk Assessment exercise in relation to the proposed work. All other safeguarding checks will be completed, and the individual

will be appropriately supervised. Please refer to Section C and Appendix 5 of the ‘Safeguarding Children – HR Procedural Guidance’ available on the United Learning Hub for further guidance.

Full details of the School’s safer recruitment procedures for checking the suitability of staff, members of the School LGB and Trustees of ULT and volunteers to work with children and young people is set out in

- United Learning / the School’s Recruitment and Selection Policy;
- United Learning’s Safeguarding Children – HR Procedural Guidance;
- United Learning’s LGB Handbook; and
- United Learning’s guidance: Trustees - Recruitment, Appointment, and Removal Process

These documents are available on the United Learning Hub.

The School’s protocols for ensuring that any visiting speakers, whether invited by staff or students themselves, are suitable and appropriately supervised as set out below.

Visitors to the School including contractors and volunteers are asked to sign in and are given a badge to confirm that they have permission to be on site.

Visitors, contractors and volunteers engaged in regulated activity must be subject to enhanced DBS checks. If not engaged in regulated activity the School must ensure that appropriate supervision is in place.

Visitors to the School invited to address students either in assembly, PSHE or RSE sessions will be required to complete the necessary documentation in the Visiting Speakers Policy. School Admin will always check the identity of contractors and their staff on arrival at the school by inspecting photo ID.

If other organisations provide services or activities on our site on our behalf including Agency Supply staff, we will obtain written assurances that these organisations have appropriate safeguarding, safer recruitment and DBS / vetting procedures in place.

The School will follow KCSiE 2025 statutory Guidance advice in such cases.

If Supply Staff are engaged directly by the School the appropriate checks must be carried out by the School.

The Single Central Record is maintained to ensure that all appropriate staff, volunteers, governors, agency and contracted staff in Regulated Activity are entered on it.

Any organisations or individuals booking the school site or parts of it will be checked as far as possible for suitability including possible extremist activities and recruitment.

## **MANAGEMENT OF SAFEGUARDING**

The School’s DSL is Annabel Robinson who is a member of the senior leadership team. Fraser Henderson is Deputy DSL.

Sarah Maynard is the Safeguarding Lead in the Prep School (and Deputy DSL) and is the person to whom reports should be made in the absence of the DSL. This ensures there is always the required cover for the role.

The DSL or DDSL's contact details can be found on the Key Contacts page at the start of this policy.

The DSL's role is to take lead responsibility for safeguarding and child protection matters in the School (including online safety and understanding the filtering and monitoring systems and processes in place). The DSL's responsibility is to maintain an overview of safeguarding within the School, to open channels of communication with local statutory agencies, to liaise closely with Safeguarding partners (such as children's social care and the police), support staff in carrying out their Safeguarding duties and to monitor the effectiveness of the School's policies and procedures in practice. The DSL or DDSL are most likely to have a complete safeguarding picture and be the most appropriate person to advise on a response to a safeguarding concern.

The DSL and DDSL will ensure that any educational or safeguarding assessments of children consider the wider contextual environmental factors present in the child's life outside the School or family and inform the development of support for learning, attendance, behaviour and mental and emotional health

The DSL works with the LGB to review and update the School's safeguarding policy. Where a student leaves the School, the DSL will also ensure their child protection file is transferred to the new school (separately from the main student file) as soon as possible. The DSL will ensure secure transit and obtain confirmation of receipt. The DSL will also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives. The School will ensure that key staff, such as the SENCO, are also aware of these arrangements, as required.

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

The DSL will inform the safeguarding partners of any incident which they think should be considered for a child safeguarding practice review.

The DSL regularly reviews the School's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in their absence, to a member of the senior management team or directly to local children's services.

The DSL or Deputy DSL will always be available to discuss safeguarding concerns. During term time, the DSL or DDSL will always be available (during school hours) for staff in the School to discuss any safeguarding concerns. For out of hours/out of term activities, the School's arrangements are as follows and in order:

1. Contact Annabel Robinson on the following number: 01482 657016. This should be followed with an email to [annabel.robinson@tranby.org.uk](mailto:annabel.robinson@tranby.org.uk)
2. In an emergency and if unable to get hold of Annabel Robinson telephone SaPH on 01482 395500 or the OUT OF HOURS EMERGENCY DUTY TEAM on 01377 241273 or the Police on 999.

Full details of the DSL's role can be found at Annex C of KCSIE 2025.

Ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

## TRAINING

Induction and training (including online safety, which amongst other things includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) are in line with advice from local safeguarding partners.

### All Staff

All new staff will be provided with induction training that includes:

- the child protection policy, including online safety and including information about the identity and role of the DSL and DDSL
- the behaviour policy
- the safeguarding response to children who go missing from education
- the staff code of conduct policy including the School's whistleblowing procedure and the acceptable use of technologies policy, staff/student relationships and communications including the use of social media
- a copy of Part 1 of KCSIE 2025
- School leaders and staff who work directly with children will also be required to read Annex B of KCSIE 2025.

When new staff or volunteers start at the school, they are briefed on the school CP and Safe Working procedures and given time to read and discuss the following:

- Keeping children safe in education part 1 and Annex B (September 2025- DfE).
- Tranby School's Behaviour, Anti-Bullying, Whistleblowing, Staff Code of Conduct and Child Protection policies found in **Whole School - Policies\School Policies** and on the school website
- United Learning's Staff-Pupil Relationships Letter and Guidance together with the acceptable use of ICT and online safety
- 'What to Do if You Are Worried a Child is being Abused' (March 2015)
- Prevent training via <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>
- The roles and responsibilities of the DSL and the DDSL
- CME guidance

All staff must confirm that they have read and understood the above.

Other short term or visiting staff and volunteers are made aware of the CP reporting procedures within the school and the School Code of Conduct. Copies of the above documents are provided to all 'staff' during induction. On appointment and as part of United Learning Annual Declaration, all staff will receive and sign the up-to-date versions of the Staff Student Relationship Letter and

Acceptable Use Declaration. The staff code of conduct can be found in the Staff Handbook, a copy of which is available on the school intranet.

All staff are also required to:

- Read Part One of KCSIE 2025 and confirm that they have done so. Each time Part One of KCSIE 2025 is updated by the Department for Education, staff will be updated on the changes via e-mail.
- Understand key information contained in Part One of KCSIE 2025. The School will ensure staff understanding by completing a short survey.
- Receive training in safeguarding and child protection regularly, in line with advice from the local safeguarding partners. Training will include online safety and harmful sexual behaviours including sexual violence and sexual harassment between children. It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help. All staff will also be made aware of the local early help process and understand their role in it.
- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The School provides these via, emails, e-bulletins and staff meetings.

### **DSL(s) – Designated Safeguarding Lead(s)**

The DSL receives updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, supporting SEND children particularly when online, overseeing online safety in school, record keeping and promoting a culture of listening to children, training in the local safeguarding partners approach to Prevent duties and harmful sexual behaviours. Further details of the required training content for the DSL are set out in Annex C of KCSIE 2025.

In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role.

The DDSL is trained to the same level as the DSL.

Whilst external catering and maintenance staff are not technically United Learning/school employees (and therefore safeguarding training is not the responsibility of the school), they should receive an appropriate safeguarding induction to ensure they are aware of and understand all the school's relevant safeguarding policies (e.g. safeguarding policy/whistleblowing policy).

### **Governors and Trustees**

All governors and trustees must receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole school approach to safeguarding. This training should be regularly updated.

All governors (and proprietors) should ensure child protection files are maintained as set out in Annex C of KCSIE 2025. The DSL attends all LGB meetings to update all governors on safeguarding and child protection matters.

All governors (and proprietors) should be aware of their obligations under the Human Rights Act 1998 and the Equality Act 2010 and their local multi-agency arrangements.

## **OVERSIGHT OF SAFEGUARDING, INCLUDING ARRANGEMENTS FOR REVIEWING POLICIES AND PROCEDURES**

Reena Keeble is the board-level lead designated to take a lead in relation to responsibility for the Trust's safeguarding arrangements. Graham Dunn is the LGB lead designated to take a lead in relation to responsibility for the safeguarding arrangements in the School.

A review of the School's child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation. This is done by the DSL and DDSL in collaboration with the LGB. The Local Safeguarding Partners' Safeguarding Audit tool is also completed. The School draws on the expertise of staff, including the DSL(s), in shaping the School's safeguarding arrangements and policies.

If there has been a substantiated allegation against a member of staff, the School will work with the Local Authority designated officer to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

## **THE SCHOOL'S ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING RESPONSIBILITIES**

### **Teaching children how to keep safe:**

The LGB ensures that all students are taught about safeguarding, including online, through the curriculum, Relationships and Sex Education and PSHE to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation. This includes teaching students about the safe use of electronic equipment and the internet, and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. It will also include teaching students, for example about healthy relationships, consent and that sexual violence and sexual harassment is always wrong.

The School recognises the additional risks that children with SEND face online and works with the Head of IT to ensure that additional support and measures are in place to support these children. Online safety is an integral part of the School's curriculum for all pupils and is taught in an age-appropriate way relevant to pupils' lives. It is essential that children are safeguarded from potentially harmful and inappropriate online material. A whole school approach is taken to online safety in the School's e-safety policy that empowers the school to protect and educate pupils, students and staff in their use of technology and establishes mechanisms to identify, intervene in and escalate any concerns where appropriate.

It is also embedded in PSHE and Relationships and Sex Education. Pupils will be taught what positive, healthy and respectful online relationships look like; the effects of their online actions on others; how to recognise and display respectful behaviour online; how to use technology safely, responsibly and securely; and where to go for help and support when they have concerns.



The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm. Further detail of the School's approach to online safety can be found in United Learning E-Safety Policy (available on the United Learning Hub) and in the School's E-Safety Policy which also includes detail on the use of mobile technology in school (and accessing 3G, 4G and 5G technology on school premises) and the School's IT arrangements to ensure that children are safe from terrorist and extremist material when accessing the internet through the School's systems. The safety and monitoring system used is FortiGate.

The leadership team and relevant staff must have an awareness and understanding of the filtering and monitoring provisions in place and manage them effectively. Any concerns when identified should be reported in the first instance to the DSL.

The School will communicate with parents and carers to reinforce the importance of children being safe online and to help them to understand what systems the School uses to filter and monitor online use. The School will make parents and carers aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the School (if anyone) their child is going to be interacting with online.

### **Looked after children (and previously looked after children)**

Looked after children (and previously looked after children) are a particularly vulnerable group. The School will ensure that prompt action is taken when necessary to safeguard these children and the LGB ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after (and previously looked after) by a local authority.

Annabel Robinson is the designated member of teaching staff who has responsibility for their welfare and progress and to ensure that the needs are met. The School ensures that the designated member of staff receives appropriate training in order to carry out their role and has the information they need in relation to any child's looked after status, their care arrangements (including contact arrangements with birth parents and those with parental responsibility) and details of the child's social worker and virtual school head.

The designated member of staff will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care and will work closely with virtual school heads to promote their educational achievement. The DSL will ensure they have details of the local authority Personal Advisor appointed to guide and support any care leavers and will liaise with them as necessary regarding any issues of concern affecting them.

### **Children potentially at greater risk of harm (Children who need a social worker – Child in Need and Child Protection Plans)**

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Where the local authority has made the School aware a child has a social worker, the DSL will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

This information will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

### **Use of 'reasonable force'**

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children.

The School recognises the additional vulnerability when using reasonable force in response to risks presented by incidents involving children with SEND or with medical conditions. The School will consider its duties under the Equality Act 2010. Positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers can reduce the occurrence of challenging behaviour and the need to use reasonable force.

The School has a use of reasonable force policy which can be found at [Use of Force.docx](#) or on the school website.

1. Staff will ensure that the school policy on 'Use of Force' is followed.
2. All incidents requiring such action will be logged with the Headmaster or appropriate Senior Manager, and parents/guardians informed on the same day.
3. Incident Reports by all staff involved will be completed as soon as possible after the incident on the same day, unless in exceptional circumstances.
4. Staff must only use physical intervention as a last resort to protect the safety of children or adults after appropriate de-escalation strategies have been used or in the event of serious situations where this is not possible.
5. Restorative methods will be considered after each incident and the pupil's views on the incident sought.
6. Support will be offered to staff involved and incidents will be reviewed by senior staff not involved directly.

### **Arrangements for Visiting Speakers**

The School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to students is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

The School is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the School. This will consider any vetting requirements considered appropriate in the circumstances and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

Visiting Speakers, whilst on the School site, will be supervised by a school employee. On attending the School, Visiting Speakers will be required to show original current identification documents including a photograph such as a passport or photo card driving licence. The School shall also keep a formal register of visiting speakers retained in line with its Data Protection Policy and Visiting Speakers Policy.

Any organisations or individuals booking the school site or parts of it will be checked as far as possible for suitability including possible extremist activities and recruitment.

### **Use of school premises for non-school activities**

Where governing bodies or proprietors hire or rent out school facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they will ensure that appropriate arrangements are in place to keep children safe.

When services or activities are provided by the governing body or proprietor, under the direct supervision or management of their school staff their arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. The governing body or proprietor will therefore seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll. The governing body or proprietor will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of premises; and that failure to comply with this would lead to termination of the agreement. The guidance on keeping children safe in out-of-school settings details the safeguarding arrangements schools and colleges should expect these providers to have in place.

## **EARLY YEARS PROVISION SAFEGUARDING ARRANGEMENTS**

### **Disqualification from working in childcare**

Where staff work in, or are involved in the management of, the School's early years or provision of care of students under the age of eight, the School will take steps to check whether those staff are disqualified under the Childcare Act 2006. This forms part of the School's safer recruitment practices, further details of which can be found in the School's Recruitment and Selection Policy.

The School records all checks of staff employed to work in or manage relevant childcare on the Single Central Register. This includes the date disqualification checks were completed.

Where a member of staff is found to be disqualified or if there is doubt over that issue then, pending resolution, the School will remove them from the work from which they are or may be disqualified. Suspension or dismissal will not be an automatic response; the School will consider if there is scope in principle to redeploy them with other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the designated officer when appropriate.

### **Use of mobile phones and cameras**

The School's policy on the use of mobile phones and cameras in the setting can be found in the School's Acceptable Use Policy. C:\Tranby\Whole School - General\School Policies\Other Whole School Policies

All EYFS staff are also referred to United Learning E-Safety Policy (available on the United Learning Hub).

### **DSL for the EYFS**

The practitioner designated to take lead responsibility for safeguarding children in the early years settings is Sarah Maynard.

### **Duty to notify/report to Ofsted a serious childcare incident:**

The School will inform Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. For example, where the School is satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Any significant event must be notified to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the School became aware (or ought reasonably to have become aware) of it.

The School will notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

The school must inform Ofsted about:

- the death of a child
- where a person's suitability to look after children might be affected, including:
  - involvement with social services or the police
  - something significant affecting their health
- events that might affect the smooth running of the childcare, such as a fire or flooding at the premises
- serious accidents, injuries or illnesses to a child
- food poisoning affecting 2 or more children

The School will notify Ofsted of a serious accident, illness or injury to, or death of, any child while in their care, and of the action. Notification must be made as soon as is reasonably practicable, but in any event within 14 days of the incident occurring. A registered provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence. Providers must notify local child protection agencies of any serious accident or injury to, or the death of, any child while in their care, and must act on the advice of those agencies.

## Absences

The nursery will follow up on absences in a timely manner. If a child is absent for a prolonged period of time, or if a child is absent without notification from the parent or carer, attempts will be made to contact the child's parents and/or carers and alternative emergency contacts. The nursery will consider patterns and trends in a child's absences and their personal circumstances and use their professional judgement when deciding if their absence should be considered as prolonged.

Consideration will be given to the child's vulnerability, parent's and/or carer's vulnerability and their home life. Any concerns will be referred to local children's social care services and/or a police welfare check requested.

The nursery has an attendance policy that they share with parents and/or carers. This includes expectations for reporting child absences and the actions the nursery will take if a child is absent without notification or for a prolonged period of time, for example: implementing the setting's safeguarding procedures, following up with the parents and/or carers and contacting emergency contacts if parents and/or carers are not contactable.

Where possible, settings should hold more than two emergency contact numbers for each child.

## Waiver from Disqualification

In certain circumstances, a person who is disqualified from registration by Ofsted may apply to Ofsted for a waiver of disqualification unless, for example, they are barred from working with children.

## Safe Working Practice

Children's privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting.

## Police attendance on school site (Statutory Guidance – PACE Code C 2019)

Students may only be interviewed at their place of education in exceptional circumstances and only when the Headmaster or their nominee agrees. Every effort will be made to notify the parent(s) or other person responsible for the student's welfare and the appropriate adult, if this is a different person, that the police want to interview the student and reasonable time will be allowed to enable the appropriate adult to be present at the interview. If awaiting the appropriate adult would cause unreasonable delay, and unless the student is suspected of an offence against the educational establishment, the Headmaster or their nominee will act as the appropriate adult for the purposes of the interview.

## POLICY REVIEW

Policy reviewed by Mr Paul Grimwood, Chair of LGB:

A handwritten signature in black ink, consisting of a single continuous stroke that starts with a vertical line, curves downwards and to the right, and ends with a small loop.

Signed:

Date:

30/08/2025

## APPENDIX 1 –SIGNS AND TYPES OF ABUSE

All staff should be aware of indicators of abuse and neglect, as well as specific safeguarding issues such as child criminal exploitation and child sexual exploitation. Staff should always be vigilant, and if unsure, should **always** speak to the DSL or DDSL.

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. They can occur from within or outside families, in or out of school, from within peer groups or the wider community and/or online. In most cases, multiple issues will overlap with one another, and children can therefore be vulnerable to multiple threats.

All staff should be aware that behaviours linked to drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk.

**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.

**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 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. Staff are referred to DfE guidance Sexual Violence and Sexual Harassment for further information.

**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 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 in education and **all** staff should be aware of it and of their school's policy and procedures for dealing with it.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure

adequate supervision (including the use of inadequate 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.

**Specific safeguarding issues:** behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via peer-on-peer abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

**Child Criminal Exploitation (CCE) and Child Sexual Exploitations** 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. CSE and CCE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. 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.

More information can be found at:

[Multi-agency practice principles for responding to child exploitation and extra-familial harm](#)

Non-statutory guidance for local areas, developed by the Tackling Child Exploitation (TCE) Support Programme, funded by the Department for Education and supported by the Home Office, the Department for Health and Social Care and the Ministry of Justice.

**Child Criminal Exploitation (CCE)** Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that



girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

**Child Sexual Exploitation (CSE):** CSE is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact: it can also occur using technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex; can still be abuse even if the sexual activity appears consensual; can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity; can take place in person or via technology, or a combination of both; can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence; may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media); 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; and is typified by some form of power imbalance in favour of those perpetrating the abuse. 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. Some of the following signs may be indicators of sexual exploitation:

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

CSE is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of drugs trafficking. The DSL or DDSL will consider a referral to the National Referral Mechanism as soon as possible if there are county line concerns, such as a child being a potential victim of modern slavery or human trafficking.

All staff should be aware of indicators, which may signal those 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.

If staff have a concern about a child or a child make a report to the staff should follow the referral process in this policy. If staff are in any doubt about what to do, they should speak to the DSL or DDSL.

## 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 form 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 several locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, 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.

The Home Office have provided further information in the document below:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/863323/HOCountyLinesGuidance - Sept2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance_-_Sept2018.pdf)

**So Called ‘Honour Based’ Violence** encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. It can include multiple perpetrators.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the multi-agency statutory guidance on FGM.

If staff have a concern that a student may be at risk of HBV or has suffered HBV, they should speak to the DSL (or DDSL). As appropriate they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children’s Social Care.

There is a statutory duty on teachers to personally report to the Police where they **discover** (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children’s social care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a student is at risk (i.e., where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or it involves a student over 18, teachers should follow the School’s local safeguarding procedures.

**Forced Marriage:** Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the multi-agency guidelines: Handling cases of forced marriage (pages 75-80 focus on the role of schools). School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk). See also: <https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage>

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

**Preventing Radicalisation:** Children are vulnerable to extremist ideology and radicalisation. Like 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 promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:
  1. negate or destroy the fundamental rights and freedoms of others; or
  2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
  3. intentionally create a permissive environment for others to achieve the results in (1) or (2).
- **Radicalisation:** 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.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alerted 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 deputy) making a Prevent referral.

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

**Special Educational Needs and/or Disabilities:** Students with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect. Students with SEND are more likely to be abused by their peers. These can include:

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

To address these additional challenges, the School has put in place the following pastoral support measures.

1. Staff in contact with such children will be made appropriately aware of the child's needs and circumstances in order to maximise the effectiveness of support. Information from the DSL or other pastoral staff will inform the development of support in respect of attendance, learning, behaviour and mental & emotional health.

2. The school will arrange support for children with Emotional & Mental Health issues by in school and accessing universal services. If additional support is needed advice and support will be requested at the Early Help or Specialist level in line with the LA Effective support model.

3. Staff are reminded that Children with SEN, disabilities, communication or behaviour problems are at greater risk of abuse, neglect and bullying than other children. They may not be identified as being at risk of harm as indicators of possible abuse such as behaviour, mood, and injury may be assumed to be related to disability or SEN rather than possible abuse, neglect or bullying and communication of abuse may be difficult. Staff specifically supporting such children and other staff will be alert to these factors.

4. The Designated Teacher supporting Looked After Children will liaise with the DSL and staff involved with Looked After Children to support the child and ensure that the needs identified in the child's Personal Education Plan are supported by staff involved with the child.

4. Safeguarding implications will be considered when individual support plans are reviewed in the case of children who require, for example, medication, some form of intimate care, and help with changing or physical support or physical intervention.

5. If a child, who is the subject of a Child Protection Plan, or is otherwise open to the CST, does not attend school without a verified valid reason, the DSL will contact the assigned social worker or CST duty desk if unavailable.

6. If a child does not open to CSC that the school has concerns about, does not attend school the school will contact: S&PH, the EWS and / or the police depending on the circumstances.

Staff will support such students in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate. Any reports

of abuse involving children with SEND will entail close liaison with the DSL or DDSL and named person with oversight for SEN.

**Lesbian, Gay, Bisexual or gender questioning:** This is not in itself an inherent risk factor for harm. However, children can be targeted by other children. In some cases, a child who is perceived by other children to be Lesbian, Gay, Bisexual or gender questioning (whether they are or not) can be just as vulnerable as children who identify as Lesbian, Gay, Bisexual or gender questioning .

Risk can be compounded where children who are LGBT lack a trusted adult with whom they can be open. School will ensure these issues are discussed regularly as part of the PSHE and RSE curriculum, in Year and whole school assemblies. The school Inclusion Committee and School Council meet regularly and are a means for students to voice their concerns.

**Children and the court system:** Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed, and this will be stressful for them. Making child arrangements following separation can also be stressful and entrench conflict in families. Staff should be alert to the needs of such students and report any concerns to the DSL or DDSL in accordance with this policy. There are two age appropriate guides to support children 5-11 year olds and 12-17 year olds; links can be found in Annex B of KCSiE 2025.

**Children who go missing from education/children absent from education or school:** A child going missing is a potential indicator of a range of safeguarding possibilities, such as abuse or neglect. The School holds more than one emergency contact number for each student so additional options are available to make contact with a responsible adult when a child goes missing is also identified as a welfare and/or safety concern.

Staff must follow the School's procedures for dealing with children who go missing, particularly on repeat occasions. The School's procedure for dealing with children who go missing can be found below

- The school will only remove children from the register if the statutory
- grounds for doing so are met and will inform the LA of the intention to do so. In the case of CME school will make all reasonable efforts to locate the child/ren as required by the guidance.
- The school will inform the LA EWS if any pupil fails to attend without permission for a continuous period of 10 days or more and will refer children whose attendance has fallen below the agreed level to the EWS.
- If a child, who is the subject of a Child Protection Plan or is otherwise open to the CST, does not attend school without a verified valid reason the DSL will contact the assigned social worker or CST duty desk if unavailable.
- If a child does not open to CSC that the school has concerns about, does not attend school the school will contact, EHLH, the EWS and / or the police depending on the circumstances.
- If a child absconds from the site, the school will make an initial search and contact the parent / carer or other emergency contact. (And Social Worker if open to CSC). If after that search the child is not located the school will contact the police within 20 minutes of the alert or sooner in extreme circumstances.

All unexplained or unauthorised absences will be followed up in accordance with this.

The School shall inform the local authority of any student who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended). This will assist the local authority to:

- a) fulfil its duty to identify children of compulsory school age who are missing from education; and
- b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

School attendance registers are carefully monitored to identify any trends. The School will inform the local authority (and the local authority where the child is normally resident) of any student who fails to attend school regularly or has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority.

Action should be taken in accordance with this policy if any absence of a student from the School gives rise to a concern about their welfare.

### **Private Fostering**

If the school is made aware that a child under the age of 16 (under 18 if disabled), is or may be cared for by someone who is not their parent or a 'close relative'\*; in a private arrangement made between a parent and a carer; for 28 days or more, a referral to the SaPH will be made.

\*(Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity))

**Children with family members in prison:** Children who have a parent in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Staff should be alert to the needs of such students and report any concerns to the DSL or DDSL in accordance with this policy.

**Child abduction and community safety incidents:** Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at:

[www.actionagainstabduction.org](http://www.actionagainstabduction.org)

and [www.clevernevergoes.org](http://www.clevernevergoes.org).

Children in need: defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child with a disability. Local authorities are required to provide services to safeguard or promote the welfare of children in need, and they may be assessed under s17 Children Act 1989.

**Domestic Abuse:** domestic violence and abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to psychological; physical; sexual; financial; and emotional abuse. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

**Homelessness:** 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. The DSL or DDSL will raise/progress any concerns about homelessness with the Local Housing Authority although this does not replace a referral into children's social care where a child has been harmed or is at risk of harm.

**Child on child abuse:** Children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms and can include (but is not limited to):

- abuse within intimate partner relationships between peers
- bullying (including cyberbullying) prejudice-based and discriminatory bullying
- sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- consensual and non-consensual sharing nude and semi-nude images and videos (also known as sexting or youth produced sexual imagery);
- up-skirting (see below);
- initiation/hazing type violence and rituals (this could include abuse or humiliation used as a way of initiating a person into a group or event including online).

Students with SEND and LGBT children are more at risk of child-on-child abuse.

It can happen both inside and outside school and online. It is important that all staff recognise the indicators and signs of peer-on-peer abuse, how to identify it and respond to reports. **Even if**

there are no reports in the school, this does not mean that it is not happening. Any concerns regarding child-on-child abuse must be referred to the DSL or DDSL.

## Sexual violence and sexual harassment between children in schools and colleges

### Context

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, likely, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Staff should be aware of the importance of:

- challenging inappropriate behaviours
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting skirts. Dismissing or tolerating such behaviours risks normalising them.

### What is sexual violence and sexual harassment?

#### Sexual violence

It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.



**Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could be forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

**What is consent?** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

a child under the age of 13 can never consent to any sexual activity.

- the age of consent is 16;
- sexual intercourse without consent is rape.

## **Sexual harassment**

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
- sexual "jokes" or taunting.
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - o non-consensual sharing of nude and semi-nude images and videos;
  - o sexualised online bullying.
  - o unwanted sexual comments and messages, including, on social media.
  - o sexual exploitation; coercion and threats; and
  - o up-skirting.

## **Upskirting**

The Voyeurism (Offences) Act 2019, which is commonly known as the Up-skirting Act, came into force on 12 April 2019. 'Up-skirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

## **The response to a report of sexual violence or sexual harassment**

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process. As is always the case, if staff are in any doubt as to what to do, they should speak to the designated safeguarding lead (or a deputy).

Signs that a child may be suffering from child-on-child abuse can also overlap with those indicating other types of abuse and can include:

- failing to attend school, disengaging from classes or struggling to carry out school related tasks to
- the standard ordinarily expected.
- physical injuries.
- experiencing difficulties with mental health and/or emotional wellbeing.
- becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic
- attacks; suffering from nightmares or lack of sleep or sleeping too much.
- broader changes in behaviour including alcohol or substance misuse.
- changes in appearance and/or starting to act in a way that is not appropriate for the child's age.
- abusive behaviour towards others.

Sexual violence and sexual harassment, as a type of child-on-child abuse, may overlap and can occur online and offline (both physical and verbal). Sexual violence are sexual offences of rape, assault by penetration and sexual assault. Sexual harassment is unwanted conduct of a sexual nature and is likely to violate a child's dignity and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Examples of sexual harassment include sexual comments sexual "jokes" or taunting; physical behaviour such as deliberately brushing against someone; non-consensual sharing of sexual images and sexualised online bullying.

If there is a concern that the level of possible abuse may reach a threshold for Police and or Social Care involvement or that either the alleged victim or perpetrator should be offered support or intervention from the Locality Early Help Hub appropriate referrals will be made.

If the behaviour does not reach a threshold for referral to the S&PH or the Locality Support Hub or the school is advised that the behaviour should be dealt with by school appropriate action will be taken under the behaviour policy.

Staff are aware that 'up-skirting' behaviour is now a criminal offence and must be reported as such to senior staff as a form of sexual harassment

## **Mental Health**

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff are well

placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy. Staff should:

- Refer their concerns to the designated safeguarding lead or a deputy.
- If appropriate the DSL can recommend counselling; the school has a private counsellor. Appointments can be arranged to take place in school or outside the school day.
- If deemed appropriate a referral can be made by the DSL, a member of staff or a parent/guardian to the Mental Health and Emotional Wellbeing Service for Secondary Children.

Reference should be made to:

Mental Health and Behaviour in schools DfE guidance (November 2018);

DfE guidance 'promoting and supporting mental health and wellbeing in schools, which details numerous resources available to schools; and

Public Health England: Promoting children and young people's emotional health and wellbeing a whole school and college approach

Paragraphs 183-185 of Keeping Children Safe in Education (DfE 2025)

### **Modern Slavery and the National Referral Mechanism**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK ([www.gov.uk](http://www.gov.uk))

### **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 on-line 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, 'NPCC- When to call the Police' and National Cyber Security Centre - [NCSC.GOV.UK](https://www.ncsc.gov.uk)

**Serious Violence:** Indicators that a child may be at risk from, or involved with, serious violent crime includes increased absence from school; change in friendship or relationship with older individuals or groups; a significant decline in performance; signs of self-harm; 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.

If staff have a concern about a child or a child make a report to the staff should follow the referral process in this policy. If staff are in any doubt about what to do, they should speak to the DSL or DDSL.

## **A Whole School Culture of Safeguarding**

Some students may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination. Such concern will differ between education settings, but it is important schools are conscious of disproportionate vulnerabilities and integrate this into their safeguarding policies and procedures.

## APPENDIX 2 – Meet the Safeguarding Team:

The Designated Safeguarding Lead (DSL) is:



**Annabel Robinson**

*located in F3 and F41*

Deputy Designated Safeguarding Lead (DDSL



**Fraser Henderson**

*Located in Boys PE*

The Safeguarding Lead (Prep) (DDSL) is:



**Sarah Maynard**

*located in the Prep School*

### APPENDIX 3 - Safeguarding Training Log

Safeguarding Training Log		
Attendees	Type of training provided	Date undertaken
Headmaster	KCSiE 2025 update training	September 2025
DSL	KCSiE 2025 update training Working together to safeguard Children FGM online training Safer Recruitment Training	September 2025 November 2020 October 2023 October 2019
DDSL	KCSiE 2025 update training Working together to safeguard Children	September 2025 November 2020
Senior Leadership Team	KCSiE 2025 update training	September 2025
Pastoral Leads	KCSiE 2025 update training	September 2025
Whole School	KCSiE 2025 update training	September 2025
e-safety Lead	KCSiE 2025 update training	September 2025
P.E. staff	KCSiE 2025 update training	September 2025
First Aiders	KCSiE 2025 update training	September 2025
Chair of Governors of LGB	KCSiE 2025 update training	September 2025
Nominated Safeguarding Governor of LGB	KCSiE 2025 update training	September 2025
Local Governing Body (whole board)	KCSiE 2025 update training	September 2025
Agency Staff /Peripatetic	KCSiE 2025 update training	September 2025
Volunteers	Safeguarding Guidelines	As appropriate
Contractors	Safeguarding Guidelines	As appropriate

## APPENDIX 4 – STAFF/STUDENT RELATIONSHIP LETTER AND GUIDANCE NOTES

Tranby  
Tranby Croft  
Anlaby  
East Yorkshire  
HU10 7EH

September 2025

Dear Colleague,

Every one of us working within United Learning, whatever our role, is acutely aware that the protection of children is of the highest possible importance. Trust underpins everything that we do in schools. The parents of our pupils entrust the care of their children to us and together we are all responsible for their wellbeing. United Learning also has a responsibility to ensure that those working in our schools are themselves protected - against putting themselves in a vulnerable position and against the possibility of false accusation.

This letter has also been prompted by the isolated actions of a small number of employees who have acted improperly or who have found/put themselves in a vulnerable position. The focus on appropriate use of social media remains a priority for us. Instances where inappropriate usage has been identified has led to disciplinary action including in the most serious cases dismissal for gross misconduct. I am writing to every person employed by United Learning to remind us all just how serious these matters are but also to offer some advice as to how to respond in potentially difficult situations. Heads will discuss this issue with their staff at appropriate times during the school year. This letter reinforces those statements and ensures that no-one associated with our schools is in any doubt that child protection is an issue that must be treated with the utmost seriousness. Acts of child abuse may be blatant and incontrovertible. However, they may also be more subtle.

It must be understood that the following are almost always inappropriate within the professional context of schools and can easily be construed as child abuse in some circumstances:

- touching and physical contact, other than for staff working with very young children in primary or nursery settings, where it is expected that they will have necessary physical contact and display affection to properly fulfil their role to nurture, support and care for those children.
- contact through electronic or digital communications using personal accounts.

Against this background, we must ensure that no situation could arise which is or could reasonably be construed as acting against the safety of each child. This is not always an easy line to draw but crossing that line or being in a position where it appears that the line has been crossed, is unacceptable. Some adults within the school undertake roles where this is even more important because of the ease with which the proper execution of their duties might be misinterpreted or because the vulnerability of the young people in their care might be more easily exploited. These might include those:

- working in boarding houses or residential situations, including, for example, school trips and excursions.
- whose work requires them to interact in a one-to-one situation, particularly when that work takes place behind closed doors as is often the case with peripatetic music lessons.

- whose work by its nature requires some physical contact with children, for example, those working with very young children and those involved in the coaching of sport or other practical subjects where a correct technique may need to be demonstrated.
- who have high levels of access to ICT systems and, indeed, all who use the internet, email, text messaging and other forms of electronic communication.
- young employees and workers whose duties require them to work with older pupils (e.g., sixth formers) where the age differential is quite small.
- who work with especially vulnerable children for example those with special educational needs, disabilities, mental illness or those that require intimate care.

Within each school, Headteachers will issue both verbal and written guidance from time to time and will make available appropriate training to help everyone deal with this difficult issue. A statement of guidance follows this letter. The DfE has published updated guidance for all schools on their duties to safeguard and promote the wellbeing of children, [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344242/Keeping_children_safe_in_education_-_GOV.UK_(www.gov.uk).pdf). It is important that you are familiar with this guidance and, as a statutory minimum, have read and can demonstrate your understanding of your responsibilities in relation to Keeping Children Safe in Education Part 1.

Finally, having said all this, it is still important for all of us to retain an appropriate balance. United Learning greatly appreciates the devotion and commitment of all of you who work in our schools. We know that your work is effective because every day you respect and care for children, enjoy their company and celebrate their achievements. The trust placed in us as we guide young people through their formative years is huge; we all need to help each other shoulder this responsibility to the very best of our ability. Thank you again for all you have done and continue to do for children and young people through this particularly difficult time.

Yours sincerely



Sir Jon Coles  
Chief Executive  
United Learning



Mr C Wainman  
Headmaster  
Tranby



## UNITED LEARNING NOTES OF GUIDANCE FOR STAFF-STUDENT RELATIONSHIPS 2025

This guidance is not exhaustive and is designed to set out principles rather than to give detailed and specific advice. Clearly, the circumstances in which staff work vary (e.g., working with very young children, boarding staff, sports staff, etc.); this guidance is meant to give general principles only. Indeed, for staff working with very young children in primary or nursery settings it is expected that they will have necessary physical contact and display affection to properly fulfil their role to nurture, support and care for those children. Although this advice applies primarily to teachers and to other adults with educational roles, all adults working within schools relate to students during their duties; again, the general principles apply equally to all who are involved in the school. Staff should be aware that departure from this guidance could result in disciplinary action.

- 1 The relationship between staff and students is a professional one. It is fully expected – and, indeed, hoped – that staff in the school have a friendly and caring relationship with students; nevertheless, the basis of that relationship is professional not personal. It is suggested that a good test to apply is to reflect on whether the child’s parents would be happy with the relationship if they were standing with you.
- 2 A personal relationship between staff and a student is inappropriate unless it is with the full knowledge and consent of the student’s parents or guardians. Circumstances in which such a personal relationship may arise might be when your own children are friends with those in the school or when you have a personal relationship with parents of children in the school. It is not normally appropriate for a member of staff to meet with a student out of school hours or off school premises except with the prior knowledge and consent of parents and the school.
- 3 In general, unnecessary physical contact with students must be avoided. In some circumstances, physical contact between a member of staff and a student is necessary and beneficial; it might be, for example, that a reception teacher might need to pick up a 5 year old who has fallen over in the playground, a sports coach may need to demonstrate to a student how to hold a racket or a secondary teacher may give a student a gentle pat on the back as encouragement. In rare circumstances it may be appropriate for members of staff to use reasonable restraint in circumstances where a student is behaving in a manner which endangers him or herself or other people. In these situations, staff are advised to be very sensitive to the student’s likely reaction and to watch out for signs that the student is apprehensive or uncomfortable. We all have our own personal space that needs to be protected.
- 4 Over-familiar words and actions, displays of affection, discussion of one’s personal life or the personal life of the student are almost always inappropriate. Sexual innuendo is wrong in all circumstances. Staff must avoid actions, words or expressions that could be interpreted as suggesting that they have an emotional relationship with any student. In the professional staff-student relationship it is not appropriate to single a student out for favours or to suggest to a student that he or she is a special friend.
- 5 Occasionally it is necessary for professional academic reasons for staff to communicate with students out of school. Except where necessary, personal email addresses, home, mobile phone numbers, social media contact details, online aliases or text-based messaging aliases must not be given, asked for or used. A staff mobile phone number might be given to students for use during an educational visit; where possible, the school’s mobile phone (if there is one) should be used for this purpose. Pastoral matters should not normally be dealt with by personal email or using personal phone contacts. Only in the most exceptional circumstances, for instance, where there is well-founded concern for the unexplained whereabouts of a student, should pastoral matters be dealt

with by personal email, using personal phone contact or other personal communication tools. In any event, records of all contacts must be kept on the student file so that if it is necessary to use email or personal contact, the reason why will be specified in the written record. It is very difficult to envisage circumstances under which individual contact is appropriate except through official school channels.

- 6 It is not normally appropriate for students to visit a member of staff in their own home. Such a visit might be more likely within a boarding context where staff live on site and so might invite a group of students– say, a tutorial group – to their house for a meeting or for a celebration. Where such a visit does take place, it must be with the full knowledge and consent of the School and parents/guardians. If possible, more than one adult should be present on such an occasion.
- 7 With older students, where a gathering is held as part of a celebration, it is generally advisable if that is held on school premises. It is essential that professional criteria (e.g., all the students in a particular teaching or tutorial group) rather than personal criteria (e.g., selected students only) are used for inviting students, that the event is held openly, and that senior colleagues are aware of it. Staff on such an occasion have a particular duty to ensure that the supply and consumption of alcohol is appropriate, is responsible and falls within the law and the school’s guidelines on alcohol. As a rule, staff should not consume alcohol whilst in the company of children. This includes educational visits and celebratory functions. There will be occasional situations where alcohol is served either at a meal or school function and in these instances should be approved by the Head Teacher in advance.
- 8 Wherever possible when working with students, other people (adults, colleagues or students) should be present, or the door should be open. All members of staff who, in the course of their professional duties, need to work on a one-to-one basis with a student (e.g., a piano lesson, a maths tutorial, etc.), must take care to ensure that the circumstances of the meeting or lesson are always entirely professional. Staff are advised to use a room which has vision panels in the door or keep the door open and ensure that colleagues know that the meeting or lesson is taking place. It is helpful if the meeting or lesson can be arranged during normal school hours or immediately before or after school when there are plenty of other people about. Similarly, where it is necessary for staff to drive students in their own cars, e.g., to sporting fixtures, drivers should ensure they are not alone with just one student, written parental consent should be obtained and a central dropping off point arranged rather than home drops.
- 9 Staff must avoid threatening words, raised voices and any aggressive contact such as holding, pushing, pulling or hitting, which could amount to, or which could be interpreted as a criminal assault.
- 10 There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people. The term ‘reasonable force’ covers a broad range of actions that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent injury or violence. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. This may involve either passive physical contact, such as standing between pupils, or active physical contact such as leading the pupil by the arm. Current DfE guidance is contained in ‘Using Reasonable Force: Advice for head teachers, staff and governing bodies’ which can be found on United Hub. Members of staff must also ensure they are familiar with the Independent School’s/Academy’s physical restraint policy and procedures document.

11 Social networking sites used for personal use, such as Facebook, Twitter, Instagram, WhatsApp, online games, digital communication/online services and other digital media, pose risks for all staff in terms of professional integrity and the welfare of students.

(a) Staff must not use these sites to contact or communicate with current students, students who have recently left, or ex-students under the age of 18 or who are still in full time education. Employees wishing to befriend students who are over 18 and who have left school should do so with extreme caution and with the knowledge that any content posted on either ex-students' or their own social network, may not only compromise their own position but that of any colleagues with whom they are also friends and who may not want their content to be seen by any ex-student. Unfortunately, some students post information on their social networking sites which is inappropriate in language or visuals. To view such pages may alter your judgement of students, to be known to be viewing them may alter a student's view of you, and to comment to students about what you have seen is likely to have an impact on your professional reputation, as well as possibly causing distress to students concerned.

(b) Social media should not be used to address concerns regarding a student's welfare, which should instead be raised with an appropriate member of the school's SLT or safeguarding team.

(c) Caution should also be taken when staff become friends with parents of children at the school, or staff with children at the school, when posting or commenting on posts within social media and ensure that they do not put themselves at risk of any accusations or bring their school into disrepute.

(d) Should you become aware of material about yourself, the school, a student, a colleague or the Group, which is inappropriate, the Senior Leadership Team must be informed, and they will instruct a member of staff to check the allegations and inform the appropriate authorities. You must not check it out yourself.

12 Social networking sites used for professional use, such as LinkedIn, Twitter, YouTube, and other social media, also pose risks for all staff in terms of professional integrity and the welfare of pupils. (a) Before using social media for professional purposes, or as part of their teaching, staff should seek guidance and training on the risks associated with using social media.

(b) Staff should not follow students' personal social media feeds even though it is likely that students will be following them. It may be appropriate to follow students if done as part of an educational activity, but this should be properly risk assessed and not using students' personal accounts.

(c) Staff are advised not to accept connection requests on sites such as LinkedIn from students. Accepting requests from ex-pupils post 16 or 18 should be used with care and thought given to how much information is visible to connections – phone numbers, email addresses etc.

(d) When uploading images or posting content on social media platforms, you should not link to children's online personas through tagging or mentions as this will increase the risk to them from online threats. You should also ensure you comply with the school image use policy, such as not including names with pictures and ensuring parental permission has been given before posting a child's image.

(e) All content posted will be linked to you and your employer. Should you become aware of material about yourself, the school, a pupil, a colleague or the Group, which is inappropriate, the Senior Leadership Team must be informed, and they will instruct a member of staff to check the allegations and inform the appropriate authorities. You must not check it out yourself.

(a) Safeguarding Policy and Child Protection Policy and Procedures.

(b) Behaviour and Discipline.

(c) Physical Restraint.

(d) Email and Internet Acceptable Use Policy.

(e) Social Media Policy.

13 If you are at all concerned about anything which has occurred or which has made you uncomfortable, you must discuss the matter with a senior colleague at the earliest opportunity, even if it turns out that nothing untoward has happened. You must make a written record, dated and signed, of any such incident.

14 Where any allegation of abuse is made against a teacher, other member of staff or volunteer, the Group is committed to dealing with the allegation fairly, quickly and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

15 Staff will also find information relevant to staff-student relationships in the policies and procedures in their school or academy which they should make themselves familiar with and cover the following:

(a) Safeguarding Policy and Child Protection Policy and Procedures;

(b) Behaviour and Discipline;

(c) Physical Restraint;

(d) Email and Internet Acceptable Use Policy;

(e) Social Media Policy.



## Foundation Stage Mobile digital devices

This policy applies to our EYFS setting.

Tranby is fully committed to ensuring that the application of this Foundation Stage Mobile digital devices policy is non-discriminatory in line with the UK Equality Act (2010).

The School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This document is available to all interested parties on request from the main school office and should be read in conjunction with the following documents:

- Acceptable Use ICT
- Assessment, Recording and Reporting
- Bring Your Own Device
- Child Protection (Safeguarding)
- Health and Safety Management
- Mobile Phones
- Non-Residential Visits
- Pupil and Parent Privacy Notice
- United Learning Data Protection Policies
- Whistleblowing
- Equal Opportunities Policy

This document is reviewed annually by Mrs K Hannah, or as events or legislation change requires.

Foundation Stage Mobile digital devices	
Reviewed by:	Mrs K Hannah Head of the Croft
Date of last review:	September 2025
Approved by:	Mr Paul Grimwood Chair of LGB
Date of approval:	September 2025
Reason for changes:	Annual update
Next scheduled date for review:	September 2026 or as events or legislation change requires.

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## **Policy Statement**

It is our intention to provide an environment in which staff can work without distraction, and in which children, parents and staff are safe from images being inappropriately recorded and used.

We therefore operate the following:

## **Acceptable Use Policy**

### **Mobile Phones / Smart Watches / Personal Devices**

The setting allows staff to bring in personal mobile telephones and devices for their own use, in their own time, away from the children. These are not used to contact current pupils. Contact with parents/carers is made using the school phone system or a school mobile telephone. The use of personal mobile phones or digital devices, in school, to digitally record images or sound is strictly prohibited. Staff bringing personal devices into school must ensure there is no inappropriate or illegal content on the device.

All teaching staff and students must ensure that their mobile telephones/devices are kept securely in a bag, locker or cupboard throughout contact time with children. Staff working in The Croft classroom areas store mobile phones or devices in a locked cupboard. Mobile phone calls or texts are only made and taken at staff breaks or in staff members' own time and in the designated staff areas. Just as staff are not allowed to use their phones whilst working in The Croft, they are not allowed to use the phone capabilities on their smart watches.

In case of a staff emergency, they can use the School's landline phone or make a personal call from their mobile in designated staff areas of the building. If any staff member considers that an emergency requires them to keep their mobile phone to hand, prior permission must be sought from the Head of The Croft and the mobile phone should be placed in an agreed appropriate place.

The School ensures that it has up-to-date personal and emergency contact information of all staff, and staff make their families, children's schools etc. aware of the School's telephone numbers in case of an emergency. This is the responsibility of the individual staff member.

During educational visits and group outings, nominated staff will have access to the School's nominated mobile phone/s, which is to be used for emergency purposes only.

It is the responsibility of all members of staff to be vigilant and report any concerns to a the Prep Head or Prep Safeguarding Lead. Concerns will be taken seriously, logged and investigated appropriately and may lead to dismissal. The School reserves the right to check the image contents of a member of staff or student's mobile phone or digital device, should there be any cause for concern over its appropriate use.

### **Cameras/Devices**

Photographs on school devices are taken as an effective form of recording their progression and achievements; with parental consent (on joining the school and updated annually), they can also be used on the School and company websites, newsletters or for marketing purposes. All photographs are taken and stored appropriately to safeguard the children in our care. The setting is registered with the Information Commissioners Office (ICO) and adheres to Data Protection Legislation.

## **Ownership:**

Tranby is fully committed to ensuring that the application of this policy is in line with Human Rights legislation and the Data Protection Act 2018 and The Copyright, Designs and Patent Acts 1988. All Tranby devices are password-protected; photographs or digital images taken on school premises, by a member of staff, will be wholly owned by the School and must not leave the premises either physically or digitally without the consent of the School and the parents of the child or children concerned.

When a parent has not consented to their child's image being used, staff will comply sensitively, but the child will not be used in a group photograph unless permission has been sought – in these instances, an emoji is used to fully cover the child's face.

All images taken on devices must be appropriate and never put the child/children in any compromising positions that could cause embarrassment or distress. Under no circumstances are cameras or digital devices of any kind taken into toilets or photographs taken whilst children are changing clothes in a classroom. Children must be appropriately dressed in all photos.

Images taken and stored on digital devices are downloaded as soon as possible onto the School's intranet, or Tapestry, the School's secure on-line journal. Printed images used for display, publicity and recording activities and progress are disposed in confidential waste bags.

## **Concerts, Performances, Events, Presentations and Visits**

Parents are informed at the beginning of each event that photographs are not permitted. Staff may take photographs/videos as appropriate but will:

- ensure that children are appropriately dressed
- check the returned consent forms
- be aware of any child who should not be photographed

## **Teacher Training and Portfolios**

During teacher /apprentice training and with newly qualified staff, colleagues may need to compile portfolios with photographs of children. Staff will act responsibly in compiling these images. The Mentor will oversee the compiled images as part of the management process and consider their appropriateness.

## **Children photographing each other using school cameras**

Staff maintain appropriate supervision and management control.

Failure to adhere to the contents of this policy will lead to disciplinary procedures being followed.