Broomwood Hall School Limited & Northcote Lodge School Limited

CHILD PROTECTION & SAFEGUARDING POLICY

Broomwood Boys Broomwood Girls

Broomwood Pre-Prep

The Broomwood Group comprises Broomwood Pre-Prep, Broomwood Boys and Broomwood Girls. All schools in the group follow a comprehensive, unified safeguarding strategy in line with Statutory guidance and advice from Wandsworth Local Safeguarding Partnership. This policy applies to all Broomwood Schools.

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Policy Owner: Principal and Heads

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1. INTRODUCTION
Broomwood recognises its responsibilities for all aspects of safeguarding and child protection, and the safety and wellbeing of pupils is always accorded the highest priority. The school wants every pupil to feel safe and protected from neglect, abuse and exploitation and to know there is someone they can turn to if they are being harmed in any way, including through the use of technology.

Everyone who comes into contact with children and their families (or carers) has a responsibility for safeguarding and should ensure that their approach is child centred: this means considering at all times what is in the best interests of the child.

2. APPLICATION
This policy is addressed to all members of staff and volunteers. It applies whenever staff or volunteers are working with pupils, including when this is away from the school, for example on an educational visit.

When the word "staff" is used, it applies to all adults within the school including governors and all categories of staff including supply and self-employed staff, contractors, volunteers, students and those on work experience. The policy is published on the school website and is available to parents and the public.

3. LEGAL FRAMEWORK
This policy pays due regard to:
Keeping Children Safe in Education (September 2026) (KCSIE)
London Child Protection Procedures 2017 (6th Edition 2020 updated 2024)
Working Together to Safeguard Children (2026)
Prevent Duty Guidance: for England and Wales (2023) (Prevent)
The Education (Independent School Standards) Regulations (2026)
Statutory Framework for the Early Years Foundation Stage (2025)
Working Together to improve school attendance (2026)
EYFS Framework (2026)
Relationships, Sex and Health Education (2025 for Sept 2026)
Allergy Safety in Schools Statutory Guidance (2026)
NSPCC E-Safety Guidance for Schools (2026)
DfE Meeting Digital and Technology Standards in Schools and Colleges – Cyber-Security Standard – (2026)
Advice and guidance from the Wandsworth Safeguarding Children Partnership.

A full list of guidance which has informed this policy may be found in Paragraph 34. Other school policies and documents which are also fundamental to the school's integrated safeguarding approach should be read in conjunction with this policy. These include but are not limited to:
Anti-Bullying Policy
Attendance Policy
Behaviour Policies
ICT and E-Safety Policy
First Aid Medicines and Medical Condition Management Policy
Health & Safety Policy
Missing Child Policy and Late Collection Policy
Spiritual, moral, social and cultural' policy
Recruitment and Selection Policy
Relationships & Sex Education Policy
Staff Code of Conduct
Staff Hand Book
Whistleblowing Policy

The standalone Information Sharing Duty guidance is coming shortly.

4. KEY PERSONNEL IN EACH SCHOOL

The Designated Safeguarding Lead (DSL) in each school takes lead responsibility for all safeguarding and child protection matters. This includes responsibility for online safety and having an understanding of the filtering and monitoring systems and processes in place. Each school also has two deputy DSLs (DDSL). The DSL and DDSLs are all senior members of staff with the necessary authority, status and training to carry out the duties of their role.

The DSL is the central point of contact for all aspects of child protection and liaises with external agencies such as Children's Social Care and the Police.

Broomwood ensures that staff have access to a DSL or DDSL at all times during the school day, so they can report any concerns and/or seek advice, if required.

THE BROOMWOOD PRE-PREP TEAM	
Designated Safeguarding Lead (DSL):	**Rose O'Lone, Assistant Head** **R.Olone@broomwood.com** **0208 682 8820** In Rose's absence, Caron Mackay should be contacted.
Deputy DSLs:	Alex Ireson, Deputy Head A.Ireson@broomwood.com 0208 682 8820
	Caron Mackay, Head of Pre-Prep

	C.Mackay@broomwood.com 0208 682 8820
	Bethany Hicks B.Hicks@broomwood.com 0208 682 8820

THE BROOMWOOD GIRLS TEAM	
Designated Safeguarding Lead (DSL):	**Lara Pigott, Deputy Head** **L.Pigott@broomwood.com** **0208 682 8810** In Lara's absence, Will Morris should be contacted.
Deputy DSLs:	Louisa McCafferty, Head L.McCafferty@broomwood.com 0208 682 8810
	William Morris, Assistant Head Pastoral W.Morris@broomwood.com 0208 682 8810
	Rebecca Ewen, Assistant Director of Sport R.Ewen@broomwood.com 0208 682 8810

THE BROOMWOOD BOYS TEAM	
Designated Safeguarding Lead (DSL):	**Henri Dinger, Assistant Head** **H.Dinger@broomwood.com** **0208 682 8888** In Henri's absence, Anna Perkins should be contacted.
Deputy DSLs:	Michael Hodge, Head A.Swinhoe@broomwood.com 0208 682 8888
	Anna Perkins, Head of Junior Phase A.Perkins@broomwood.com 0208 682 8888

HOLIDAY CAMPS

Acting DSL:	Chris Smith, Head of Sport, BB, and Sports Camp Leader C.Smith@broomwood.com
Acting DSL:	Rose O'Lone, Assistant Head, PP, and Multi-Activity Camp Leader R.Olone@broomwood.com

Acting DSL:	Kelsey Crebo, Head of Sport, BG, and Sports/ Multi-Activity Camp Leader K.Crebo@broomwood.com
Acting DSL:	Rebecca Ewen, Assistant Head of Sport, BG, and Sports Multi-Activity Camp Leader R.Ewen@broomwood.com

Nominated SAFEGUARDING Governor: Rachael Friend, 020 3696 5300 or 07552 268 782 *rachael.friend@dukeseducation.com*

Chair of Governors: Tim Fish, 020 3696 5300, tim.fish@dukeseducation.com

5. LOCAL AUTHORITY CONTACTS

The schools are all situated in the London Borough of Wandsworth and follow the local procedures of the Wandsworth Safeguarding Children Partnership. The thresholds of need for children may be found here.
https://wscp.org.uk/media/xkgm0rib/levels_of_need_framework_2023.pdf

Levels of need framework 2023

CONTACTS FOR CONCERNS ABOUT A CHILD

Concerns about a child should be referred to the borough in which the child resides.
If a child is in immediate danger, contact the Police on 999.
For concerns about a child living within the school's borough of Wandsworth, contact:

Wandsworth Multi-agency Safeguarding Hub (MASH)
Phone (020) 8871 6622 (09:00-17:00)
(020) 8871 6000 (out of hours)
Email MASH@wandsworth.gov.uk
Online referral link
https://www.wandsworth.gov.uk/health-and-social-care/children-and-families/make_a_referral_to_the_multi_agency_safeguarding_hub/

Neighbouring boroughs where pupils may reside include:
Hammersmith and Fulham SCP
Initial Consultation and Advice Team (Initial Consultation and Advice Team)
Tel: 020 8753 6600 (general enquiries)
Tel: 020 8753 6610 (professionals' line for consultations and referrals)
familyservices@lbhf.gov.uk
Out of hours service: 020 8748 8588

Lambeth SCP
Lambeth Integrated Referral Hub 0207 926 3100 (Monday to Friday 9am to 5pm)
After office hours 0207 926 5555

Kensington and Chelsea

Call 0207 361 3013 on weekdays 9am–5pm weekdays.
Or outside these times the Emergency Duty Team on 020 7373 2227.
Email: socialservices@rbkc.gov.uk.

CONTACTS FOR CONCERNS ABOUT THE CONDUCT OF AN ADULT

Safeguarding concerns about the conduct of an adult must be referred to the Wandsworth LADO (Local Authority Designated Officer) ***before*** the school makes any investigation of its own.

Wandsworth LADO
Anita Gibbons
Phone (020) 8871 5188
07974 586461
Email LADO@wandsworth.gov.uk
Website (incl. LADO referral form):

OTHER CONTACTS

Wandsworth Education Safeguarding Lead (advice on all safeguarding matters)
Sophie Allen
020 8871 7961
07866 956554
sophie.allen@richmondandwandsworth.gov.uk

PREVENT

Any concerns about radicalisation of children under 18 must be referred to Wandsworth MASH as a safeguarding issue.
Radicalisation concerns about adults: contact the Access Team on 020 8717899
Police 101 (the non-emergency police number)
DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors:
020 7340 7264 and counter.extremism@education.gov.uk.
In an emergency contact the Police on 999

NSPCC whistleblowing helpline
Telephone: 0800 028 0285
Email: help@nspcc.org.uk
https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/

6. AIMS

The aims of this policy are:

a) To ensure that effective safeguarding procedures are in place and are followed by all staff in accordance with national guidance and the locally agreed inter-agency procedures of Wandsworth Safeguarding Children's Partnership.
b) To provide a systematic means of monitoring pupils known or thought to be at risk of harm, as well as support for those pupils.

c) To identify, monitor and support those pupils who may be in need of Early Help including support from other agencies apart from Children's Services e.g., Child and Adolescent Mental Health Services (CAMHS).
d) For all staff to be fully aware and confident of their role in safeguarding and child protection and of their responsibilities to identify and report concerns about the welfare of pupils, including possible harm or abuse by adults or other children, including through the use of technology.
e) For all staff to be fully aware of the need to report any concerns about the actions and conduct of members of staff, volunteers or visitors.
f) To support pupils' development in ways that will foster security, confidence and independence
g) To be alert to the risks to pupils online and to ensure, through appropriate filtering and monitoring systems, that they are safeguarded in school from potentially harmful and inappropriate online material.
h) To emphasise the need for good levels of communication between all members of staff
i) To promote effective working relationships with other agencies
j) To ensure that all staff are recruited in accordance with the school's Recruitment Policy and in accordance with statutory guidance

The school will also create a positive ethos to:

a) Establish and maintain an environment where all pupils feel secure, are encouraged
to talk and are listened to
b) Ensure staff are confident to report any concerns and to deal with any disclosures
c) Provide early help to pupils and families
d) Have methods in place which make it easy for pupils to report concerns as well as ensuring that all pupils know they can talk to any adult in school if they are worried
e) Include opportunities in the curriculum for personal, social, health and citizenship education (PSHE) and Relationships & Sex Education (RSE) for pupils to develop the skills they need to recognise and stay safe from abuse, including abuse or exploitation through technology of all kinds.

7. RESPONSIBILITIES

7.1 Staff

a) to provide a safe and supportive learning environment;
b) to read and understand, Part 1 of Keeping Children Safe in Education;
c) to read and understand the school's Child Protection & Safeguarding Policy i.e. this document;
d) to adhere to the school's Staff Code of Conduct;
e) to undertake regular safeguarding training, at least annually;

f) to be alert to signs of abuse, exploitation and neglect, including child-on-child abuse, and to report any concerns to the DSL immediately;
g) to understand how to record concerns on CPOMS, the school's safeguarding record system;
h) to be aware that that even if there are no reports of child-on-child abuse, or any other form of abuse, it does not mean it is not happening, it may just not be being reported. This also includes being aware of and / or recognising potential scenarios where children might be at greatest risk of harm e.g. at the end of the school day or out of normal school hours.
i) to understand the child protection process, including Section 17 and Section 47 assessments under the Children's Act (1989) and 'Early Help' processes
j) to help pupils understand how to keep themselves safe and manage risk;
k) to be alert to absenteeism of any pupils and inform the DSL of any concerns
l) to consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare (Contextual Safeguarding);
m) to report to the Head any concerns about the conduct of adults, including low level concerns (this includes behaviour outside school that might indicate an individual is unsuitable to work with children).

7.2 Responsibilities of the DSL
For further information on the role of the DSL and deputies see Annex B of KCSIE 2026.

The main responsibilities of the DSL are:
a) to promote a culture of safeguarding so the wellbeing and best interests of children are embedded within all the school's processes and procedures;
b) to coordinate and monitor safeguarding, being the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies;
c) immediately upon the receipt of any concerns, to act upon the report;
d) to liaise with Wandsworth SCP and other neighbouring Children's Services departments and other agencies such as health and the police;
e) to understand child protection processes, including Section 17 and Section 47 assessments under the Children's Act (1989) and 'Early Help' processes;
f) to ensure the safeguarding governor is informed about safeguarding concerns including any referrals;
g) to ensure the school is represented at case conferences or other multi-agency planning meetings and to contribute to assessments and reports;
h) to be responsible for procedures in the school and to keep detailed, accurate records, including action taken. This includes keeping records for those cases where there is no need to make a referral to any other service;
i) to provide a systematic means of monitoring and supporting pupils known or thought to be at risk of harm or where there are ongoing concerns;
j) to promote the educational achievement and care of any children who are looked after. The DSL will take lead responsibility for any looked-after children.

k) to maintain a regular training programme for all members of the school's staff and volunteers in line with advice from Wandsworth SCP;
l) to ensure all new staff receive induction training in safeguarding and understand their responsibilities;
m) to ensure that all staff have confirmed that they have been provided with a copy of the Child Protection and Safeguarding Policy (i.e., this document) and KCSIE 2026 Part 1 and have read and understood them;
n) to ensure that all staff are assisted to understand and discharge their roles and responsibilities as set out in KCSIE and in this policy;
o) to ensure that when pupils leave the school any child protection information is copied for the new school within 5 days and transferred securely and separately from the main file;
p) to ensure that a record of any safeguarding information is obtained from any previous school or nursery for a new pupil joining the school;
q) to monitor the confidentiality, keeping and storage of records in relation to safeguarding. The school's hard copy records on child protection are kept locked in the Head's office and are separated from routine pupil records. Access is restricted to the Head, DSL and Deputy DSL, and should a Subject Access Request be made, to Broomwood's Data officers;
r) to ensure the Child Protection & Safeguarding Policy is reviewed annually in conjunction with the Head and the Proprietor, such review to include its effectiveness in practice;
s) to ensure the Child Protection & Safeguarding Policy is reviewed in the event of an incident or change in legislation, and that any remediation necessary in policy or procedures is given immediate effect;
t) to be responsible for overseeing online safety in the school with the support of the school's IT manager, including understanding the filtering and monitoring systems in place and conducting an annual audit to ensure effectiveness;
u) to ensure the Safeguarding Policy is available on the school's website;
v) to ensure a termly report is sent to the Safeguarding Governor and the annual Safeguarding Audit is presented to the Governing Board.
w) In accordance with the Early Years Foundation Stage (EYFS) statutory framework, the Pre-Prep DSL is also responsible for safeguarding in relation to pupils within the EYFS.
x) Section 3 of the EYFS statutory framework should expressly be read alongside KCSIE 2026 and where children aged 0 to 5 attend school-based nurseries or reception classes.
y) To act on promptly any information or reports from the police through Operation Encompass to ensure the right support processes are in place for any child / young person on roll, maintaining confidentiality throughout.

7.3 Responsibility of the DEPUTY DSL(s)

The Deputy DSL is trained to the same level as the DSL and in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils, ensuring that the DSL receives copies of all reports and referrals and is fully briefed as soon as possible on his/her return.
The ultimate lead responsibility for safeguarding and child protection rests with the DSL. This responsibility will not be delegated, except under exceptional circumstances such as long-term absence of the DSL.
During term time, the DSL and/or the Deputy DSL are available during school hours, either in school, or contactable by telephone, for staff, pupils or parents to discuss any safeguarding concerns.

7.4 Responsibilities of the Head(s) and Principal
The main responsibilities of the Head(s) and Principal are:

a) to promote an overarching culture of safeguarding so the welfare of children is embedded within all the school's processes and procedures operating with the best interests of the child at their heart;
b) to have read and understood all parts of KCSIE thereby ensuring that the school's policy and procedures follow statutory guidance;
c) to ensure that KCSIE Part 1 and the school's Child Protection & Safeguarding Policy are understood and implemented effectively by all staff;
d) to allocate sufficient time, training and resources to enable the DSL and Deputies to carry out their roles effectively;
e) to ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively in accordance with the school's Whistleblowing procedures;
f) to ensure pupils are taught about keeping safe, including online;
g) to ensure systems are in place, which are easily understood and easily accessible for pupils to report concerns, including abuse;
h) to deal with any reports regarding concerns or allegations related to the conduct of adults (this includes behaviour outside of school that might indicate an individual is unsuitable to work with children), including low level concerns;
i) to seek advice and liaise with the Local Authority Designated Officer (LADO) regarding concerns about adults;
j) to undertake training on safer recruitment processes at regular intervals;
k) to monitor the effectiveness of this policy and its procedures in liaison with the Proprietor and SLT and to remedy any deficiencies immediately.

7.5 Responsibility of the Governors
a) To ensure safeguarding and child protection underpins all relevant aspects of process and policy development, and that process and policies operate with the best interests of pupils at their heart

b) To ensure they have processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour.
c) To create the right culture and environment so that staff feel comfortable to discuss matters both within, and where it is appropriate, outside of the workplace (including online), which may have implications for the safeguarding of children.
d) To ensure policies, procedures and training in the schools are effective and comply with the law at all times.
e) To ensure there is a nominated governor for safeguarding, who takes leadership responsibility at Board level for all safeguarding matters.
f) To ensure the nominated safeguarding governor has the required knowledge, skills and expertise to take leadership responsibility for Broomwood safeguarding arrangements.
g) To ensure an appropriate senior member of staff, from the nursery / school / college leadership team, is appointed to the role of designated safeguarding lead.
h) To ensure there is an effective Safeguarding Policy in place, which is consistent with KCSIE (Sept 2026), *Working Together to Safeguarding Children* (2026) and the requirements of the Safeguarding Children's Partnership (XSCP).
i) To ensure the policy is available publicly on the **school's** website.
j) To ensure child protection files are maintained (as detailed in Annex B of KCSIE 26) which show a clear chronology and the reason for decisions taken.
k) To ensure there are other appropriate policies and procedures in place to safeguard and promote children's welfare including, but not limited to, a Staff Code of Conduct, Anti-bullying Policy, Relationships & Sex Education Policy**.**
l) To ensure that there is a written behaviour policy and that is it made available to parents through a website or on request. The behaviour policy should take into account the guidance provided below:
Behaviour in Schools - Advice for headteachers and school staff Feb 2024
m) To ensure there is an effective Staff Code of Conduct (including online conduct) which is implemented throughout the organisation.
n) To ensure that Broomwood holds at least two emergency contact numbers for each child.
o) To ensure that safer recruitment procedures are in place, embedded and effective followed in accordance with Part 3 of KCSIE and that all relevant checks are carried out on all staff before starting their employment and recorded in Broomwood's Single Central Record (SCR).
p) To ensure IT systems have appropriate filters installed without unduly restricting access for educational purposes.
q) As part of this process, the Board of Governors will ensure that **regular monitoring** and filtering systems are in place and formally reviewed at least once per academic year by an SLT member, supported by the DSL and IT support on their effectiveness. This review will cover all internet-connected devices in relevant locations with clear records retained.
r) The Board of Governors will be aware of their obligations under the data protection laws placed on our organisation and individuals to process personal

information fairly and lawfully and to keep information held safe and secure. This will also include how external persons can or cannot access official information when requested to reduce the likelihood of data breaches and maintain adequate cyber-security systems in place.

s) The Board of Governors should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

t) The Governing Body will ensure there are policies and procedures in place regarding pupils accessing the internet in school. The Governing Body will be doing all that it reasonably can to limit children's exposure to the above risks from the school's IT system. The Governing body will consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

u) To have policies and procedures in place relating to the use of cameras and technology within the EYFS.

v) A review of the Safeguarding Policy at least annually (and in the case of a serious incident), including an update and review of the effectiveness of procedures and their implementation. The annual review of safeguarding forms part of the summer term Governors' Review Meeting. A termly report is sent to the Safeguarding Governor and the annual Safeguarding Audit is presented to the Governing Board by the DSL or the Head.

w) The Governing Body will ensure that **ALL** governors and proprietors receive appropriate safeguarding and child protection (including online) training at induction. This knowledge should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in our organisation are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated. (KCSIE 2026).

x) The Governing Body will ensure that all staff undergo safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to ***filtering and monitoring*** – see para 140 for further information) at induction. The training should be regularly updated. Induction and training should be in line with any advice from the safeguarding partners.

y) The Governing Body will be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their multi-agency safeguarding arrangements.

z) Governors of independent schools as non-public entities however do not have to follow requirement as laid down in the Public Sector Equality Duty (PSED). (KCSIE 2026)

8. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES OR PHYSICAL HEALTH ISSUES

Staff are made aware that children with special educational needs and/or disabilities as well as other vulnerable groups may be especially at risk of abuse. Such children are also more prone to peer group isolation or bullying. Therefore, extra care should be taken to correctly interpret apparent signs of abuse or neglect, acknowledging that behaviour, mood or injury may relate to possible abuse and not the SEN or disability. Staff should be aware that:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- these children can be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being; disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in managing or reporting these challenges;
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or the consequences of doing so.

Vulnerable groups

- Special educational needs (SEN)
- Disability
- Physical health issues
- Mental health issues
- The effects of substance abuse within the family
- Being a young carer
- Joining the school mid-year
- Having been excluded from school
- Having English as an additional language
- Privately fostered child/Previously Looked After/Care Leavers/other children living away from home.

9. WHAT TO DO WHEN THERE ARE CONCERNS ABOUT A CHILD OR IF A CHILD MAKES A DISCLOSURE

APPENDIX 1 of this policy gives details of some of the types of abuse and safeguarding issues with which staff should be familiar.

a) Concerns about a child may arise from:
   - Observations of the child (e.g. their behaviour, appearance, work, play, mood and affect);
   - What the child has said;
   - A third party (another pupil, parent or guardian) expresses concern
   - Receipt of an anonymous allegation.

b) A 'concern' should be interpreted broadly, as many issues may give rise to concern. It could relate to a child who would benefit from extra support, to an emerging problem, or may reflect a concern that a child may be deemed to be "in need" or at "immediate risk of harm" as defined by the Children Act 1989.

c) If the DSL or a deputy is not available for any reason, staff should not delay in taking appropriate action. Staff should contact the head, another member of the SLT or seek advice from Children's Social Care using the contact details given at the front of this policy. Any action taken should be shared with the DSL (or deputy) as soon as practically possible.

d) It is important that children receive the right help at the right time to address risks and prevent issues escalating. It is therefore vital that all staff understand their responsibility to:
    - Identify and refer **any concerns** about a child
    - listen to the views of the child
    - keep clear written records
    - reassess concerns if the child's situation does not improve
    - share information quickly and challenge inaction

e) Staff see children regularly and know them well, so are in a unique position to observe signs of neglect, abuse, emotional distress, changes in behaviour and/or failure to thrive. It is important that staff strive to build trusted relationships with children which facilitates communication.

f) **Staff must 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 experiences as harmful. They may feel embarrassed, humiliated, or could be being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers.

g) This must not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have any concerns whatsoever.

h) It is more common with primary aged children for concerns to arise about a child through staff observations and casual conversation rather than a child making a direct disclosure. There may also be a change in a pupil's art or written work which may show signs of confusion or distress.

i) Staff should be aware that younger pupils may also talk about, or demonstrate behaviour, through their play which may give rise to safeguarding concerns.

j) Concerns may also be raised about a parent/carer's interaction with a pupil or issues such as parental alcohol misuse, domestic abuse or mental health.

k) ***If there is any concern at all, the incident must be reported and recorded.*** *In many safeguarding cases it is not one major incident which triggers a referral, but a series of seemingly minor events. It is therefore of the utmost importance that all concerns are recorded and reported to the DSL immediately.*

10. PROCEDURES WHEN STAFF HAVE A CONCERN ABOUT A PUPIL
(Also see Appendix 2 Referral Flowchart)

a) ***If a member of staff is concerned about a pupil the matter should be referred to the DSL, or the Deputy in the DSL's absence, immediately.***
b) ***Staff should not assume that a colleague or another professional will take action and must always report and share information with the DSL that might be critical in keeping children safe. Early information sharing is vital for effective identification, assessment and allocation of appropriate support.***

c) Staff may speak directly to the DSL or Deputy DSL first to discuss their concerns about a pupil or may enter their concern straight on to CPOMS (the school's management system for safeguarding) for attention by the DSL. In either case, reporting a concern must not be delayed and must be reported as soon as possible and always on the same working day. (also see later section on recording concerns)

d) In all instances, a written record must be made by the member of staff on CPOMS, to which all staff have access.

e) Any member of staff who cannot access CPOMS for any reason must always contact the DSL directly, and without delay.

11. PROCEDURES FOR STAFF WHEN A PUPIL DISCLOSES INFORMATION
The member of staff should:

- **Listen carefully** and keep an open mind. Staff should not take a decision as to whether or not abuse has taken place. When the pupil has finished talking, make sure that he/she feels secure and, if appropriate, explain what you are going to do next.
- **Reassure** the pupil, if they have made a disclosure, that he/she is right to tell and is not to blame. A pupil must never be given the impression that they are creating a problem by reporting abuse. Nor should a pupil ever be made to feel ashamed for making a report.
- **Do not promise confidentiality**. Explain that you must make sure that the pupil is safe, and you will need to ask other adults to help you to do this.
- **Do not cross question the pupil.** You must not ask leading questions, that is, a question which suggests its own answer. Let the pupil tell you what he or she wants to and no more. The pupil may be interviewed by a specialist later and too much questioning may prejudice later investigations or cause the child to become anxious and retract his/her information.
- **Be prepared to follow up** with the pupil, but only in conjunction with advice from the DSL.
- **Be aware that** younger pupils may disclose issues of a safeguarding nature in general conversation rather than as a specific disclosure to a member of staff.

- **Do not attempt any examination** or remove a pupil's clothes to look further at an injury. Under no circumstances should photographs be taken of a pupil's injury. It may be possible to observe the pupil during the normal school routine, for example in a physical education (PE) class. If a pupil wants to show you his or her injuries, make sure that a colleague is with you as a witness. Try to arrange for one of you to be the same sex as the pupil
- **Do not attempt to investigate** matters further; your role is to listen, record and report your concerns to the DSL.

If a concern or disclosure involves technology or online images staff must follow the specific advice in Paragraph 12 of this policy.

12. PRESERVING EVIDENCE – INCLUDING ONLINE

Also see Appendix 1 paragraph 28 below on Youth Produced Sexual Imagery

a) All evidence (which could include a pupil's work, scribbled notes, iPads, mobile phones containing text messages, computers) must be preserved.
b) If evidence is found on an electronic device, the device involved should be confiscated and set to flight mode or, if this is not possible, it should be turned off.
c) Staff ***must not*** view images, look for further images, copy or print any images or forward images by email or any other electronic means.
d) If the imagery has already been viewed by accident (e.g. if a pupil has shown it to a member of staff before he/she could ask them not to), this must be reported to the DSL immediately.
e) Do not delete the imagery or ask the pupil to delete it.
f) Do not ask the pupil(s) involved in the incident to disclose information regarding the imagery.
g) Do not share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers.
h) Do not say or do anything to blame or shame any pupil(s) involved.
i) Do explain that you need to report it and reassure them that they will receive support and help.
j) Report the matter to the DSL immediately.

13.RECORDING SAFEGUARDING CONCERNS

a) Abuse and neglect are complex issues and are rarely standalone events; therefore, they require a culture of vigilance, professional insight and respectful challenge, as well as effective recording, reporting and monitoring systems.
b) All staff have an appropriate level of access to CPOMS which enables them to record concerns. The DSL and Deputy DSL have full access to enable them to record actions and store all safeguarding records securely.

c) All safeguarding concerns must be recorded on CPOMS, the school's management system for safeguarding.
d) If the DSL is not available for any reason the Deputy DSL must be contacted to deal with the concern initially.
e) Regarding any conversations directly with a pupil or overheard, staff must keep a written record of the conversation and concerns arising.
f) The record should include the date, time and place of the conversation, who was present and what was said by the pupil.
g) The record should use names, not initials, for all references to people.
h) The record should be specific. Record actual behaviour and language used by a pupil rather than more vague terms such as inappropriate language/behaviour.
i) Staff should make the record as soon as possible after speaking to the pupil so the pupil is not alarmed by notes being taken and before the conversation is discussed with anyone else. It is important to record as much as can be remembered, using the pupil's own words.
j) The record should contain facts and information only, taking care to avoid personal opinion.
k) Notes made of such disclosures or concerns could become part of a statutory assessment by Children's Services and/or part of a criminal investigation so must be completed accurately.
l) If more than one member of staff is present when a pupil discloses information or behaves in a manner which gives rise to concerns, each member of staff must make a separate safeguarding report on CPOMS.
m) The report must be completed so all the facts known are recorded and so the DSL has a full picture of what has given rise to the concern.
n) It is important to record all concerns regarding the welfare of pupils, even those which may appear minor. This is because it is common for minor pieces of evidence to emerge over time and build up a pattern. This also allows information from various members of staff to be collated.
o) Staff must not investigate further or speak to parents or other staff. They must contact the DSL who will then determine the next course of action.

14. ACTION BY THE DSL ON RECEIPT OF A CONCERN ABOUT A CHILD

On receipt of the safeguarding report, the DSL must record the decisions made and action taken.

Action will depend on the nature of the concern. It may include one or more of the following:

- monitoring the pupil in school;
- a discussion with parents;
- early help intervention from the school and/or another agency;
- referral to Children's Services;
- referral to the LADO;
- report to the police ;

- The DSL is also aware of the requirement, in specific circumstances, for children to have an Appropriate Adult. Further information can be found in the Statutory guidance – Police and Criminal Evidence Act (PACE) Code C 2019;
- Where a child has an allocated social worker, the DSL will liaise with the virtual school head who has a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker.

The member(s) of staff making the report will be informed by the DSL of the action taken, although additional information will only be shared with members of staff on a need-to-know basis.
If the pupil's situation does not appear to be improving, the staff member with concerns should request the DSL to re-consider the action taken.

15. CHILD PROTECTION RECORDS

a) Accurate recording and record keeping is crucial to effective safeguarding.
b) Key events can have a significant impact and it is essential that these are clearly recorded on the child's file. For example the death of parent, sibling or other close family member. It is important that such information is recorded so it is accessible to other members of staff who may be working with the child.
c) Key information also needs to be accessible such as:
    - who holds parental responsibility for a child;
    - contact details for parents and who else can be contacted in an emergency;
    - any legal orders in place, particularly any which affect the care of the child;
    - details of any key professionals working with the child.
d) Safeguarding records are kept securely on CPOMS. Child protection concerns must be recorded should by the member of staff who noted the concern or received the initial information about the issue.
e) There must be a clear, detailed chronology for each pupil where concerns have been raised.
f) Written records are kept of all concerns, whether or not there is a need to refer the matter to Children's Services or another agency.
g) If a referral to Children's Services is thought to be required, the DSL will usually contact the local authority for advice prior to notifying parents.
h) All discussions with parents, other staff members, the local authority or other agencies along with the decisions made and the reasons for those decisions must be recorded in writing.
i) Wandsworth MASH has its own referral form which must be completed if a formal referral is made by the DSL. A copy of the referral form sent to the local authority must be retained.

j) Minutes of any case conferences or discussions with social workers or other professionals involved with the pupil must be retained in the pupil's file and must be scanned into CPOMS.
k) Any new concern or information about a pupil who has active involvement with Children's Services must be passed to the pupil's allocated social worker without delay.
l) Any new concern or information about a pupil who has had previous involvement with Children's Services must be passed to Children's Services without delay.
m) If a pupil moves to another school, all child protection records are copied and a copy is retained.
n) The DSL ensures that the child protection records are transferred securely, within 5 days, to the DSL at the new school and a receipt is obtained confirming they have been received. Parental permission is not required for records to be shared with the new school.
o) On a case-by-case basis the DSL will also consider sharing information proactively with the new school to ensure key staff are aware of the pupil's needs and can have any support in place when the pupil arrives.
p) Safeguarding records will be requested from previous schools/nurseries for any new pupils joining the school.
q) Records must be retained 'long term, until the child is 25 years of age or older, then reviewed.
r) The Independent Review into Child Sexual Abuse recommends that records known to relate to allegations or cases in relation to sexual abuse, sexual assault, and sexual violence should be retained for 75 years.

16. INFORMATION SHARING

Further information is available in the HM Government guidance Information Sharing (2024) which should always be consulted if there is any doubt about consent or sharing information.

The most important consideration should be whether sharing information is necessary to safeguard and protect a pupil. The Data Protection Act 2018 (DPA), UK GDPR and Data (Use and Access) Act 2025 do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Information shared should be:

(a) **Necessary and proportionate** - Any information shared must be proportionate to the need and level of risk.
(b) **Relevant** - Only information that is relevant to the purposes should be shared with those who need it.
(c) **Adequate** - Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.

(d) **Accurate** - Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.
(e) **Timely** - Information should be shared in a timely fashion to reduce the risk of harm.
(f) **Secure** - Wherever possible, information should be shared in an appropriate, secure way.
(g) **Record** - Information sharing decisions should be recorded whether or not the decision is taken to share.

All information-sharing decisions will be recorded, including:

- what information was shared or withheld;
- with whom it was shared;
- the reason for the decision;
- the lawful basis relied upon, where relevant; and
- the outcome or action agreed.

This includes recording the rationale where a referral to another agency was considered but not made.
Where information indicates a risk to the child or others, including previous knife or weapon concerns, we will advise the receiving school to assess the risk of that child and put a safety and support plan in place for them.
Further information and guidance on data protection can be found at:
Data protection in schools - Guidance - GOV.UK

17. COMMUNICATION WITH PARENTS/CARERS

a) All parents are aware from the publication of this policy on the school's website that the school has a safeguarding policy and is required to follow statutory guidance in respect of reporting to Children's Services and other agencies any case of suspected abuse.
b) From this policy and from notices in the school buildings, parents are made aware of the identities of the DSL and Deputy DSL with whom they may discuss concerns.
c) The school will work with parents and outside agencies to help support pupils and their families; however, it will always put the duty of care to the pupil as its priority and will refer concerns if it considers a pupil is or may be at risk of harm or has suffered harm.
d) The DSL will normally request a meeting with the parents of the pupil about whom there are concerns to discuss the matter. He/she will explain the reasons for the school's concerns and the course of action the school intends to take.
e) Referrals to Children's Services or the LADO (or initial advice from either service) do not require prior parental consent. The DSL must act in the best interests of the pupil, even if this results in making a referral against the parents' wishes.

f) If the DSL believes that notifying parents might in any way increase the risk to the pupil or if there are any other extenuating circumstances, initial advice will be sought from Children's Services prior to notifying the parents. This may result in an immediate referral to Children's Services without parents being notified.
g) If a decision is made *not to discuss concerns* with the child's parents or carers, this will be recorded in the child's safeguarding record with a full explanation of the reason for this decision.
h) If there is an allegation which involves a member of staff, parents will only be informed after the school has consulted with the LADO and has obtained the LADO's consent.
i) If a parent has any safeguarding concerns, he/she should contact the school's DSL as soon as possible.

18. REFERRALS TO CHILDREN'S SERVICES AND/OR OTHER AGENCIES

Referrals about an individual pupil must be made to the borough in which the pupil resides.
However, advice may always be obtained from the Children's Services department of the school's local authority, regardless of where the pupil resides.
The DSL follows the Levels of Need thresholds (sometimes named as the continuum of Need threshold document) from Wandsworth SCP when decisions are made about making referrals. Available here:

Levels of need framework 2023

(Neighbouring London authorities also use these London wide thresholds, should a pupil not reside within Wandsworth.)

There are 4 levels.

1. No additional needs – no referral required
2. Emerging needs requiring Early Help (Early Help Assessment)
3. Child in need – needs specialist support (Referral to MASH)
4. Child is suffering or at risk of suffering significant harm (Urgent referral to MASH)

Broomwood's policy requires that all referrals are made by the school's DSL; however, anybody can make a referral and in exceptional circumstances staff may raise concerns directly with Children's Services. If, at any point, there is a risk of immediate serious harm to a pupil a referral should be made to Children's Services or the police on 999 immediately.

Local authorities and partners are required to develop and publish protocols identifying who may lead assessments and how cases will be managed following referral.

19. EARLY HELP

Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help, an early help inter-agency assessment will be arranged. Chapter 1 of Working Together to Safeguard

Children (Department for Education, March 2026) provides detailed guidance on the early help process.
Additional support systems in school may form part of early help strategies, e.g., additional pastoral support, school mentors, support from a counsellor and should feed into Local Authority early help measures as required. Evidence is kept of all early help interventions and effective monitoring systems will be used to assess the effectiveness of interventions and outcomes. If early help is in place the situation will be kept under constant review and consideration given to additional referrals (e.g. to social care) if the child's situation does not appear to be improving.

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

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- 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;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is frequently missing/goes missing from care or home
- is misusing drugs or alcohol
- 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 a privately fostered child.

Teachers, through PSHE and form periods, ensure that pupils are aware that staff are available to listen and provide additional in-school support if necessary.

The school also has access to other counselling and support services if needed.

Targeted early help is a voluntary arrangement and will ordinarily require the consent and participation of the child and their family.
An appropriately qualified practitioner may lead the assessment and coordinate the Family Help plan. Where local arrangements permit, the same practitioner or a qualified non-social work lead practitioner may continue to work with the family, where locally agreed, if the child is subsequently assessed as a child in need under section 17.
Where a child or family does not consent to targeted early help, or does not engage with the support offered, the DSL will consider whether the child's needs are likely to increase or whether there is a safeguarding risk that requires referral to local authority children's social care.

The school will also understand and follow the local criteria and procedures relating to:

- Section 20 of the Children Act 1989, concerning the local authority's duty to accommodate / provide safe accommodation for a child. This can also be used for short breaks care.
- Section 31 of the Children Act 1989, concerning care and supervision orders;
- disabled children;
- children managed within the youth secure estate; and
- children affected by abuse, neglect, exploitation, trafficking or modern slavery.

20. THRESHOLD LEVELS OF NEED 3 AND 4

a) Pupils who meet the threshold of Level 3 or Level 4 will be referred to MASH immediately by the DSL.
b) If there is ever any doubt about whether a referral should be made advice will be sought from the Wandsworth School's Safeguarding Advisor or from the MASH team.
c) The DSL may also take initial advice and discuss matters with other services such as the Education Welfare Officer, CAMHS or the police. Under no circumstances will the situation be left beyond the day that the concern is first raised.
d) If a referral is made or advice is obtained from Children's Services, the safeguarding governor will be informed of the case by the DSL as soon as possible.
e) All telephone conversations with Children's Services, the LADO or other local authority officers are recorded by the DSL on CPOMS.
f) The DSL will discuss the concerns with the pupil's parents/carers at the earliest appropriate opportunity (as outlined in paragraph 17 above). A record must be kept of all conversations with parents, either by phone or in person.
g) The DSL will assist other agencies to make enquiries into concerns about a pupil's welfare. This will include ensuring that the school is represented at multi-agency meetings, including child protection conferences, and that reports/information about the pupil are provided as required.
h) In cases of extreme emergency or if a serious criminal offence appears to have been committed the police will be contacted immediately.
i) The referral process outlined is also followed when there are concerns about a pupil who may be at risk of radicalisation. The level of risk will identify the most appropriate referral, which could include Children's Services and/or Channel. (Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.)

21. SUPPORT FOR STAFF

The school recognises that staff who have become involved with a pupil who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. The school will support such staff by providing an opportunity to talk through their anxieties with the DSL and will seek further support as appropriate.
The NSPCC helpline is also available if staff have concerns about the way a concern is being handled by the school. Staff can call 0800 028 0285 or email help@nspcc.org.

22. SAFER RECRUITMENT - Contractors and Self-Employed Staff

(Also see Broomwood Recruitment Policy)

Our organisation will always ensure a service level agreement is in place to ensure expectations on both sides are known including the requirement for undertaking safer recruitment checks.

We will ensure that any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check so long as it is compliant with KCSIE 2026.

Contractors engaging in regulated activity relating to children will require an enhanced DBS check (including children's barred list information).

For all other contractors who are not engaging in regulated activity relating to children, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including children's barred list information) will be required.

Under no circumstances should a contractor on whom no checks have been obtained be allowed to work unsupervised or engage in regulated activity relating to children.

Where contractors attend the site outside of term time and no young people are present then supervision may be deemed as not required.

All staff are checked as to their suitability. These checks include

- The taking up of references
- Verification of identity
- Verification of right to work in the UK
- Where appropriate, verification of qualifications
- A satisfactory enhanced check with the Disclosure & Barring Service (DBS), including a Barred List check for staff engaged in regulated activity
- A self-declaration to ensure compliance with regulations made under the Childcare Act 2006
- For teachers, verification of Qualified Teacher Status (QTS), and the completion of teacher induction or probation.
- For staff engaged in teaching duties, a check that the teacher is not subject to a prohibition order issued by the Secretary of State.
- As part of the shortlisting process, the school will consider carrying out an online search as part of their due diligence on shortlisted candidates
- Where appropriate, a check that there is no teacher prohibition order issued by any overseas professional authority
- Where appropriate, an overseas criminal record check(s)
- Where appropriate, a check to ensure the person is not barred from taking part in the management of an independent school
- A medical fitness questionnaire and declaration.

Self-Employed Persons

HR Manager will decide either to obtain the DBS check, or request to see the certificate if the self-employed person has obtained their own check and ensure that the DBS check is at the level required by the school.

Where using a third party / employment agency, the HR Manager will ensure a DBS with barred list information is obtained for those engaging in regulated activity.
We will still check the identity of contractors on arrival at the school.

Safer Recruitment: Visitors and Visiting Speakers

There are a range of visitors who attend our establishment at different times during the academic year.
These include professionals such as educational psychologists, social workers, and other education-related practitioners, as well as educational visitors like guest speakers or performers.
Broomwood may host individuals connected to the site, including contractors working on the building or grounds, children's family members, or others attending school events such as sports days.
Broomwood will not request DBS checks or barred list checks, or ask to see existing DBS certificates, for visitors such as children's relatives or other visitors attending a sports day.
The **Principal** will use their professional judgement about the need to escort or supervise such visitors and will inform relevant staff accordingly.
For visitors who are there in a professional capacity, it is required that their identity is checked and gain assurance that the visitor has had the appropriate DBS check depending on the activity they are there to carry out (or that the visitor's employers have confirmed that their staff have appropriate checks).
We are not to ask to see the certificate in these circumstances but if required under a service level agreement then details will be logged. Where a visitor will have no contact with children, it is unlikely that a DBS check will be required.

Staff Recruitment: Volunteers

All volunteer roles will be assessed before the individual begins work. The Head Teacher in liaison with the HR Manager and DSL will determine whether the role amounts to regulated activity and what checks are required.
From **1st September 2026**, a volunteer who teaches, trains, instructs or supervises children frequently, on **more than three days** in **any 30-day period**, or **overnight**, will be regarded as engaging in ***regulated activity***, even where they are supervised (***KCSIE 2026***).
In these circumstances, an enhanced DBS check with Children's Barred-List information will be obtained **before the volunteer begins the role.**
A volunteer will not undertake regulated activity until their Children's Barred-List status has been confirmed this includes volunteers who are moving from non-regulated to regulated activity roles.
Our organisation will review the roles of **existing volunteers** to identify any individual who becomes engaged in regulated activity because of the changes introduced from **1 September 2026.** Where this applies, we will check the individual's Children's Barred-List status and obtain the appropriate DBS check.
Where a volunteer is not engaged in regulated activity ***(less than 3 days in any 30-day period)*** we will undertake and record a written risk assessment to determine what checks, if any, are appropriate.
The assessment will take account of:

- the nature of the work with children.

- the level and frequency of contact with children.
- what is known about the volunteer, including information provided by staff, parents, referees or other volunteers.
- whether the individual undertakes other paid or voluntary work where a referee can comment on their suitability; and
- whether an enhanced DBS check without barred-list information, or another level of check, is appropriate.

Under no circumstances will a volunteer on whom no checks have been obtained be left unsupervised or permitted to undertake regulated activity.
Where the statutory criteria are met and there are safeguarding concerns, the **Principal** will make a referral to the ***Disclosure and Barring Service*** **as soon as possible** in relation to a volunteer who is removed from regulated activity (dismissal, redeployment outside regulated activity or suspension), or who ceases volunteering before they can be removed or resignation.

23. INDUCTION AND TRAINING
The DSL is responsible for ensuring that all new members of staff working in school, and any volunteers, receive training on their responsibilities for safeguarding and child protection and on the procedures for recording and referring any concerns. This training will take place prior to the new member of staff starting work with the children.
All newly recruited staff are provided with the following information and given in-house training on safeguarding issues as part of their induction. This includes:

- Keeping Children Safe in Education, Part 1
- Child Protection and Safeguarding Policy
- Staff Code of Conduct
- Digital Usage Policy, including an understanding of filtering and monitoring;
- Whistleblowing Policy
- Behaviour Policy
- Anti-bullying Policy
- Prevent training
- Procedures on managing children who go missing from education (in Attendance Policy)
- How to report and record concerns

The school takes a risk-based approach to the level of information provided when training other temporary staff, staff running clubs, contractors and volunteers.

24. STAFF TRAINING

a) All staff are required to read, at least annually, the Child Protection and Safeguarding Policy (i.e. this policy) and the Staff Code of Conduct and must confirm that they have done so.
b) All staff are required to read and understand the current guidance for staff in Part 1 of KCSIE 2026 and confirm that they have done so.

c) Every member of staff receives comprehensive training in safeguarding (including on-line safety) at least every three years, in line with advice from the Wandsworth SCP.
d) Refresher training is provided annually at the start of the academic year and on specific issues through the year as required.
e) All staff are trained in how to listen, respond to and report any disclosures including those which involve child on child sexual violence or sexual harassment, misogyny serious violence and those incidences involving weapons.

24.1 DSL & DDSL Training
The DSL and Deputy DSL(s) will undertake formal role-specific training at least every two years. This will include up-to-date information about local safeguarding partner arrangements, assessment and referral processes, Family Help, statutory intervention and relevant multi-agency procedures.

24.2 Training for Governors
a) The governor responsible for safeguarding has received specific safeguarding training. They undertake refresher training every two years, as a minimum.
b) This training aims to equip them with the knowledge to provide strategic challenge to ensure that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole-school approach to safeguarding.
c) The Governors are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 and the local multi-agency safeguarding arrangements.

25. USE OF TECHNOLOGY, CAMERAS, MOBILE PHONES AND OTHER DEVICES (INCLUDING IN THE EYFS) *(Also see Digital Usage Policy and the EYFS Safe Use of Technology Policy)*

a) Staff must not take video footage or photographs of pupils except for school purposes.
b) Any such images must not be placed in the public domain without the permission of the Head.
c) School devices should be used wherever possible. In exceptional circumstances if a personal device is used, photographs or videos of pupils must not be stored or retained on personal cameras, mobile phones or other devices. Any images must be uploaded to the school's server within one working day and permanently deleted from the personal device.
d) Permitted images are stored securely on a password-protected section of the school intranet. They are deleted when no longer required.
e) Cameras, mobile phones or other devices are not allowed in any areas where pupils may be washing or changing, nor should photography be used in a manner that may offend or cause upset.

f) Parents are asked to restrict photography whether on cameras, mobile phones or other devices to major school events published in the school calendar only. General filming in school by parents is never permitted.
g) Parents should be aware that other parents in the school may object to photographs being taken which, inadvertently or otherwise, include their child; therefore, any images taken must be for personal use only and should not be shared on social media.
h) Other visitors, volunteers and contractors in school are not permitted to take photographs in any area of the school without specific permission from the Head.
i) The general use of mobile telephones in all areas of the school (calls, texting and email) by parents is not permitted.
j) Through curriculum and information evenings, as well as other regular parental communication systems, parents are made aware of what their children are asked to do online, including any apps or sites they will be asked to access and who (if anyone) their child is going to be interacting with online.
k) Staff may only communicate with pupils through the school email system and the designated apps used by older pupils for homework.
l) Staff must not use their mobile phones or other personal devices for calls or messaging when engaged with pupils and all devices must be out of sight.
m) Staff are directed to the Technology Policy within the Staff Employment Manual for further guidance.

26. TEACHING PUPILS ABOUT SAFEGUARDING & REPORTING ROUTES FOR PUPILS
Also see the Relationships & Sex Education Policy and PSHCE Policy

a) Children are taught about safeguarding, including how to keep themselves safe online. This takes place in dedicated lessons and also within other subjects where appropriate.
b) The school's PSHCE curriculum and the Relationships & Sex Education curriculum are differentiated according to the age and understanding of the pupils. They are designed to help children reduce risk, particularly online, building resilience to protect themselves and their peers, fostering healthy and respectful relationships with others and providing information about who they should turn to for help.
c) Appropriate to their age and stage of development, pupils are also taught about harmful sexual behaviours, including sexual violence and sexual harassment.
d) Pupils are taught to keep themselves safe on-line and understand the pupil acceptable use policy. The safe use of technology is a focus in all areas of the curriculum and key ICT safety messages are reinforced as part of assemblies and tutorial/pastoral activities.
e) The school is aware of the importance of placing appropriate monitoring systems and filters but that these should not lead to unreasonable restrictions as to what pupils can access online.

f) Pupils are given the opportunity to talk about safeguarding issues within the classroom environment and are made aware of the processes by which any concerns they have can be raised, including the processes for reporting a concern about a friend or peer, and how any report will be handled.
g) The school has a strong pastoral system and promotes an ethos where pupils feel safe to share information about anything that is worrying them. Pupils are able to report any concerns directly to staff in person or by email.
h) Pupils are made aware of names of the DSL and deputy DSL(s) and information is supplied on posters around the school. However, pupils are made aware they can report a concern to any adult in the school and not just the DSL or DDSL. The emphasis is that all staff are here to help.
i) Any pupil making a report will be reassured that they are being taken seriously, and that they will be supported and kept safe.
j) Pupils are encouraged to use the 'Ask it Basket' to share any concerns that they may have. The box is checked at least weekly, and well-being lead teachers address these concerns with the children.
k) Children in Years 5 -8 in the boy's school are able to email safe@broomwood.com to report concerns immediately and in confidence from other children.
l) There is an annual pupil survey conducted and results are analysed by senior staff.
m) The School Council also provides a 'pupil voice' and encourages pupils to develop the rules and boundaries of acceptable behaviour.

27. STAFF CODE OF CONDUCT

The Staff Code of Conduct gives comprehensive, clear guidance on the expected behaviour of all adults in the school. Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by pupils or others and report any conduct by an adult which raises concern. Failure to follow the Staff Code of Conduct is likely to result in disciplinary action being taken.
The Staff Code of Conduct can be found on the school's website in the section on Policies and in 'bob' within the Staff Employment Manual.

28. WHISTLEBLOWING *(see also the school's Whistleblowing Policy available on the school's website* and in 'bob' within the Staff Employment Manual.*)*

a) It is recognised that pupils cannot be expected to raise concerns in an environment where staff fail to do so.
b) All staff should be aware of their duty to raise concerns, which may include the attitude or actions of colleagues.
c) All members of the school community have a duty to protect children, and should they have concerns they must make these concerns known to the Head. This ensures that the school is able to address problems promptly and openly and deters any suggestion of collusion in poor practice. Apparently minor incidents of misconduct may escalate with serious consequences if not confronted.

d) Whistleblowing can also support the member of staff who is the subject of the concern. Their conduct may result from inexperience or lack of training that can be addressed, or they may be under stress and be relieved when their conduct is questioned.
e) Those who deliberately fail children and show no remorse or desire to improve are unlikely to welcome being exposed, but their conduct has to be confronted for the sake of the child and the welfare of the whole school community.
f) *NSPCC Whistleblowing Helpline*

The helpline provides support to employees wishing to raise concerns over how child protection issues are being handled. The NSPCC Whistleblowing Advice Line can be reached on 0800 028 0285.

29. ALLEGATIONS AGAINST STAFF

a) As part of its overall safeguarding ethos, the school ensures that it promotes an open and transparent culture in which staff feel confident to report all concerns about adults working in the school (including self-employed staff, supply teachers, volunteers and contractors).
b) All members of staff must follow the Staff Code of Conduct and conduct themselves in a professional manner at all times, both to ensure the safety of the pupils, and to reduce the risk of any allegation of improper behaviour.
c) If any allegation of abuse or suspected abuse is made against a member of staff or volunteer, the school will follow the guidance in Part 4 of KCSIE and the procedures of Wandsworth SCP.
d) Allegations that might indicate that a person is unsuitable to work with children are where a person has:
    - behaved in a way that has harmed a child, or may have harmed a child and/or;
    - possibly committed a criminal offence against or related to a child and/or;
    - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
    - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
e) The following procedures relate to all members of all staff, (including the self-employed, supply staff and contractors) governors and volunteers or any other adults who are currently working in the school, regardless of whether the school is where the abuse is alleged to have taken place and regardless of whether it involves pupils at this school.

29.1 Reporting an allegation or concern

a) Staff must never think that abuse by an adult is not possible in this school, or immediately disbelieve an accusation against someone who is known well and trusted.
b) A member of staff receiving an allegation of abuse by another member of staff, or with concerns about another member of staff, should report this immediately to the Head, unless the Head is the one against whom the allegation is made.
c) An allegation against the Head should be reported to the Chair of Governors, without notifying the Head first.

d) In the Head's absence, an allegation against a member of staff must be reported to the Safeguarding Governor.
e) In any instance where there may be a conflict of interest about reporting an allegation or concern to the Head or to the Safeguarding Governor, the LADO should be contacted directly and without hesitation.
f) Concerns may be reported verbally, directly to the relevant senior member of staff, or by email. Any staff who make a report verbally in the first instance will also be required to make a written record of the information they have disclosed.

29.2 Procedures & Informing the Local Authority Designated Officer (LADO)
The contact details for the school's LADO can be found at the front of this policy.

a) If the allegation constitutes a possible serious criminal offence, or in the case of serious harm, or if a pupil is in immediate danger, a referral to Children's Services and/or the police will be made immediately.
b) An allegation of abuse by an adult will always result in a senior person from the school (as detailed above) contacting the LADO who will advise on the next steps to be taken.
c) Under no circumstances will the school conduct an investigation without first informing the LADO and seeking advice about the course of action to be taken. Borderline cases will also be discussed and, following discussions, the LADO will advise what further steps should be taken.
d) There are two aspects to consider when an allegation is made:
    - Look after the welfare of the child - the DSL is responsible for ensuring that the child is not at risk and for referring cases of suspected abuse to Children's Social Care as described earlier.
    - Investigate and support the person subject to the allegation - the case manager (usually the head, unless the head is the subject of the allegation) should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.
e) The school's aim will be to achieve a quick resolution of the allegation in a fair and consistent way that provides effective protection for any child involved and at the same time supports the person who is the subject of the allegation.
f) The Head will obtain written details of the allegation, signed and dated, from the person who received the allegation or the person who is making the allegation. If a pupil has made an allegation, a written note of what the pupil has said will be made by the member of staff to whom the pupil made the allegation.
g) The Head will also record any basic information to establish the facts, including dates, times, locations and names of potential witnesses and any CCTV footage.
h) Any allegation against staff, including those considered borderline, must be reported and discussed with the LADO without delay, and within one working day.

i) An initial assessment of any allegation referred will be made by the LADO and the Head. They will judge whether there is a need for immediate action, whether the allegation is demonstrably false or whether there has been inappropriate behaviour or poor practice that can be dealt with through the school's usual staff disciplinary procedures.

j) 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.

k) Where further enquiries are required the LADO and case manager will discuss how and by whom the investigation will be undertaken. In straightforward cases, the investigation will normally be undertaken by the Head. If the nature or complexity of the allegation requires it, the allegation may require an independent investigator.

l) In the case of a referral and investigation, the Head must ensure, before contacting any interested parties, that there is no objection by the investigating agencies.

m) Where there are no objections from the investigating agencies, the Head will:
   - inform the person making the allegation and explain the likely course of action
   - ensure the parents of the pupil(s) who is the alleged victim have been informed about the allegation and the likely course of action
   - inform the member of staff against whom the allegation is made and explain the likely course of action
   - keep a written record of the above.

n) The Head, in consultation with the LADO, will make the decision whether or not to suspend the teacher involved.

o) If an allegation is made, every effort will be made to maintain confidentiality and guard against unwanted publicity while the allegation is being investigated. The Education Act (2011) prevents the 'publication' of material by any person that may lead to the identification of a teacher who is the subject of an allegation. Parents and carers will also be made aware of the prohibition on reporting or publishing allegations about teachers.

p) The Head will take advice from the LADO, the Safeguarding Governor and other agencies to agree:
   - Who needs to know and exactly what information can/cannot be shared
   - How to manage speculation and gossip
   - What, if any, information can be given to the wider community to reduce speculation
   - If necessary, how to manage the press.

q) The school has a duty of care towards its employees and will ensure that effective support is provided for anyone facing an allegation. The individual

concerned will be advised to contact their trade union representative, if they have one, or a colleague for support.

r) The following definitions will be used when determining the outcome of allegation investigations:
    - **Substantiated**: there is sufficient evidence to prove the allegation;
    - **Malicious**: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
    - **False**: there is sufficient evidence to disprove the allegation;
    - **Unsubstantiated**: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
    - **Unfounded**: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

s) Allegations that are found to have been malicious will be removed from personnel records and any that are not substantiated, are unfounded or are malicious will not be referred to in employer references.

t) Records concerning allegations of abuse must be preserved until the accused has reached normal pension age or for 10 years from the date of the allegation if longer.

29.3 Allegations relating to supply teachers/employees of third party

a) The school's procedures for managing allegations against staff above also apply to staff not directly employed by the school, for example, supply teachers provided by an employment agency or business ('the agency').

b) The school will usually take the lead, but agencies/ third party employers will be notified and should cooperate in any enquiries from the LADO, police and/or Children's Services.

c) In no circumstances will the school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome.

d) The school will discuss with the agency whether it is appropriate to suspend the supply teacher and an investigation is carried out but this decision rests with the Head and the LADO.

e) KCSIE **2026** clearly lays out the same expectations now on teacher training providers to follow the same procedures as supply agencies.

29.4 Referral to the Disclosure & Barring Service (DBS) and Teaching Regulation Agency (TRA)

a) If the school ceases to use the services of any person (whether employed, contracted, a volunteer or a student) because that person was considered unsuitable to work with children, a prompt and detailed report will be made to the DBS.

b) For teaching staff, the school also has a legal responsibility to report the matter to the Teaching Regulation Agency (TRA) which may result in a prohibition order being issued by the Secretary of State for Education, as required by sections 141D and 141E of the Education Act 2002.

c) A report to the TRA may also be made for additional reasons 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'. Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found in *Teacher misconduct: the prohibition of teachers* (October 2015). Further guidance is published on the TRA website.

30. LOW LEVEL CONCERNS

a) 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 does not appear to meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

b) A member of staff may have doubts about the behaviour of another adult towards a pupil, or another child, or concerns about how their own behaviour might be interpreted.

c) 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/other device
- engaging with a child on a 1:1 basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language,
- Email, messaging, use of social media sites or other communication between adults and pupils outside agreed protocols
- Any incident where he/she feels that his/her actions or behaviour towards a pupil or that of another adult, may have been misinterpreted or may have given rise to a risk or misinterpretation;

d) Staff must report any low-level concerns whatsoever to the Head or Safeguarding Governor following the procedures as outlined above in Paragraph 29.1.

e) Staff are also encouraged, and to feel confident if the need arises, for them to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

f) When a low-level concern has been raised by a third party, the head (or safeguarding governor) will collect as much evidence as possible by speaking where possible with the person who raised the concern, to the individual involved and to any witnesses. The name of the person making the report will be noted

and requests to remain anonymous will be respected as far as reasonably possible.

g) The school will also consider if any wider issues in the school enabled the behaviour to occur or contributed to it, and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence.

h) All low-level concerns will be recorded in writing. The record will include:
   - details of the concern;
   - the context in which it arose;
   - evidence collected by the Head where the concern has been raised via a third party;
   - the decision categorising the type of behaviour;
   - action taken;
   - the rationale for decisions and action taken;
   - the name of the individual sharing the concerns (respecting any wish to remain anonymous as far as possible)

i) Records will be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
j) Records will 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 harm threshold, in which case it will be referred to the LADO.
k) The purpose of low level reporting is to protect both pupils and the staff working with them, and allows a system for a simple record to be kept in case events are later referred to or any patterns emerge.
l) Low level concerns relating to supply staff and staff employed by a third party will be reported to the agency/employer in order that any patterns of behaviour may be identified.
m) A staff member who reports a low-level concern, or a more serious allegation, in good faith will suffer no detriment as a result and will benefit from the protection set out in the school's Whistleblowing Policy.

31. NON-RECENT ALLEGATIONS

a) Abuse can be reported no matter how long ago it happened.
b) Where an adult makes an allegation to the school that they were abused as a child, the individual will be advised to report the allegation to the police.
c) Non-recent allegations made by a child, will be reported to the LADO in line with Wandsworth SCP procedures for dealing with non-recent allegations.
d) The LADO will coordinate with Children's Services and the police.

32. RESPONSIBILITIES OF THE PROPRIETOR

a) To ensure safeguarding and child protection underpin all relevant aspects of process and policy development, and that processes and policies operate with the best interests of pupils at their heart.
b) To ensure policies, procedures and in the schools are effective and comply with the law at all times.
c) To ensure safeguarding training for all staff and governors accords with local requirements and statutory guidance
d) To ensure there is a nominated governor for safeguarding, who takes leadership responsibility at Board level for all safeguarding matters. (Contact details are shown in paragraph 4 on Key Personnel.)
e) To ensure the nominated governor has the required knowledge, skills and expertise to take leadership responsibility for the school's safeguarding arrangements.
f) To ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead
g) To ensure there is an effective Safeguarding Policy in place, which is consistent with statutory guidance and the requirements of the Wandsworth SCP.
h) To ensure the policy is available publicly on the school website.
i) To ensure child protection files are maintained, which show a clear chronology and the reason for decisions taken
j) To ensure there are other appropriate policies and procedures in place to safeguard and promote children's welfare including, but not limited to, a Staff Code of Conduct, Anti-bullying Policy, Attendance Policy, Behaviour Policy, Relationships & Sex Education Policy.
k) To ensure there is an effective Staff Code of Conduct (including online conduct) which is implemented throughout the school.
l) To ensure that the school holds at least two emergency contact numbers for each child.
m) To ensure that safer recruitment procedures are followed in accordance with Part 3 of KCSIE and that all relevant checks are carried out on all staff before starting their employment and recorded in the school's Single Central Record (SCR).
n) To ensure online safety is integrated into the school's overarching approach to safeguarding.
o) To ensure online safety is reflected as required in all relevant policies and appropriately considered when planning the curriculum, staff training, the role and responsibilities of the designated safeguarding lead (and deputies) and any parental engagement.
p) To ensure the school's IT systems have appropriate monitoring and filtering systems installed, to block harmful and inappropriate without unduly restricting access for educational purposes, and to review their effectiveness regularly
q)To ensure that the leadership team and relevant staff have an awareness and understanding of the online safety provisions in place, manage them effectively and know how to escalate concerns when identified.
r) To have policies and procedures in place regarding pupils accessing the internet in school
s) To have policies and procedures in place relating to the use of cameras and technology within the EYFS.
t) To review the Safeguarding Policy at least annually (and in the case of a serious incident), including an update and review of the effectiveness of procedures and

their implementation. The annual review forms part of the summer term Governors' Review Meeting. A termly report is sent to the Safeguarding Governor and the annual Safeguarding Audit is presented to the Governing Board by the DSL or the Head.

33. PROPRIETORIAL OVERSIGHT

a) Any deficiencies or weaknesses identified in child protection arrangements will be remedied immediately they are made apparent.
b) Termly reports are sent to the proprietors where all safeguarding issues are discussed. In addition, they receive a breakdown of the CPOMS records for each term.
c) The Safeguarding Governor conducts an annual review of the Broomwood Child Protection & Safeguarding Policy and procedures and of the efficiency with which the related duties have been discharged.
d) Minutes of the review are sufficiently detailed to demonstrate both breadth and depth of the review.
e) The head or DSL speaks to the safeguarding governor about any concerns, respecting confidentiality of the children and families as far as possible.
f) If the school needs to make a referral the safeguarding governor is informed immediately.
g) The SCR is checked by the safeguarding lead at Dukes at the start of every term before pupils return.
h) The DSL reports annually to the Safeguarding Governor on numbers and trends of child protection concerns reported by Broomwood staff during the academic year, the training undertaken by school staff and any relevant changes in legislation or national/local guidance.

34. STATUTORY GUIDANCE AND OTHER DOCUMENTS INFORMING THE POLICY

This policy pays due regard to the following statutory guidance and other government advice. It also complies with the procedures of Wandsworth SCP.

1. Keeping Children Safe in Education (September 2026)
2. Working Together to Safeguard Children (WT) (2018 updated 2023)
3. Independent School Standards Regulations (2014)
4. HM Gov advice 'What to do if you're worried a child is being abused' (March 2015)
5. Safer Recruitment Consortium 'Guidance for safe working practice for those working with children and young people in education settings' (February 2022)
6. DfE guidance 'Teaching online safety in school' (January 2023)
7. Mental health and behaviour in schools: departmental advice (November 2018)
8. When to call the police, non-statutory guidance from the National Police Chiefs' Council
9. DfE advice 'Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (May 2024)
10. DfE Statutory Guidance "Relationships Education, Relationships and Sex Education (RSE) and Health Education" (2019 updated 2021)
11. DfE Searching Screening and Confiscation Advice for schools

12. UKCIS Education Group: Sharing nudes and semi-nudes: advice for education settings working with children and young people (March 2024)
13. Designated teacher for looked after children (February 2018)
14. Statutory Framework for the Early Years Foundation Stage (2025)
15. DfE statutory guidance 'Children missing education' (September 2016)
16. Disqualification under the Childcare Act 2006 (September 2018)
17. Counselling in schools: a blueprint for the future (February 2016)
18. DfE's Searching Screening and Confiscation Advice
19. Prevent Duty Guidance for England and Wales (2023)
20. The use of social media for on-line radicalisation (July 2015)
21. Equality Act 2010: advice for schools (updated 2018)
22. Promoting the education of children with a social worker: Virtual School Head role extension (June 2022)
23. Police and Criminal Evidence Act (PACE) Code C 2019

APPENDIX 1
CATEGORIES OF ABUSE AND SPECIFIC SAFEGUARDING ISSUES

1. Definitions and categories of abuse
All school staff should be aware that abuse, neglect, exploitation and other safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. Exercising professional curiosity and knowing what to look for is vital for early identification so staff are able to identify cases of children who may be in need of help or protection.

KCSIE 2026 defines abuse as:
'a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm.
Safeguarding is also defined as protecting children from maltreatment inside or outside of the home including online.
Harm can include ill treatment that is not physical as well as the impact of children witnessing ill treatment of others, particularly when children see, hear or experience domestic abuse and its effects.
This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.
Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.'

It is important that all staff are aware of the signs of abuse. The following information on signs of abuse is intended as a guide only; signs listed in one category may apply equally to another, as behaviours can be very interlinked. Any concerns, whether they are listed below or not, should be brought to the attention of the DSL immediately. The following signs are not conclusive evidence but may be a warning, particularly if a pupil exhibits

several signs or a pattern emerges. It is important to remember that there may also be explanations, other than abuse, for a pupil showing such signs.
The main categories of abuse outlined in KCSIE, are

(a) Physical abuse
(b) Emotional abuse (including domestic abuse)
(c) Sexual abuse
(d) Neglect.

2. Risk factors
In an abusive relationship the child may

(a) appear frightened or wary of the parent/s or other adult
(b) act in a way that is inappropriate to her/his age and development, although full account needs to be taken of different patterns of development and different ethnic groups.

The parent or carer may

(a) persistently avoid child health promotion services and treatment of the child's episodic illnesses
(b) have unrealistic expectations of the child
(c) frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
(d) be absent or misusing substances
(e) persistently refuse to allow access on home visits
(f) be involved in domestic violence.

Staff should be alert to changes in a pupil's behaviour if there is a new carer (e.g., nanny or au pair) in the pupil's home.

3. Recognising signs of physical abuse
Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
The following are often regarded as indicators of concern:

(a) an explanation which is inconsistent with an injury
(b) several different explanations provided for an injury
(c) unexplained delay in seeking treatment
(d) the parents/carers are uninterested or undisturbed by an accident or injury
(e) parents are absent without good reason when their child is presented for treatment
(f) repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
(g) family use of different doctors and A&E departments
(h) reluctance to give information or mention previous injuries
(i) two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)

(j) repeated or multiple bruising on the Head or on parts of the body unlikely to be injured accidentally
(k) variation in colour, possibly indicating injuries caused at different times
(l) the outline of an object used, e.g., marks from a belt or a hairbrush, or of a handprint
(m) bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
(n) bruising around the face
(o) grasp marks on small children
(p) bruising on the arms, buttocks and thighs may be an indicator of sexual abuse
(q) bite marks
(r) circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
(s) scalds that have a line indicating immersion or poured liquid (a child getting into hot water of his/her own accord will struggle to get out and cause splash marks)
(t) scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath
(u) medical attention is sought after a period of delay when a fracture has caused symptoms such as swelling, pain or loss of movement.

4. Recognising signs of emotional abuse

Another form of abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It can also include persistent criticism, belittling and name-calling. It may involve conveying to a child that he or she is worthless or unloved, inadequate, or valued only insofar as meeting the needs of another person. It may include not giving the child opportunities to express his or her views, deliberately silencing the child or 'making fun' of what he or she says or how the child communicates. It may feature age or developmentally inappropriate expectations being imposed on the 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, including domestic violence. It may involve serious bullying (including cyberbullying), causing the child frequently to feel frightened or in danger, or the exploitation or corruption of the child. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse may also indicate the presence of other forms of abuse.

The following may be indicators of emotional abuse:

(a) developmental delay
(b) abnormal attachment between a child and parent/carer, e.g., excessive anxiety on the part of either
(c) indiscriminate attachment or failure to attach
(d) aggressive behaviour towards others

(e) scape-goated within the family
(f) frozen watchfulness, particularly in pre-school children
(g) low self-esteem and lack of confidence
(h) withdrawn or seen as a "loner" – difficulty relating to others
(i) reverting to younger behaviour
(j) depression, withdrawal
(k) fear of academic failure or 'getting things wrong'.

For further information on bullying, including cyber bullying, please see the school's Anti-bullying Policy.

5. Recognising signs of sexual abuse

Sexual abuse (KCSIE 2026) involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. It refers also to specific sexual offences under the Sexual Offences Act 2003, activities that involve physical contact, including assault by penetration with or without an object (to vagina, anus or mouth without consent such as rape). 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 or college's policy and procedures for dealing with it. (see KCSIE, Part Five).

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about, and full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult, unless the child makes a disclosure. There may be no physical signs and indications are more likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are

(a) inappropriate sexualised conduct
(b) sexually explicit behaviour, play or conversation, inappropriate to the pupil's age
(c) continual and inappropriate or excessive masturbation
(d) self-harm (including eating disorders), self-mutilation and suicide attempts
(e) involvement in prostitution or indiscriminate choice of sexual partners
(f) an anxious unwillingness to remove clothes, e.g., for sports events (but this may be related to cultural norms or physical difficulties).

Some physical indicators associated with this form of abuse are

(a) pain or itching of genital area
(b) blood on underclothes
(c) pregnancy in a younger girl where the identity of the father is not disclosed

(d) physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

Staff should also be aware of the possibility of sexual exploitation.

6. Signs of neglect

Neglect may be defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to

(a) provide adequate food, clothing and shelter (including exclusion from home or abandonment)
(b) protect a child from physical and emotional harm or danger
(c) ensure adequate supervision (including the use of inadequate caregivers)
(d) ensure access to appropriate medical care or treatment.
(e) be responsive to a child's basic emotional needs.

The following may be indicative of neglect of a child:

(a) the child is dirty, smelly, poorly clothed or appears underfed
(b) the child has lingering illnesses which are not attended to
(c) there is a marked deterioration in schoolwork
(d) the child exhibits significant changes in behaviour, aggressive behaviour, severe tantrums
(e) an air of 'detachment' or a 'don't care' attitude
(f) overly compliant behaviour
(g) a child who is reluctant to go home or is kept away from school for no apparent reason
(h) 'tummy pains' with no medical reason
(i) running away from home, suicide attempts
(j) extreme anger, sadness or depression
(k) child left with adults who are intoxicated or violent
(l) child left alone for excessive periods
(m) child thrives away from the home environment.

7. Affluent neglect

Staff should also be aware of the impact of affluent neglect, which refers to the neglect experienced by children in more wealthy families. This can be difficult to identify, as the type of neglect experienced by children in these circumstances is often emotional. Parents may work very long hours or be absent for extended periods, leaving children in the care of paid carers. This can create an emotional disconnect and leave children feeling isolated and lonely, with their emotional needs unfulfilled by their parents. Affluent parents may also subject their children to a high amount of pressure to succeed academically, or in other pursuits such as sport or music, which can lead to psychological and emotional problems.

Absent parents may also have little knowledge of what their children are doing. This can lead to increased risks with children who may spend long periods online or at an older

age have the financial means to facilitate drug abuse and the independence to engage in harmful sexual activity.

8. Specific safeguarding issues

Further safeguarding issues of which staff should be aware are detailed below. Extensive guidance on a wide variety of specific issues can be found in Annex C of KCSIE and in other guidance listed at the end of this policy.

- Child abduction and community safety incidents
- children missing from education – *also see Attendance Policy*
- children and the court system
- Children missing from education
- Children with family members in prison
- child criminal exploitation (CCE) (including county lines/gangs) & child sexual exploitation (CSE)
- domestic abuse
- fabricated or induced illness
- Homelessness
- so-called 'honour based' abuse, female genital mutilation (FGM) and forced marriage
- mental health
- E Safety, Online behaviour and cybercrime
- child-on-child abuse including:
    - Nudes/semi-nudes, youth produced sexual imagery
    - sexual violence and sexual harassment
    - upskirting
    - child sexual behaviour
- private fostering
- Preventing radicalisation (including Channel)

Guidance and practical support on specific safeguarding issues or concerns will be sought where necessary by the DSL.

The DSL will ensure that staff are aware of specific issues including, but not limited to: child-on-child abuse including: Nudes/semi-nudes, youth produced sexual imagery partly or wholly generated through artificial intelligence (AI) sometimes known as "deep fakes" or "deep nudes"; sexual violence and sexual harassment; harassment of any kind, serious violence including use of weapons, misogyny, online abuse, including imagery; domestic abuse; child to parent or care giver abuse; parents affected by drug or alcohol abuse; child sexual exploitation, female genital mutilation; fabricated or induced illness; children missing education; preventing radicalisation; mental health.

9. 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.

10. Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5–11year olds and 12–17-year-olds available on the gov.uk website.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. The school may refer some parents and carers to this service where appropriate.

11. Children absent or who go missing from education (also see Attendance, Absence and Registration Policy)

a) All pupils are recorded on the school's admission register.
b) Attendance is recorded in the daily attendance registers.
c) Staff must be aware that repeated absence may be an indicator of can be a potential indicator of abuse or neglect and repeated absence must be brought to the attention of the DSL.
d) All unexplained absences will be followed up in accordance with the Attendance Policy.
e) Absences that are due to safeguarding reasons will be documented.
f) The local authority is informed of any child whose name is added to or deleted from the admission register at a non-standard transition point in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended).
g) If a pupil leaves the school then, whether there are any concerns about that pupil or not, the school will seek to obtain, for inclusion in the return the name of the future school, the expected date of the child's first day there, and, if applicable, the family's new home address and the date on which the family will be moving to it. If there are concerns about a pupil, and a parent refuses to supply the information, this may also result in a report to Children's Services.
h) In line with the safeguarding duties of the school, all unexplained pupil absences will be investigated. The school must inform the LA of any pupil who fails to attend school regularly, or has been absent without permission for a continuous period of 10 school days or more.
i) If a pupil who has current involvement with Children's Services is absent from the school. The pupil's social worker must be informed of the absence on the same day.
j) When a pupil moves to another school, the DSL must inform the receiving school without delay that child protection records. Within 5 days the original records must be passed on either by hand or sent by Royal Mail Special Delivery Guaranteed or Royal Mail Signed For post and a receipt obtained at the post office at which the letter with the records is handed in. Duplicate records must be retained. Duplicate records should be kept securely until the pupil reaches the age of 25 years.
k) The school holds contact details for both parents (unless a parent is deceased, or a parent has no contact with the child) and two emergency contact numbers.

12. Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

13. Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual activity 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.

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. Victims can be exploited even when the sexual activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

The school is aware that often a child is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. However, staff must act on their concerns as they would for any other type of abuse. Children also rarely self-report CSE so staff must be particularly vigilant to potential indicators of risk.

There are three main types of child sexual exploitation:

- Inappropriate relationships:

Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

- Boyfriend: Abuser grooms victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims are required to attend parties and sleep with multiple men and threatened with violence if they try to seek help.
- Organised exploitation and trafficking: Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

Victims can be exploited even when the sexual activity appears consensual, and it should be noted that exploitation as well as being physical can be facilitated and/or take place online.

Child Sexual Exploitation can be committed or facilitated by an organised network or gang, and victims may identify as part of this group. This may constitute modern slavery.

Child Sexual Exploitation can be committed by an individual or an organised network and most sexual abuse is committed by individuals known to the victim.

Any concerns that a child is being or is at risk of being sexually exploited should be passed immediately to the DSL. If a child is in immediate danger the police should be called on 999.

14. Child Criminal Exploitation (CCE) including gangs and County Lines

CCE is also a form of abuse and involves taking advantage of an imbalance in power to coerce, manipulate or deceive a child into criminal activity.

Staff will be aware that exploitation may be committed or facilitated by organised networks or gangs, that children may identify as belonging to those groups, and that exploitation may also constitute modern slavery.

Criminal exploitation of children is a typical feature of county lines criminal activity where children and young people are recruited to transport drugs. Key identifying features of involvement in county lines are when children are missing.

Staff should be aware of the key indicators of children being sexually or criminally exploited which can include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse;
- displaying inappropriate sexualised behaviour.
- associating with or identifying as belonging to gangs or groups / networks intent on carrying out criminal activities.

Children may be forced or manipulated into transporting drugs or money, working in cannabis factories, shoplifting, pickpocketing, committing vehicle crime or threatening or committing serious violence.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile telephone lines or another form of "deal line". This activity may take place locally or across the UK. Children and vulnerable adults may be exploited to move, store or sell drugs and money.

Gangs may establish a base within the home of a vulnerable person through force or coercion. This is commonly referred to as "**cuckooing"**. Children may also be recruited and exploited online through social media and other digital platforms.

Children may become trapped through threats of violence, intimidation, manufactured drug debts or threats against their families. They may be coerced into carrying weapons or may begin carrying a weapon because they believe it will protect them from harm.

A child cannot consent to being exploited, abused or trafficked. Criminal exploitation may have occurred even where the activity **appears voluntary** or the child identifies as belonging to the group involved. Children who are criminally exploited must be recognised and treated as victims, including where they have committed offences as a result of coercion.

CCE may involve **trafficking** and constitute **modern slavery**. Where a potential victim is identified, the Academy will follow its child protection procedures and consider a

referral through the **National Referral Mechanism**, alongside any referral to children's social care or the police.
Staff will remain alert to indicators of CCE and county lines and must report any concerns immediately to the DSL.
Staff will ensure that any exploited children should be treated as victims and recognise that these children may be criminalised for actions undertaken under coercion.

15. Children left at home alone

If a member of staff is concerned about children left unsupervised at home, they should inform the DSL in line with the reporting mechanisms of this policy.

16. Contextual Safeguarding

a) Safeguarding incidents and/or behaviours can be associated with factors outside the school and can occur between children outside Broomwood.
b) All staff understand the importance of the context when incidents and/or behaviours occur, including whether the child is at risk of abuse or exploitation in situations outside their families.
c) This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors and influences are present in a child's life that are a threat or pose a risk to their safety and/or welfare.
d) Extra-familial harms take a variety of forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.
e) The school contributes to the assessments and mapping processes, taking these extra familial risks into account and sharing relevant information with social workers and other professionals in order to enable all such factors to be taken into account when risks to children are being assessed.

17. Domestic abuse

a) Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected". In other words, they are or must have been intimate partners or family members regardless of gender or sexuality.
b) The abuse can encompass, but is not limited to psychological, physical, sexual, financial and emotional.
c) Children who see, hear or experience domestic abuse are victims in their own right.
d) Exposure to domestic abuse and/or violence can have serious, long lasting emotional and psychological impact on children.
e) Staff should be mindful that children can often blame themselves for the abuse or may have had to leave the family home because of the abuse.
f) Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as '***teenage relationship abuse'***.
g) Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).
h) However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures will be followed and both young victims and young perpetrators will be offered support

18. Operation Encompass
In **November 2025**, a new statutory duty was placed on the police to notify a child's education setting, and where relevant, local authorities, if they have *reasonable grounds to believe* a child may be a victim of domestic abuse.
When police are called to an incident of domestic abuse and there is a child(ren) in the household the police will usually inform the DSL in school before the child(ren) arrives at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable appropriate support to be given to the child.

19. Homelessness
Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

20. So called 'honour based' abuse
HBA is a collection of practices, which are used to control behaviour and exert power within families to protect perceived cultural and religious beliefs and/or honour. Such abuse can occur when perpetrators perceive that an individual has shamed the family and/or community by breaking their honour code this includes Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.
Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

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 pupil 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 pupil over 18, teachers should follow the school's local safeguarding procedures.

21. Female Genital Mutilation
Female genital mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is a form of child abuse and is illegal in the UK. A pupil may have difficulty walking, sitting or standing and may even look uncomfortable. A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties

urinating. There may be prolonged or repeated absences from school and/or noticeable behaviour changes (e.g., withdrawal or depression) on the pupil's return.
FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHCE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Under no circumstances should any staff physically examine pupils.

22. Mandatory Reporting of FGM

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. This will usually come from a disclosure. Under no circumstances should school staff physically examine pupils.
The duty applies to the individual who becomes aware of the case to make a report directly to the Police by dialling 101. The report should be made immediately. The duty to report should not be transferred to the DSL, however the DSL must be informed. Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including by dialling 999 if appropriate.

23. Forced Marriage

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales, the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.
A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.
Children may be married at a very young age, and well below the age of consent in England. Staff will receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not being allowed to return to England.

24. Mental health

Schools have an important role to play in supporting the mental health and wellbeing of pupils. Mental health problems can also, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
Mental health problems may themselves develop into safeguarding concerns, this could include self-harm, suicidal ideation or risk of suicide.

Early intervention to identify issues and provide effective support is crucial. The school's role in supporting and promoting mental health and wellbeing can be summarised as:

- **Prevention**: the creation of a safe, calm school environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stresses of life effectively. This includes teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities.
- **Identification:** recognising emerging issues as early and accurately as possible
- **Early support:** helping pupils to access early support and intervention
- **Access to specialist support**: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

When the school suspects that a pupil is having mental health difficulties, support will be put in place, using a graduated response process.

1. an assessment to establish a clear analysis of the pupil's needs;
2. a plan to set out how the pupil will be supported;
3. action to provide that support
4. regular reviews to assess the effectiveness of the provision

Adverse Childhood Experiences (ACEs) and other events may also have an impact on pupils. These include:

- loss or separation – resulting from death, parental separation, divorce, hospitalisation
- loss of friendships (especially in adolescence)
- family conflict or breakdown that may result in the child having to live elsewhere, being taken into care or adopted, deployment of parents in armed forces families
- life changes – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school
- traumatic experiences such as abuse, neglect, domestic violence, bullying, violence, accidents or injuries
- other traumatic incidents such as a natural disasters or terrorist attacks

Where children experience a range of emotional and behavioural problems that are outside the normal range for their age, they might be described as experiencing mental health problems or disorders.

Mental health professionals have classified these as:

- emotional disorders - phobias, anxiety states and depression
- conduct disorders - stealing, defiance, fire-setting, aggression and anti-social behaviour
- hyperkinetic disorders - disturbance of activity and attention
- developmental disorders - delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders

- attachment disorders - children who are markedly distressed or socially impaired because of an extremely abnormal pattern of attachment to parents or major care givers
- Trauma disorders, such as post-traumatic stress disorder, because of traumatic experiences or persistent periods of abuse and neglect
- other mental health problems including eating disorders, habit disorders, somatic disorders; and psychotic disorders such as schizophrenia and manic-depressive disorder

Only appropriately trained professionals can make a diagnosis of a mental health problem. School staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
If staff have any concerns about the mental health of a child, they should report this to the DSL immediately following the procedures outlined in this policy.
More information can be found in the *DfE 'Mental Health and Behaviour in Schools'* guidance

25. Child-on-child abuse (also see Anti-bullying policy, Behaviour Policy, RSE Policy)
It should be noted that a child is anyone under the age of 18.

a) Children are also vulnerable to abuse by other children. The school has a zero-tolerance approach to such abuse, and it will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". Staff must always challenge such behaviours.
b) Any child can be vulnerable to child-on-child abuse and staff should be alert to signs of such abuse amongst all children. However, individual and situational factors can increase a child's vulnerability to abuse. For example, children who are more likely to follow others and/or who are socially isolated may be more vulnerable, as may pupils with SEND or certain medical conditions.
c) Child-on-Child abuse is a safeguarding concern for both victim and alleged perpetrator.
d) Children who identify as lesbian, gay, bisexual, questioning their gender (LGBT+) can also be targeted. In some cases, a pupil who is perceived to be LGBT+ (whether they are or not) can be just as vulnerable as children who identify as LGBT+.
e) Risks can be compounded where children who are LGBT+ lack a trusted adult with whom they can be open. Staff will endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share any concerns with members of staff.
f) All children involved whether victim or perpetrator will be treated as "at risk" and supported.
g) Staff are made aware that child-on-child abuse may happen inside or outside school or online and that that even if there are no reports in the school it does not mean child-on-child abuse is not happening, it may be the case that it is just not being reported. A member of staff receiving an allegation of abuse by a pupil, or with

concerns about a pupil, should report this immediately to the DSL following the reporting procedures outlined above.

h) Our staff will not wait for any social care investigation before safeguarding children and taking action if staff suspect or know there is risk of immediate harm to a child.

i) Child on child abuse is most likely to include, but may not be limited to:
   - bullying (including cyberbullying, prejudice-based and discriminatory bullying)
   - abuse in intimate personal relationships between children
   - physical abuse which can include 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 and sexual harassment (see below and Part five of KCSIE)
     - Harassment of any kind.
     - Misogyny
     - Serious violence which may involve serious physical harm or threats involving weapons. Examples of serious violence can be found in Annex A of KCSIE 2026.

Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) Imagery partly or wholly generated using artificial intelligence (AI) sometimes also known as "deep fakes or deep nudes". Often shared through chat groups and the sharing of abusive images and pornography to those who do not want to receive such content.
The DSL in liaison with the pastoral team will ensure that every incident involving nudes or semi-nudes requires a safeguarding response, whether consensual or non-consensual. The DLS will also make sure the response should remain proportionate to age, development, coercion, exploitation and vulnerability.

- 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
- upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission
- initiation/hazing type violence and rituals.

Through safeguarding training and anti-bullying training, staff will be made aware of the harm caused by child-on-child abuse and will follow the school's Behaviour Policy, Anti-bullying Policy and safeguarding procedures as appropriate. It may be appropriate to regard a young person's behaviour as abusive if:

- it is of a serious nature, possibly including a criminal offence
- there is a difference in power (for example age, size, ability, development) between the young people concerned;
- the perpetrator has repeatedly tried to harm one or more other children;
- there are concerns about the intention of the alleged perpetrator;
- indicates that young people outside the school may be affected by this student
- there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm'

Where there has been a report of child on child abuse, the need for a risk assessment will be considered on a case-by-case basis.

The risk and needs assessment will consider:

- the victim, especially their protection and support
- action and support for the alleged perpetrator
- all the other children (and, if appropriate, staff) at the school

Child-on-child abuse can be preventable and timely, evidence-based support may prevent children progressing to abuse or violence in the first place.
There is a strong and positive PHSE and RSE curriculum and pastoral care system, which gives pupils an open forum to talk things through and explore disputes or difficulties.
Topics will include but not limited to:

(i) sexism,
(ii) homophobia,
(iii) sexual violence and harassment.
(iv) racism,
(v) misogyny and misandry,
(vi) derogatory behaviour,
(vii) physical violence and conflict
(viii) deepfakes
(ix) misogynistic online influencers.

The IT curriculum also teaches pupils about acceptable online behaviour.
The School Council provides a 'pupil voice' and encourages pupils to develop the rules and boundaries of acceptable behaviour.

26. Child on child abuse which involves sexual violence and sexual harassment (For detailed advice staff must refer to Part 5 of KCSIE)

a) References to sexual violence are references to sexual offences under the Sexual Offences Act 2003, specifically rape, assault by penetration and sexual assault.

b) References to sexual harassment mean "unwanted conduct of a sexual nature" that can occur online and offline. In the context of child on child sexual harassment, it 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.
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 and displaying pictures, photos or drawings of a sexual nature;
- 'upskirting' (which is a criminal offence) – this 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.

- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
    - non-consensual sharing of sexual images and videos. (UKCCIS sexting advice provides detailed advice for schools and colleges);
    - sexualised online bullying;
    - unwanted sexual comments and messages, including, on social media; and o sexual exploitation; coercion and threats

c) The school has a **zero-tolerance approach** to any form sexual violence and sexual harassment; it is never acceptable and will not be tolerated or dismissed as "banter", "part of growing up", "just having a laugh" or "boys being boys"
d) Inappropriate behaviour (which is potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts will always be challenged. Dismissing or tolerating such behaviours risks normalising them.
e) Sexual violence and sexual harassment can occur between children or groups of children of any age and sex, and within intimate personal relationships between young people. It can also occur online.
f) The school recognises the gendered nature of sexual child-on-child harassment and abuse and that it is more likely that girls will be victims and that boys will be perpetrators, but all child-on-child abuse is unacceptable and will be taken seriously.
g) It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.
h) A victim must never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, or any other form of abuse. Nor should a victim ever be made to feel ashamed for making a report.
i) Staff should follow the processes outlined in this policy when dealing with any report of sexual violence or sexual harassment, including those that have happened outside the school and/or online.
j) Failure to do so can lead to a culture of unacceptable behaviour, misogyny, misandry, an unsafe environment and in worst case scenarios, a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

Misogyny can be defined as:

The hatred, prejudice or devaluation of women and girls which creates risk of harm, normalises abuse or impairs a child's welfare and safety.

Misandry can be defined as:

The hatred of, prejudice against, or deep-seated bias directed towards males. It involves the systematic or interpersonal attitudes that stereotype boys or men as inherently harmful, abusive or deficient in caregiving capacity which can impact equitable risk assessment, emotional support and behavioural management.

This bias can include general assumptions about male aggression or predation or dismissing the vulnerability, emotional trauma or emotional distress experienced by boys under the

assumption that they are naturally resilient or less deserving of empathy. (www.pathwaygroup.co.uk)

k) A child displaying harmful sexual behaviour may also be an indication that they are a victim of abuse themselves.
l) When responding to a report of sexual violence the DSL will decide on the response following the advice in Section 5 of KCSIE. This will include
    - Initial response - considering the needs of both victim(s) and alleged perpetrator(s).
    - Record Keeping
    - Risk Assessment
    - Consideration of most appropriate response: internal management, early help, referral to
    - Children's Social Care and/or referral to the Police.
    - Ongoing response – safeguarding and support for all parties

27. Children who are lesbian, gay, bi, or trans (LGBT) or gender questioning

The Government has added guidance on gender questioning into Keeping Children Safe in Education 2026, (**KCSIE 26**).
The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children.
In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.
Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. Our staff will therefore endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns whenever needed.
LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and staff will be made aware of the range of support available to help schools counter homophobic, biphobia and transphobic bullying and abuse from the statutory guidance available. **(KCSIE 2026)**

Gender Questioning

The Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of **autism** and/or attention deficit hyperactivity disorder.
Our staff will work with families of those young persons who may be questioning their own gender and encourage them to seek clinic help and advice from a clinical professional with relevant experience.
Staff will be made aware not to initiate any action in this area but will be provided support and advice about responding to circumstances where a child or their parent has raised a request relating to social transition

Our staff will remain aware of the potential vulnerabilities of children who are questioning their gender, including the possibility of ***complex mental health*** and ***psychosocial needs***, for example relating to relationships with family, peers or their broader social environment, including discriminatory bullying. We will aim to adopt policies that maintain flexibility and avoid rigid rules based on gender stereotypes to ensure an equal opportunity for all.

28. Referring child on child cases to other agencies

a) The decision as to whether or not behaviour directed at another child should be categorised as harmful is clearly dependent on the individual circumstances of the case. It may be helpful to consider the following factors:
    - The relative chronological and developmental age of the two children
    - Whether the alleged abuser is supported or joined by other children
    - Any differential in power or authority (e.g. related to race, gender, physical, emotional or intellectual vulnerability of victim)
    - The actual behaviour (consider all factors)
    - Whether the behaviour could be described as age appropriate or involves
    - inappropriate sexual knowledge or motivation
    - The degree of coercion, physical aggression, intimidation or bribery
    - The victim's experience of the behaviour and the impact it is having on them
    - Attempts to ensure secrecy
    - Duration and frequency of behaviour

b) The DSL or Head will not undertake any enquiry or investigation where a case is referred to Children's Services or the police.
c) The initial assessment of any allegation will be made by Children's Services and the DSL to judge whether there is a need for immediate action to protect the pupils involved, whether the allegation is demonstrably false or whether there has been inappropriate behaviour that can be dealt with through the school's usual disciplinary procedures
d) The DSL will lead enquiries at school level if agreed with the relevant investigating agencies.
e) The DSL will inform the parents of the pupil making the allegation and explain the likely course of action. If Children's Services or the police have been informed the school will follow the relevant agency's guidance about what information may be disclosed and to whom.
f) The DSL will ensure the parents of the pupil who is the alleged perpetrator are informed about the allegation and the likely course of action. If Children's Services or the police have been informed the school will follow the relevant agency's guidance about what information may be disclosed and to whom.
g) The necessary support and any required sanctions following child-on-child abuse will be determined on a case-by-case basis.
h) The Head will make the decision whether or not to suspend or exclude the pupil(s) involved.
i) The DSL will keep a written record of all conversations with parents and other professionals and any decisions made.

j) The management of pupils with harmful behaviour (including sexually harmful behaviour) can be complex. The school will follow guidance and work with other relevant agencies to support perpetrators and to maintain the safety of the whole school community.
k) Appropriate support in school, and from outside agencies if applicable, will also be put in place for any pupils affected. The support offered in these circumstances will be determined on a case-by-case basis depending on the circumstances.
l) Any sanctions required following a report of child-on-child abuse will be determined on a case-by-case basis and could include temporary or permanent exclusion.
m) If pupils are found to have made malicious allegations, appropriate sanctions will be applied, which could include temporary or permanent exclusion.

29. Youth produced sexual imagery, nudes/semi-nudes, sexting, upskirting
For the purposes of this guidance, the term '***making or sharing nudes and semi-nudes'*** refers to the creation, sending or posting of nude or semi-nude images by young people **under the age of 18. (previously known as "sexting" or "youth produced sexual imagery")**
The term 'images' includes all visual content, such as photographs, videos and livestreams.
KCSIE 26 provides further clarity in this area:
All incidents involving the making or sharing of nudes and semi-nudes require a safeguarding response, whether apparently consensual or non-consensual. This includes photographs, videos, livestreams, digitally altered images and wholly content generated using artificial intelligence sometimes described as deepfakes or "deep nudes".
Images may be taken by the child themselves (sometimes referred to as 'self-generated imagery') or taken or created by another person.

a) Upskirting is a criminal offence and typically involves taking 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. Anyone of any gender can be a victim.
b) Consensual and non-consensual sharing of nudes and semi-nude images and / or videos can be signs that children are at risk.
c) "Sharing nudes and semi-nudes" means the taking and sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It can also involve sharing between devices offline e.g. via Apple's AirDrop. This is also known as sexting or youth produced sexual imagery.
d) It is an offence for anyone (including anyone under 18) to make, distribute, possess or show any indecent images of anyone aged under 18, even if the content was created with the consent of that young person.
e) If a member of staff becomes aware of an incident involving inappropriate material (whether this has taken place in or out of school) they should follow the advice below and report it to the DSL immediately.
    - The member of staff should confiscate the device involved, turn off the wifi connection, and set it to flight mode, if this is not possible, turn it off.

- Staff must not view images, delete images or look for further images.
- They must not copy or print images, nor forward images by email or any other electronic means.
- In referring to any incident of sharing images, members of staff should describe the content of the images as reported to them.

f) In exceptional circumstances, the DSL may decide to view the images. The decision to view any imagery will be based on the professional judgement of the DSL only after consultation with the Principal. A decision to view imagery will only be made if it:
   - is the only way to make a decision about whether to involve other agencies because it is not possible to establish the facts from any child or young person involved
   - is necessary to report it to a website, app or suitable reporting agency (such as the IWF) to have it taken down, or to support the child or young person or parent or carer in making a report

g) If it is necessary to view the imagery, the DSL must:
   - never copy, print, share, store or save images; this is illegal.
   - make sure viewing is undertaken by the DSL or another member of the safeguarding team after authority from the Principal has been given
   - make sure viewing takes place with another member of staff present in the room, ideally the headteacher or a member of the senior leadership team.
   - wherever possible, make sure viewing takes place on school premises, ideally in the headteacher's office
   - make sure wherever possible that they are viewed by a staff member of the same sex as the child or young person in the images
   - record how and why the decision was made to view the imagery in the child protection records, including who was present, why the images were viewed and any subsequent actions.
   - if any devices need to be taken and passed onto the police, confiscate the device(s), and call the police. The device should be disconnected from Wi-Fi and data and turned off immediately to avoid imagery being removed from the device remotely through a cloud storage service.
   - The device should be placed in a secure place, for example in a locked cupboard or safe until the police can collect it

h) Parents will be informed at an early stage of inappropriate online behaviour, unless there is reason to believe that involving parents would put the pupil at risk of harm.

i) If there is concern a young person has been harmed or is at risk of harm a referral will be made to Children's Services and/or the police following the procedures as outlined above.

j) Any imagery involving adults will always be reported to the police.

30. Sexual behaviour by children

a) The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is

developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation.

b) Developmental sexual activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.
c) Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.
d) Children's sexual behaviour is usually categorised by professionals using the following 'traffic light' approach:

Green behaviours reflect safe and healthy sexual development. They are

i. Displayed between children or young people of similar age or developmental ability
ii. Reflective of natural curiosity, experimentation, consensual activities and positive choices

Amber behaviours have the potential to be outside safe and healthy development. They may be:

i. Unusual for that particular child or young person
ii. Of potential concern due to age or developmental differences
iii. Of potential concern due to activity type, frequency, duration or the context in which they occur.

Amber behaviours signal the need to make a report to the DSL.

Red behaviours are outside safe and healthy behaviour. They may be:

i. Excessive, secretive, compulsive, coercive, degrading or threatening
ii. Involving significant age, developmental or power differences
iii. Of concern due to the activity type, frequency, duration or the context in which they occur.

Red behaviours would indicate a need for referral to Children's Services.

A child under the age of 13 is not legally capable of consenting to sexual activity. Any suspicion that a child under 13 is involved in sexual activity must be reported to the DSL. Under the Sexual Offences Act 2003 penetrative sex with a child under 13 is classed as rape. All cases must be referred to Children's Services and the police.

Sexual activity with a child under 16 is also an offence. However, it is recognised that between the ages of 13 and 16 this activity may be consensual. There should still be consideration as to whether this should be discussed with or referred to Children's Services as there may still be serious consequences for the young person. The younger the child the stronger the presumption must be that sexual activity may be harmful

31. Prejudiced Behaviour

Pupils may also display hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular,

prejudices to do with disabilities, special educational needs, medical conditions, ethnic, cultural and religious backgrounds, gender, home life and sexual identity.
These factors can make it more difficult for a child to report such abusive behaviour.

32. Strategies to reduce the risk of child-on-child abuse

a) Preventative strategies for child-on-child abuse are regularly considered and the curriculum covers issues such as:
    - healthy and respectful relationships;
    - what respectful behaviour looks like;
    - consent;
    - gender roles, stereotyping, equality;
    - body confidence and self-esteem;
    - prejudiced behaviour;
    - that sexual violence and sexual harassment is always wrong
    - addressing cultures of sexual harassment.

b) The school has an ethos where pupils feel safe to share information about anything that is upsetting them, and any derogatory language or behaviour is always challenged by staff.
c) There is a strong and positive pastoral care system enhanced by the curricula of PSHSE, RSE, RE and IT. This provides pupils with a variety of opportunities to learn about appropriate behaviours and to talk things through and explore disputes, concerns or difficulties.
d) The School Council provides a 'pupil voice' and encourages pupils to develop and understand the rules and boundaries of acceptable behaviour.

33. E-safety and online behaviour

(also see *ICT and E-Safety Policy* and advice documents listed in KCSIE Annex B)

a) The school adopts a whole school approach to online safety which seeks to reduce risk as far as possible without depriving pupils of the significant benefits provided by technology and the internet.
b) Computing and PSHCE lessons are used to help pupils to understand and avoid the risks associated with 'online activity'.
c) The breadth of issues classified within online safety is considerable, but can be categorised into four main areas of risk:
    - **content**: being exposed to illegal, inappropriate or harmful material, this includes misinformation, disinformation and conspiracy theories.
    - **contact**: being subjected to harmful online interaction with other users
    - **conduct**: personal online behaviour that increases the likelihood of, or causes, harm.
    - **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams

d) The school's Staff Code of Conduct and Digital Usage Policy explain the responsibilities of staff in relation to keeping pupils safe online.
e) The school does all it reasonably can to limit the pupil's exposure to the above risks in school. It has sophisticated filters and monitoring systems in place, which are designed to protect them online without imposing unreasonable restrictions and preventing pupils benefitting from the wealth of resources available online.
f) Pupils also receive guidance on the safe use of the internet and are educated about the risk of online harm (including anti-bullying) primarily through their Computing and PSHCE lessons.
g) Cyber-bullying by pupils, via texts, direct messages, social media or email, will be treated as seriously as any other type of bullying and will be managed through the school's anti-bullying policy and procedures.
h) Social networking sites and other apps can be sources of risk of inappropriate and harmful behaviour. This includes the risks related to harmful online challenges and hoaxes.
i) If staff suspect that a pupil may be at risk of or suffering from online harm, they should follow the reporting procedures set out in this policy.

Broomwood will work closely with parents and carers and provide up to date information regarding the safe use of the internet for their child including signposting to guidance on the impact of ***screentime*** on their child's welfare and academic performance in lessons.

34. Preventing Radicalisation

a) As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This is known as the 'Prevent Duty'.
b) Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of the school's safeguarding approach.
c) Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.
d) Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas
e) 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.
f) Serious violence can be defined as specific offences of severe physical harm or weaponed enabled crimes involving children and teenagers (1-19 years), commonly encompassing homicide, grievous bodily harm (GBB), knife or weapon attacks.
g) Weapon enabled crime is defined as any threatening behaviour, possession, or actual use of knives, wounding, firearms, or offensive weapons regardless of initial intent.

35. Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and child relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- Sudden unexplained absences, possession of unexplained cash or multiple phones, physical injuries or carrying weapons "for protection".
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, artwork or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Visiting speakers are always vetted and staff must obtain permission from the Head for any speakers to visit the school. Information on any online research undertaken, references received (written or verbal on their suitability) etc must be collated in the school's visitor log which must be a separate document from the signing in book / tablet at reception.

36. Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment.

37. Private Fostering

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 years old or 18 years old if the child is disabled.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. However,

where a member of staff becomes aware that a child may be in a private fostering arrangement, they must notify the DSL immediately.

38. Fabricated Illness

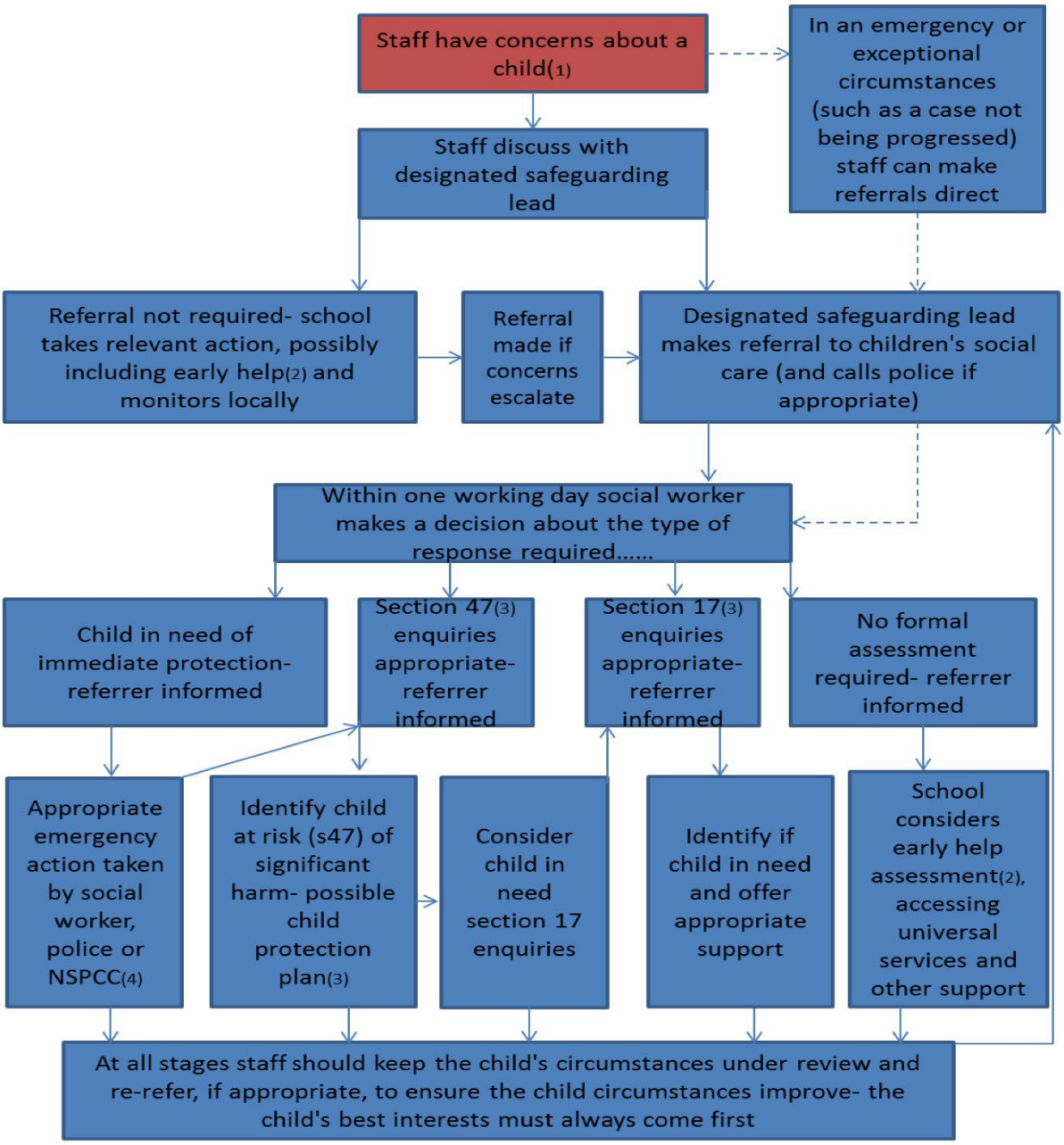
Fabricated or induced illness is a condition whereby a child has suffered, or is likely to suffer, significant harm through the deliberate action of their parent and which is attributed by the parent to another cause.

There are three main ways of the parent fabricating (making up or lying about) or inducing illness in a child:

- Fabrication of signs and symptoms, including fabrication of past medical history;
- Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluid
- Induction of illness by a variety of means

Further information may be found at https://www.londonsafeguardingchildrenprocedures.co.uk/fab_ind_ill.html?zoom_highlight=fabricated

APPENDIX 2: REFERRAL FLOW CHART


Staff have concerns about a child(1)
In an emergency or exceptional circumstances (such as a case not being progressed) staff can make referrals direct
Staff discuss with designated safeguarding lead
Referral not required- school takes relevant action, possibly including early help(2) and monitors locally
Referral made if concerns escalate
Designated safeguarding lead makes referral to children's social care (and calls police if appropriate)
Within one working day social worker makes a decision about the type of response required.....
Child in need of immediate protection- referrer informed
Section 47(3) enquiries appropriate- referrer informed
Section 17(3) enquiries appropriate- referrer informed
No formal assessment required- referrer informed
Appropriate emergency action taken by social worker, police or NSPCC(4)
Identify child at risk (s47) of significant harm- possible child protection plan(3)
Consider child in need section 17 enquiries
Identify if child in need and offer appropriate support
School considers early help assessment(2), accessing universal services and other support
At all stages staff should keep the child's circumstances under review and re-refer, if appropriate, to ensure the child circumstances improve- the child's best interests must always come first