



# SAFEGUARDING AND CHILD PROTECTION POLICY

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## Safeguarding Statement

GLF Schools recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of our safeguarding responsibilities.

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For Local Safeguarding Partner contacts see [appendix 1](#)

## 1. Aims

Our school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly training in recognising and reporting safeguarding concerns
- A vigilant attitude of "it could happen" is maintained by all staff

## 2. Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education 2025](#) and [Working Together to Safeguard Children \(2023\)](#), [What to do if You are Worried a Child is Being Abused 2015](#) and the [Academy Trust Governance Guide](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the further legislation detailed in appendix 2.

## 3. Definitions

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Promoting the upbringing of children with their birth parents, or otherwise their family network<sup>4</sup> through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- Taking action to enable all children to have the best outcomes in line with the outcomes set out in the [Children's Social Care National Framework](#)

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

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others which is particularly relevant in relation to all forms of domestic abuse. [Appendix 3](#) explains the different types of abuse.

**Neglect** is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. [Appendix 3](#) defines neglect in more detail.

**Children** includes everyone under the age of 18. Young People aged 18 or above who attend a sixth form in GLF will be safeguarded according to the principles of this policy recognising that in some instances they may need to be signposted to adult services.

Wherever the word "staff" is used, it covers all staff on site, including Trust and Regional teams, ancillary, supply and self-employed staff, contractors and School Strategy Board members.

The following 3 safeguarding partners are identified in Keeping Children Safe in Education. They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

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

## 4. Equality statement

The welfare of the child is paramount. Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We recognise that certain factors may indicate that a child could benefit from Early Help and they may be more susceptible to all forms of abuse and exploitation. All staff have knowledge of their role in the Early Help process and give special consideration to children who:

- May experience discrimination due to their sex, race, ethnicity, religion, gender identification or sexuality
- Have special educational needs (SEN) or disabilities (see section 12)
- Are looked after or previously looked after (see section 14)
- Are known to be living in difficult situations - for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, forced marriage, so-called honour-based abuse
- Are at risk of radicalisation or exploitation
- Are asylum seekers or refugees
- Are at risk due to either their own or a family member's mental health needs
- Are young carers
- Have a family member in prison or are affected by parental offending.
- Have English as an additional language
- Have health conditions such as diabetes
- Are showing signs of being drawn into antisocial or criminal behaviour
- Are frequently missing from care or home
- Are persistently absent from education (including absences for part of the school day)

## 5. School Contexts

We recognise that in order for safeguarding to be effective in our schools their local context must be understood in terms of families, the wider community, and its location.

We recognise the impact of Adverse Childhood Experiences on the mental and physical health of their children and provide targeted support who have been trained to assess and promote children's good emotional development and therefore good mental health and well-being.

DSLs will ensure the staff at each school receive training appropriate to their context e.g. if there is a County Line or other gangs operating in the community training will be given on recognising the signs that children are being groomed for criminal exploitation.

We recognise the wider societal issues and potential harms that our children are facing. We understand that downplaying some behaviours related to harassment and abuse can lead to a culture of unacceptable behaviour, 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.

Therefore, all staff will receive training to recognise the effects of child-on-child abuse in its many forms including sexual harassment and sexual violence, online sexual abuse and identifying early signs of child-on-child sexual abuse. Staff will be expected to consistently uphold standards in their responses to sexual harassment and online sexual abuse in partnership with parents and carers.

Additionally, all GLF schools have an age-appropriate Personal, Social and Health Education which includes anti-bullying lessons alongside Relationships, Sex and Health Education to promote healthy, respectful relationships. Opportunities to teach about specific safeguarding issues are taken through lessons for example about the concepts and laws relating to sexual consent and sexual exploitation as outlined in Keeping Children Safe in Education.

We recognise that risks of harm can be compounded where children with protected characteristics, particularly those who are LGBT, lack a trusted adult with whom they can be open. Therefore, we encourage the provision of safe spaces and forums in schools where their voices and concerns can be heard.

## 6. Online Safety

All GLF schools are aware that technology is a significant component in many safeguarding and wellbeing issues, and that online abuse often occurs alongside face-to-face abuse. All schools are aware of the dangers of children's exposure to inappropriate or harmful content including misinformation, disinformation, malinformation and conspiracy theories. Additionally, children and young people and effects of online abuse. We recognise that online abuse can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, including AI produced imagery, especially through social media, and the sharing of abusive images and pornography, to those who do not want to receive such content.

We recognise that the online world often mirrors or even amplifies the same behaviour issues we see offline. For instance, online bullying can be much more pervasive and difficult to stop than offline bullying particularly on home-owned devices such as smart phones. Our schools will work in partnership with families by signposting support and actions parents can take if, for example, their child is a victim of an AI deepfake. Schools will also share information on appropriate age limits, use of AI, Apps and social media to support parents and carers in their responsibilities to protect their child against online abuse or inappropriate activity on home-owned devices.

GLF Schools recognise the importance of meeting the DfE's [Digital and Technology Standards](#) in ensuring students are provided a safe environment to learn and work online. See [Appendix 4](#) for further details. At Highdown School and Sixth Form Centre we use the FortiGate which draws on government lists of search terms which should be filtered. In addition, we monitor individual student use of school owned devices using Smoothwall which triages and reports concerning activity to the DSL. The DSL has lead responsibility for online safety which includes reviewing and acting on information from the monitoring system.

Age-appropriate lessons on Online safety, AI literacy and respectful relationships are taught regularly in all our schools and we recognise that education, understanding risks and making responsible choices is the best way to stay safe online. Additionally, ensuring robust security to protect users and their data is a key role for the GLF Schools I.T. team. Systems for filtering and monitoring content are regularly reviewed to ensure they remain up to date, acknowledging the multiple languages in use in our schools as well as slang terminology. See [Appendix 4](#).

## 7. Roles and responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff in our schools and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

### 7.1 All staff

Staff and volunteers will read and understand part 1 and Annex B of the Department for Education's statutory safeguarding guidance Keeping Children Safe in Education and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including this safeguarding and child protection policy, GLF's code of conduct for staff, the role and identity of the designated safeguarding lead (DSL) and [deputy/deputies], the behaviour policy, and the safeguarding response to children who go missing from education

- The early help assessment process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- Maintaining vigilance as multiple safeguarding issues will overlap with one another
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation (KCSiE Annex B)
- Their duty to reassure victims that they are being taken seriously and that they will be supported and kept safe.
- Their role in monitoring children's safety online, reporting to the DSL:  
if they identify or suspect that unacceptable or age-inappropriate content has been accessed in school.  
Reporting safeguarding concerns with the filtering system e.g. new slang terminology,  
Reporting perceived unreasonable restrictions for discussion.

Section 10 and appendix 6 of this policy outline in more detail how staff are supported to do this.

## 7.2 The Designated Safeguarding Lead (DSL)

The DSL in each school is a member of the senior leadership team. They take lead responsibility for child protection, online safety and wider safeguarding.

During term time, the DSL or a deputy DSL will be available during school hours for staff to discuss any safeguarding concerns. Arrangements to cover this role must be made for out of hours and offsite activities.

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

- Enable a strategic, context driven, informed approach to Child Protection and Safeguarding within the school. This could include updates on specific children and families, identifying multiple vulnerabilities, training needs, group supervision, planning updates and newsletters, reporting back from local and MAT led network meetings.
- Provide advice, training and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children's needs
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Promote supportive engagement with parents and carers
- Ensure that there are appropriate safeguards and welfare checks in place for children placed with Alternative Providers
- Complete an annual review of the school's IT filtering and monitoring systems.
- Work in partnership with IT teams to consider any changes in the filtering system.

The DSL will also keep the headteacher informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL and DDSs are set out in Appendix 7 which should be added to their job description.

### 7.3 GLF Board of Trustees and The School Standards Board (SSB)

The GLF Board of Trustees will approve a Safeguarding and Child Protection Policy annually. Individual schools will adapt this policy to their local context and their SSB will approve the school's policy, ensuring it is relevant to the school's local context and complies with the law and holding the headteacher to account for its implementation.

The SSB will appoint a link member to monitor the effectiveness of this policy in conjunction with the full SSB. This is always a different person from the DSL and cannot be a member of GLF staff. See appendix 8

The People Director will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, working with the LADO as appropriate (see appendix 9). The Trustee with responsibility for Safeguarding must also be informed.

All Trust Board members and SSB members will read Keeping Children Safe in Education and confirm they have done so to the clerk.

Section 18 of this policy has information on how SSBs are supported to fulfil their role.

### 7.4 The headteacher

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

- Ensuring that staff (including temporary staff) and volunteers are informed of the systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to parents via the school website.
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring there is time for the school's safeguarding team to meet on a regular basis.
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 9)
- Carrying out basic enquiries to establish facts before contacting the Local Authority Designated Officer (LADO) when there has been an allegation of abuse against a member of staff
- Ensuring the relevant staffing ratios are met, where applicable in an Early Years setting
- Making sure each child in the Early Years Foundation Stage settings is assigned a key person
- Seeking evidence that any external agencies using the premises for non-school activities have appropriate safeguarding and child protection policies and procedures in place, whether or not children who attend any of these activities are on the school's roll.

## 8. Confidentiality and Information Sharing

GLF Schools' policy for Data Protection gives further detail about information sharing but the following principles apply:

- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.
- Where a referral to a local safeguarding partner is made without consent, the reason for not gaining consent should be recorded.
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share

information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk

- The [government's information sharing advice](#) for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)

Confidentiality is also addressed in this policy with respect to record-keeping in section 17, and allegations of abuse against staff in appendix 9

## 9. Recognising abuse and taking action

Staff, volunteers and SSB members must follow the procedures set out below in the event of a safeguarding issue. Please note - in this and subsequent sections, you should take any references to the DSL to mean "the DSL (or deputy DSL)".

We recognise that changes in behaviour and demeanour as well as visual signs can indicate that a child is experiencing abuse or neglect. We also recognise that a child may not realise that they are being harmed. For multiple reasons they may not be ready or know how to tell someone that they are being harmed and so our staff maintain a stance of professional curiosity and any cause for concern should be flagged with the DSL.

A child or young person should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a child or young person ever be made to feel ashamed for making a report.

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

Report your concerns through CPOMs to your DSL. If you believe it is urgent speak to a DSL as soon as possible as well as writing down the cause for concern. Although anyone can make a referral to children's services, the DSLs have had specific training in triaging concerns.

If you believe a child is in immediate danger e.g. you see something out of school hours, call the police on 999.

Refer to [When to Call the Police](#) if necessary.

See Appendix 6 for how referrals to DSLs are to be made.

### 9.2 If a child reports abuse, neglect or exploitation

If a child reports that they are being abused, neglected or exploited, you should listen to them, take their allegation seriously, and reassure them that you will take action to keep them safe to you, you should:

- Actively listen to them.
- Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL.

Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 10.1) and tell the DSL as soon as possible that you have done so.

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

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

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

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 3.

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

Unless they have been specifically told by the police not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

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

The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is at risk of FGM or suspects that FGM has been carried out or discovers that a pupil aged 18 or over appears to have been a victim of FGM] must speak to the DSL and follow our local safeguarding procedures. See Appendix 6

### 9.4 If you have concerns about a child's welfare which may indicate a safeguarding issue.

Figure 1 on page 13 illustrates the procedure to follow if you have any concerns about a child's welfare.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 8005000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly, if appropriate.

#### **Early help**

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

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed. See Appendix 9 for local procedures

#### **Referral**

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so. If you make a referral directly (see section 10.1), you must tell the DSL as soon as possible.

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

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves. See Appendix 11 for local procedures for referral and escalation.

### 9.5 If you have concerns about extremism and radicalisation ([the Prevent Duty](#))

The Prevent duty requires all schools 'to help prevent the risk of people becoming terrorists or supporting terrorism'. This includes safeguarding learners from extremist ideologies and radicalisation.

In line with [national guidelines](#), DSLs need to be understand and identify any radicalisation risks in their schools and all staff should undertake specific Prevent training every two years.

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

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

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

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

### 9.6 If you have a mental health concern

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one. These may include panic attacks, self-harm and difficulties with eating.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 10.4.

If you have a mental health concern that is **not** also a safeguarding concern, speak to your school's Senior Mental Health Lead or DSL to agree a course of action.

The Department for Education guidance on [mental health and behaviour in schools](#) gives more information.

If a child reports self-harm or expresses thoughts about self-harm or suicide they will be taken seriously. Parents or carers will be informed as soon as possible by the DSL or by an adult trusted by the child. The family will be signposted to appropriate help and intervention and where appropriate a Mental Health Support Team or CAMHs referral will be made. A well-being plan, agreed with the child, parent(s) or carer will be used to support the child in school and regularly reviewed. Please also see "Managing Children in Crisis Policy" (appendix 13)

### 9.7 Children Absent or Missing From Education

Attendance, absence and exclusions are closely monitored. Absence from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.

The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children are absent on repeat occasions and/or are absent for periods during the school day. If the whereabouts of a child is unknown and they are deemed missing from

education, the local authority will be informed according to their local procedures in Appendix 12 and [‘Children Missing Education: Statutory Guidance for Local Authorities’](#).

We are alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Where reasonably possible the school should hold more than one emergency contact number for each pupil.

See Appendices 11 and 12 for further information and local procedures.

## 9.8 Concerns about a staff member, supply teacher or volunteer

If you have concerns about a member of staff (including a supply teacher or volunteer), or an allegation is made about a member of staff (including a supply teacher or volunteer) posing a risk of harm to children, speak to the headteacher.

If you are made aware of concerns about a member of staff or volunteer working with children in an out-of-school setting using the school premises, the school’s normal safeguarding procedures should be followed including informing the LADO.

If the concerns/allegations are about the headteacher, speak to the GLF Schools People Director and inform the Trustee with responsibility for Safeguarding.

The headteacher/ Director will then follow the procedures set out in appendix 9 if appropriate.

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale.

## 9.9 Allegations of abuse made against other pupils

We recognise that children are capable of abusing other children and that there can be abuse within teenage relationships. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our schools’ behaviour policy, but this policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being sold or forced to use drugs or alcohol
- Involves criminal exploitation or criminal gang membership such as County Lines or money laundering
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nude or semi-nude images - see 10.10)

### Sexual Harassment or sexual violence

We will follow the guidance in section 5 of Keeping Children Safe in Education when a pupil makes an allegation of Sexual Harassment or sexual violence against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- If the allegation involves a potential criminal offence, the DSL will contact the local authority children’s social care team and the police, following their advice
- An appropriate adult will be present during any police interviews in school
- Parents of both the victim and alleged perpetrator(s) will be informed of the allegation without sharing names.
- The DSL will ensure that an in-school risk assessment or well-being & support plan is in place for all children involved (including the victim(s), the child(ren) against whom the allegation

has been made and any others significantly affected) with a named person they can talk to if needed. This should be done with the parents or carers and child. See Appendix 13

- The risk assessment and well-being plans will take into account the risk of intra familial harm e.g. protecting other siblings
- The location of alleged and proven incidents will be noted on risk assessments and well-being plans.
- Early Help should be offered

In responding to an initial allegation, it will be recognised that:

- It may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, so children may not be able to recall all details or timeline of abuse
- Certain children may face additional barriers to telling someone because of their disability, ethnicity, sex, gender identification, and/or sexual orientation
- The child's own language must be reflected back and used to report the allegation.

In following up the initial response it will be recognised that:

- The victim's wishes will be balanced against staff's responsibility to protect other children
- Sexual violence and sexual harassment can take place within intimate personal relationships between teenagers
- There may be links to child sexual exploitation and child criminal exploitation within intimate personal relationships
- Victims and alleged perpetrator(s) must be kept a reasonable distance apart on school premises includes at before and after-school activities

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

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different sexes, gender identification and sexuality- for example, sexualised or aggressive touching or grabbing towards female pupils and initiation or hazing type violence with respect to male pupils.
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent Ensuring pupils know they can talk to staff confidentially and highlighting helpline numbers
- Ensuring staff are trained to understand that a pupil harming a child could be a sign that they are being abused themselves, and that this would fall under the scope of this policy

## 9.10 Sexting

Sexting means sharing nude and semi-nude images, videos and/or sexualised messages. This includes the sharing of images produced by AI. We follow guidance from the UK Council for Child Internet Safety for [all staff](#) and for [DSLs and senior leaders](#).

### Your responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery') you must report it to the DSL immediately.

You must **NOT**:

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

You should explain that you need to report the incident and reassure the children that they will receive support and help from the DSL.

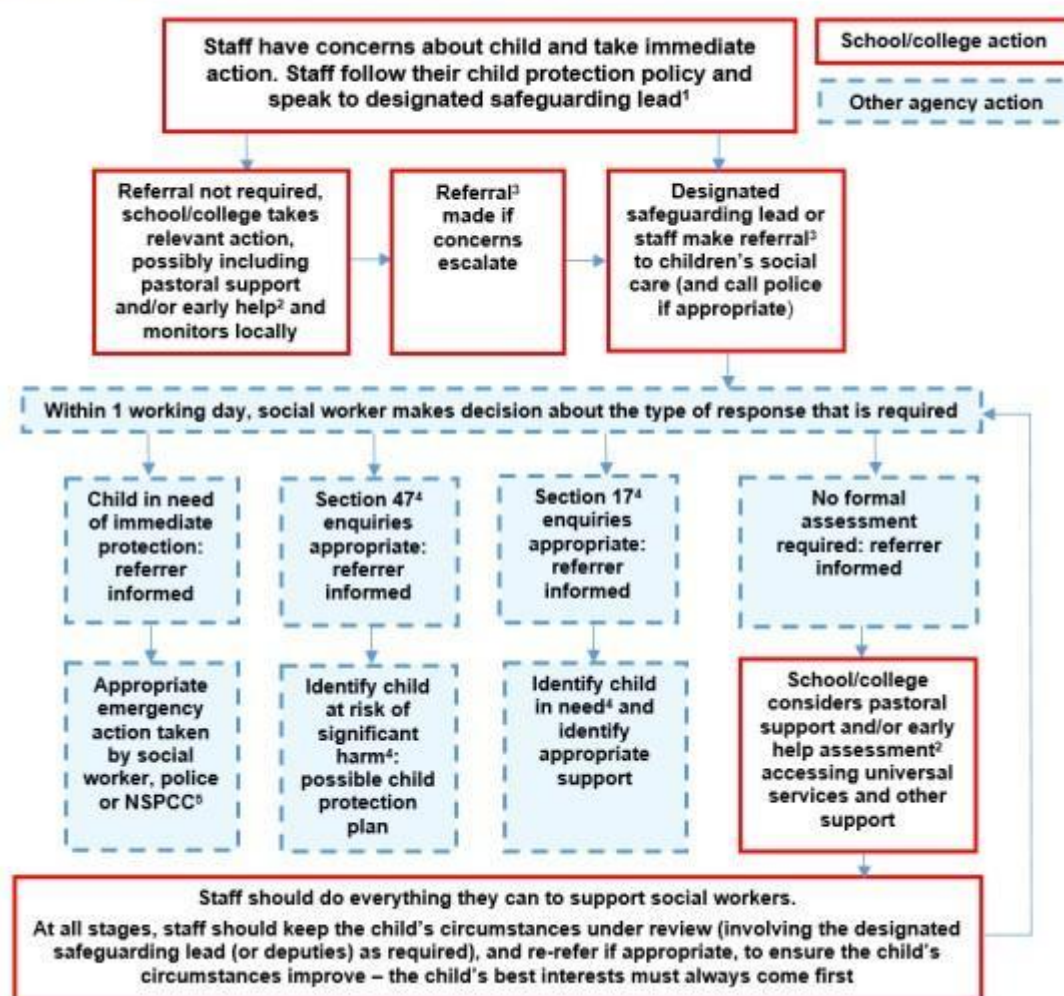
See Appendix 14 for our procedures following an incident.

The policy on sexting should be shared with pupils so they are aware of the processes the school will follow in the event of an incident.

**Figure 1:** procedure if you have concerns about a child’s welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

Note - if the DSL is unavailable, this should not delay action. See section 10.4 for what to do.

### Actions where there are concerns about a child



## 10. Notifying parents

Where appropriate, schools will discuss any concerns about a child with the child’s parents. The DSL will normally do this in the event of a suspicion or report of abuse.

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

At times advice may be sought from Local Safeguarding Partners through a no-names referral or we believe that notifying the parents could increase the risk to the child. In both cases we would follow Children’s Services advice as to when and if to notify parents of a safeguarding concern.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

## 11. Pupils with special educational needs and disabilities

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

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

Our schools offer a variety of extra pastoral support for pupils with SEN and disabilities.

## 12. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that Adverse Childhood Experiences and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

## 13. Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads
- Each school have appointed a designated teacher, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).
- The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

## **14. Mobile phones, Smart devices and cameras**

Staff are allowed to bring their personal devices (e.g. phones and smart watches) to school for their own use but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

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

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

Please see the GLF staff code of conduct and the acceptable use policy for further details.

## **15. Complaints and concerns about school safeguarding policies**

### **15.1 Complaints against staff**

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff and in line with section 4 of Keeping Children Staff in Education

### **15.2 Other complaints**

Complaints about e.g. bullying should be taken seriously and where possible resolved by the class teacher or a member of leadership. If this is not possible the GLF Complaints Policy should be followed

### **15.3 Whistle-blowing**

GLF Schools' whistle-blowing policy covers how staff report concerns regarding the way the school safeguards pupils, including poor or unsafe practice, or potential failures.

## **16. Record-keeping**

The school will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing and dated. If you are in any doubt about whether to record something, discuss it with the DSL. Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. This must happen within 5 days for an in-year transfer or within first 5 days of start of new term in order for the receiving school to have support in place for the child. A signed receipt will be required from the receiving school or establishment. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

In the event that the child does not go to another school or college upon leaving secondary school we will retain their Safeguarding file until their 26th birthday.

In addition our Recruitment policy includes record-keeping specifically with respect to recruitment and pre-employment checks

## **17. Training**

### **17.1 All staff**

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 local safeguarding partners.

Annual Safeguarding Refresher training for all staff should be completed every September, preferably during Inset Days.

All staff will be expected to complete the relevant National College modules following GLF's guidelines. We recognise that live training from the DSL team through regular "hot topics" and quizzes in staff meetings is an effective way to heighten awareness of the contextual safeguarding issues in our locality. Schools will keep a training log to ensure relevant topics are covered by all relevant staff.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. This should happen every three years as a minimum.

School staff will also receive regular safeguarding and child protection updates for example, through emails, e-bulletins and staff meetings

Volunteers will receive appropriate training, if applicable.

### **17.2 The DSL and DDSLs**

The DSL and deputies will undertake DSL training at least every 2 years, this would usually be through the Local Authority where possible or recognised external agencies such as the NSPCC if local training is unavailable.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

### **17.3 GLF Trustees and School Standards Boards**

All Trustees and SSB members receive annually updated training about safeguarding to make sure they have the knowledge needed to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in their schools are effective and support the delivery of a robust whole school approach to safeguarding.

### **17.4 Recruitment - interview panels**

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures. See GLF Recruitment policy for details of our Safer Recruitment procedures including how and when we might look at a shortlisted candidate's public online presence.

## **18. Monitoring arrangements**

GLF's Safeguarding and Child Protection Policy will be reviewed annually in June by the MAT DSL and Strategic Safeguarding Team. At every review, it will be approved by the Board of Trustees.

GLF's policy will be used as the basis for their schools' Safeguarding and Child Protection Policy with local context and procedures added. This will be discussed by the SSB at their first meeting of the academic year.

## 19. Links with other policies

This policy links to the following policies and procedures:

GLF Schools Central Policies:

- Acceptable Use
- Complaints
- Data Protection
- Health and safety
- Managing Children in Crisis
- Physical Intervention
- Recruitment
- Staff Code of Conduct
- Whistle-blowing

Individual Schools' Policies and Procedures:

- Anti-bullying
- Attendance
- Behaviour
- Curriculum
- First aid
- Online safety
- Relationships and Sex Education
- SEND offer