

Mapledown School

Child Protection and Safeguarding Policy



Date policy last updated: 2 September 2026

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Name of School	Mapledown School
This policy was drafted on	04/08/2026 and further updated 2 September 2026 [Updated] and [new] indicates updates in accordance with KCSIE September 2026
The policy is to be reviewed annually in	September 2027
Policy agreed at GB Committee on	To be ratified 16 November 2026
The Designated Safeguarding Lead The Designated Safeguarding Lead The Designated Safeguarding Deputy The Designated Safeguarding Deputy	Sandra Chaaya – Headteacher Caroline Garvey – Deputy Head Charlotte Abley - Deputy Head Michaela Pogue - Assistant Head
The Designated Lead for LAC is	Caroline Garvey
The Nominated Governor for child or young person protection/safeguarding, Prevent and LAC	Ajith Das Menon chair@mapledown.barnet.sch.uk
LADO	Rob Wratten rob.wratten@barnet.gov.uk
Virtual Head for LAC	Julie Locke julie.locke@Barnet.gov.uk

Schedule for Monitoring & Review

This safeguarding and child or young person protection policy was approved by the Health and safety Committee on:	To be agreed 12 October 2026
The implementation of this policy will be monitored by the	Senior Leadership Team
Monitoring will take place at regular intervals:	Monthly
Should a serious incident take place, the following external persons/agencies should be informed	0-25 Barnet's Disability Service, Adult Safeguarding MASH, MASH, Barnet LADO if it concerns an adult's behaviour, police

Scope of this Policy

This policy applies to all members of the school community (including staff, students/pupils, volunteers, parents/carers, visitors)

Key Principles:

- We believe that all children and young people have a right to be protected from harm and /or abuse.

- We recognise that abuse occurs in all cultures, religions and social classes and that staff need to be sensitive to the many differing factors which need to be taken into account depending on the child or young person's cultural and social background when dealing with CP issues. However, we also recognise that the needs of the child or young person are paramount and any concerns will be referred onwards appropriately whatever the family background of the child or young person concerned.
- We recognise that because of the day-to-day contact with children, school staff are extremely well placed to observe outward signs of abuse.
- We recognise that a child or young person who is abused or witnesses abuse or violence may find it difficult to develop and maintain a sense of self-worth, they may feel helpless and humiliated and may feel self-blame.
- We recognise that the school may provide the only stability in the lives of children who have been abused or are at risk of harm.
- We accept that research shows that the behaviour of a child or young person in these circumstances may range from that which is perceived as normal to that which is overtly aggressive, disturbed or withdrawn.
- We know that it is important that children feel secure, are encouraged to talk and are sensitively listened to, and that children know that there are adults in school whom they can approach if they are worried or unhappy.
- We acknowledge that (although all designated / key staff have the skills and experience to respond to a variety of situations and issues) there may be occasions where it will be appropriate to consider whether specific or additional arrangements need to be put in place where an issue is particularly sensitive due to gender issues or cultural or faith issues. This ensures that in cases of sexual abuse in particular, a pupil can be spoken to by a same sex member of staff (who has received enhanced training) if this is felt to be appropriate.
- We adhere to the principles of working in partnership with those who hold parental responsibility for each child.
- The prime concern at all times must be the welfare and safety of the child. Where there is a conflict between the needs of the child and the parent/carer, the interests of the child must be paramount.
- We will ensure that where appropriate, children will be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through PSHE (such as staying safe, appropriate touch, learning to say "no", etc) and through RSE (Relationships and Sex education). Whilst it is essential to ensure that appropriate filters and online monitoring systems are in place, we will be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- We will facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.
- The induction and CPD programme will be reviewed to ensure that all the knowledge staff need is included and, perhaps more importantly, that staff understand how it is to be implemented.

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Statement of intent

Mapledown School is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil, both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken. Our safeguarding policy cannot be separated from the general ethos of the school, which is to ensure that our students are treated with dignity and respect, taught to treat each other with respect, feel safe, have a voice and are listened to. **Safeguarding and promoting the welfare of children is everyone's responsibility.**

The school is committed to developing and maintaining a strong safeguarding culture where:

- Safeguarding is embedded in all policies and practice
- Pupils feel safe, heard and supported
- Staff are confident to raise and escalate concerns
- Leadership monitors safeguarding effectiveness continuously
- Learning from safeguarding incidents informs practice improvements

The school recognises the strengthened national expectation that safeguarding is explicitly **child-centred**, proactive and focused on the **early identification of need**. Staff understand that concerns must not be allowed to escalate and that timely intervention is essential.

The school adopts a **two-tier approach to early intervention**, recognising both:

- **Universal early help**, delivered within school systems; and
- **"Family Help"**, coordinated through multi-agency services where additional support is required.

Safeguarding practice reflects evolving risks including:

- Misogyny, misandry and harmful online narratives
- artificial intelligence (AI), including deepfake content
- serious youth violence and weapon-related harm
- exploitation involving financial, criminal or sexual elements, or coercion.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance. It will be achieved by:

- Ensuring that members of the governing board, the headteacher and staff understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, and know to refer concerns to the DSL.
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to, or is at risk of, abuse, neglect, or exploitation.
- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Ensuring that the headteacher and any new staff and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The school recognises that safeguarding is everyone's responsibility and requires a whole-school culture of vigilance, openness and professional curiosity. We ensure that the voices, wishes and lived experiences of pupils are central to all safeguarding arrangements and decision-making, and that pupils are supported to understand, report and manage risks in both offline and online environments, including emerging risks such as artificial intelligence (AI). We aim to ensure that pupils are confident that they have someone they can turn to if they have a concern.

[New] Useful Contact Details

1. School Contacts:

Designated Safeguarding Lead: Sandra Chaaya head@mapledown.barnet.sch.uk 02084554111
Designated Safeguarding Lead: Caroline Garvey deputy@mapledown.barnet.sch.uk 02084554111
Deputy Designated Safeguarding Lead: Charlotte Abley charlotte@mapledown.barnet.sch.uk 02084554111
Deputy Designated Safeguarding Lead: Michaela Pogue michaela@mapledown.barnet.sch.uk 02084554111
Shared DSL email: dsl@mapledown.barnet.sch.uk
Safeguarding Governor: Ajith Das Manon chair@mapledown.barnet.sch.uk

2. Other Contacts:

MASH: Office Hours: **020 8359 4066** (Monday-Friday 9am-5pm)
Out of Hours: **020 8359 2000** (out of hours)
Email: mash@barnet.gov.uk

Children's Social Care

Barnet Council, 2 Bristol Avenue, Colindale, London, NW9 4EW,
Monday to Thursday 9am to 5.15pm and Friday 9am to 5pm: 020 8359 4066
Out of Hours / Emergency Duty Team: 020 8359 2000
Online Referrals: Care professionals and citizens can submit a case securely using the link below:
[Safeguarding Concern or Early Help Request](#)

Adult Social care (relating to pupils aged 18 and 19):

2 Bristol Avenue, Colindale, NW9 4EW
(Mon–Fri, 9:00 AM – 5:00 PM): Social Care Direct at 020 8359 5000.
Out of Hours / Emergency Duty Team: Call 020 8359 2000
Email: socialcaredirect@barnet.gov.uk
Online Referrals: Care professionals and citizens can submit a case securely using the [Barnet Adult Social Care Portal](#).

Barnet SCB (for allegations against staff or volunteers)

Barnet LADO: Mr Rob Wratten: 020 8359 4006, LADO@barnet.gov.uk

Early Help: 0208 359 4000 earlyhelp@barnet.gov.uk

Ofsted - Email: enquiries@ofsted.gov.uk

Telephone: 0300 123 4234

Address: Piccadilly Gate, Store Street, Manchester, M1 2WD

Disclosure and Barring Service

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

Email: dbsdispatch@dbs.gsi.gov.uk

Address: DBS, PO Box 181, Darlington, DL1 9FA

Telephone: 01325 953795

Contact details for advice and support about extremism

LA Prevent lead: Perryn Jasper perryn.jasper@barnet.gov.uk

General Prevent team: 0208 359 7371/07856 002586/ barnetscy@barnet.gov.uk

Local police force: 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.gsi.gov.uk.

Contact details for mandatory reporting of FGM to the police:

Emergency Line: Call **999** if you believe the child or young person is in immediate danger of being harmed or taken abroad.

Non-Emergency Line: Call **101** to make the formal report. State explicitly to the operator: *"I am making a report under the FGM mandatory reporting duty."*

In addition to the police, you should notify the local **Multi-Agency Safeguarding Hub (MASH)** to trigger local support systems.

Monday to Thursday 9am to 5.15pm and Friday 9am to 5pm: 020 8359 4066

Out of Hours / Emergency Duty Team: 020 8359 2000

Online Referrals: Care professionals and citizens can submit a case securely using the link below:

[Safeguarding Concern or Early Help Request](#)

When calling 101, explicitly state you are making a report under the **"FGM Mandatory Reporting Duty"**. Be prepared to provide:

- **Your Details:** Your name, role, workplace, and contact information.
- **DSL Details:** Your organisation's Designated Safeguarding Lead's name and contact information.
- **The Child's Details:** The girl's name, date of birth, and home address.
- **Reason:** Confirmation of how FGM was known (either through **verbal disclosure** by the girl or **visual identification**).

*Note: The mandatory duty applies only to "known" cases involving girls under 18. It should ideally be reported by the end of the next working day. An unknown or suspected case of FGM **must be reported to the Barnet MASH***

NSPCC Inform website

<http://www.nspcc.org.uk/Inform>

Telephone: 0808 800 5000

Email: help@nspcc.org.uk

NSPCC Whistleblowing helpline

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

Telephone: 0800 028 0285

Email: help@nspcc.org.uk

Office of the Children's Commissioner for England (OCC)

<https://www.childrenscommissioner.gov.uk/>

Email: advice.team@childrenscommissioner.gsi.gov.uk

or info.request@childrenscommissioner.gsi.gov.uk

The DSLs are Sandra Chaaya and Caroline Garvey. In the absence of the DSL, child protection matters will be dealt with by the deputy DSLs, Charlotte Abley and Michaela Pogue.

Acronyms

This policy contains a number of acronyms used in the Education sector. These acronyms are listed below alongside their descriptions.

Acronym	Long form	Description
AI	Artificial intelligence	Computer systems and software that are able to perform tasks that ordinarily require human intelligence, such as decision-making and the creation of images.
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCS	Children's social care services	The branch of the local authority that deals with children's social care.
MASH	Multi agency safeguarding hub	The single point of contact for all professionals to report safeguarding concerns.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and Barring Service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.

EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	All procedures involving the 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.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PLAC	Previously looked-after children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.

RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.
WTSC	Working Together to Safeguard Children	Statutory guidance for settings where work and activities relate to children.

[Updated] Definitions

The terms “**children**” and “**child**” refer to anyone under the age of 18. **Pupils attending Mapledown school who are over the age of 18 will also be included in that category as they are deemed as vulnerable and as at risk, and the Designated Leads will liaise with the 18-25 disability service as required.**

For the purposes of this policy, “**safeguarding and protecting the welfare of children**” is defined as:

- Providing help and support to meet the needs of pupils as soon as problems emerge.
- Protecting pupils from maltreatment, whether that is within or outside the home, including online.
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all pupils to have the best outcomes.

For the purposes of this policy, “**consent**” is defined as having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity, and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16. Sexual intercourse without consent is rape.

For the purposes of this policy, “**sexual violence**” refers to the following offences as defined under the Sexual Offences Act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Assault by penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.

- **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

For the purposes of this policy, “**sexual harassment**” refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual “jokes” and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
 - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
 - Sharing unwanted explicit content.
 - Upskirting.
 - Sexualised online bullying.
 - Unwanted sexual comments and messages, including on social media.
 - Sexual exploitation, coercion, and threats.

For the purposes of this policy, “**upskirting**” refers to the act, as identified in the Voyeurism (Offences) Act 2019, of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. “**Operating equipment**” includes enabling, or securing, activation by another person without that person’s knowledge, e.g. a motion-activated camera.

Upskirting will not be tolerated by the school. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

Consensual and non-consensual self-generated intimate images and/or videos including those generated using AI, e.g. deepfakes.” refers to the creation or sharing of sexually explicit content by pupils, including indecent imagery. For the purposes of this policy, “**indecent imagery**” is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

This content can be :

1. created by the individual themselves
2. created or manipulated using **artificial intelligence (AI), including deepfake imagery**

This behaviour is recognised as a safeguarding issue and may constitute criminal activity, although pupils will be supported as victims where appropriate.

For the purpose of this policy “**Misogyny**” is defined as Behaviours or attitudes that display hatred, discrimination or prejudice towards women and girls. Misogyny is recognised as a contributing factor in **harmful sexual behaviour, online abuse, coercion and exploitation**, and forms part of safeguarding risk identification **Misandry** is the hatred, dislike, or ingrained prejudice against boys or men. It functions as a form of sex-based discrimination and is considered the counterpart to misogyny.

The school implements procedures to counter and guard against misogyny and misandry, aware that this aligns with the expectations set out in Ofsted's school inspection framework and DfE guidance on promoting fundamental British values, and also has implications for the teaching of RSE.

For the purpose of this policy “**Artificial Intelligence (AI) safeguarding risks**” are the potential risks to children arising from the use of AI technologies, including exposure to harmful content, manipulation, exploitation, deepfake content, and inappropriate interactions with AI systems

For the purposes of this policy, “**abuse**” is defined as a form of maltreatment of a child which involves 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 – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse including when they see, hear or experience its effects. Children may be abused in a family, 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. Children may also cause harm to other family members, often referred to as child to parent or care-giver abuse.

For the purposes of this policy, “**physical abuse**” is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

For the purposes of this policy, “**emotional abuse**” is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling or name-calling, as well as not giving the child the opportunities to express their views, deliberately silencing them, ‘making fun’ of what they say or how they communicate. It may feature age- or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, including cyberbullying, causing children to feel frequently frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, but it may also occur alone.

For the purposes of this policy, “**sexual abuse**” is defined as abuse that involves forcing, causing or enticing a child 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 penetration with an object), or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images or 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. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school's policy and procedures for dealing with it.

For the purposes of this policy, “**neglect**” is defined as the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in serious impairment of a child’s health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment);
- protect a child from physical or emotional harm or danger;
- ensure adequate supervision (including through the use of inadequate caregivers);
- ensure access to appropriate medical care or treatment.

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

1. **[Updated]** Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Legislation

- Children Act 1989
- Sexual Offences Act 2003
- **[New]** Crime and Policing Act 2026
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- The Education (School Teachers’ Appraisal) (England) Regulations 2012 (as amended)
- Anti-social Behaviour, Crime and Policing Act 2014
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (this does not apply to secondary school - for information only)
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021
- Marriage and Civil Partnership (Minimum Age) Act 2022

[Updated] Statutory guidance

- Home Office (2023) ‘Prevent duty guidance: Guidance for specified authorities in England and Wales’
- **[Updated]** DfE (2026) ‘Working Together to Safeguard Children (WTSC) 2026’
- **[Updated]** Working Together to Improve School Attendance 2026
- **[Updated]** Meeting Digital and Technology Standards for Schools and Colleges 2022
- DfE (2018) ‘Disqualification under the Childcare Act 2006’
- **[Updated]** DfE (2026) ‘Keeping children safe in education 2026’
- HM Government (2020) ‘Multi-agency statutory guidance on female genital mutilation’
- HM Government (2023) ‘Channel Duty Guidance: Protecting people susceptible to radicalisation’
- Home Office and Foreign, Commonwealth and Development Office (2023) ‘Multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage’

[Updated] Non-statutory guidance

- DfE (2015) ‘What to do if you are worried a child is being abused’
- DfE (2017) ‘Child sexual exploitation’
- ‘Children and Social Work Act’ 2017
- DfE (2015) ‘Information sharing: advice for practitioners providing safeguarding services’

- **[New]** DfE (2026) 'Filtering and monitoring standards for schools and colleges'
- DfE (2024) 'Information sharing'
- DfE (2024) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2021) 'Teachers' Standards'
- DfE (2024) 'Recruit teachers from overseas'
- **[Updated]** DfE (2025) 'Meeting digital and technology standards in schools and colleges'
- Department of Health and Social Care (2024) 'Virginity testing and hymenoplasty: multi-agency guidance'

This policy operates in conjunction with the following school policies:

- Children absent from Education Policy
- Children missing education
- Children with health needs who cannot attend school
- Suspension and Exclusion Policy
- Safe use of AI Policy
- E- and online Safety + Acceptable Use Policy
- Use of Devices Policy (pupils)
- Bring your own device policy (staff)
- Bring your own device Policy
- Data Protection and Freedom of Information Policy
- LAC Policy
- Whistleblowing Policy
- Managing Allegations of Abuse Against Staff Policy
- Safer Recruitment Policy
- Staff Code of Conduct
- PSHE Policy
- Behaviour Policy
- Low-level Safeguarding Concerns Policy
- Staff Declaration Form
- Reporting Safeguarding Concerns Flowchart

2. **[Updated] Roles and responsibilities**

All staff have a responsibility to:

- **Read and understand Part One of KCSIE in full, regardless of role.**
- Consider, at all times, what is in the best interests of the pupil.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Provide a safe environment in which pupils can learn.
- Be prepared to identify pupils who may benefit from early help.
- Be aware of the school's systems which support safeguarding, including any policies, procedures, information and training provided upon induction.
- Be aware of the role and identity of the DSLs and deputy DSLs.
- Undertake safeguarding training, including online safety training (which, amongst other things, includes an understanding of the expectations and responsibilities relating to filtering and monitoring), during their induction – this will be regularly updated.
- Receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually.
- Be aware of the local early help process and understand their role in it.
- Be aware of, and understand, the process for making referrals to **MASH**, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Make a referral to **MASH** and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected.
- Be aware that a pupil may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.

- Promote dialogue and understanding, and ensure all pupils feel listened to and understood.
- Empower pupils and allow them to understand their rights to safety and privacy, and to help them understand what they can do to keep themselves protected from harm.
- Avoid victim-blaming attitudes, and challenge it in a professional way if it occurs.
- Maintain appropriate levels of confidentiality when dealing with individual cases.
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Speak to the DSL if they are unsure about how to handle safeguarding matters.
- Be aware of safeguarding issues that can put pupils at risk of harm.
- Be aware of behaviours that could potentially be a sign that a pupil may be at risk of harm.
- Understand how safeguarding incidents may present differently in different pupils.
- Use professional curiosity to explore and report signs of abuse, neglect and exploitation. This includes serious violence, including weapon possession or intent, misogynistic or harmful online behaviours and AI-generated or manipulated content.
- Be confident to challenge decisions and escalate concerns where necessary.
- Understand the importance of hearing and recording the child's voice.

Teachers, including the headteacher, have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'.
- Personally report any cases to the police where it appears that an act of FGM has been carried out, also referred to as 'known' cases, as soon as possible.

[Updated] The governing board has a duty to:

- Take strategic leadership responsibility for the school's safeguarding arrangements.
- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Ensure they facilitate a whole school or college approach to safeguarding. This means involving everyone in the school or college and ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Schools and colleges should promote an inclusive, anti-discriminatory culture where racism, and other forms of discriminatory behaviour are recognised, challenged and addressed as part of their safeguarding responsibilities.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to multi-agency working in line with the statutory guidance '[Working Together to Safeguard Children](#)'.
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that all staff, whether or not they work directly with children, read at least Part One of KCSIE.
- Ensure that all staff who work with children and all staff in management roles read Annex A, which provides further information on types of abuse.
- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities in regard to safeguarding children.
- Ensure a senior board level lead takes leadership responsibility for safeguarding arrangements.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSLs to provide support to the DSL, and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job descriptions, thus ensuring access to a DSL or Deputy at all times.

- Facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Where there is a safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Ensure systems are in place, children can confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible.
- Ensure that staff have due regard to relevant data protection principles that allow them to share and withhold personal information.
- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher or another governor.
- Guarantee that there are effective and appropriate policies and procedures in place.
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the governing board itself, the SLT and DSL.
- Make sure that pupils are taught about safeguarding and how to keep themselves safe, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum. In the context of Mapledown School, where pupils have significant learning and communication difficulties, this will be done in an age and developmentally appropriate manner, through developing communication (through AAC as appropriate), teaching consent, understanding of physical boundaries, sensory and device boundaries, close partnership with parents and carers. The curriculum will be highly adapted and staff and parents/carers' vigilance will be the primary safeguard when pupils may not be able to report abuse.
- Adhere to statutory responsibilities by ensuring that the school conducts pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQIA+.
- Ensure the school has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
- Guarantee that only volunteers who have a DBS with a barred list check will be able to attend placements at Mapledown. All our volunteers do not undertake regulated activities and are always appropriately supervised.
- Only Volunteers who have completed the required DBS and Barred list checks will be able to undertake placements that Mapledown School even though volunteers do not carry out regulated activities and are always supervised
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff receive safeguarding and child protection training updates, e.g. emails, as required, but at least annually.
- Have overall strategic responsibility for filtering and monitoring and seek assurance that the filtering and monitoring standards for schools are being met.
- Ensure that all governors receive appropriate safeguarding and child protection training upon their induction and that this training is updated regularly.
- Certify that there are procedures in place to handle allegations against staff, supply staff, volunteers and contractors.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.

- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to child-on-child abuse.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the VSH to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who become absent from education, particularly on repeat occasions and/or for prolonged periods, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the governing board have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), the Data Protection Act 2018, the UK GDPR and the local multi-agency safeguarding arrangements.
- Ensure that appropriate arrangements are in place to keep children safe where school facilities or premises are hired or rented out to organisations or individuals and, where services or activities are provided separately by another body, seek assurance that the body has appropriate safeguarding and child protection policies and procedures in place and that individuals working with children have appropriate DBS checks.
- Ensure that safeguarding requirements are included in any transfer of control agreement, i.e. lease or hire agreement, as a condition of use and occupation of the premises, and that failure to comply with this would lead to termination of the agreement.
- Establish robust health and safety and emergency evacuation procedures.

The headteacher has a duty to:

- Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff.
- Ensure that staff implement appropriate filters and monitoring of online material.
- Provide staff with the appropriate policies and information upon induction.
- Ensure that the school practises safe recruitment in checking the suitability of staff and volunteers to work with children in accordance with the guidance in Keeping Children Safe in Education and the Education (Independent School Standards) (England) Regulations 2014 as amended.
- Ensure that the school carries out all necessary checks on the suitability of people who serve as members and/or on the governing board.
- Ensure that, where the school ceases to use the services of any person because that person was considered unsuitable to work with children, a prompt and detailed report is made to the DBS within one month.

[Updated] The DSLs have a duty to undertake the role as described in KCSIE Annex B. This includes and is supplemented by the need to:

- Take lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place.
 - Provide advice and support to other staff on child welfare, safeguarding 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, and/or support other staff to do so.
 - During term time, be available during school hours for staff to discuss any safeguarding concerns.
- NB:** Individual schools, working with the DSL, define what “available” means and whether, in exceptional circumstances, availability via phone, videocall, or other media is an acceptable

substitution for in-person availability. KCSIE now recommends a shared email address between the DSL and DDSs, so that concerns can be addressed promptly when the DSL is not immediately available. DSL and DDS now share dsl@mapledown.barnet.sch.uk

- Arrange, alongside the school, adequate and appropriate cover for any activities outside of school hours or terms.
- Refer cases:
 - To MASH where abuse and neglect are suspected, and support staff who make referrals to MASH.
 - To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme.
 - To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child, and to the TRA, if there is consideration that the person is not suitable to undertake teaching work
 - To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance.
- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners.
- Liaise with senior staff/headteacher to inform them of issues, especially regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the deputy DSLs to ensure effective safeguarding outcomes.
- Liaise with the case manager and the LA designated officers (LADOs) for child protection concerns in cases concerning staff.
- Liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety.
- Liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the SLT and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
 - Ensuring that the school knows which pupils have or had a social worker.
 - Understanding the academic progress and attainment of these pupils.
 - Maintaining a culture of high aspirations for these pupils.
 - Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential.
 - Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these pupils are experiencing with teachers and the SLT.
- Ensure that child protection files are kept up-to-date and only accessed by those who need to do so.
- Ensure that a pupil's child protection file is transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared. Where there are concerns, it is expected that there will be a conversation between the DSL and the DSL at the new school. The file must be transferred confidentially to the DSL and not included in general pupil transfer information. The school must obtain confirmation of receipt.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process. Undertake activities to verify staff understanding of safeguarding requirements.
- Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly on the school's website, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.

- Link with safeguarding partner arrangements to make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding.
- Undergo training, and renew this training at least every two years, with at least annual updates.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings; this includes understanding the difficulties pupils may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication.
- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters: specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
- Understand the importance of information sharing, including within school, with other schools, and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR.
- Keep detailed, accurate, secure written records of safeguarding concerns, decisions made, and whether or not referrals have been made, and understand the purpose of this record-keeping. Ensure that records of safeguarding-related meetings and discussions include:
 - A summary of the discussions
 - The decisions taken
 - The rationale for such decisions, including any decision that the threshold has not been met for an external referral.
- Ensure that the lived experience and voice of the child inform all decision-making.
- Promote a culture where staff feel confident to escalate concerns or disagreements (professional challenge).
- Ensure safeguarding arrangements reflect emerging risks, including AI and online harms.
- Ensure that all staff understand the difference between early help, safeguarding concerns, and harm threshold cases.
- Ensure safeguarding systems reflect increased expectations around information sharing and multi-agency coordination and early identification and escalation.
- Undertake risk assessment where concerns relate to serious violence, including weapon possession or threats of harm and peer-on-peer escalation and conflict.
- Undertake a pupil risk assessment whenever a child with a safeguarding concern is admitted to the school and/or an existing pupil is added to the child protection register.
- Ensure appropriate consideration of, and staff understanding of, gender identity-related safeguarding issues and risks linked to AI-generated abuse or exploitation.
- Ensure enhanced information transfer when pupils move schools, including risks to others, harmful sexual behaviour concerns and serious violence indicators.
- Liaise with the school's Attendance Champion to maintain an awareness of any pupil attendance issues which may also be a safeguarding concern.
- Ensure awareness of the updated CCE and CSE indicators and Operation Encompass duties

The designated teacher has a responsibility for promoting the educational achievement of LAC and PLAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

3. [Updated] Multi-agency working

The school contributes to multi-agency working as part of its statutory duty. The school is aware of and will follow the local safeguarding arrangements organised by the Barnet Safeguarding Children Partnership.

The school will be fully engaged, involved, and included in local safeguarding arrangements. Once the school is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies. The school will act in accordance with the safeguarding arrangements.

The school will work with MASH, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to multi-agency plans to provide additional support.

Where a need for early help is identified, the school will allow access for MASH from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.

The school also recognises the particular importance of inter-agency working in identifying and preventing CSE.

Safeguarding relies on strong, transparent and timely multi-agency working. Staff will actively contribute to inter-agency plans and will not allow concerns to be diluted or delayed. Where there is disagreement between professionals, the school will follow escalation procedures to ensure children's safety remains paramount.

Information sharing

The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.

Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSLs.

Staff will ensure that information sharing is timely, proportionate and child-centred, and that failure to share information is recognised as a potential safeguarding risk.

Staff must recognise that:

- **failure to share information can itself be a safeguarding risk**; where there is a safeguarding concern about a child, safeguarding requirements take precedence over considerations of GDPR
- effective safeguarding requires **timely, proactive and coordinated information sharing**

The school will ensure stronger alignment with multi-agency expectations and statutory frameworks.

Staff must be made aware of the statutory duty, introduced by **The Crime and Policing Act 2026**, for individuals working or volunteering with children to report sexual abuse to the police and children's social care when they become aware of it. Staff should also be made aware of what will happen next if they fail to report or attempt to deter an individual making a report under the mandatory reporting duty.

4. [Updated] Early help

Early help means providing support as soon as a problem emerges, at any point in a child's life. This includes universal services, community-based Early Help or the targeted early help level of Family Help. The school will be proactive in ensuring that every pupil is able to access full-time education to aid their development and protect them from harm whilst utilising the unique position of having regular daily contact with pupils to identify concerns as early as possible.

Any pupil may benefit from early help, but in particular, staff will be alert to the potential need for early help for pupils who:

- Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND, regardless of whether they have a statutory EHC plan.
- Are suffering from mental ill health.
- Are young carers.

- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing or going missing from care or from home.
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.
- Are at risk of being radicalised.
- Have family members in custody or are affected by parental offending.
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
- Are misusing drugs or alcohol.
- Are at risk of HBA, such as FGM or forced marriage.
- Are privately fostered.
- Have been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of, or have been, permanently excluded from school, colleges and in Alternative Provision or a PRU.

The school will not limit its support to pupils affected by the above and will be mindful of a variety of additional circumstances in which pupils may benefit from early help, for example, if they are:

- Bereaved.
- Viewing problematic or inappropriate online content or developing inappropriate relationships online.
- Have recently returned home to their family from care.
- Missing education, or are persistently absent from school, or not in receipt of full-time education.

Staff will be mindful of all signs of abuse, neglect and exploitation and use their professional curiosity to raise concerns to the DSL.

The DSL will take the lead where early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required.

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to MASH for assessment for statutory services if the pupil's situation is not improving or is worsening.

Early help assessments will ensure that the child's views, wishes and feelings are clearly recorded and influence planning and decision-making.

5. [Updated] Abuse, neglect, exploitation and serious violence (including modern slavery; see separate section)

All staff will be aware of the indicators of abuse, neglect and exploitation and will understand that children can be at risk of harm inside and outside of the school, inside and outside of the school, inside and outside of home, and online. Staff will also be aware that pupils can be affected by seeing, hearing or experiencing the effects of abuse.

The school will recognise that abuse or neglect of a child may occur through the infliction of harm or through the failure to act to prevent harm. The school will understand that harm can include ill treatment that is not physical in nature, as well as the psychological impact of witnessing the ill treatment of others.

The school will pay particular attention to the effects of domestic abuse on children, recognising that harm may arise not only when children are directly involved, but also when they see, hear, or otherwise experience its consequences. All necessary steps will be taken to identify and respond appropriately to such concerns in order to safeguard and promote the welfare of all pupils.

All staff will understand that abuse, neglect, exploitation and other safeguarding issues are rarely standalone events that can be given a specific definition or one label alone. This includes concerns related to serious violence such as when a pupil is carrying or has access to a weapon and/or has expressed intent

to seriously harm others. Staff will understand that, in most cases, multiple issues will overlap one another; therefore, staff will be vigilant and always raise concerns with the DSLs.

All staff, especially the DSLs and deputy DSLs, will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a pupil being identified as at potential risk of abuse and, in all cases, will speak to the DSLs if they are unsure. The DSL will undertake a **dynamic risk assessment** and take appropriate action, including multi-agency referral where required.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

Safeguarding children with medical conditions

Children with medical conditions have the potential for additional safeguarding vulnerability, including the risk of abuse, neglect or exploitation. Such concerns must be reported initially to the DSL and would usually be managed in school. A safeguarding referral would be needed only where an incident indicates that a child might be at increased risk of neglect, abuse or exploitation because of their medical condition. For example, this might occur where relevant medical information is not provided to the school or where children are repeatedly sent to school without essential medication.

6. Specific safeguarding issues

There are certain specific safeguarding issues that can put children at risk of harm – staff will be aware of these issues.

Appendix A of this policy sets out details about specific safeguarding issues that pupils may experience and outlines specific actions that would be taken in relation to individual issues.

7. [Updated] Child-on-child abuse (including racism, faith-targeted abuse, harassment and violence)

For the purposes of this policy, “**child-on-child abuse**” is defined as abuse between children.

The school recognises that all pupils attending Mapledown School have diagnoses of severe or profound learning difficulties. Due to their severe cognitive, social and communication delays, our pupils generally lack the developmental understanding, social intent or capacity to commit abuse, exploit peers, or engage in malicious harmful sexual behaviours (HSB). When distressed, dysregulated or seeking sensory/communicative input, a pupils’ behaviour may present as physical, verbal or boundary-crossing actions towards a peer (i.e. hitting, hair-pulling or touching). While these behaviours are assessed through a functional behaviour lens, and often stemming from unmet needs, sensory overload or non-verbal communication, the school explicitly recognises that the impact on the recipient pupil can still cause physical or emotional distress. Therefore, all such incidents are recorded, managed and reviewed through our safeguarding framework to ensure both pupils are supported and kept safe.

The school recognises that harmful sexual behaviour (HSB) exists on a continuum and requires a proportionate, risk-based response. All reports of HSB will be taken seriously, recorded appropriately, and responded to in line with this policy and KCSIE guidance. All staff should recognise that racism, faith-targeted abuse, and other forms of discriminatory behaviour may have a significant impact on a child’s welfare, wellbeing and sense of safety and should be considered within safeguarding practice where appropriate.

The school has a zero-tolerance approach to abuse, including child-on-child abuse, as confirmed in the Child Protection and Safeguarding Policy's [statement of intent](#). Staff are aware of the times when children might be at highest risk throughout the day, **such as unstructured times, transitions** and immediately after school.

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports **or to observed interactions**. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring **(particularly where pupils cannot verbally report concerns or lack the capacity to recognise concerns)**. All staff should recognise that children may experience prejudice-based harm, including racism, faith-based prejudice, and other forms of discrimination. Such experiences may affect a child's welfare, wellbeing, mental health, and willingness to seek help. Staff should be alert to the signs and impact of prejudice-based harm and ensure that concerns are considered within safeguarding practice where appropriate. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

Some children may be particularly vulnerable and have an increased risk of abuse. The school will recognise that children with SEND or certain health conditions are three times more likely to be abused by their peers, can face additional safeguarding challenges and may be more prone to child-on-child group isolation or bullying, prejudice-based bullying than other children.

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Discriminatory behaviour, including racism, faith-targeted abuse, and other prejudice-based incidents,
- Abuse in intimate personal relationships between peers – sometimes known as 'teenage relationship abuse',
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse),
- Serious physical assault and harm, or the threat of harm with a weapon,
- Sexual violence, such as rape, assault by penetration and sexual assault – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse. This includes AI-generated sexualised content, including deepfakes,
- Misogyny, misandry and gender-based harm,
- Harassment and violence linked to online cultures,
- Causing someone to engage in sexual activity without consent,
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos,
- Upskirting,
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

While our pupils are unlikely to initiate intentional abuse, they remain highly vulnerable as potential victims of child-on-child abuse from peers in external settings (e.g. on shared transport, in integrated settings, or in community/after school groups).

The school provides pastoral **and specialist therapy** support for all children as required. All pupils have the right to be safeguarded from harm regardless of race, religion, ethnicity, age, gender, sexuality or disability. The school will give special consideration to, amongst others, children who:

- Have SEND (all children in our school have SEND. Some may attend activities/clubs with mainstream peers, **or share transport where they may be subjected to abuse**).

- Are vulnerable to being bullied **or targeted due to high care needs and communication barriers.**
- Are looked after or living in unsupportive home situations.

The DSL will ensure they appropriately assess all instances of child-on-child abuse **or peer harm**, including in cases of image-based abuse **(e.g. inappropriate sharing of images by external peers or online)**, to help determine whether the alleged perpetrator(s) is under the age of 18 or is an adult posing as a child. The DSL will immediately refer the case if it is found that a so-called child-on-child abuse incident involves an adult, e.g. where an adult poses as a child online to groom a child or young person.

All staff will be clear as to the school's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

The school's procedures for managing allegations **or incidents** of child-on-child abuse are the same as reporting safeguarding concerns and are outlined within this Policy. Staff will follow these procedures, as well as the procedures outlined in the school's **Behaviour** Policy and Suspension and Exclusion Policy, where relevant.

Updated] In addition, if the incident/allegation involves harmful sexual behaviours, the DSL team will:

- Reassure the victim, ensuring that they feel safe in school
- Offer the student support through, onsite counselling, SEMH support or a referral to Early help/BICS
- Assess whether a MASH or Police referral is required
- Complete a risk assessment and ensure these are dynamic and regularly review
- Consider context, power imbalance, and coercion
- Avoid normalising harmful behaviours
- Where appropriate, sanction the perpetrator in line with the behaviour policy
- Refer the perpetrator for support through early help, safer schools' team or MASH

Staff will follow these procedures, as well as the procedures outlined in the school's behaviour policy and Suspension and Exclusion Policy, where relevant.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

8. **[Updated]** Online safety and personal electronic devices

The school will adhere to the E and Online Safety Policy at all times.

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

Through training, all staff members will be made aware of **their role in identifying online safety risks and peer on peer harm. In the context of our school's demographic, staff recognise that our pupils are extremely unlikely to intentionally generate or manipulate harmful online content, act as digital perpetrators or understand complex online ideologies. Instead, staff training will focus on recognising when our pupils are being targeted, exploited, or distressed by external influences (including by adults, mainstream peers or online actors), and interpreting non-verbal indicators of harm.**

Specifically, through training, staff will be made aware of how to:

- **Observing behavioural indicators of harm - recognise subtle changes in pupils's attitudes, vocalisations, self-soothing behaviours or distress which may indicate exposure to potential harm, distress or exploitation online (whether at home or in community settings)**
- **Reporting procedures for online concerns - via CPOMS, when staff identify suspicious online activity, unusual digital footprints or concerns regarding a pupil's home/community screen exposure.**

- **AI-related safeguarding risks and image manipulation (KCSIE 2026):** understand the emerging risk of artificial intelligence, including deepfake imagery, synthetic media and the creation or distribution of digitally altered nudes and semi-nudes. Staff will understand that our pupils are uniquely vulnerable to external exploitation - such as third parties taking, manipulating or sharing images of our pupils without consent for coercion or harm.
- **Misogynistic influence, ideologies and escalatory harm:** recognise how misogynistic online content and gender-based radicalisation operate as precursors to real-world harm. Staff will be trained to recognise if a pupil is being exposed to misogynistic environments externally, or if external individuals interacting with our pupils display misogynistic behaviours that increase the risk of harm.
- **Online manipulation and exploitation patterns:** recognise how perpetrators exploit vulnerabilities, groom, or financially/sexually manipulate individuals with complex learning needs.
- **Delivering adapted, experiential education:** where appropriate, teachers will deliver a functional adapted curriculum using AAC, storytelling and cause and effect tools to help pupils build basic concepts of digital boundaries, consent, distinguishing real from fake visual input, and signaling distress to a trusted adult when encountering uncomfortable content.

[Updated] Staff training in online safety will cover the four categories of risk as outlined in KCSIE:

- **Content** - Staff will be trained to understand the risks associated with being exposed to illegal, inappropriate, or harmful material. This will include, but not be limited to, content relating to pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation, and conspiracy theories.
- **Contact** - Training will address the risks of harmful online interaction with other users. This will include peer-to-peer pressure, exposure to commercial advertising, and the threat posed by adults impersonating children or young people with the intention of grooming or exploiting them for sexual, criminal, financial, or other purposes. [We recognise that the vast majority of our pupils are not able to access the internet unsupervised - see above].
- **Conduct** - Staff will be made aware of how certain online behaviours may increase the likelihood of harm or result in actual harm. This will encompass activities such as creating, sending, or receiving explicit images, the distribution of other explicit material, and instances of online bullying.
- **Commerce** - The programme will also cover risks related to online commerce. These will include dangers such as online gambling, exposure to inappropriate advertising, phishing attempts, and other types of financial scams. Any concerns that pupils or staff may be at risk will be reported promptly to the Anti-Phishing Working Group or through appropriate safeguarding channels. [We recognise that the vast majority of our pupils are not able to access the internet unsupervised].

[Updated] The school will ensure that appropriate filtering systems are in place on school devices and school networks to prevent children accessing inappropriate material, in accordance with the school's Cyber-security Policy. The school will, however, ensure that the use of filtering and monitoring systems does not cause "over blocking", which may lead to unreasonable restrictions as to what pupils can be taught online. The school will also ensure that it meets the [filtering and monitoring standards](#) published by the DfE.

Staff will be aware of the filtering and monitoring systems in place and will know how to escalate concerns where they are identified. Staff will be made aware of their expectations and responsibilities relating to filtering and monitoring systems during their induction.

The school recognises that technology, including AI, is a significant factor in safeguarding. Pupils may be exposed to or involved in risks such as:

- AI-generated and deepfake imagery or misleading and manipulated content
- Misogynistic content, including influencers and ideologies and radicalisation linked to gender-based harm

- Online grooming and exploitation
- Exposure to extremist material

Further information regarding the school's approach to online safety can be found in the Online Safety Policy.

Communicating with parents

As part of the usual communication with parents, the school will reinforce the importance of pupils being safe online and inform parents that they will find it helpful to understand what systems the school uses to filter and monitor internet use.

The school will also make it clear to parents what their children are being asked to do online for school.

Reviewing online safety

The school will carry out an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by pupils.

[Updated] Personal electronic devices

The use of personal electronic devices, including mobile phones, cameras, smart watches and any other devices capable of taking and storing images, by staff is closely monitored by the school, in accordance with ***the school's Use of Devices Policy (pupils) and Bring your own device policy (staff)***.

Mapledown School maintains a focused learning environment where pupils do not have access to mobile phones during the school day. The school recognises that for its cohort, personal devices are primarily sensory regulation tools rather than communication devices.

[New] Targeted Support on Transport:

For a small minority of pupils whose specific neurodevelopmental or emotional needs require it, and by formal agreement with parents/carers, personal devices (e.g., phones or tablets) may be used during transport to and from school to access music, videos, or simple games. This is a recognised transition support strategy designed to help these specific pupils remain regulated and ready to learn upon arrival.

We work together with parents to reduce reliance on mobile phones and teach appropriate times that they can access them, with the goal of increasing independent regulation skills over time. Upon arrival, any devices used on transport are handed to staff and safely stored. The use of a device as a regulation tool is documented in the pupil's Behaviour Plan or Individualised Attendance Support Plan (IASP) to ensure the intervention is targeted, monitored, and reviewed.

The school ensures devices are not used for social media or unsupervised communication, protecting all pupils, particularly those at an early cognitive level, from online harm."

Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy and Photography Policy. The DPO will oversee the planning of any events where photographs and videos will be taken.

Where photographs and videos will involve pupils who are LAC, adopted pupils, or pupils for whom there are security concerns, the headteacher will liaise with the DSL to determine the steps involved. The DSL will, in known cases of pupils who are LAC or who have been adopted, liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the pupils.

Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures.

If a member of staff believes that a pupil has a device which contains indecent images, including nudes or semi-nudes, the device must be confiscated and the DSL informed. Staff must not, under any circumstances:

- View the images in question, since this may make them vulnerable to allegations of viewing and sharing indecent images
- Delete the images, since these may be needed as part of a future police investigation

If a member of staff has been unable to avoid viewing an indecent image on a pupil's device, he/she must, for his/her own protection, immediately inform the DSL and Headteacher, with an explanation of the circumstances.

9. [Updated] Consensual and non-consensual sharing of indecent images and videos

The school will ensure that staff are aware to treat the consensual and non-consensual self-generated intimate images and/or videos including those generated using AI, e.g. deepfakes, as a safeguarding concern.

Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training around how to deal with instances of sharing nudes and semi-nudes in the school community, including understanding motivations, assessing risks posed to pupils depicted in the images, and how and when to report instances of this behaviour.

Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised.

Where a member of staff becomes aware of an incidence of sharing nudes and/or semi-nudes, they will refer this to the DSL as soon as possible.

10. Context of safeguarding incidents

Safeguarding incidents can occur outside of school and can be associated with outside factors. All staff, particularly the DSLs and deputy DSLs, will always consider the context of safeguarding incidents. Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The school will provide as much contextual information as possible when making referrals to MASH/CSCS.

11. Pupils potentially at greater risk of harm

The school recognises that some groups of pupils can face additional safeguarding challenges, both online and offline, and understands that further barriers may exist when determining abuse and neglect in these groups of pupils. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outlined below.

Pupils who need social workers

Pupils may need social workers due to safeguarding or welfare needs. These needs can leave pupils vulnerable to further harm and educational disadvantage.

As a matter of routine, the DSLs will hold and use information from the LA about whether a pupil has a social worker in order to make decisions in the best interests of the pupil's safety, welfare, and educational outcomes.

Where a pupil needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision of pastoral or academic support.

Home-educated children

Parents may choose elective home education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them.

In line with the School Attendance (Pupil Registration) (England) Regulations 2024, the school will inform the LA of all deletions from the admissions register when a pupil is taken off roll.

Where a parent has expressed their intention to remove a pupil from school for EHE, the school, in collaboration with the LA and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the pupil has SEND, is vulnerable, and/or has a social worker.

LAC and PLAC

Children most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. PLAC, also known as care leavers, can also remain vulnerable after leaving care.

The governing board will ensure that staff have the skills, knowledge and understanding to keep LAC and PLAC safe. This includes ensuring that the appropriate staff have the information they need, such as:

- Looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.
- Contact arrangements with parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the pupil.

The DSLs will be provided with the necessary details of pupils' social workers and the VSH, and, for PLAC, personal advisers.

Further details of safeguarding procedures for LAC and PLAC are outlined in the school's LAC Policy.

[Updated] Pupils with SEND

Pupils attending Mapledown have a disability, which increase their vulnerability to physical, emotional, sexual abuse or neglect. The safeguarding risks may present from within the family and increasing awareness demonstrates that disabled children are also at risk outside the family from grooming and child sexual exploitation, and grooming for child criminal exploitation and trafficking. The following factors raise the level of risks:

- Many pupils attending Mapledown school have receptive and expressive communication needs. Parents, carers and staff must recognise how these needs may affect the pupils ability to understand, recognise, or communicate concerns about abuse or neglect as this may hinder disclosure. Caregivers and staff should ensure that appropriate communication methods, reasonable adjustments and sufficient time are provided to enable pupils to express their views, wishes and feelings.
- Dependency, such as a lack of access to keep safe strategies available to others and a need for practical assistance in daily living, including intimate care from a number of carers from different organisations, which may lead our pupils to confuse "good" and "bad" touching. An increased number of adults involved in a caring role and the nature of care needs both increase the risk of exposure to abusive behaviour and makes it more difficult to set and maintain physical boundaries. There is the possibility that disabled children are being "schooled" into accepting others having access to their bodies.
- Isolation, due to inadequate and poorly coordinated support services. Parents may find it hard to challenge professionals/carers who are providing a service for their child for fear of losing the service. Additionally, disabled children are more likely to spend time away from their families than their non-disabled peers.
- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a pupil's indicators relate only to their disability.
- Pupils with SEND can be disproportionately impacted by issues such as bullying, without outwardly showing any signs.
- Factors associated with their impairment - behaviour, mood, injury and / or physical symptoms may be seen as related to disability rather than abuse. A lack of training may lead to failure to recognise indicators of potential abuse. It should never be assumed that a pupil's indicators relate only to their disability.
- Attitudes and assumptions - professionals may be reluctant to believe anyone can harm a child with a disability.

- Reluctance to challenge carers - professionals may feel overwhelmed by the child's needs. Professionals may empathise with parents felt to be under considerable stress and may therefore find it difficult to challenge families. Parents/carers' own needs and ways of coping may conflict with the needs of their child.
- Limited or impaired understanding of, or inability to access due to their disability, the school's Personal safety Programmes and PSHE/Relationships sex and health education programmes - this can lead to children being less aware of abusive behaviour and less able to communicate their feelings.
- Higher levels of bullying, without outwardly showing any signs
- Lack of family support services - disabled children may be more vulnerable to abuse due to sustained pressure on families, unmet needs, isolation and stress. Parents and carers' own needs and ways of coping may conflict with the needs of the child.

For these reasons, staff at Mapledown are highly trained and follow protocols when reporting any concerns, no matter how small. All children should be given the tools to communicate, and developing communication skills is central to Mapledown ethos and curriculum, as is empowering parents to learn the relevant strategies to communicate with their children.

In line with recommendations for KCSIE 2026, Mapledown school endeavours to teach safeguarding as appropriate, as part of a broad and balanced curriculum, covered through Relationships Education and Relationships and Sex Education.

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise the pupil's parents where appropriate, to ensure that the pupil's needs are met effectively.

[Updated] LGBTQIA+ pupils and pupils questioning their gender

The fact that a pupil may be LGBTQIA+ is not in itself an inherent risk factor for harm; however, staff will be aware that LGBTQIA+ pupils can be targeted by other individuals and face increased vulnerability both online and offline. Staff will also be aware that, in some cases, a pupil who is perceived by others to be LGBTQIA+ (whether they are or not) can be just as vulnerable as pupils who identify as LGBTQIA+.

Staff will also be aware that the risks to these pupils can be compounded when they do not have a trusted adult with whom they can speak openly with. Staff will endeavour to reduce the additional barriers faced by these pupils and provide a safe space for them to speak out and share any concerns they have and evaluate whether pupils require sensitive, case-by-case safeguarding responses.

Safeguarding decisions will prioritise welfare and safety and consider parental involvement unless this places the pupil at risk.

Arrangements relating to:

- Toilets
- Changing and showering facilities
- Trips and overnight stays

will be managed safely and in line with current statutory expectations. Children are not allowed to use toilets, showers and changing rooms designated for the opposite biological sex. If a gender-questioning child does not want to use the toilet, shower or changing facility designated for their biological sex, the school will consider whether it can provide an alternative toilet facility, without compromising single-sex toilet provision. The school will keep a clear record of these situations, communicate them appropriately and review them regularly.

Pupils requiring mental health support

All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation. For further information on mental health, please refer to the section starting on page 47.

Staff will consider how intersectionality (e.g. SEND, race, gender, identity, and socio-economic factors) may increase vulnerability and may affect how abuse is recognised and responded to.

Where a pupil is believed to be at **immediate risk of harm**, staff must:

- contact emergency services (999), or
- support urgent access to medical help

This reflects the strengthened expectation to treat mental health crises as **safeguarding emergencies where appropriate**.

12. Use of the school premises for non-school activities

Where the governing board hires or rents out school facilities or the school premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate safeguarding arrangements are in place to keep pupils safe. The school will refer to the DfE's [guidance](#) on keeping children safe in out-of-school settings in these circumstances.

Where the governing board provides the activities under the direct supervision or management of school staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, the governing board will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The governing board will also ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The governing board will ensure safeguarding requirements are included in any transfer of control agreement, i.e. a lease or hire agreement, as a condition of use and occupation of the premises, and specify that failure to comply with this would lead to termination of the agreement.

Extracurricular activities and clubs

External bodies that host extracurricular activities and clubs at the school, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to MASH or the police, if necessary.

13. Alternative provision

The school will remain responsible for a pupil's welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff and will satisfy itself that the placement is meeting the pupil's needs.

Those responsible for the commissioning of alternative provision will be aware that pupils in alternative provision will often have complex needs – they will be mindful of the additional risk of harm that these pupils may be vulnerable to.

14. [Updated] Work experience

When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place to protect children and young people from harm. All Mapledown pupils will be accompanied by a member of school staff when undertaking work experience. If the person providing the teaching, training, instruction or care or supervision to the child on a work experience placement or activity will be doing so frequently or for more than three days in a 30-day period, or overnight, this is a regulated activity. The school must not allow someone on the barred list to take part in regulated activity.

Where the school has pupils from other educational establishments undertaking work experience at the school, an enhanced DBS check will be requested from the pupil's school or college if the pupil is over the age of 16. Where someone under the age of 18 undertakes work experience or a work placement at the school, the school has a safeguarding duty both towards that pupil and its own pupils.

15. [Updated] Concerns about pupils

If a member of staff has any concern about a pupil's welfare, or a pupil has reported a safeguarding concern in relation to themselves or a peer, they will act on them immediately by speaking to the DSLs or deputy DSLs.

Staff will be aware that pupils 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. Staff will be aware that this must not prevent them from having professional curiosity and speaking to the DSL, or deputy DSL, if they have a concern about a pupil.

Staff will ensure that all concerns are:

- Clearly recorded, via CPOMS
- Include the child's voice
- Reflect professional judgement and rationale

All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in the Communication and confidentiality section of this policy. **Please see appendix C - What to do if you think a child is at risk.**

Where the DSLs are not available to discuss the concern, staff members will contact the deputy DSLs with the matter. If a referral is made about a pupil by anyone other than the DSL, the DSL will be informed as soon as possible.

The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer. Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil. If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.

If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered. All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL and kept securely within CPOMS and on the leadership drive (safeguarding folder, accessible to DSLs and DDSs only).

If a pupil is in immediate danger, a referral will be made to MASH and/or the police immediately. If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.

Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views. When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.

An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

16. [Updated] Managing referrals

All staff members, in particular the DSLs, will be aware of the LA's arrangements in place for managing referrals. The DSLs will provide staff members with clarity and support where needed. When making a referral to MASH or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

The DSLs will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved. The DSLs will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.

The school will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by MASH. Where MASH decides that a statutory investigation is not appropriate, the school will consider referring the incident again if it is believed that the pupil is at risk of harm. Where MASH decides that a statutory investigation is not appropriate and the school agrees with this decision, the school will consider the use of other support mechanisms, such as early help and pastoral support.

The school will not delay action while awaiting further information where there is a risk of harm. Immediate safeguarding concerns will always take precedence.

At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so as appropriate. Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm. The school will work closely with parents to ensure that the pupil, as well as their family, understands the arrangements in place, such as in-school interventions, is effectively supported, and knows where they can access additional support.

17. Concerns about school safeguarding practices

Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy. If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

18.[Updated] Safeguarding concerns and allegations of abuse against staff

All allegations against staff, supply staff, volunteers and contractors will be managed in line with the school's Managing Allegations Against Staff Policy, a copy of which will be provided to, and understood by, all staff. The school will ensure all allegations against staff, including those who are not employees of the school, are dealt with appropriately and that the school liaises with the relevant parties. The school will share safeguarding responsibilities with third party organisations in cases where there is an allegation against an individual from a third-party agency. The school remains responsible for gathering the facts and managing the safeguarding process while working closely with the employment agency or business, which will usually lead on any disciplinary action.

When managing allegations against staff, the school will recognise the distinction between allegations that meet the harm threshold and allegations that do not, also known as "low-level concerns", as defined in the Allegations of Abuse Against Staff Policy. Allegations that meet the harms threshold include instances where staff have:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Committed or possibly committed a criminal offence against or related to a child.
- Behaved towards a child in a way that indicates they may pose a risk of harm to children.
- Behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.
- have been involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children, for example, an incident of domestic abuse

Low-level concerns:

Low-level concerns will be handled in line with the schools' Low-level Safeguarding Concerns Policy. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold of harm. 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 or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.
- doesn't meet the threshold of harm or is not considered serious enough for the school or college to refer to the local authority.

Low-level concerns are part of a spectrum of behaviour. This includes:

- inadvertent or thoughtless behaviour.
- behaviour that might be considered inappropriate depending on the circumstances.
- behaviour which is intended to enable abuse.

Examples of such behaviour could include:

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

The school promotes a culture where low-level concerns are:

- Reported openly
- Recorded consistently
- Used to identify patterns of behaviour

Mapledown School will ensure staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others:

- empowering staff to share any low-level safeguarding concerns with the Headteacher
- addressing unprofessional behaviour and supporting the individual to correct it at an early stage;
- providing a responsive, sensitive and proportionate handling of such concerns when they are raised.

Whistleblowing

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues and adhere to the procedures detailed in Mapledown school's whistleblowing policy.

19. Communication and confidentiality

When recording, holding, using and sharing information, the DSL will ensure that they:

- Understand the importance of information sharing, both within the school and with other schools on transfer including in-year and between primary and secondary education, and with safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, in particular the Data Protection Act 2018 and the UK GDPR.
- Are able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made **including the rationale** of those decisions. This will include instances where referrals were and were not made to another agency such as LA children's social care or the Prevent program.

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.

To make a referral, parents/carers must give their explicit consent for information to be shared with other agencies to enable holistic support and access to services. Recorded consent will be gained, with clarity about why and with whom the information will be shared. The services Mapledown School refers to will not accept a referral without consent, **unless there are child protection concerns where there is a statutory duty to intervene and seeking consent may put the child at further risk or cause a delay.**

In situations where there are concerns that a child is suffering, or likely to suffer significant harm, information may be shared without consent.

Mapledown's information sharing protocol is based on the Barnet Safeguarding Children Partnership information sharing protocol, and is designed to support effective communication between professionals. This will ensure better understanding of what information should be shared, with whom and under what circumstances, and the dangers of not doing so.

Where there is an allegation or incident of sexual abuse or sexual violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree on what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.

Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis. During the disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime. Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others. Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved. Discussions with parents will not take place where they could potentially put a pupil at risk of harm. Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report. Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes, with the reasons behind decisions being explained and the available support discussed. External agencies will be invited to these discussions where necessary.

Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

20. [Updated] Safer recruitment

The school's full policy and procedures for safer recruitment are outlined in the Safer Recruitment Policy.

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

The DfE's [DBS Workforce Guides](#) will be consulted when determining whether a position fits the child workforce criteria.

The governing board will ensure that the school conducts the appropriate pre-employment checks for all prospective employees, including internal candidates and candidates who have lived or worked outside the UK.

The DfE defines as staff any person working at the school, whether:

- under a contract of employment [this covers every employee, no matter what sort of work they do];
- under a contract for services [this covers self-employed people arranged and/or paid direct by the school; it does not include those in a contract for services with others, subject to the exception immediately below];
- otherwise than under a contract [this covers self-employed people who are arranged by the school for the purposes of the school but, for example, paid direct by parents, such as some peripatetic teachers and therapists; it does not include, for example, private employees of parents permitted to enter school by agreement];

The definition does not include agency supply staff or volunteers.

The appropriate DBS and suitability checks will be carried out for all governors, volunteers, contractors and self-employed workers.

Ongoing suitability

Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk.

Referral to the DBS

The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended. The school will also refer to the DBS anyone who applies for a position at the school and is clearly ineligible to work with children. The school will also refer to the TRA anyone who is dismissed or has left the school where there is consideration that the person is not suitable to undertake teaching work.

21. [Updated] Single central record/register (SCR)

The school keeps an SCR which records all staff*, governors and agency and third-party supply staff, regular volunteers and teacher trainees on salaried routes, who work at the school.

*please refer to the DfE definition of 'staff', above.

The following information (when required) is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- At least two references
- A check for unexplained gaps in employment history
- A self-declaration of medical fitness
- A check of any qualifications required by the post or relevant qualifications declared by the candidate
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK, including
 - Overseas criminal records check
 - Letter of professional standing if a person has undertaken teaching work outside the UK and will be undertaking teaching work at the school

- A section 128 check for governors

For agency and third-party supply staff, the school will also record the date on which written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted (i.e. all the same checks the school would perform on any individual working in the school or who will be providing education on the school's behalf, including through online delivery) and the date that confirmation was received.

The school is aware that self-employed people are not able to make an application directly to the DBS on their own account. When employing the services of self-employed workers and contractors, the school will consider obtaining the DBS check on their behalf, and recording this information on the SCR. If a self-employed person can obtain a DBS (for example, through his or her professional association) this can be accepted by the school. However, the school must see the certificate and verify that it is at the right level (ie. enhanced with barred list) and whether it contains any information on convictions to be evaluated.

If any checks have been conducted for volunteers, this will also be recorded on the SCR. It is a requirement to undertake a risk assessment to determine and record which recruitment checks are needed in relation to the role being undertaken, including assessment of whether a volunteer should be subject to an enhanced DBS check. The risk assessment will be recorded.

Written confirmation that supply agencies have completed all relevant checks will also be included.

The school is free to record any other information it deems relevant.

The details of an individual will be removed from the SCR once they no longer work at the school. This will take place at the end of the term when the person leaves. Schools may be expected to provide evidence of good practice over time. For this reason, it is accepted practice to retain information in the archive for a reasonable period of time, for example, until the conclusion of the school inspection following a person's departure.

Safeguarding and Sport

As children get older, some sports are typically taught and played in single-sex groups. The Equality Act 2010 contains an exception in relation to single-sex sport. It applies to participation in any sport or game, or activity of a competitive nature, where the physical strength, stamina or physique of the average girl would put her at a disadvantage in competition with the average boy (or vice versa). This means that schools and colleges can separate children according to their biological sex in these circumstances without discriminating unlawfully against them on the basis of their sex.

Some sports may need to be played in single-sex groups from a certain age to ensure children's safety. Where this is the case there must be no exceptions. In other cases, the school may adopt a policy of single-sex sports for reasons related to fairness.

Where there are no safety concerns and a child makes a request relating to how they participate, the school will consider the request in light of the advice on "considering requests for support with social transition". This means that the school will take into account all the relevant factors, including whether supporting social transition is, overall, in the best interests of the child, as well as considering the impact on other children and the aim of creating safe and fair environments for children to participate in PE.

22. [Updated] Training

Staff members will undergo safeguarding and child protection training at induction, which will be updated on a termly basis and/or whenever there is a change in legislation, in addition to weekly safeguarding updates at the whole staff briefing.

The induction training will cover:

- The Child Protection and Safeguarding Policy.
- The Staff Code of Conduct.
- Part one of 'Keeping children safe in education' (KCSIE)

- Annex A of KCSIE for staff who work with children or take up management roles
- The Behaviour Policy.
- The Children Missing from Education Policy, including the safeguarding response to children who are absent from education.
- Appropriate child protection and safeguarding training, including online safety training – which, amongst other things, includes an understanding of expectations, applicable roles and responsibilities in relation to filtering and monitoring and teaching the children how to keep themselves safe.
- Information about the role and identity of the DSLs and deputy DSLs.
- The whistleblowing policy

All staff members will also receive regular safeguarding and child protection updates as required, but at least annually in line with KCSIE. This will include whistle-blowing procedures and online safety and all staff will receive separate Prevent awareness training. Training, delivered externally through ECP Safeguarding, will cover, at a minimum:

- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding.
- How to keep LAC and PLAC safe.
- CCE and the need to refer cases to the National Referral Mechanism.
- Updated online safety training.

Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.

[Updated] The DSLs and deputy DSLs will undergo child protection and safeguarding training, and update this training at least every two years. The DSL and deputy DSLs will also obtain access to resources and attend any relevant or refresher training courses, ensuring they keep up-to-date with any developments relevant to their role. This will include training to understand:

- The assessment process for providing early help and statutory intervention, including local criteria for action and MASH referral arrangements.
- How LAs conduct child protection case conferences and child protection review conferences, to enable the DSL to attend and contribute to these effectively when required.
- The importance of providing information and support to MASH.
- The lasting impact that adversity and trauma can have.
- How to be alert to the specific needs of children in need, pupils with SEND and/or relevant health conditions, and young carers. Staff should be aware that siblings of pupils at Mapledown school may, in some circumstances, take on caring responsibilities within the family. Having a sibling with SEND does not in itself mean the child is a young carer. However where staff become aware that a sibling may be undertaking significant or inappropriate caring responsibilities, or where there are concerns about the impact of caring responsibilities on their welfare, this should be discussed with the DSL so that consideration can be given to whether further support or referral to appropriate services is required.
- The importance of internal and external information sharing.
- The Prevent duty.
- The risks associated with online safety, including the additional risks faced online by pupils with SEND.
- Online safety, including the additional risks faced online by pupils with SEND.

Safeguarding training for staff, including online safety training, will be integrated, aligned and considered as part of the whole-school approach to safeguarding and wider staff training and curriculum planning. Staff members will be supported with their understanding of safeguarding issues and how to deal with them from their induction and throughout their time at the school. Staff members will be encouraged to participate in additional CPD alongside mandatory safeguarding training activities.

Supporting staff

- We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

- We will support such staff by providing an opportunity to talk through their anxieties with the designated staff and to seek further support as appropriate.
- Class teams have regular team meetings when issues and concerns can be discussed.
- We also have an open-door policy which all staff are aware of. Staff know that they can speak to the safeguarding lead or a member of SLT to discuss any concerns they may have or ask for support that they might need.

Positive handling and physical intervention:

- Our policy on positive handling and physical intervention by staff is set out in the school's Behaviour policy and acknowledges that staff should only use physical intervention in particular circumstances, and that even when necessary the minimum force should be used to prevent harm to the child or young person or another child or young person or adult.
- There are circumstances when it is appropriate for staff to use physical intervention, however staff will follow protocol and in considering the risks presented by incidents involving children with disabilities and medical conditions carefully, they will recognise the additional vulnerability of our pupils. They will also consider their duties under the *Equality Act 2010* in relation to making reasonable adjustments, non-discrimination and their *Public Sector Equality Duty*.
- Positive handling training will be provided by a Team Teach accredited trainer for all staff members to ensure best practice at all times.
- The school will use Positive Behaviour Support, to plan positive and proactive behaviour support, and reduce challenging behaviour and the need to use physical interventions.
- Risk assessments will be carried out where individual pupils have additional needs or challenges that mean there is an increased likelihood of physical interventions being required and individual behaviour plans will be developed and shared/agreed with the parents/ carers
- Physical intervention which causes injury or severe distress to a child or young person may have to be considered under child or young person protection or disciplinary procedures.

23. [Updated] Monitoring and review

This policy is reviewed at least annually by the DSL and the headteacher and presented for approval to the governing body. This policy will be updated as needed to ensure it is up-to-date with safeguarding issues as they emerge and evolve, including any lessons learnt.

Any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme. The next scheduled review date for this policy is **September 2027**.

Any child protection incidents at the school will be followed by a review of the safeguarding procedures within the school and a prompt report to the governing board. Where an incident involves a member of staff, the LADO will assist in this review to determine whether any improvements can be made to the school's procedures.

If any concerns are raised by the LADO or Ofsted about safeguarding issues, the following actions will be taken:

- The DSL carries out an investigation as a priority and comply with any deadlines given
- The Chair of the Governors reports to the LADO or Ofsted on the findings of the investigation and sets out any action to be taken
- The school endeavours to comply as soon as possible with any recommendations from the LADO or Ofsted

Appendix A

Specific safeguarding issues

This appendix sets out details about specific safeguarding issues that pupils may experience and outlines specific actions that would be taken in relation to individual issues.

Here are the issues covered:

1. Domestic abuse
2. Homelessness
3. Children absent from education
4. Child abduction and community safety incidents
5. Child on child abuse
6. Child criminal exploitation (CCE)
7. Cyber-crime
8. Child sexual exploitation (CSE)
9. Modern slavery
10. FGM
11. Forced marriage
12. Radicalisation
13. Pupils with family members in prison
14. Pupils required to give evidence in court
15. Mental health
16. Serious violence

1. Domestic abuse

For the purposes of this policy, and in line with the Domestic Abuse Act 2021, “**domestic abuse**” is defined as abusive behaviour of a person towards another person (including conduct directed at someone else, e.g. the person’s child) where both are aged 16 or over and are personally connected. “**Abusive behaviour**” includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse. “**Personally connected**” includes people who:

- Are, have been, or have agreed to be married to each other.
- Are, have been, or have agreed to be in a civil partnership with each other.
- Are, or have been, in an intimate personal relationship with each other.
- Each have, or had, a parental relationship towards the same child.
- Are relatives.

The school will recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

2. Homelessness

The DSLs and deputy DSLs will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include:

- Household debt.
- Rent arrears.
- Domestic abuse.
- Anti-social behaviour.
- Any mention of a family moving home because “they have to”.

Referrals to the Local Housing Authority do not replace referrals to MASH where a child is being harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family-based and referrals to MASH will be made as necessary where concerns are raised.

3. Children absent from education

A child who is absent from school can be a vital warning sign of a range of safeguarding issues, including neglect, CSE and CCE, particularly county lines. The school will ensure that the response to children persistently being absent from education supports identifying such abuse and helps prevent the risk of pupils becoming absent from education in the future. Staff will monitor pupils that are absent from the school, particularly on repeat occasions and/or prolonged periods, and report them to the DSL following normal safeguarding procedures, in accordance with the Children Absent from Education Policy. The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

The school will follow the DfE's [guidance](#) on improving attendance where there is a need to work with children's services due to school absences indicating safeguarding concerns.

[Updated] Admissions register

Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending. The school will notify the LA within 5 days of when a pupil's name is added to the admissions register.

The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur. The school will hold at least two telephone numbers at which a parent, relative, friend or neighbour can be contacted in an emergency. Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.

If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register:

- The full name of the parent with whom the pupil will live
- The new address
- The date from when the pupil will live at that address

If a parent notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:

- The name of the new school
- The date on which the pupil first attended, or is due to attend, that school

Changes to information in the admissions register, as noted above, must be recorded as additions to the register. The original information must not be overwritten or deleted.

Where a pupil moves to a new school, the school will use a secure internet system to securely transfer pupils' data.

To ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

- Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age.
- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

If a pupil is to be removed from the admissions register, the school will provide the LA with the following information in the manner in which the LA requires the information to be submitted:

:

- The full name of the pupil
- The full name and address of any parent with whom the pupil lives
- At least one telephone number of the parent with whom the pupil lives
- The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
- The name of the pupil's new school and the pupil's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

The school will work with the LA to establish methods of making returns for pupils back into the school. The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown. The school will also highlight any other necessary contextual information, including safeguarding concerns.

4. Child abduction and community safety incidents

For the purposes of this policy, “**child abduction**” is defined as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers.

All staff will be alert to community safety incidents taking place in the vicinity of the school that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing with pupils. Pupils will be provided with practical advice and lessons to ensure they can keep themselves safe outdoors.

Child on child abuse

When identifying pupils at risk of potential harm or who have been harmed by their peers, staff members will look out for a number of indicators including, but not limited to, the following:

- Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age
- Lack of concentration and acting withdrawn
- Knowledge ahead of their age, e.g. sexual knowledge
- Use of explicit language
- Fear of abandonment
- Depression and low self-esteem
- Changes to their social group, e.g. spending time with older pupils, or social isolation
- Alcohol or substance misuse

All staff will understand the importance of challenging inappropriate behaviour between peers, and will not tolerate abuse as “banter” or “part of growing up”.

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers – sometimes known as ‘teenage relationship abuse’.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff will be clear as to the school's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

If the incident/allegation involves harmful sexual behaviours the safeguarding team will:

- Reassure the victim, ensuring that they feel safe in school
- Offer the student support through, onsite counselling, SEMH support or a referral to Early help/BICS
- Assess whether a MASH or Police referral is required
- Complete a risk assessment
- Where appropriate, sanction the perpetrator in line with the behaviour and anti-bullying policy
- Refer the perpetrator for support through early help, safer schools' team or MASH

Staff will follow these procedures, as well as the procedures outlined in the school's Anti-bullying Policy, behaviour policy and Suspension and Exclusion Policy, where relevant.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

5. [Updated] Child criminal exploitation (CCE)

For the purposes of this policy, “**child criminal exploitation**” is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

This type of harm can be committed or facilitated by an organised network or gang and children may identify as part of one of these groups. Young people with SEND can be particularly vulnerable in this regard.

Specific forms of CCE can include:

- Being forced or manipulated into transporting drugs or money through county lines.
- Working in cannabis factories.
- Shoplifting or pickpocketing.
- Committing vehicle crime.
- Committing, or threatening to commit, serious violence to others.
- Cuckooing
- Causing internal concealment of item for criminal purpose

The school will recognise that pupils involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The school will also recognise that pupils of any gender are at risk of CCE.

School staff will be aware of the indicators that a pupil is the victim of CCE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly becoming absent from school or education or not taking part.

County lines

For the purposes of this policy, “**county lines**” refers to gangs and organised criminal networks exploiting children to move, store or sell drugs and money into one or more areas, locally and/or across the UK.

As well as the general indicators for CCE, school staff will be aware of the specific indicators that a pupil may be involved in county lines, including:

- Going missing and subsequently being found in areas away from their home.
- Having been the victim or perpetrator of serious violence, e.g. knife crime.
- Receiving requests for drugs via a phone line.

- Moving drugs.
- Handing over and collecting money for drugs.
- Being exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection.
- Being found in accommodation they have no connection with or a hotel room where there is drug activity.
- Owing a ‘debt bond’ to their exploiters.
- Having their bank account used to facilitate drug dealing.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs. Staff members who suspect a pupil may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.

6. [Updated] Cyber-crime

For the purposes of this policy, “**cyber-crime**” is defined as criminal activity committed using computers and/or the internet. This includes ‘cyber-enabled’ crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and ‘cyber-dependent’ crimes, i.e. crimes that can be committed only by using a computer. Crimes include:

- Unauthorised access to computers, known as ‘hacking’.
- Denial of Service attacks, known as ‘booting’.
- Making, supplying or obtaining malicious software, or ‘malware’, e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

All staff and at least one governor undertake at least annual cyber security training and will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring pupils to the National Crime Agency’s Cyber Choices programme.

From April 2025, the school has a statutory duty to report any cyber attack to the National Cyber Security Centre (NCSC).

7. Child sexual exploitation (CSE)

For the purposes of this policy, “**child sexual exploitation**” is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage, increased status or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

The school will recognise that CSE can occur over time or be a one-off occurrence, and may happen without the pupil’s immediate knowledge, e.g. through others sharing videos or images of them on social media. The school will recognise that CSE can affect any pupil who has been coerced into engaging in sexual activities, even if the activity appears consensual; this includes pupils aged 16 and above who can legally consent to sexual activity. The school will also recognise that pupils may not realise they are being exploited, e.g. they believe they are in a genuine romantic relationship.

School staff will be aware of the key indicators that a pupil is the victim of CSE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly becoming absent from school or education or not taking part.
- Having older partners.
- Suffering from sexually transmitted infections.
- Displaying sexual behaviours beyond expected sexual development.

- Becoming pregnant.

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern remains, local safeguarding procedures will be triggered, including referral to the LA. The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

8. Modern slavery

For the purposes of this policy, “**modern slavery**” encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

All staff will be aware of and alert to the signs that a pupil may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

9. [Updated] FGM

For the purposes of this policy, “**FGM**” is defined as all procedures involving the 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.

All staff will be alert to the possibility of a pupil being at risk of FGM, or already having suffered FGM. If staff are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with MASH and/or the police. The school’s procedures relating to managing cases of FGM and protecting pupils will reflect multi-agency working arrangements.

As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), all staff who undertake teaching work are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a pupil under the age of 18. Failing to report such cases may result in disciplinary action. Staff will not examine pupils, and so it is rare that they will see any visual evidence, but they must personally report to the police where an act of FGM appears to have been carried out. Unless the staff member has a good reason not to, they should also consider and discuss any such case with the DSL and involve MASH as appropriate. **NB:** This does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

All staff will be aware of the indicators that pupils may be at risk of FGM. While some individual indicators may not indicate risk, the presence of two or more indicators could signal a risk to the pupil. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that a pupil may be at heightened risk of undergoing FGM include:

- The socio-economic position of the family and their level of integration into UK society.
- The pupil coming from a community known to adopt FGM.
- Any girl with a mother or sister who has been subjected to FGM.
- Any girl withdrawn from PSHE.

Indicators that FGM may take place soon include:

- When a female family elder is visiting from a country of origin.
- A girl confiding that she is to have a ‘special procedure’ or a ceremony to ‘become a woman’.
- A girl requesting help from a teacher if she is aware or suspects that she is at immediate risk.
- A girl, or her family member, talking about a long holiday to her country of origin or another country where FGM is prevalent.

All staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin. Indicators that FGM may have already taken place include the pupil:

- Having difficulty walking, sitting or standing.
- Spending longer than normal in the bathroom or toilet.

- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Having prolonged or repeated absences from school, followed by withdrawal or depression.
- Being reluctant to undergo normal medical examinations.
- Asking for help, but not being explicit about the problem due to embarrassment or fear.

FGM is included in the definition of so-called “**‘honour-based’ abuse (HBA)**”, which involves crimes that have been committed to defend the honour of the family and/or community. All forms of HBA are forms of abuse and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

Virginity testing and hymenoplasty

Under the Health and Care Act 2022, it is illegal to carry out, offer or aid and abet virginity testing or hymenoplasty in any part of the UK. It is also illegal for UK nationals and residents to do these things outside the UK.

Virginity testing - Also known as hymen, ‘2-finger’ or vaginal examination, this is defined as any examination (with or without contact) of the female genitalia intended to establish if vaginal intercourse has taken place. This is irrespective of whether consent has been given. Vaginal examination has no established scientific merit or clinical indication.

Hymenoplasty - A procedure which can involve a number of different techniques, but typically involving stitching or surgery, undertaken to reconstruct a hymen with the intent that the person bleeds the next time they have vaginal intercourse. Hymenoplasty is different to procedures that may be performed for clinical reasons, e.g. surgery to address discomfort or menstrual complications.

Virginity testing and hymenoplasty are forms of violence against women and girls and are part of the cycle of HBA, and can be precursors to child or forced marriage and other forms of family and/or community coercive behaviours, including physical and emotional control. Victims are pressurised into undergoing these procedures, often by family members or their intended husbands’ family to fulfil the requirement that a woman remains ‘pure’ before marriage. Those who ‘fail’ to meet this requirement are likely to suffer further abuse, including emotional and physical abuse, disownment and even honour killings.

The procedures are degrading and intrusive, and can result in extreme psychological trauma, provoking conditions such as anxiety, depression and PTSD, as well as physical harm and medical complications. Staff will be alert to the possible presence of stress, anxiety and other psychological or behavioural signs, and mental health support should be made available where appropriate.

Victims face barriers in coming forward, e.g. they may not know that the abuse was abnormal or wrong at the time, and may feel shameful, having been taught that speaking out against family and/or the community is wrong, or being scared about the repercussions of speaking out. The school will educate pupils about the harms of these practices and dispel myths, e.g. the belief that virginity determines the worth of a woman, and establish an environment where pupils feel safe enough to make a disclosure.

Pupils aged 13 and older are considered to be most at risk, but it can affect those as young as 8, and anyone with female genitalia can be a victim regardless of age, gender identity, ethnicity, sexuality, religion, disability or socioeconomic status. All staff will be aware of the following indicators that a pupil is at risk of or has been subjected to a virginity test and/or hymenoplasty:

- A pupil is known to have requested either procedure or asks for help
- Family members disclose that the pupil has already undergone the practices
- Pain and discomfort after the procedures, e.g. difficulty in walking or sitting for a long period of time which was not a problem previously
- Concern from family members that the pupil is in a relationship, or plans for them to be married
- A close relative has been threatened with either procedure or has already been subjected to one
- A pupil has already experienced or is at risk of other forms of HBA
- A pupil is already known to social services in relation to other safeguarding issues
- A pupil discloses other concerns that could be an indication of abuse, e.g. they may state that they do not feel safe at home, that family members will not let them out the house and/or that family members are controlling

- A pupil displays signs of trauma and an increase in emotional and psychological needs, e.g. withdrawal, anxiety, depression, or significant change in behaviour
- A pupil appears fearful of their family or a particular family member
- Unexplained absence from school, potentially to go abroad
- Changes in behaviour, e.g. a deterioration in schoolwork, attendance, or attainment

The above list is not exhaustive, but if any of these indicators are identified, staff members will immediately raise concerns with the DSL. An assessment of the risk they face will be undertaken. If there is believed to be immediate danger, the police will be contacted without delay.

The school will not involve families and community members in cases involving virginity testing and hymenoplasty, including trying to mediate with family or using a community member as an interpreter, as this may increase the risk of harm to the pupil, including expediting arrangements for the procedure.

10.[Updated] Forced marriage

Forced marriage is a crime. It is a form of abuse directed towards a child or vulnerable adult, including adults who are forced into marriage against their free will. To assist in combatting forced marriage, in February 2023, the age at which someone can get married was raised, without exceptions, to 18.

Forced marriage is a marriage where one or both spouses do not consent to the marriage but are coerced into it. Force can be physical, psychological, financial, sexual and emotional pressure. Forced marriage can be committed if a person lacks capacity, whether or not coercion plays a part.

Under the Anti-social Behaviour, Crime and Policing Act 2014 a person commits an offence if he or she uses violence, threats or any other form of coercion for the purpose of causing another person to enter into a marriage and believes, or ought reasonably to believe, that the conduct may cause the other person to enter into the marriage without free and full consent.

It is an offence to do anything intended to cause a child to marry before the child's eighteenth birthday, whether or not the conduct amounts to violence, threats, or any other form of coercion or deception. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

All staff will be alert to the indicators that a pupil is at risk of, or has undergone, forced marriage, including, but not limited to, the pupil:

- Being absent from school – particularly where this is persistent.
- Requesting for extended leave of absence and failure to return from visits to country of origin.
- Being fearful about forthcoming school holidays.
- Being subjected to surveillance by siblings or cousins at school.
- Demonstrating a decline in behaviour, engagement, performance, exam results or punctuality.
- Being withdrawn from school by their parents.
- Being removed from a day centre when they have a physical or learning disability.
- Not being allowed to attend extracurricular activities.
- Suddenly announcing that they are engaged to a stranger, e.g. to friends or on social media.
- Having a family history of forced marriage, e.g. their older siblings have been forced to marry.
- Being prevented from going on to further or higher education.
- Showing signs of mental health disorders and behaviours, e.g. depression, self-harm, anorexia.
- Displaying a sudden decline in their educational performance, aspirations or motivation.

Staff who have any concerns regarding a pupil who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL or headteacher and local safeguarding procedures will be followed – this could include referral to MASH, the police or the Forced Marriage Unit. The DSL or headteacher will ensure the pupil is spoken to privately about these concerns and further action taken as appropriate. Pupils will always be listened to and have their comments taken seriously.

It will be made clear to staff members that they should not approach the pupil's family or those with influence in the community, without the express consent of the pupil, as this will alert them to the concerns and may place the pupil in further danger.

Advice will be sought from the Forced Marriage Unit following any suspicion of forced marriage among pupils.

If a pupil is being forced to marry, or is fearful of being forced to, the school will be especially vigilant for signs of mental health disorders and self-harm. The pupil will be supported by the DSL and senior mental health lead and referrals will be made on a case-by-case basis.

Staff members will make themselves aware of how they can support victims of forced marriage in order to respond to the victims needs at an early stage, and be aware of the practical help they can offer, e.g. referral to social services and local and national support groups.

Local child safeguarding procedures will be activated following concerns regarding forced marriage – the school will use existing national and local protocols for multi-agency liaison with police and children's social care.

The school will support any victims to seek help by:

- Making them aware of their rights and choices to seek legal advice and representation.
- Recording injuries and making referrals for medical examination where necessary.
- Providing personal safety advice.
- Developing a safety plan in case they are seen, e.g. by preparing another reason for why the victim is seeking help.

The school will establish where possible whether pupils at risk of forced marriage have a dual nationality or two passports.

The school will aim to create an open environment where pupils feel comfortable and safe to discuss the problems they are facing – this means creating an environment where forced marriage is discussed openly within the curriculum and support and counselling are provided routinely.

The school will take a whole school approach towards educating on forced marriage in the school curriculum and environment – in particular, the school's RSHE curriculum will incorporate teaching about the signs of forced marriage and how to obtain help. Appropriate materials and sources of further support will be signposted to pupils. Pupils will be encouraged to access appropriate advice, information and support.

Teachers and other staff members will be educated through CPD about the issues surrounding forced marriage and the signs to look out for.

11. Radicalisation

For the purposes of this policy, "**radicalisation**" refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

For the purposes of this policy, "**extremism**" refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.

For the purposes of this policy, "**terrorism**" refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public, and be made for the purpose of advancing a political, religious or ideological cause.

Protecting pupils from the risk of radicalisation is part of the school's wider safeguarding duties. The school will actively assess the risk of pupils being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in pupils' behaviour which could indicate that they may need help or protection. Staff will use their professional judgement to identify pupils who may be susceptible to extremist ideologies and radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. The school will work with local safeguarding arrangements as appropriate.

The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with

the pupil's parents, unless the school has reason to believe that the child would be placed at risk as a result.

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect pupils against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

[Updated] The Prevent duty

Under section 26 of the Counter-Terrorism and Security Act 2015, all schools are subject to a duty to have "due regard to the need to prevent people from being drawn into terrorism", known as **"the Prevent duty"**. The Prevent duty will form part of the school's wider safeguarding obligations. The school is required, as part of its Prevent Duty, to create and maintain a Prevent Risk Assessment.

The school's procedures for carrying out the Prevent duty, including how it will engage and implement the Channel programme, are outlined in the Prevent Duty Policy.

12. Pupils with family members in prison

Pupils with a family member in prison will be offered pastoral support as necessary. They will receive a copy of '[Are you a young person with a family member in prison?](#)' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

13. Pupils required to give evidence in court

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

Pupils will be provided with the booklet '[Going to Court and being a witness](#)' from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

14. [Updated] Mental health

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

Staff must be aware of how mental health concerns intersect with safeguarding duties, particularly around risks including self-harm, eating disorders and suicidal ideation. The early identification of risk and targeted support is essential. Staff must take immediate action, including informing the DSL, when a child discloses harm, including harm related to mental health.

Staff will not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional. Staff will, however, be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one. Staff will also be aware of how pupils' experiences can impact on their mental health, behaviour, and education.

Staff who have a mental health concern about a pupil that is also a safeguarding concern will act in line with this policy and speak to the DSLs or deputy DSLs.

The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

Where a pupil is believed to be at **immediate risk of harm**, staff must:

- contact emergency services (999), or
- support urgent access to medical help

This reflects the strengthened expectation to treat mental health crises as **safeguarding emergencies where appropriate**

From a perspective of preventing poor mental health and taking steps to avoid mental health situations from deteriorating, schools have a key role to play in:

- promoting good mental wellbeing and preventing the onset of mental illness
- observing pupils and identifying early those who may be experiencing or at risk of developing mental health problems
- making sure early targeted support is provided
- liaising with and referring to specialist services where needed.

15. [Updated] Serious Violence

Through training, all staff will be made aware of the indicators which may signal that a pupil is at risk of being targeted by, exploited by, or exposed to serious violent crime. **In the context of our school's demographic (pupils with SLD and PMLD), staff recognise that our pupils lack the cognitive capacity and social agency to actively initiate or participate in organised serious violent crime. However, staff remain highly vigilant to the fact that our pupils are extremely vulnerable to criminal exploitation, coercion, or becoming victims of violence by external individuals (including family connections, older peers, or community actors).**

Indicators that a pupil may be at risk of exposure to, or exploitation through, serious violence include, but are not limited to:

- Unexplained or sudden changes in attendance patterns or frequent unexcused absences.
- **Unexplained physical injuries or signs of assault, particularly where a pupil cannot verbally communicate how an injury occurred.**
- Unexplained gifts, new possessions, or items appearing in a pupil's bag/belongings (which may indicate external actors using the pupil to hide or transport items).
- Changes in transportation patterns or unknown individuals approaching the pupil during transport/drop-off times.
- **Significant shifts in physical wellbeing, sleep patterns, self-soothing behaviors, or non-verbal indicators of trauma and distress.**
- Signs of self-harm or sudden sensory dysregulation linked to specific external environments or individuals.

Staff will be made aware of the specific risk factors that increase our pupils' vulnerability to external exploitation and violence. These include, but are not limited to:

- **Severe communication barriers, making it difficult or impossible for the pupil to disclose harm or exploitation.**
- High dependence on adults for personal care and transportation.
- Having experienced prior child maltreatment, neglect, or unsupportive home situations.
- Living in or visiting domestic environments where serious violence, criminal exploitation, or gang activity is present.

Staff members who suspect a pupil is at risk of, or exposed to, serious violence or criminal exploitation will immediately report their concerns to the DSL. **This includes situations where an external actor may have placed a dangerous item or weapon in a pupil's possession or where a pupil's dysregulated behavior presents an immediate safety risk to themselves or others.**

Serious Violence Duty

The school is aware of the statutory duty under the Police, Crime, Sentencing and Courts Act requiring specified authorities to work together to prevent and reduce serious violence. The school will fully cooperate with core duty holders (including the local authority and police) to share relevant data, support risk assessments, and implement multi-agency protection plans when requested."

Appendix B

[Updated] Safeguarding training criteria

Purpose

This Section outlines the safeguarding training requirements for all staff members, governors, and volunteers to ensure compliance with statutory guidance and best practices in safeguarding children.

Core training requirements

The DSL and deputy DSLs will:

- Complete advanced safeguarding training every two years, which covers:
 - Their specific roles and responsibilities.
 - Multi-agency working.
 - Identifying, understanding and responding to specific needs that can increase the vulnerability of pupils.
 - Specific harms that can put pupils at risk.
- Undertake training that enables them to develop expertise so that they can support (and advise staff and help them feel confident on welfare and safeguarding matters, particularly in relation to:
 - Ensuring that staff are supported during the referrals process.
 - Supporting staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
- Receive regular updates throughout the year to remain informed of any changes in legislation and best practices.
- Undertake Prevent awareness training.

All staff will:

- Complete safeguarding and child protection training at induction.
- Undertake refresher training annually, including updates on recognising signs of abuse, reporting procedures, and understanding the school's Child Protection and Safeguarding Policy, Behaviour Policy, Staff Code of Conduct and Safeguarding response to pupils who are absent from education.
- Read at least part one of KCSIE and, if they work with children or hold a management role, Annex A and ensure that they are aware of:
 - The local early help process and their role in it.
 - The process for making referrals to LA children's social care and for statutory assessments.
 - The indicators of abuse, neglect and exploitation.
 - Safeguarding issues that can put pupils at risk of harm.
 - Child-on-child abuse, including how it can happen, the schools procedures for dealing with it and how to prevent and respond to it.
 - What to do if a pupil tells them they are being abused, exploited or neglected and how to manage confidentiality.
 - How to support victims of abuse, neglect and exploitation.
- Receive ongoing updates throughout the academic year via email, briefings and staff meetings, including updates to safeguarding guidance and legislation and changes to the school's safeguarding policies and procedures.
- Undertake at least annual cyber security training
- Undertake training in risk assessment, as relevant to their roles.

[Updated] Members of the governing board will:

- Complete appropriate safeguarding and child protection training at induction which equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole school approach to safeguarding.

- Undertake updated safeguarding training relevant to their strategic role, including awareness of their responsibilities under KCSIE.
- Be trained on their obligations under the Human Rights Act 1998, the Equality Act 2010, and the local multi-agency safeguarding arrangements
- Receive enhanced training to effectively oversee the school's safeguarding arrangements if their role on the board has a specific safeguarding responsibility.
- Ensure that at least one governor undertakes at least annual cyber security training.

Specialist training

All staff members will receive awareness training on specific safeguarding issues and the school's procedures for dealing with them as outlined in Appendix A. Specialist training will be undertaken as outlined below:

- **Safer recruitment training:**
 - Will be required for all staff members involved with the recruitment and employment of staff to work with pupils, the substance of which covers part three of KCSIE at a minimum.
- **Online safety training:**
 - It is mandatory for all staff and governors to understand the risks associated with online activity and how to educate pupils about online safety.
 - Online safety training will include, amongst other aspects, understanding the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- **Prevent duty training:**
 - All staff will be trained to understand their role in preventing radicalisation and extremism and how to maintain due regard to the need to prevent people from becoming terrorists or supporting terrorists.
- **Child-on-child abuse awareness:**
 - Staff will receive specialist training on recognising and addressing child-on-child abuse, including bullying, sexual violence, and harassment.

Training Delivery

- In line with any advice from local safeguarding partners, all staff members will receive safeguarding training during their induction and will be supported to understand the school's policies and procedures in relation to dealing with safeguarding concerns.
- Training will be delivered with due regard to the Teachers' Standards.
- Training will be delivered through a combination of face-to-face sessions, online modules, and external courses accredited by recognised safeguarding bodies.
- Records of all training, including dates, content, and attendees, will be maintained securely.

[Updated] Reviewing training

- The DSL (CG) will be responsible for ensuring that all staff receive and understand appropriate training and that records are up-to-date.
- The effectiveness of safeguarding training will be reviewed annually as part of the school's safeguarding audit.

Compliance

- All staff will be required to confirm that they have read and understood Part One of KCSIE and any other safeguarding guidance relevant to their role. **Failure to complete mandatory training may result in disciplinary action.**
- This appendix will be reviewed annually to ensure that it aligns with current legislation and best practices in safeguarding children.

Appendix C

What to do if you are worried that a student is being abused or may be at risk

- As soon as practically possible, staff must discuss their concerns with a Designated Safeguarding Lead DSLs Sandra Chaaya or Caroline Garvey or Deputy DSLs Charlotte Abley or Michaela Pogue.
- Teachers should record all concerns about a student's welfare on the CPOMs web based system and use the alert button to inform the DSL team that an entry has been made.
- LSAs and non class based staff without a login should report their concerns to the class teacher or the DSL team as soon as practically possible.
- All class based and PPA teachers have a secure log in to CPOMs and the DSL team will be alerted to all entries on the system
- If teachers are not satisfied with the outcome of their concern, this should be raised as soon as possible with the DSL team

Dealing with disclosures or signs of abuse

Staff must not question a student. However, if a child or young person makes a disclosure or there are signs of abuse, there are several things that should be done to immediately support the child or young person:

- React calmly and be available to listen
- Do not question
- Keep your responses short, simple, slow, quiet and calm
- Inform the child or young person that this information will now have to be passed on – **Do not promise confidentiality.** (example script – 'In order to keep you safe, I must talk to SC/CG')
- Make accurate notes ASAP about what you have been told, seen or heard
- Reassure the child or young person
- DO NOT remove a student's clothing to 'examine' him/her for any marks
- DO NOT take photographs – complete a body map instead
- Do not stop a student who is freely recalling significant events
- Maintain the dignity of the student at all time
- Take note of and report to the DSL any unexplained marks on the child or young person.
- Provide privacy for manual handling and intimate care treatments.
- Staff working with individual children are advised to keep the door open, stay within sight of other adults, or to inform other staff where they will be, with whom and for how long
- Do not inform the parent/carers until you have spoken to the DSL

Safeguarding and Child protection issues are always treated as a priority.

Failure to pass on information could put the student at further risk.

Respect Confidentiality

- Although you have a 'duty of care' to pass on any information regarding your concerns about abuse or suspected abuse to the Designated Safeguarding Lead, please respect the individual's right to confidentiality and do not share information of the disclosure unnecessarily to other staff unless you have been directed to do so by the DSL.
- Requests for information concerning Safeguarding and Child Protection issues by outside agencies should be referred to the DSL.

- Non-school staff e.g. bus escorts, medical agencies who communicate concerns in school will be directed to pass on information to their section head for referral as specified in Barnet's procedures

What happens after a concern has been raised

- Having discussed concerns with you, the DSL will then take the appropriate action
- The action may require a situation to be monitored by class room staff, or for parents to be questioned via the school book. In cases where the student is thought have been abused or at risk, the DSL will refer to other agencies
- Many of the students at Mapledown have an allocated social worker and in this case the referral will be made to them. If they cannot be contacted the referral will be made to the duty social worker from the 0-18 or 18-25 Teams.
- Where the student is not known to social services the DSL will liaise with the MASH, the police and the 0-18 or 18-25 Teams where necessary.
- The DSL will make any formal referral by telephone and then in writing, before the end of the school day,
- When there is suspicion of significant harm to a child or young person and a referral is made, as much information as possible should be given about the child or young person and the family. Use of previous records (if available) may prove to be particularly useful in this respect.
- NB All referrals made to the MASH a by telephone, must then be followed up with the specified online written form within 24 hours and a copy kept on the confidential safeguarding file. A note must be made of the name of the Duty Social Worker and the time at which the call is made. If parents have not been informed about the referral being made or they have agreed to it being made, this must be reported to Social Services.
- Reports may be needed for Child Protection Case conferences or the criminal/civil courts. Consequently, records and reports should be:
 - factual (no opinions)
 - non-judgemental (no assumptions)
 - clear
 - accurate
 - relevant

It is very important that the outcomes to any concerns raised are recorded. Where a referral to social services has been made the DSL will maintain contact until an outcome is known.

Lower levels of Concern

Classroom staff, the school office, the nursing team and the DSL will together monitor:

- poor attendance & punctuality
- concerns about appearance and dress, including personal care and hygiene,
- changed or unusual behaviour
- concerns about health and emotional well being
- deterioration in educational progress
- discussions with parents about concerns relating to their child or young person
- concerns about home conditions or situations

Where the on-line record for emerging concerns has been used, class teachers must ensure they complete all information including the outcome

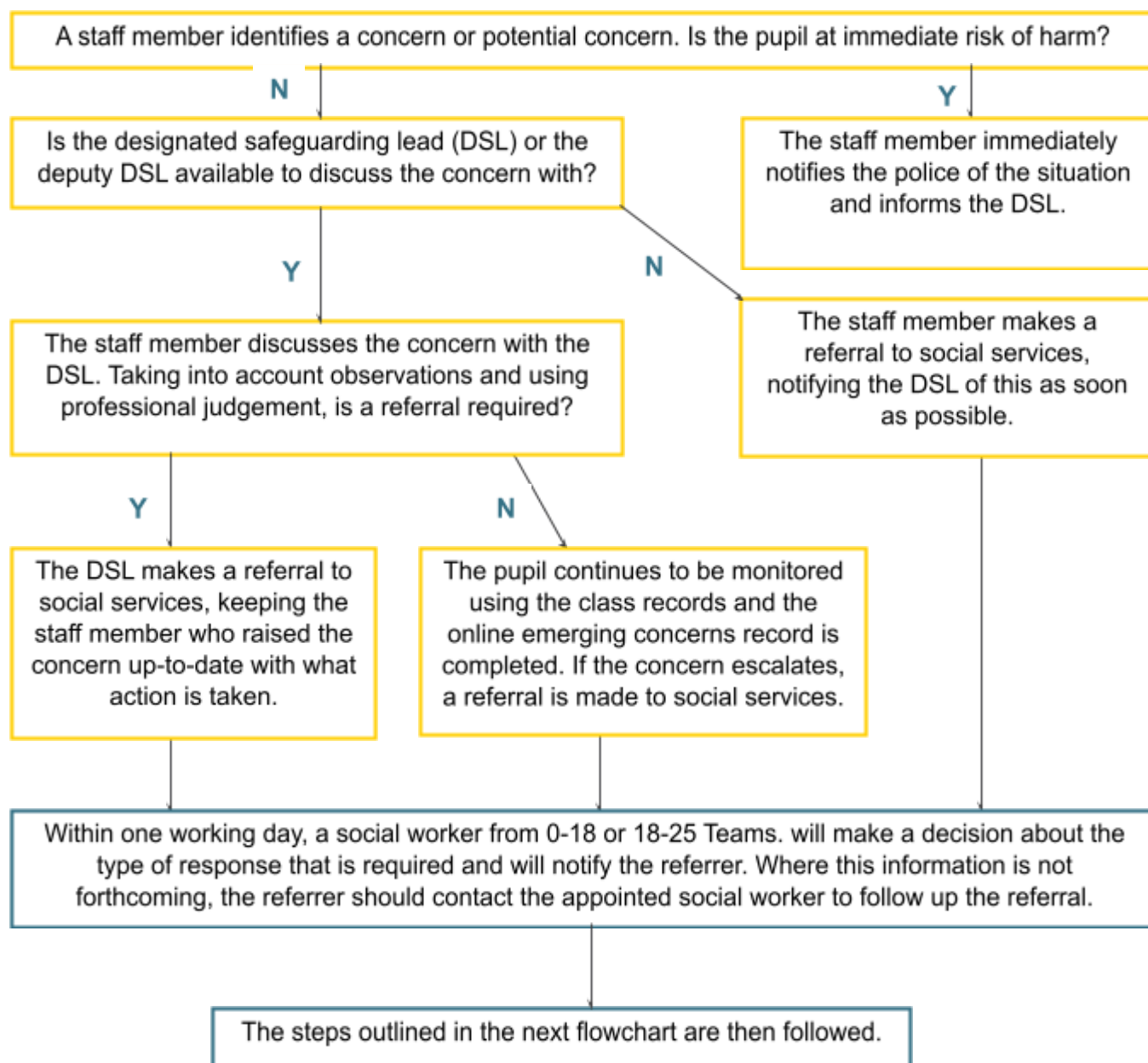
Appendix D

Safeguarding Reporting Process

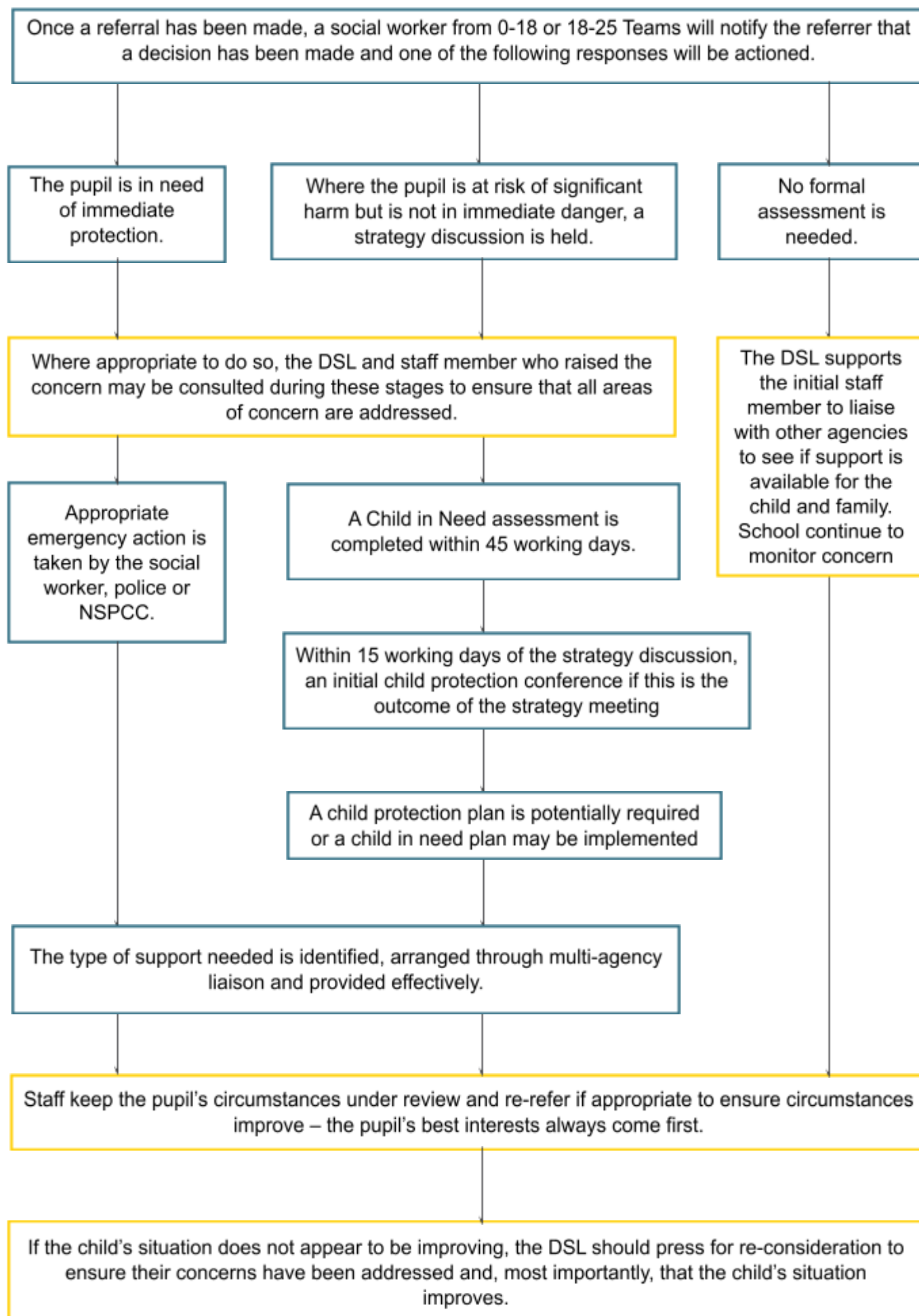
The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child or young person. Where a referral has been made, the process outlined in the 'After a referral is made' section should be followed.

The actions taken by the school are outlined in yellow, whereas actions taken by another agency are outlined in blue.

Before a referral is made



After a referral is made



Appendix E

Useful Contact Details

Designated Safeguarding Lead (DSL)

Sandra Chaaya
Headteacher - Mapledown School 020 8455 4111 head@mapledown.barnet.sch.uk

Caroline Garvey
Deputy Head teacher 020 8455 4111 deputy@mapledown.barnet.sch.uk

Deputy Designated Safeguarding Leads (Deputy DSL)

Charlotte Abley
Deputy Headteacher 020 8455 4111 charlotte@mapledown.barnet.sch.uk

Michaela Pogue
Assistant Headteacher 020 8455 4111 michaela@mapledown.barnet.sch.uk

Designated Safeguarding Governor

Ajith Das Menon
chair@mapledown.barnet.sch.uk

MASH Team

Referral & Consultation line 020 8359 4066
Monday – Friday 9am – 5.15pm
Out of hours service – 020 8359 2000
mash@barnet.gov.uk

Local Authority Designated Officer (LADO) Robert Wratten
0208-359-4528
lado@barnet.gov.uk

Safer Schools Team

[PS Leah King Leah.King@met.police.uk]
PS Charlotte McBeth Charlotte.McBeth@met.police.uk
NWMail.box.SchoolsBarnet@met.police.uk

Barnet's Safeguarding Children's Partnership (BSCP)

www.thebarnetscp.org.uk
bscp@barnet.gov.uk

The Prevent Team

Perryn Jasper
020 8359 7371 / 07856 002 586
perryn.jasper@barnet.gov.uk

NSPCC

Help for adults concerned about a child - 0808 800 5000
Help for children– Childline 0800 1111
(Mon-Fri 8am-5pm)