DEENWAY MONTESSORI SCHOOL
& UNICITY COLLEGE
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# Child Protection and Safeguarding Policy

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| **Approved by:** | Munawar Karim (Headteacher) | **Date:** | 21st January 2020 |
| **Last reviewed on:** | September 2026 | | |
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## Important Contacts

| ROLE/ORGANISATION | NAME | CONTACT DETAILS |
|---|---|---|
| Designated Safeguarding Lead (DSL) | Saba Kiani | School Staff |
| Deputy DSL | Ismat Karim | School Staff |
| The Children's Single Point of Access (CSPoA) (Brighter Futures for Children) **[Also see Appendix 2]** | N/A | https://brighterfuturesforchildren.org/cspoa-form/<br><br>**0118 937 3641**<br><br>**Out of hours emergency telephone:** 01344 351 999 5pm to 9am, Monday to Friday and 5pm Friday to 9am Monday |
| Local authority designated officers (LADO) (Team of Three) | Sue Darby | LADO@reading.gov.uk<br><br>**0118 937 2684**<br><br>LADO Referral Form: https://brighterfuturesforchildren.org/for-parents-carers/schools/allegations-against-people-in-a-position-of-trust/ |
| Berkshire West Safeguarding Partnership<br><br>(Multi Agency Safeguarding Arrangements) | N/A | www.berkshirewestsafeguardingchildrenpartnership.org.uk/scp |


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## 1. Aims

This policy aims to ensure that our work at school is regulated by a deep concern for the welfare and well-being of children. We aim for children to always be under the highest standards of safety, care and protection as they develop and learn in various scenarios at school. We work towards this aim by ensuring that:

i. Appropriate action is taken in a timely manner to safeguard and promote children's welfare

ii. Staff are properly trained in recognizing and reporting safeguarding issues

iii. All staff are aware of their statutory responsibilities with respect to safeguarding

iv. Quality standards are met in recruiting and employing staff

v. Children are given age-appropriate education and training to recognise harm and report to trusted adults

## 2. General principles and practice

i. Our commitment to safeguarding draws from the fundamental principles of our sacred tradition which:

- teach that human beings have been ennobled and honoured
- prioritise the sanctity of life, health and well-being and teach us to safeguard these
- emphasise the maxim of 'no harm': the prohibition of physical, mental and emotional harm
- teach adults to be as shepherds to the young, acting with care and concern over children who are entrusted to them
- outline the rights of vulnerable groups, such as children, to security of self, identity, well-being and appropriate provision for growth and development

ii. These principles are promoted in general through building high pupil self-esteem, pupil confidence and good lines of communication within the community, towards the prevention of abuse.

iii. These principles are promoted at school through good safeguarding practice and procedures in accordance with the statutory guidance and legislation referenced in Section 3, and by the procedural recommendations of our local authority and the Reading Local Safeguarding Children Board (LSCB).

iv. We have one overall policy for safeguarding children and young people across the junior and senior school, including Early Years provision. This policy is:

- made available to parents and staff on the school website and can also be obtained in hard copy from the school office.
- made available to staff additionally via the school intranet, Huddle.
- introduced to new staff as part of their induction training, with a record kept of their confirmation that they have read and understood the document.

v. All members of staff, including the Head, and any support staff, temporary staff or volunteers, receive training in Safeguarding Children, which is updated regularly.

vi. Staff training includes the application and implementation of this policy in a range of scenarios at school, and in particular:

- teaches staff about appropriate physical contact with pupils, reminding that innocent actions can be misconstrued and for certain pupils, some touching will always be unacceptable
- teaches staff to exercise extra care to avoid allegations of abuse in circumstances such as one-to-one tuition, sports coaching, Qur'an teaching, engaging in inappropriate communication with a pupil, and so on.


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- ensures that staff are well-aware of the school's procedures for responding to a safeguarding concern or incident as outlined in this policy and know the Designated Safeguarding Leads, and should they not be available, the contingency plans.

vii. As part of the school's responsibility to play a crucial role in preventative education, pupils are given safeguarding guidance:

- As part of curriculum teaching, through assemblies, Life Mastery or PSHE lessons, pupils are given appropriate guidance on their safety and on the recognition and report of harm or abuse. These lessons provide context within which issues of abuse could be explored.
- Through the aforementioned teaching, pupils are additionally given guidance and training in e-safety and in skills of protection and defence. Pupils are also given age-appropriate guidance on vigilance to grooming in person and online, including vigilance to extremist grooming.
- Through the aforementioned teaching, pupils are encouraged to see school as community where they know they will be listened to and a safe place in which to make disclosures of abuse should they need to. This is reinforced to children through:
    - Posters highlighting our community values displayed throughout the school
    - A specially provided box to leave confidential messages for the Headteacher

viii. Senior School Leaders have completed safer recruitment training and the school operates a Safer Recruitment process in line with regulation, which is outlined in the school's Safer Recruitment Policy and Procedure. This document is available on the school intranet (Huddle) for employed staff and it is expected that staff involved in recruitment operate within this framework at all times.

ix. The general practice and the specific procedures outlined in this policy are reviewed regularly by the Head and other responsible members of staff, ensuring that duties are discharged efficiently and all statements are updated or amended without delay.

## 3. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026, Working Together to Improve School Attendance 2026,

We comply with this guidance; with the safeguarding arrangements agreed and published by our local safeguarding partners and with the requirements applying to registered independent schools in England.

i. This policy also has regard, where applicable, to:

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, as amended (2026), particularly Standards 7, 15, 16, 16A and 32A as relevant to safeguarding which places a duty on independent schools to safeguard and promote the welfare of pupils at the school
- School Attendance (Pupil Registration) Regulations 2024
- Children Missing Education Statutory Guidance 2025,
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children


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- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children
- The Human Rights Act 1998, The Equality Act 2010 and The Public Sector Equality Duty (PSED)
- The Data Protection Act 2018, UK GDPR and Data (Use and Access) Act 2025
- The statutory Information Sharing guidance 2026

ii. This policy also meets requirements relating to safeguarding and welfare in the current statutory framework for the Early Years Foundation Stage where applicable.

## 4. Definitions

i. **Safeguarding and promoting the welfare of children** means:

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

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

ii. **Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 3 explains the different types of abuse.

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

iv. **Children** includes everyone under the age of 18.

v. **Staff** always includes support staff, volunteers and temporary staff.

vi. The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- **the relevant Integrated Care Board**
- The chief officer of police for a police area in the LA area

We will work with safeguarding partners and other relevant agencies in accordance with the published local multi-agency safeguarding arrangements.


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## 5. Equality statement

i. Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. We are committed to an inclusive, anti-racist and anti-discriminatory culture. Staff will recognise and challenge prejudice-based harm, including racism, faith-based prejudice and other forms of discrimination.

ii. We give special consideration to children who:

- Have special educational needs (SEN) or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalization
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

## 6. Roles and responsibilities

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

### 6.1 All staff

i. All members of staff, including those who do not work directly with children, will read Keeping Children Safe in Education 2026 Part One in full and whenever a revised version comes into force. All staff understand that KCSIE Part One overview may be provided as a supplementary quick-reference document but does not replace Part One.

ii. We will regularly review and assess the understanding of members in staff of the KCSIE Part One and put practices in place to ensure that staff understand and can discharge the responsibilities set out in Part One.

iii. All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputy, the behaviour policy, and the safeguarding response to children who go missing from education.
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals


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- The behaviours and physical signs linked to behaviours that put children in danger; they will know what to look for to identify children who need help or protection
- Groups of children who may be more likely to need Early Help or Family Help, including: pupils with health conditions, pupils with mental health needs, pupils experiencing housing issues, pupils with a family member in prison or who are affected by parentals offending, pupils at risk of honour-based abuse (such as FGM or forced marriage), pupils who are persistently absent from school, including persistent absences for part of the school day.
    - All staff will be alert to children who may benefit from support before statutory intervention. This may include universal services and community-based Early Help or the targeted early-help level of Family Help. Staff will understand the school's local referral arrangements and the criteria for targeted Family Help, section 17 Child in Need support and section 47 child-protection intervention. The DSL will coordinate the school's contribution to Family Help and multi-agency assessment, although other staff may be asked to act as or support the lead practitioner where appropriate
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation.
- That safeguarding issues can manifest themselves via child-on-child abuse. This may include, but not limited to: bullying (including cyber bullying), gender based violence/sexual harassment, sexual violence and assaults, harmful sexual behaviour and the sharing of sexual images. Staff should recognise that children are capable of abusing their peers.
- That children may not feel ready, or know how to tell someone they are being abused, exploited or neglected, but this shouldn't stop staff from having a 'professional curiosity' and speaking to the designated safeguarding lead (DSL) if they observe something of concern
- How to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

iv. All staff must challenge any form of derogatory and sexualised language or behaviour and be vigilant to sexualised/aggressive touching/grabbing. See Section 8.8 of this document for further detail

## 6.2 The designated safeguarding lead (DSL)

i. Our DSL is **Saba Kiani** for the whole school. The DSL takes lead responsibility for child protection and wider safeguarding.

ii. During term time the DSL or her deputy will normally be available during school hours for staff to discuss safeguarding concerns. The school will maintain clear cover arrangements for absence, illness, leave, off-site activities and other circumstances in which the DSL and her deputy is unavailable. Staff must not delay taking appropriate safeguarding action because a particular DSL is unavailable.

iii. Outside of school hours and outside of term time, the DSL can be contacted via phone or email.

iv. When the DSL is absent, the deputy – **Ismat Karim** – will act as cover.

v. The DSL will be given the time, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children


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- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

vi. The DSL will also keep the headteacher informed of any issues, and liaise with local authority case managers.

### 6.3 The Headteacher and Senior Leader

The Headteacher and Senior Leader are responsible for the implementation of this policy, including:

i. Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction

ii. Ensuring that every member of staff:

- knows the names of the DSLs and their roles
- knows how to identify signs of abuse and neglect
- knows how to pass on and record concerns about a student
- knows that they have individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the DSLs
- understands that they have a responsibility to provide a safe environment in which children can learn
- knows the access-point for local authority procedures
- understands the school code of conduct and school community rules
- has read and understood the DfE 'Keeping Children Safe in Education' statutory guidance

iii. Ensuring that all staff undertake appropriate safeguarding and child protection training and update this annually

iv. Communicating this policy to parents when their child joins the school and via the school website

v. Ensuring that the DSL has appropriate time, funding, training and resources

vi. Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see Appendix 6)

vii. Ensuring the relevant staffing ratios are met, where applicable

## 7. Confidentiality

i. Effective safeguarding depends on timely and appropriate information sharing. The school has regard to the statutory guidance Information Sharing to Safeguard Children and Young People 2026. Staff will share relevant information when this is necessary and proportionate to safeguard or promote the welfare of a child.

ii. For the purposes of this policy, data protection law includes the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025**.** Data protection law does not prevent the sharing of information for safeguarding purposes where there is a lawful basis to do so. Consent is not always required before safeguarding information is shared, particularly where seeking consent may place a child at increased risk, prejudice a safeguarding response or may not be reasonably practicable.

iii. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests


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iv. Staff will record significant information-sharing decisions, including what was shared, with whom, why, when and, where information was not shared, the reason for that decision. Where staff are uncertain they should seek advice from the DSL, but uncertainty must not delay necessary action to protect a child.

## 8. Recognising abuse and taking action

Staff and volunteers must follow the procedures set out below in the event of a safeguarding issue.

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

i. Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral.**

ii. Tell the DSL (see section 6.2) as soon as possible if you make a referral directly.

iii. **The Children's Single Point of Access** is where to raise a concern about a child (pre-birth to 18 years old) in Reading, including safeguarding and child protection. The Single Point of Access allows the local authority to make quick, effective decisions when contacted. You can contact The Children's Single Point of Access about a child or children:

- who may need additional support
- you suspect may be being abused or neglected
- that needs safeguarding of any kind

**To contact The Children's Single Point of Access, you can either fill in a referral form:**

https://brighterfuturesforchildren.org/cspoa-form/

***or* call: 0118 937 3641**

### 8.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

i. Listen to them and believe them.

ii. Reassure them that their disclosure will be taken seriously and that you will take whatever stops possible to protect them from any retaliation or unnecessary stress.

iii. Allow them time to talk freely; do not ask leading questions by making suggestions.

iv. Stay calm and do not show that you are shocked or upset

v. Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.

vi. Explain what will happen next and that you will have to pass this information on.

vii. Do not promise to keep it a secret: never given an absolute guarantee of confidentiality. You can guarantee that information will only pass to the minimum number of people who must be told in order to ensure the proper action is taken.

viii. Write up your conversation as soon as possible in the child's own words. **Use the template 'A' in Appendix 4 to do so**. Stick to the facts, and do not put your own judgement on it. Sign and date the write-up and pass it on to the DSL as soon as possible. If required, make a referral to children's social care and/or the police directly (see 8.1), and tell the DSL as soon as possible that you have done so.

### 8.3 If you have emerging or non-immediate safeguarding concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)


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i. Remember that any concern about a child's welfare, however small or uncertain it may initially appear, must be taken seriously, and you must record the concern factually and report it to the DSL or deputy in accordance with the procedures below. The DSL will consider the concern in the context of any previous information and decide whether monitoring, pastoral support, Family Help, referral to children's social care or another safeguarding response is required. A concern must be reviewed if circumstances do not improve or further information emerges.

ii. If you have observations about a child which may include emerging or non-immediate safeguarding concerns but which do not involve the child likely suffering immediate harm or being in immediate danger, log these as observations on MRX and mention them to the DSL to seek advice.

In logging observations on MRX, title them as emerging / non-immediate safeguarding concerns, and note:

- What you observed or heard, recording facts and including the pupil's own words where relevant.
- What is concerning about what you heard or observed: briefly explain the safeguarding significance or change/pattern noticed. Separate fact from professional judgement
- Relevant context or previous concerns where relevant regarding attendance, wellbeing, additional needs, health needs, peer/family/contextual information issues, earlier observations if known. Do not speculate.
- Actions already taken or support offered
- What should staff look out for? Agreed indicators, support steps or monitoring arrangements.
- Review date / trigger for escalation

iii. If your observations require a heightened form of confidentiality which MRX does not allow, record these on a separate document using the **template 'B' in Appendix 4**, and give this to the DSL to discuss, take any appropriate measures and file in an individual safeguarding folder with the child's name on it stored securely by the DSL. Additionally, add the following note in the pupil's school folder: '**Additional information recorded in the child's safeguarding folder'** and sign it with the date the record has been made.

iv. If no action was recommended by the DSL but your observations continue in the same thread leading to deeper concern, record them each time and mention them to the DSL each time to consider whether any action such as Family Help or a referral may be needed.

v. If in exceptional circumstances the DSL is not available, nor is a deputy, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from Brighter Futures for Children. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

vi. **Early help/Family help:** if community-based early help is appropriate, the DSL will generally lead on advice regarding next actions. This may also involve liaising with other agencies and setting up an inter-agency assessment as appropriate

The DSL will follow Reading Borough Council's current published threshold and referral arrangements for community-based Early Help or the targeted early-help level of Family Help, and children's social care.

Staff may be required to support other agencies and professionals in making Family Help assessments in some cases acting as the lead practitioner. If the DSL or Deputy is not available, staff members in liaison with senior leaders can make a referral for Family Help to local authority children's social care directly, if appropriate using the Children's Single Point of Access (CSPoA) using the contact information in the contacts page. Share any action taken with the DSL as soon as possible.

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

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


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

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

iii. **Any teacher** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have good reason not to, they should also discuss the case with the DSL and involve children's social care as appropriate.

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

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

vi. **Any member of staff** who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

**vii. Procedural information for responding to FGM can be found on:**

**https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf**

### 8.6 If you have concerns about extremism

i. If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

ii. If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate.

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

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

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

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

### 8.7 If you have concerns about an adult staff member or volunteer working in or on behalf of the school

i. Low-level concerns: a low-level concern is a concern about the conduct of a member of staff, supply staff member, trainee teacher, volunteer or contractor which is inconsistent with the staff code of conduct, including inappropriate conduct outside work, but which does not meet the harm threshold for referral as an allegation. Staff are encouraged to report concerns and to self-refer where their own conduct could be misinterpreted or may have fallen below expected professional standards.

ii. Low level concerns: low-level concerns will be recorded in writing, including the context and action taken, and will be reviewed for patterns of behaviour. The Headteacher will be the ultimate decision maker in


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relation to low-level concerns, and will share concerns about supply staff or contractors with their employer. Where there is doubt about whether the harm threshold is met, advice will be sought from the LADO.

iii. If you have immediate concerns about a member of staff or volunteer, or an allegation is made about a member of staff or volunteer posing a direct or immediate risk of harm to children, speak to the headteacher immediately. The headteacher will then follow the procedures set out in Appendix 6, if appropriate.

iv. If the concerns/allegations are **about the headteacher**, contact the designated officer at the local authority using the following contact details:

| |
|---|
| **LADO – Sue Darby:**<br>LADO@reading.gov.uk<br>**0118 937 2684** |

## 8.8. Allegations of abuse made against other pupils

i. We promote positive behaviour amongst pupils and mitigate harmful pupil-to-pupil behaviour through our Behaviour Policy and Anti-Bullying policy, as well as the regular reminders of community values and code of conduct.

ii. We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". All reports will be taken seriously, recorded, risk assessed and responded to in a child-centred and proportionate way.

iii. Child-on-child abuse can occur inside or outside school and online. It can include bullying; prejudice-based and discriminatory behaviour; abuse in intimate personal relationships; physical abuse; sexual harassment; sexual violence; harmful sexual behaviour; sharing nude or semi-nude images; upskirting; initiation or hazing; threats, coercion and abuse involving weapons. The school recognises that behaviour may be harmful to both the child who experiences it and the child displaying the behaviour and that children involved may themselves have unmet safeguarding needs.

iv. Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect. Pupils are protected from 'upskirting', bullying, homophobic or transphobic behaviour, Islamophobia, racism, sexism, and other forms of discrimination. We also have a statutory duty to report and record any such incidents.

v. We also recognise that abuse can take place in intimate personal relationships between peers, and can include causing someone to engage in any form of sexual activity without their consent.

vi. Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, 'upskirting' or sexually inappropriate pictures or videos

vii. If a pupil makes an allegation of abuse against another pupil:

- Staff will record the allegation and tell the DSL, but not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence


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- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate
- The Head will inform both pupils' parents.

viii. We minimise the risk of child-on-child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders
- Ensuring our curriculum helps to educate pupils about appropriate behaviour
- Ensuring pupils know they can talk to staff confidentially by approaching them at any time outside of class, and by leaving confidential messages for the Headmaster in the spaces provided.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

ix. Pupils making allegations are taken seriously, supported and kept safe, and never made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment.

## 8.9. Safeguarding and Online Safety

i. All staff should be aware that technology is a significant component in many safeguarding issues and that abuse can happen online, offline, or both. Abuse may take place wholly online or technology may facilitate offline abuse.

ii. Online safeguarding risks include harmful or inappropriate content, contact with others, harmful conduct and commercial or financial exploitation. The school recognises risks arising from social media, messaging services, gaming, pornography, cybercrime, online grooming and exploitation, misogynistic or extremist content and the use of generative artificial intelligence to create or alter harmful material.

iii. Staff receive safeguarding training which includes online safety, filtering and monitoring responsibilities

iv. Child-on-child abuse can also take place online, and can include abusive, harassing or misogynistic messages, non-consensual sharing of indecent images (particularly in chat groups), sharing of abusive images and pornography to those who don't want to receive such content.

v. The school is aware that cybercrime is defined as a criminal activity committed using computers and/or the internet and includes activities such as hacking, 'denial of service' attacks (where a website is made unavailable), and creating and using malware such as viruses. Children who are particularly skilled in computing and technology may be drawn into cybercrime inadvertently or deliberately. Through teaching online safety

vi. On any devices accessible to students, the school has appropriate filtering and monitoring systems which do not unreasonably restrict what children need to be taught. The effectiveness of filtering and monitoring arrangements will be reviewed at least once every academic year by senior leadership team, with support from the DSL. The review will include checks that filtering operates appropriately on internet-connected devices in relevant school locations, and a record of the checks and review will be retained.

vii. Please refer to the school's online safety and media guidance document for further details.

## 8.10. Forms of Sexual Harassment involving Images


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i. **Making and sharing nudes and semi-nudes, including AI-generated images**: The school recognises that safeguarding incidents may involve children creating, requesting, receiving or sharing nude or semi-nude photographs, videos, livestreams or other visual material. Such imagery may be created by the child, created by another person, digitally altered or wholly generated using artificial intelligence, including deepfake material. Staff must not view, copy, print, forward or save suspected illegal imagery unless specifically required by an appropriate safeguarding or law-enforcement process. Any incident will be reported immediately to the DSL and managed in accordance with KCSIE 2026 and current national guidance, with consideration given to the age and developmental stage of the children, coercion, consent, power imbalance, exploitation, criminality and risk of further sharing.

ii. The school will ensure that the risks associated with these issues issue are discussed with children as part of the curriculum around e-safety.

iii. If the staff becomes aware of any incident involve that has occurred and involves a child or children from the school, parents will be notified or social care contacted where appropriate.

iv. Staff are aware of the DfE guidance which situates sexual violence, sexual harassment and harmful sexual behaviour in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up.

v. The school recognises a continuum of harmful sexual behaviour, sexual harassment and sexual violence. Any report may indicate a safeguarding concern and will be considered by the DSL. The school will consider the wishes of the child who has experienced the behaviour, the ages and developmental stages of the children, any power imbalance, whether the incident forms part of a wider pattern, any ongoing risk to other children and whether referral to Family Help, children's social care and/or the police is required. Risk and needs assessments and support plans will be put in place where appropriate. Decisions and reasons will be recorded."

## 8.11. Supporting Children who have been abused or witness Domestic Abuse

i. The school recognises that children can experience domestic abuse directly or indirectly and are themselves victims where they see, hear or experience the effects of domestic abuse. We understand and expect all staff to be aware that children who witness domestic abuse are also victims, that witnessing domestic abuse can have a lasting impact on children and that children can be victims in their own relationships too We recognise that children who are abused or witness violence (Domestic Abuse) are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. may feel helpless, humiliated and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.

ii. Domestic abuse may include physical, sexual, emotional or economic abuse, coercive or controlling behaviour and stalking. Abuse may also occur in teenage and other intimate relationships between children. Staff will consider the cumulative effect of domestic abuse alongside other vulnerabilities and will follow local safeguarding and Operation Encompass arrangements where applicable.

iii. We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. Our school will support all pupils by:

- ensuring the content of the curriculum includes social and emotional aspects of learning; Through PSHE and other curriculum contexts, pupils are encouraged to talk about feelings and deal assertively with pressures, are listened to, and know to whom they can turn to for help and advice;
- providing pupils with a range of appropriate adults to approach if they are in difficulties; and ensuring that pupils are taught about safeguarding so that they 'recognise when they are at risk and how to get help when they need it'
- supporting the child's development in ways that will foster security, confidence and independence and encourage the development of self-esteem and self-assertiveness while not condoning aggression or bullying.


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- ensuring a comprehensive curriculum response to online safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly.
- liaising and working together with other support services and those agencies involved in safeguarding children; including domestic abuse https://www.gov.uk/government/consultations/domestic-abuse-act-statutory-guidance
- ensuring that the curriculum will help children stay safe, recognise when they do not feel safe and identify who they might or can talk to and will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including, sexual harassment, peep-on-peer abuse, and the displaying of 'Harmful Sexualised Behaviour'; https://www.csacentre.org.uk/resources/key-messages/harmful-sexual-behaviour/
- having a behaviour policy that is aimed at supporting vulnerable pupils in the school. The school will ensure that each pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred. The behaviour policy outlines measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying.
- Clear procedures are in place for addressing and minimising the risk of child-on-child abuse, including sexual violence and sexual harassment - these procedures are easily understood and easily accessible
- acknowledging the importance of 'contextual safeguarding', https://contextualsafeguarding.org.uk/ which considers wider environmental factors in a pupil's life that may be a threat to their safety and/or welfare.
- ensuring that, when a pupil who is the subject of a Child Protection (CP) Plan leaves, their information is transferred to the new school within two weeks and that the child's Social Worker is informed that the child has moved;
- alert the authority if it is aware of any child being looked after under a Private Fostering arrangement. On admission to school, and at other times, the school will be vigilant in identifying any private fostering arrangement.
- acknowledging that a child that is looked after or has been previously looked after by the Local Authority potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep CLA and previously looked after children safe. It is important that all agencies work together and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group.

### 8.11. Child Abduction and Community Safety Incidents

- Child abduction is when children are taken from their parents or carers without permission. It can be committed by parents or other family members, by people known but not related to the child (like neighbours, friends and acquaintances), and by strangers
- Community safety incidents are things like unknown adults loitering near school or trying to talk to children.
- Staff must follow our pick-up procedures to make sure children only go home with their designated adult(s) and to report immediately if seeing anything suspicious or that doesn't feel right.

### 8.12. Modern Slavery

We understand 'modern slavery' includes human trafficking and slavery, servitude and forced or compulsory labour and that the exploitation can take many forms, for example sexual exploitation, forced labour, forced criminality and the removal of organs. There's a national referral mechanism for modern slavery – all staff can speak to our DSL if they need to know more about this.

## 9. Notifying parents


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i. Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

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

iii. If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

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

## 10. Mobile phones and cameras

i. Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in the office drawers during contact time with pupils.

ii. Staff will not take pictures or recordings of pupils on their personal phones or cameras at any time.

iii. Teachers in the Montessori classroom make video recordings and take picture images of children at work in the classroom, as part of the classroom observation protocol. These recordings are only made on the school's devices set up for this purpose. Staff's personal phones are never used in classrooms to take pictures or make video recordings.

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

## 11. Complaints and concerns about school safeguarding policies

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see Appendix 6).

## 12. Restrictive Interventions, Reasonable Force and Seclusion

i. The school is committed to safeguarding the dignity, welfare and rights of pupils and to minimising the need for restrictive intervention. Staff will use preventative and de-escalation strategies wherever appropriate.

ii. Reasonable force, restraint or seclusion will only be used where lawful, necessary and proportionate in the circumstances and in accordance with the school's Behaviour Policy and Department for Education guidance. Particular consideration will be given to the pupil's age, SEND, disability, medical needs, communication needs and known safeguarding vulnerabilities.

iii. Each incident requiring recording under the applicable restrictive-intervention requirements will be recorded in writing as soon as practicable. The record will include the pupil and staff involved, date, time, location and duration, relevant pupil needs, circumstances and de-escalation attempted, the nature and degree of intervention used, why it was considered necessary, any injuries and post-incident support.

iv. Parents will be informed as soon as practicable in accordance with Independent School Standard 32A. Where informing a parent would be likely to cause significant harm to the pupil, that parent will not be informed. Where there is no parent who can safely be informed, the school will provide the required information to the local authority in whose area the pupil ordinarily resides.

## 13. Use of school premises by outside organisations

i. Where school premises are hired or made available to another organisation or individual for activities involving children, the school will seek assurance that the provider has appropriate safeguarding and child-protection policies and procedures.

ii. Where the activity is provided under the direct supervision or management of school staff, the school's safeguarding arrangements will apply.


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iii. Any safeguarding allegation connected with an organisation or individual using the premises will be dealt with under the school's safeguarding procedures, including referral to the LADO where appropriate.

## 14. Early Years

For children in the school's Early Years provision, this policy is read alongside section 3 of the current Early Years Foundation Stage statutory framework. Where EYFS requirements impose additional or more specific safeguarding and welfare duties, those requirements will also be followed.

## 15. Record-keeping

i. We ensure that all safeguarding concerns, discussions, decisions made and the reasons for those decisions, are recorded in writing.

ii. We keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter onwards.

iii. Safeguarding records contain a clear and comprehensive summary of the concern, how it was followed up and resolved, action taken, decisions reached and outcomes. Records distinguish, where relevant, between direct observations, information reported by others, professional judgement and historical information.

iv. Record forms used are available for reference in Appendix 4.

v. We ensure that non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them. All electronic records are kept securely, separate from the main student file, and password protected, with full authorized accessed by DSLs. Paper records are locked securely.

vi. Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

vii. Where a child moves to another school or college, the DSL will ensure that the child-protection file is transferred separately from the main pupil file, securely and as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. Confirmation of receipt will be obtained. The transferring school will include a clear, structured summary identifying current safeguarding concerns, relevant context and ongoing support needs. Where concerns are significant or complex, the DSL will also speak directly with the DSL of the receiving school so that appropriate arrangements can be made before or immediately following admission.

viii. In addition:
- Appendix 5 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
- Appendix 6 sets out our policy on record-keeping with respect to allegations of abuse made against staff

## 16. Training

### 16.1 All staff

i. All staff will receive appropriate safeguarding and child-protection training at induction. This will include online safety; filtering and monitoring responsibilities; child-on-child abuse; children absent from education; Family Help; information sharing; allegations and low-level concerns about adults; and the school's procedures for reporting concerns.


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ii. Training will be regularly updated and the DSL and Senior Leader will also ensure that staff receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, and at least annually in September.

iii. to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect

iv. All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

v. Volunteers will receive appropriate training where applicable.

### 16.2 The DSLs and deputy

i. The DSLs and deputy will undertake child protection and safeguarding training at least every 3 years.

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

iii. They will also undertake Prevent awareness training.

## 17. Monitoring arrangements

i. This policy and the effectiveness of the school's safeguarding arrangements will be reviewed at least annually by the Headteacher and Senior Leader, or earlier where there is a change in legislation, statutory guidance, local safeguarding arrangements or school circumstances.

ii. The review will consider safeguarding incidents and themes, attendance concerns, child-on-child abuse, low-level concerns, online-safety and filtering/monitoring reviews, restrictive-intervention records, staff training, safer recruitment and any lessons identified through safeguarding cases. Local contact and referral details will be checked at each review.

## 18. Links with other policies

This policy should be read alongside the school's:

Behaviour Policy; Anti-Bullying Policy; Staff Code of Conduct; Safer Recruitment Policy; Attendance and Punctuality Policy; Children Missing Education procedures; Online Safety and Media Policy; RSE/PSHE arrangements; Complaints Policy; Health and Safety Policy; Data Protection Policy and Privacy Notices; Visitors and Visiting Speakers Policy


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# Appendix 1: Record of training

| Member of staff (Name) | Role(s) | Child Protection and Safeguarding Policy (2026) read and understood | Part Onesext of Keeping Children Safe in Education 2026 read in full, understood, completion recorded and assessment completed (Quiz) | Type(s) of training received |
|---|---|---|---|---|
| Saba Kiani | DSL | | | DSL Training Level 3; Safeguarding & Child Protection: the essentials; Child-on-child abuse; Preventing radicalisation; Online safety |
| Ismat Karim | Deputy DSL | | | DSL Refresher |
| Munawar Karim | Headteacher | | | DSL Refresher; Safeguarding & Child Protection: the essentials; Child-on-child abuse; Preventing radicalisation; Online safety |
| Sadia Fatima Shafquat | Senior School Leader | | | Safeguarding & Child Protection: the essentials; Child-on-child abuse; Preventing radicalisation; Online safety, Safer Recruitment in education |
| Hifz-ur-Rahman Alvi | Teacher | | | Safeguarding & Child Protection: the essentials; Child-on-child abuse; Preventing radicalisation; Online safety |
| Hina Moaeed | Teacher | | | Safeguarding & Child Protection: the essentials; Child-on-child abuse; Preventing radicalisation; Online safety |
| Sumayyah Tasneem | Teacher | | | Safeguarding & Child Protection: the essentials; Child-on-child abuse; Preventing radicalisation; Online safety |
| Nazreen Ali Ramzan | Teacher | | | Safeguarding & Child Protection: the essentials; Child-on-child abuse; Preventing radicalisation |
| Najia Mursaleen | Teacher | | | Safeguarding & Child Protection: the essentials; Preventing Radicalisation |
| Najia Mursaleen | Teacher | | | Safeguarding & Child Protection: the essentials; Preventing Radicalisation |
| Rania Badri | Teacher | | | Safeguarding & Child Protection: the essentials; Preventing Radicalisation |
| Mobashar Karim | P.E. Teacher (Visiting) | | | Safeguarding & Child Protection: the essentials; Preventing Radicalisation |
| Bushra Amatul Kareem | Administrative Assistant (Volunteer) | | | Safeguarding & Child Protection: the essentials; Child-on-child abuse; Preventing radicalisation; Online safety |

## Appendix 2: Children's Single Point of Access




**Our Children's Single Point of Access (CSPoA) makes it easy for the public and professionals to tell us about concerns they have about a child or to ask for extra support for a child, young person or family in Reading.**

**www.brighterfuturesforchildren.org**

**0118 937 3641 option 1**

You can call CSPoA between **9am-5pm, Monday to Friday**, or complete the online referral form on our website at any time.

For urgent enquiries **out of hours** please call the Emergency Duty Team (EDT) on **01344 351 999.**

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# children's *single point* of access




**Web Form: www.reading.gov.uk/childrensreferralform**

**Call: 0118 937 3641 (Mon-Fri: 9am to 5pm)**

## Overview

The Children's Single Point of Access is how you raise a concern about a child (pre-birth to 18 years old) in Reading. This includes safeguarding and child protection.

Having a Single Point of Access allows us to make timely, informed, evidence based decisions to ensure a child's safety. This has been developed in partnership with services across Reading to create a simple communications channel for everyone.

## What is the Children's Single Point of Access?

The Children's Single Point of Access is a single point of contact for all early help and children's social care services, including disabled children. The line is open to all practitioners and the general public.

## Why contact the Children's Single Point of Access?

### Practitioners

If you believe a child or their family is in need of additional support or a child is suffering significant harm.

### Parents or Carers

If you are in need of extra support or advice to manage family life.

### Children

If you are stressed or worried about something.

### General Public

If you are concerned for a child's protection or if you think there is a safeguarding issue that needs to be raised.

Reading Borough Council
Working better with you


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## How will I know if a child protection or safeguarding issue needs to be raised?

The **Reading Local Safeguarding Children Board** (Reading LSCB), have provided a helpful **Threshold Guide** that breaks down the decision making process. There are four levels of need, these are:

| | |
|---|---|
| **Level 1**<br>No Additional Needs | Children with no identified additional needs. Their health and developmental needs are met by universal services.<br>**You do not need to contact the Children's Single Point of Access.** |
| **Level 2**<br>Additional Needs | Some children will have additional needs. There may be early signs of abuse and/or neglect, with their needs being unclear, unmet or unknown.<br>**Contact the Children's Single Point of Access.** |
| **Level 3**<br>Complex and Multiple Needs | The children are unlikely to achieve or maintain a satisfactory level of health or development. They may require longer term intervention from statutory or specialist services.<br>**Contact the Children's Single Point of Access.** |
| **Level 4**<br>Acute Needs | These are children who are suffering or are likely to suffer from significant harm, abuse and neglect.<br>**Contact the Children's Single Point of Access immediately.**<br>**If the child is in immediate danger contact the Police on 999.** |

For more information, please see the full Reading Threshold Guidance.

If you are still unsure as to whether or not a call to the Children's Single Point of Access is required, please consider the following or see the LSCB Top Tips Sheet:

**What has the child experienced? | What support is currently in place for the child?**
**What would happen to the child if there was no intervention?**
**What is going well for the child?**

## What will happen once I've made contact?

If you contacted the Children's Single Point of Access via the web form, you will receive an automatic reply acknowledging your enquiry. You may be contacted by the team to provide more information. **Your enquiry will be reviewed by the team and you will be advised the best course of action within 2 working days of submitting the enquiry.**

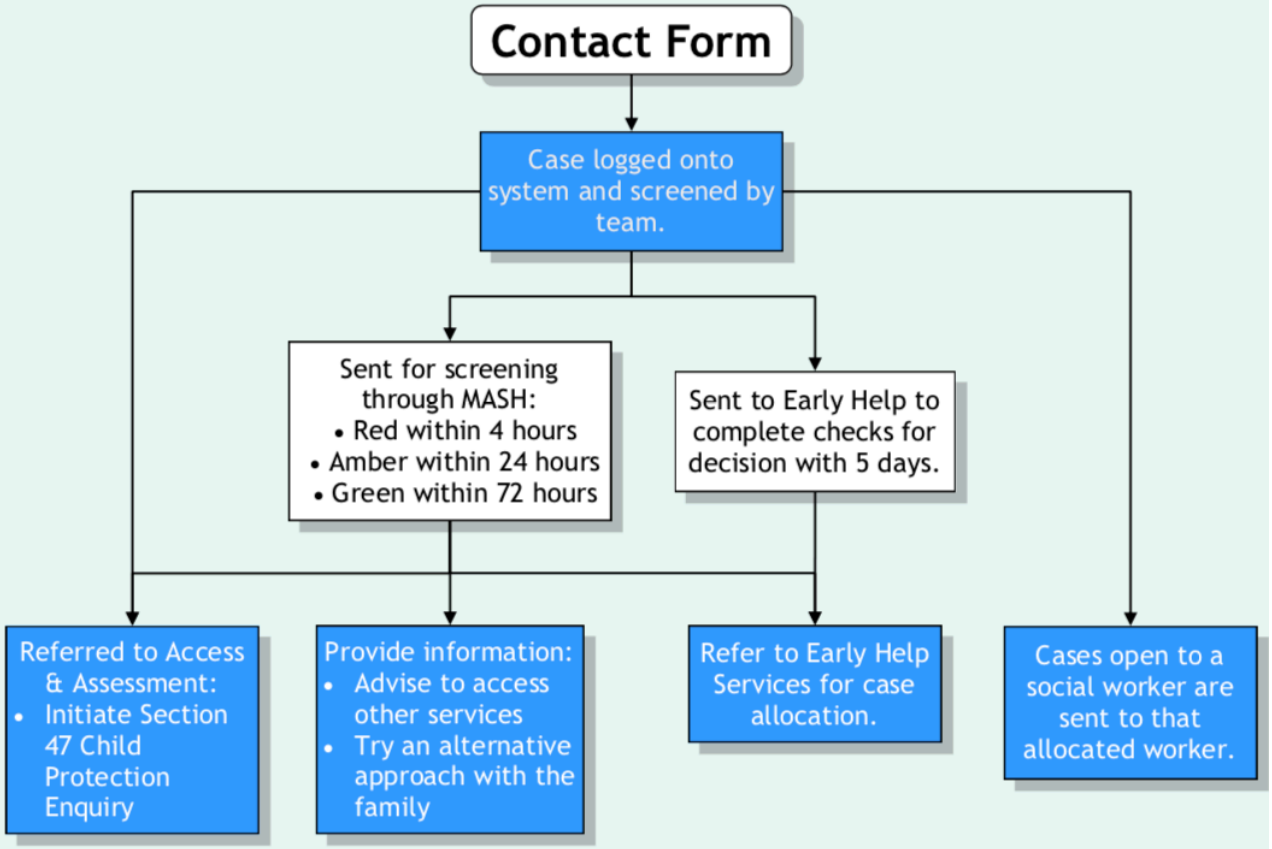
## How do I contact the Children's Single point of Access?

- Using a web form, which is the most secure and effective way of requesting help for a child. The form can be found at: **www.reading.gov.uk/childrensreferralform**
- Calling the team on **0118 937 3641 (available Mon-Fri 9am to 5pm)**
- For urgent enquiries out of hours, call the Emergency Duty Team on **01344 786543**
- Emailing the team on **ChildrensSinglePointofAccess@reading.gcsx.gov.uk**


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# Reporting a Concern About a Child

When raising a concern for a child it is important to provide as much information and evidence as possible. Please keep a record of what has happened, when it has happened, parties involved, and any actions on your part. This is the pathway for both professionals and the general public.



## What is the Children's Single Point of Access?

It is a single point of contact for all early help, family help, and children's social care service, including disabled children. The line is open to all practitioners and the general public.

## How do I contact the Children's Single point of Access?

There are 3 ways to contact the team:

- Using a web form, which is the most secure and effective way of requesting help for a child. The form can be found at: **https://brighterfuturesforchildren.org/report-concerns-about-a-child/**
- Calling the team on 0118 937 3641
- Emailing the team on cspoa@brighterfuturesforchildren.org

## How will I know if I need to contact the Children's Single point of Access?

To find out more visit the **Berkshire West Safeguarding Children Partnership ~ Reading Threshold Criteria**

If you are still unsure as to whether or not a contact or call is required, please consider the following:

- **What has the child experienced?**
- **What support is currently in place for the child?**
- **What would happen to the child if there was no intervention?**
- **What is going well for the child?**

For more advice or information, please view **Reading Threshold Criteria**

## What will happen once I've made contact?

If you have contacted us using the web form, you will receive an automatic reply acknowledging your enquiry. You may be contacted by the team to provide more information.

If you have completed the Children's Single Point of Access referral form, we will let you know what course of action we intend taking with you within two working days.


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## Appendix 3: Types of abuse

**This appendix is based on the Department for Education's statutory guidance : Keeping Children Safe in Education 2026**

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

i. **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

ii. **Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

i. **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

ii. **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

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


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Abuse can happen anywhere:

- at home or at work
- in a care home, day centre, hospital
- in any public place

Anyone can be an abuser:

- a partner, relative, carer
- neighbours and friends
- staff

Signs of abuse:

- changes in behaviour
- changes in appearance
- changes in lifestyle, routine or circumstances
- injuries which occur regularly
- unusual difficulty with finances
- over-emphasising that everything is OK
- seeking attention
- appearing to be frightened
- changing in eating habits


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## Appendix 4: Templates A and B for Recording Concerns

# A: RECORD OF SAFEGUARDING CONCERN ABOUT A PUPIL

Use for disclosures, suspected abuse/neglect/exploitation, immediate or significant safeguarding concerns

| | |
|---|---|
| **Pupil name** | |
| **Class** | |
| **Date and time of concern / disclosure** | |
| **Person completing this record** Name and role: | |
| **Nature of concern** State what prompted the concern. Record facts and observations. | |
| **Child's own words** Record the child's words as accurately as possible. Do not paraphrase unnecessarily. | |
| **What was seen / heard / observed** Include injuries, behaviour, presentation, context and who was present. | |
| **Immediate action taken** Include first aid, supervision, direct referral, emergency action or steps to secure safety. | |
| **Who was informed and when** DSL / Deputy / Headteacher / children's social care / police / other. | |
| **Parent/carer informed?** Yes / No / Not yet. If no, record reason or DSL decision. | |
| **DSL decision / action / rationale** Referral, Family Help, monitoring, support plan, no further action, review date, reasons | . |
| **Outcome / follow-up** Record subsequent actions and outcome, or cross-reference safeguarding file. | |
| **Signature / date** | |


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# B: CONFIDENTIAL RECORD OF EMERGING / NON-IMMEDIATE CONCERN ABOUT A PUPIL

Use for developing concerns, observations or patterns that require DSL awareness and review

| | |
|---|---|
| **Pupil name** | |
| **Class** | |
| **Date and time observed** | |
| **Person completing this record** Name and role | |
| **What did you observe / hear?** Record facts. Include the pupil's own words where relevant. | |
| **Why is this concerning?** Briefly explain the safeguarding significance or change/pattern noticed. Separate fact from professional judgement | . |
| **Relevant context / previous concerns** Attendance, wellbeing, SEND/health, peer/family/contextual issues, earlier observations if known. Do not speculate. | |
| **Action already taken** Support offered, conversation held, practical action, immediate safety steps if any. | |
| **DSL / Deputy informed** Name, date and time: | |
| **DSL decision** Monitor / pastoral support / Family Help / referral / escalate to safeguarding concern route / other. | |
| **What should staff look out for?** Agreed indicators, support steps or monitoring arrangements. | |
| **Review date / trigger for escalation** State when this will be reviewed and what would require immediate escalation. | |
| **Further observations / cross-reference** If further concerns arise, make a fresh dated record and cross-reference it here. | |
| **Completed by / date** | |
| **DSL review / date** | |


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## Appendix 5: Safer recruitment and DBS checks – policy and procedures

The school follows its **Safer Recruitment Policy 2026** and **KCSIE 2026 Part Three**. The following is a summary of this.

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

### 1. New staff

i. When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.
- Ask for written information about previous employment history and check that information is not contradictory or incomplete.
- Seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

ii. **Regulated activity** means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not


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## 2. Existing staff

i. If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

ii. We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in relevant conduct; https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs#relevant-conduct-in-relation-to-children; or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

## 3. Trainee/student teachers

i. Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out. This includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

## 4. Volunteers

i. We recognise that as per the KCSIE 2026, teaching, training, instructing, caring for or supervising children can still be regulated activity even where volunteers are supervised by staff.

ii. Where such activity is carried out frequently, including on more than 3 days in a 30-day period, or overnight, it will be treated as regulated activity and the appropriate enhanced DBS check with children's barred-list information will be obtained. The school will assess the eligibility and checking requirements for each volunteer role before the individual begins the activity and whenever the role or frequency changes.

## 5. Adults who supervise pupils on work experience

i. When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

ii. We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.


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## Appendix 6: Safeguarding concerns or allegations about staff, including supply teachers, trainee teachers, volunteers contractors, or others

This procedure applies whether the individual is employed directly by the school or by another organisation. Where the individual is supplied or employed by a third party, the school will work with that employer while retaining responsibility for ensuring that appropriate safeguarding action is taken in relation to children at the school.

This section of this policy applies to all cases in which it is alleged that an individual has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children
- It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police
- We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation
- Our procedures for dealing with allegations will be applied with common sense and judgement

Any safeguarding concern or allegation about a member of staff, supply teacher, trainee teacher, volunteer or contractor must be reported without delay to the Headteacher.

Where the concern or allegation relates to the Headteacher, it must be reported directly to the Local Authority Designated Officer (LADO).

### 1. Suspension

i. Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

ii. Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted

### 2. Definitions for outcomes of allegation investigations

i. **Substantiated:** there is sufficient evidence to prove the allegation

ii. **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive

iii. **False:** there is sufficient evidence to disprove the allegation

iv. **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)


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v. **Unfounded**: to reflect cases where there is no evidence or proper basis which supports the allegation being made

## 3. Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the headteacher (or DSL or deputy DSL if the headteacher is the subject of the allegation) – the 'case manager' – will take the following steps:

i. Discuss the allegation with the LADO. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)

ii. Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies

iii. Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate

- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer.
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate

iv. Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing.

v. Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)

vi. Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

vii. Inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations.

## 4. Specific actions

i. **Conclusion of a case where the allegation is substantiated:**


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- If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.
- If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

ii. **Individuals returning to work after suspension**

- If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.
- The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

iii. **Unsubstantiated or malicious allegations**

- If an allegation is shown to be deliberately invented, or malicious, the headteacher, or other appropriate person in the case of an allegation against the headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

## 5. Confidentiality

i. The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

ii. The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

## 6. Record-keeping

i. The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

ii. If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual.

iii. Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.


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iv. The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

## 7. References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.


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# Appendix 7: Specific safeguarding issues

## 1. Children absent from education and children missing from education

i. Children being absent from education for prolonged periods and/or on repeated occasions can be a vital warning sign of safeguarding concerns, including abuse, neglect, exploitation, mental-health difficulties or radicalisation. Staff must report concerning patterns of absence to the school's attendance lead and DSL and appropriate safeguarding action will be taken. The school will follow its Attendance Policy, Working Together to Improve School Attendance and local-authority procedures.

ii. Attendance is a safeguarding matter. The school will accurately maintain its admission and attendance registers, follow up unexplained absence promptly, identify emerging patterns of absence and work with children and families to understand and address barriers to attendance. Where absence is persistent or severe, or indicates a safeguarding concern, the school will work with the relevant local authority and other agencies as appropriate. Particular consideration will be given to children whose absence may relate to SEND, disability, physical or mental ill health, social-care involvement or other vulnerability.

iii. The school distinguishes a pupil who remains registered but is absent from education from a child missing education (CME) which requires Children Missing Education procedures to be followed.

iv. A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

v. There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

vi. The school will ensure that:

- electronic admission and attendance registers are maintained in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024 and Independent School Standard 15. A pupil will only be deleted from the admission register where a lawful statutory ground applies. A child will not be removed from roll merely because they have ceased attending.
- where a child's whereabouts or education destination are uncertain, the school will follow Children Missing Education procedures and work with the local authority as required.
- attendance records are strictly monitored to look out for children at risk for becoming missing from education
- staff are trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing.

vii. If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.


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viii. We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. These procedures include:

- informing the local authority if a child leaves the school without a new school being named
- adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

## 2. Child exploitation

i. Children may experience multiple and overlapping harms at the same time. The school will consider the wider context in which harm occurs, including harm within families, peer groups, neighbourhoods and online environments. Exploitation may be sexual, criminal, financial or labour-related and may involve individuals, organised networks or groups. Children who are exploited must be recognised first and foremost as children in need of safeguarding and protection, even where they appear to have participated in criminal or harmful activity.

ii. Child sexual exploitation (CSE) is a form of child sexual abuse that occurs 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, and/or for the financial advantage or increased status of the perpetrator or facilitator.

iii. CSE can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

iv. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

v. If a member of staff suspects CSE, **they will discuss this with the DSL**. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

vi. Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

## 3. Homelessness

i. Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

ii. The DSL and deputy will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).


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iii. Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

## 4. So-called 'honour-based' violence (including FGM and forced marriage)

i. So-called 'honour-based' violence (HBV) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

ii. Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

iii. All forms of HBV are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBV or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

iv. **Forced marriage:** forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

v. Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

vi. If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL. The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk

## 5. Preventing radicalisation

i. Members of staff are aware of the school's responsibility under the Prevent duty as per section 26 of the Counter- Terrorism and Security Act 2015 (the CTSA 2015), to have "due regard" to the need to prevent children from being drawn into terrorism.

ii. Our commitment to safeguarding includes preventing children from being drawn into terrorism and draws from the fundamental principles of our sacred tradition which:

- teach that all human beings have been ennobled and honoured
- prioritise the sanctity of life, health and well-being and teach us to safeguard these
- emphasise the maxim of 'no harm': the prohibition of physical, mental and emotional harm

iii. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. The school understands that extremism is seen as the opposition to and the undermining of the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

iv. The DSLs will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

v. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period. Staff will be alert to changes in pupils' behaviour.


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vi. We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

vii. We will ensure that suitable internet **filtering and monitoring** is in place, and equip our pupils to stay safe online at school and at home.

viii. Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

ix. If staff are concerned about a pupil, they will follow our procedures set out in section 8 of this policy, including discussing their concerns with the DSL. Staff should **always** take action if they are worried.

x. Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including Online Safety.

## 6. Checking the identity and suitability of visitors

i. All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

ii. If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

iii. Visitors are expected to sign the visitors' book and wear a visitor's badge.

iv. Visitors to the school who are visiting for a professional purpose, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

v. All other visitors, including visiting speakers, will be accompanied by a member of staff at all times.

vi. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

vii. Our Visitors and Visiting Speakers Policy outlines the full procedures to be followed.

## 7. Non-collection of children

If a child is not collected at the end of the session/day, we will:

i. Check messages on ParentMail and confirm with office staff for any information about changes to the normal collection routines

ii. If no information is available, contact parents/carers at home or at work

iii. If this is unsuccessful, contact the adults who are authorised by the parents to collect their child from the setting - and whose telephone numbers are recorded in the child's contact information form and whose contact details have been given in writing to the school.

iv. Make all reasonable attempts to contact the parents or adults authorized to collect the child

v. If this is unsuccessful, contact the emergency contacts listed on the child's contact information form


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vi. Ensure that the child does not leave the premises with anyone other than those named on the Registration Form or in their contact information.

vii. If no-one collects the child after one hour and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children:

- The child stays at the school in the care of two fully-vetted staff members until the child is safely collected either by the parents or by a social care worker.
- Social Care will aim to find the parent or relative if they are unable to do so, the child will become looked after by the local authority.
- Under no circumstances do staff to go to look for the parent, nor do they take the child home with them.
- A full written report of the incident is recorded in the child's file.


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