



EDGBASTON HIGH SCHOOL

# Safeguarding Policy including EYFS

Reviewed: September 2025

Approved by The Governing Body:

Signed CA Mauro

Date: 1/9/25

Approved by  
The Governing Body

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## 1.1 Useful School Contacts

### EHS Designated Safeguarding Leads (DSL)

|                             |                                       |              |
|-----------------------------|---------------------------------------|--------------|
| Antonietta Cirillo-Campbell | Deputy Head Pastoral Senior School    | 0121 4545831 |
| Naomi Jones-Owen            | Deputy DSL (Senior School)            | 0121 4545831 |
| Claire Robinson             | Deputy Head Pastoral      Prep School | 0121 4542401 |
| Nina Hobson                 | Head of Pre-Prep & Prep               | 0121 4542401 |

### EHS Designated School Governor

|              |              |              |
|--------------|--------------|--------------|
| Anne Howarth | Whole School | 0121 4545831 |
|--------------|--------------|--------------|

### EHS Chair of the Governing Body

|               |              |              |
|---------------|--------------|--------------|
| Martin Chitty | Whole School | 0121 4545831 |
|---------------|--------------|--------------|

### Birmingham Safeguarding Children Partnership

Birmingham <http://www.lscpbirmingham.org.uk>

Multi Agency Safeguarding Hub (MASH)      01213031888

Children's Advice and Support Service (CASS)      0121 3031888  
[cass@birmingham.gov.uk](mailto:cass@birmingham.gov.uk)

Education: Early Help and Safeguarding Team      0121 3032291  
(For Advice)  
[educationsafeguarding@birmingham.gov.uk](mailto:educationsafeguarding@birmingham.gov.uk)

Out of Hours contact      0121 6754806  
Early Help Support Team      01213032291  
Early Help Assessment and Our Family Plan      0121 3038117  
Further advice and support for schools and families      <https://the-waitingroom.org/>

### Local Authority Designated Officer (LADO)

LADO Team: [Ladoteam@birminghamchildrenstrust.co.uk](mailto:Ladoteam@birminghamchildrenstrust.co.uk)      0121 6751669

### Prevent

Police (or 999 in case of emergency)      101  
Prevent Lead – Early Help Family Support      Mobile: 07785 453429

### FGM Concerns

Police (or in case of emergency dial 999)      101  
NSPCC advice on children at risk      0800 028355

## 1.2 Definition of safeguarding

Safeguarding is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online (extra familial harm)
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.

- Taking action to enable all children to have the best outcomes.

### 1.3 EHS Commitment to Safeguarding

Safeguarding and child protection are everyone's responsibility at EHS. Staff and the Governing Body, take seriously this responsibility under Section 175 of the Education Act 2002 to safeguard and promote the welfare of all children and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm. We have a duty both to children in need and to children at risk of harm. We recognise that all staff, Governors and volunteers have a full and active part to play in protecting our pupils from harm, and that the child's welfare is of paramount concern. The School prohibits the use or threat of corporal punishment.

We believe:

All children have the right to be protected from harm, abuse, neglect and exploitation. They need to be safe and to feel safe in school.

Children have the right to experience their optimum mental and physical health

Children need support that matches their individual needs, including those who may have experienced abuse

Children need support that matches their individual needs.

Children have the right to be supported to meet their emotional, mental, physical and social needs as well as their educational needs – a happy, healthy, sociable child will achieve better educationally.

All children have the right to speak freely and voice their values and beliefs.

All children must be encouraged to respect each other's values and support each other.

Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours.

All school staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

The safeguarding of children's welfare is central to their education and because of their day to day contact with them, teachers and school staff are particularly well placed to observe outward signs of abuse or distress, changes in children's behaviour or their failure to develop. They need, therefore, to be alert to the possibility of abuse occurring, aware of the procedures to be followed if they have suspicions and the confidence to follow those procedures. They must also maintain an attitude of '**it could happen here.**' When concerned about the welfare of a child, staff members should always act in the **best interests** of that child. All professionals should make sure their approach is child-centred which means keeping the child in focus when making decisions about their lives and working in partnership with them and their families.

Where we host out-of-school providers on our premises, the provider is responsible for their own safeguarding and child protection policies and procedures. However, the school may refer any concerns they have about the provider to the local authority. If the school receives an allegation relating to an incident that happened when an individual or organisation was using the school premises for the purpose of running activities we will follow our safeguarding procedures and policies, including informing the LADO.

### 1.4 Legislation and guidance

This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004, and in line with the following:

DfE Keeping Children Safe in Education (September 2025).

DfE Working Together to Safeguard Children (Dec 2023).

Prevent Duty Guidance: for England and Wales (2023).

Information sharing dfe (2024)

Disqualification under the Childcare Act 2006 (June 2018).

The Children and Families Act (2014).



The Education Act (2011).  
 General Data Protection Legislation (2018).  
 Mental Health and Behaviour in Schools (2018).  
 Multi-agency Statutory Guidance on FGM (2020).  
 Criminal exploitation of children and vulnerable adults – county lines (2023)  
 Birmingham Criminal Exploitation & Gang affiliation Practice Guidance (2018)  
 Sharing nudes and semi-nudes: advice for education settings (UKCIS 2024)  
 RSE and Health Education guidance (2020)  
 Voyeurism offences act 2019  
 BSCP thresholds guidance Right Help Right Time  
 Domestic Abuse Act 2021  
 Birmingham Domestic Abuse Prevention Strategy 2018-2023  
 Behaviour in School (DfE 2022)  
 DfE Gender Questioning Children (draft guidance 2023)  
 Searching, Screening and Confiscation (DfE 2023)  
 PACE (Police and Criminal Evidence Act ) 1984  
 The Marriage and Civil Partnership Act 2022  
 Keeping Children Safe during Community Activities, After School Clubs and Tuition (DfE 2020)  
 EYFS statutory framework for group and school-based providers (effective from 1 September 2025)

## 1.5 Aims

We will update and remedy any deficiencies or weaknesses in the safeguarding and child protection arrangements without delay. The aims of this policy are as follows:

- To provide the information for staff to carry out this duty of care responsibly.
- To support the child's development in ways that will foster security, confidence and resilience.
- To create a culture in which children and young people feel safe, secure, valued and respected, confident and know how to approach adults if they are in difficulties.
- To maintain an environment where children are encouraged to talk and know they will be listened to. It is important that they feel their views are important.
- To ensure children know there are adults in school whom they can approach if they are worried.
- To include opportunities wherever possible for children to develop the skills they need to recognise and stay safe from abuse.
- To raise the awareness of all Governors, teaching staff, support staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse. **Safeguarding** is taken to mean 'All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare is 'minimised' and 'where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other agencies.' **Staff** covers all adult staff on site, including temporary, supply and support staff and volunteers working with children.
- To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
- To highlight the importance of addressing concerns at an early stage to try to avoid a situation escalating and to ensure children receive the right services at the right time.
- To develop a structured procedure within the School which will be followed by all members of the school community in cases of suspected abuse.
- To develop effective working relationships with all other agencies involved in safeguarding children.
- To ensure that all adults within our School who have access to children have been checked as to their suitability to ensure safe recruitment.
- To provide a framework to underpin the Governing Body's annual review of safeguarding and child protection policy and procedures and the efficiency with which related duties have been discharged.
- Recognising risk and supporting online safety for pupils including in the home

## Guiding Principles

As stated by BSCP in Right Help Right Time

- Have conversations and listen to children and their families as early as possible.
- Understand the child's lived experience.
- Work collaboratively to improve children's life experience.
- Be open, honest and transparent with families in our approach.
- Empower families by working with them.
- Work in a way that builds on the families' strengths.
- Build resilience in families to overcome difficulties.

## 1.6 Procedures

Our school procedures for safeguarding children are in line with the local Birmingham child protection procedures, DfE Keeping Children Safe in Education (September 2025) and DfE Working Together to Safeguard Children (Dec 2023).

**We differentiate:**

Safeguarding children who have suffered, are suffering or are likely to suffer significant harm by reporting to Children's Advice and Support Service (CASS) immediately.

**Mrs Antonietta Cirillo-Campbell**, Deputy Head Pastoral in Senior School, and **Miss Claire Robinson**, Deputy head in Prep are the Designated Safeguarding Leads (DSLs) for EHS. In senior school Naomi Jones-Owen is the Deputy DSL, and in Pre-Prep and Prep it is Mrs Nina Hobson. They have undertaken appropriate inter-agency training in child protection issues and have links with the local safeguarding agencies. They are able to deputise for each other and deal with issues across the whole school if the need arises. ([See Appendix 1 for DSL Job Description](#))

The Governing Body understands and takes full responsibility for safeguarding children at EHS. **Mrs Anne Howarth** is the nominated Governor responsible for Child Protection, including EYFS ([job description can be found in Appendix 14](#)). Mrs Howarth meets with the three DSLs above annually in September to audit the school's procedures and review the relevant policies for safeguarding. She also meets regularly throughout the year with the DSL staff and is available to discuss specific concerns at any time. Safeguarding is an item on all Governing Body agendas and Mrs Howarth presents the annual updated Safeguarding Policy to the Governing Body for approval at a meeting early in the Academic year. Once approved it is signed off by all Governing members. The nominated Governor's role includes liaising with the local authority on issues of child protection as required or in case of allegations against the Head or a member of the Governing Body.

Additionally, the Headmistress and Head of Preparatory School have undertaken appropriate regulatory training courses in the Safer Recruitment of staff. The deputies in Senior School have also completed NSPCC training on safer recruitment. This training is updated every 5 years. The update training is staggered to ensure that staff are up to date with current guidelines. School recognises the requirement to include a suitably trained member of staff on any interview panel for new staff.

All permanent and temporary members of staff (both full and part time) and Governors understand their duty in safeguarding pupils and receive training in how to respond to a pupil who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.

Volunteers (including students) are provided with procedural information to allow them to respond accordingly to such disclosures. All staff, governors and volunteers are told: (1) the signs of possible abuse; (2) that confidentiality cannot be promised to a pupil giving information; (3) the need to avoid asking leading questions; (4) guidance to ensure that their behaviour and actions do not place themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil).

All parents / carers are made aware of the School's responsibilities in regard to child protection procedures through publication of the School's Safeguarding Policy on the EHS website. A paper copy can also be sent on request.

The name of any member of staff considered not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) with the advice and support of the Birmingham LADO team (0121 6751669) within one month of them leaving the school. The referral address is: DBS Barring, PO Box 3963, Royal Wootton Bassett, SN4 4HH. TEL: 03000 200 190.

The school would also consider making a referral to the Teaching Regulation Agency. If there is a concern regarding unprofessional conduct or if a teacher has been dismissed for misconduct (or would have been dismissed had he/she not resigned first).

Our procedures are reviewed and updated annually and as a matter of course throughout the year if we identify deficiencies or weaknesses. Staff will be informed of any amendments in line with statutory guidelines as soon as they happen.

The names of the Designated Safeguarding Leads are published on the Senior School pupil portal as well as the school rules, behaviour expectations, mental health advice and the anti bullying policy.

Forms and Signs of Abuse, How to respond to a disclosure, mandatory reporting of FGM, How to report and record a concern, contact numbers for a variety of Birmingham based mental health services, EHS DSL contact numbers and names, BSCP contact numbers including LADO and the local safeguarding threshold document "right help, right time" are all displayed in the staff room. In Prep these documents are in a folder on the noticeboards and Westbourne staffroom. DSLs are often on-site during out-of-school hours and are available by phone. This includes holiday time. Posters with relevant staff pictures are also displayed in senior school for pupil and staff reference. An age-appropriate sheet is also available in the Prep School with advice on who to speak to if girls have any concerns.

All staff are required to wear the school lanyard and photo ID card at all times. The Governing Body are also issued with ID cards with a different colour lanyard which they are expected to wear on visits to the school.

Visitors are signed in on entry and given a pass to wear. They are escorted throughout their visit to the school and there are also Safeguarding and Health and Safety guidelines available at Reception for reference.

Where there are concerns of a Safeguarding nature pupils and staff are encouraged to make use of our internal systems to whistle blow or raise any issues in confidence. Please refer to the School's whistleblowing policy.

Where there is one to one tuition such as in the music department with peripatetic staff the following safeguarding considerations are put in place: Rooms have windows so anyone can check on these lessons at any point. Longer rooms where it is difficult to see around the corner have a mirror installed so the whole room can be seen without disturbing the lesson. Mostly, Lessons are in the same room with the same teacher. Teacher's can rearrange lessons for any time during the week and teachers can come in on any day to do this if they wish. This may mean that a different room is used for these lessons. Sometimes teachers use the Elgar Room when recording or preparing for examinations. Parents and often teachers of the students affected are notified by the visiting music teacher before this lesson takes place. All teaching staff are encouraged to leave the door open if possible when alone with a child. Lessons and rearranged lessons are all published on SOCS so reception staff can search for students and locate them, if a call is received from a parent. Online lessons are done on Teams on a channel that another member of staff can access at any time.

## **1.7 Responsibilities**

We understand that our responsibility to safeguard children requires that we all share appropriately any concerns that we may have about children.

Updated by ACC: September 2025



The DSLs, are all senior members of staff and have a detailed job description ([Appendix 1](#)). Their role is to:

- Manage referrals.
- Work with others (staff in school and external agencies).
- Undertake regular training.
- Raise awareness.
- Transfer Child Protection records.
- Be available for staff consultation.

Safeguarding is everyone's responsibility. The DSL will usually decide whether to make a referral to Birmingham Safeguarding Children Partnership (previously Childrens Social Care and Birmingham safeguarding children board), although any staff member can make a referral.

All staff should know what to do if a child tells them they are being abused, neglected or exploited, and/or is otherwise at risk of involvement in criminal activity such as knife crime or county lines drug dealing

It is best practice for the member of staff that has the concern to report and record it. All staff have access to the safeguarding software "My Concern" and should document any concerns they may have on the system ([instructions can be found in Appendix 2](#)). All concerns raised through the system are immediately sent to the DSLs and relevant Heads of Year. The DSLs will meet regularly with the relevant members of staff to establish how best to respond to the concerns raised

If at any time there is a risk of immediate serious harm to a child, the police will be called and a referral will be made to CASS immediately. Other options could include referral to specialist services or early help services in line with the threshold set by the BSCP in Right Help, Right Time guidelines.

We recognise that children cannot be expected to raise concerns in an environment where members of staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues.

Anyone can refer their concerns to CASS directly. If anyone other than the DSL makes the referral they must inform the DSL as soon as possible.

All School staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults in rooms with open doors. Our child protection training and Staff Behaviour Policy (Code of Conduct) gives advice on how our staff can establish a safe working environment for the children, hence reducing the risk of staff being falsely accused of unprofessional conduct, which may have a bearing on child protection.

## **1.8 Supporting children**

We recognise the following:

Children may be subjected to physical abuse, emotional abuse, sexual abuse, neglect or exploitation or any combination of these. Safeguarding issues are rarely stand-alone events that can be covered by one definition. Children may be abused in a family or an institutional setting or community by those known to them or by others (e.g. via the internet).

The impact of abuse, neglect, or other potentially traumatic adverse childhood experiences on mental health, behaviour and education.

Contextual safeguarding - the importance of the context in which school safeguarding must be considered, including behaviours that are associated with factors outside the school which can occur between children outside of these environments i.e. where children are at risk of abuse and exploitation outside of their families.

That a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself and find it difficult to develop and maintain a sense of self-worth.

That the school may provide the only stability in the lives of children who have been abused or who are at risk of harm or in need of early help or additional support.

That pupil relationships can be difficult and there is the potential for child-on-child abuse.

That in dealing with possible abuse by one or more pupils against another pupil, there is a need to refer such abuse to an external safeguarding agency.

That research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal, to aggressive, defiant, challenging or withdrawn.

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

Staff will determine how best to build trusted relationships with children and young people which facilitate communication.

That a child who is LGBT may need a trusted adult with whom they can be open. At EHS we endeavour to reduce the additional barriers faced by providing a safe space for them to speak and express themselves.

That 'it could happen here'.

Where it is agreed that a child will access an alternative provision provider, the school will continue to be responsible for the safeguarding of that pupil and be satisfied that the placement meets the pupil's needs. Provision will be regularly reviewed (at least half termly) and regular contact made between the parents, provider and school. If safeguarding concerns arise the placement will be immediately reviewed and terminated if necessary unless the concerns are satisfactorily addressed

#### **Staff should ask themselves the following:**

- Does the child seem to be behaving "in character" for her age?
- Does she seem emotionally or socially withdrawn?
- Is she unusually aggressive?
- Has there been a real change in her behaviour?

#### **EHS will support all pupils by:**

- Acting on early signs of distress or abuse, keeping clear records and reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.
- Ensuring children are aware who they can turn to for help and that staff will be available to listen to any of their concerns. In senior school pastoral clinics are run by the Heads of Year and the Director of Learning support. There is also access to an internal counsellor and a Sixth Form mentoring programme that also supports pupils in a pastoral and academic capacity. Pupil voice questionnaires are sent out twice a year to capture the voice of each child.
- A number of clubs exist to support children and provide a safe space to talk to a trusted adult or older pupil such as LGBTQ+ and Sixth Form Support group.
- In Prep regular/weekly meetings are arranged, as required, with Prep pupils by Pastoral staff.
- Age-appropriate posters are displayed in school.
- Explaining the pastoral systems in place to the children. In senior and prep this is addressed in detail during the first pastoral assembly of the academic year and subsequent assemblies that address age appropriate issues. Form tutors also explain the pastoral system on the first day of every new academic year.
- Staff will listen to children's concerns and offer advice as appropriate. They may be referred to the Head of Year, Assistant Head of Year, Director of learning support, School Counsellor, Pastoral Deputy or Head Teacher who may arrange to see the child on a regular basis. External support may also be recommended such as Newman Health and Wellbeing or Pause.
- In Prep a display and 'Worry Box' outside Pastoral Deputy's office to put written worry in. Deputy will then see the child. These procedures are explained regularly in Assembly.
- In Prep mobile phones are handed into the office before school and collected before going home.
- Providing the contact details for external helplines.



- Encouraging the development of self-esteem and resilience in every aspect of School life including through the curriculum, particularly SMSC and PSHE. Appendix 20 Outlines how EHS uses opportunities to teach safeguarding throughout the curriculum.
- Use the PSHE programme to deliver Relationship and Sex education in order to foster healthy and tolerant attitudes.
- Promoting a caring, safe and positive environment within the School which gives pupils a sense of being valued.
- Having school behaviour policies which are aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying CASS as soon as there is a concern.
- Providing continuing support to a pupil (about whom there have been concerns) who leaves the School by ensuring that such concerns and School medical records are forwarded under confidential cover to the Head at the pupil's new school as a matter of urgency. The social worker of any child on a Child Protection Register will also be informed. A photocopy of these records should be kept in a confidential file until the person's 25<sup>th</sup> birthday. All electronically generated information (My Concern) will be kept confidential and archived until the pupil is 26 years old.

### 1.9 Early help procedures

Early help is defined as the support for children of all ages that improves a family's resilience or reduces the chance of a problem getting worse.

Any concerns about a pupil will be recorded on the "My Concern" safeguarding system by the member of staff who has the concern. Weekly meetings with Heads of Year will monitor concerns and help build a picture from which early help strategies can be developed.

The DSL will also refer to the Birmingham Signs of Safety and Wellbeing Practice Framework. ([See Appendix 3](#)). The Early Help Log, built on the principles of the Framework, is a multi-purpose document which can be used with the child and family to record conversations. The information gained can then be used to generate a school focused Action Plan for intervention and can be used to inform the multi-agency Early Help Assessment, with guidance from the Early Help Support Team if appropriate. All documentation will be uploaded and attached to the pupil profile in My Concern for recording and monitoring purposes.

School staff should recognise that some children will benefit from early help before a situation escalates. Early help means providing support as soon as a problem emerges at any point in a child's life, from the Foundation Stage through to teenage years. Any concerns should initially be discussed with the DSL.

Multi Agency training will cover how to identify and respond early to the needs of all vulnerable children.

**Professionals should be alert to the potential need for early help for a child who:**

- Is disabled and has specific needs.
- Has special educational needs.
- Is a young carer.
- Is showing signs of engaging in anti-social or criminal behaviour.
- Is in a family circumstance presenting challenges for the child.
- Has returned home to their family from care.
- Is showing early signs of abuse, neglect and exploitation.
- Has a mental health need.
- Is at risk of being radicalised or exploited.
- Is misusing alcohol or drugs.
- Is privately fostered.
- Is frequently missing/goes missing from school, home or care.

- Has experienced multiple suspensions, is at risk of being permanently excluded from school
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation
- Is at risk of honour abuse such as FGM and forced marriage.
- Is in family circumstances presenting challenges for the child such as drug or alcohol abuse, domestic abuse or adult mental health issues.
- Has a family member/carer in prison/custody or is affected by parental/carer offending.

Where children may need support from a wide range of coordinated agencies a multi-agency meeting may be arranged to assess the needs.

For an early help assessment to be effective it should be done with the agreement and involvement of the child and their parents. The family should be involved in the process with the range of professionals.

The Right Help, Right Time document details the BSCP threshold document that includes the process for early help and the type of needs and services to be provided. The assessments which may be considered to gauge the child's needs are explained fully in Working Together to Safeguard Children (Dec 2023). Any decisions made should be in the best interests of the child.

If early help or other support is appropriate the case should be kept under review and consideration given to making a full referral if the child's situation does not seem to be improving.

If parents or the child do not consent to an early help assessment or support the DSL should make a judgement as to whether, without help the child's needs will escalate. If so a referral to Social Services may be necessary.

Summary of procedures to identify whether early intervention is needed – Senior School

1. Completion of pupil review questionnaire at the end of each academic term. This provides an opportunity for each child in KS3, KS4 and KS5 to respond to a number of academic and pastoral open and closed questions.
2. Responses are then gathered and reviewed by HOYs.
3. Any response that may cause concern is addressed by the HOY
  - The HOY documents the outcome of the discussion with the pupil.
  - If further concerns are raised then the HOY will complete the Early Help document. This formalises the discussion and provides an opportunity to hear the voice of the child. ([See Appendix 4](#)). This is now also in electronic format.
  - The HOY will refer to the DSL if the early help assessment raises concerns. A decision will be then be made whether to monitor, discuss further (parents etc) or refer.
4. All other responses form the basis of discussion at Pupil review.

### **1.10 Supporting staff**

We recognise that members of staff working in the School who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support.

### **1.11 Physical Intervention / Positive Handling**

Our policy on physical intervention/positive handling by staff is set out separately. Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on herself or on another, and then only as a last resort, when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the DSL or the Head. We understand that physical intervention, of a nature which causes injury or distress to a child, may be considered under child protection or disciplinary procedures.



## 1.12 Prevention

We recognise that the School plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection. Children at EHS are also taught about how they can keep themselves safe, including online. The School community will therefore:

- Establish and maintain an ethos which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.
- Ensure that all children know there is an adult in the School whom they can approach if they are worried or in difficulty.
- Provide across the curriculum opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. We understand that this needs to be delivered in an age-appropriate way.
- Ensure that we are sensitive to the specific needs of individual children, including those children that have been victims of abuse or those who have special educational needs and disabilities

## 1.13 Online Safety

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate. Pupils will receive guidance through Computing lessons in conjunction with PSHEE and SMSC provision. Schemes of work in these areas will reflect the advice outlined in the Department of Education guidance 2019 "Teaching online safety in schools". Advice for staff and parents will be available through the sharing of suitable resources.

The Governing Body and school will ensure that appropriate filters (technology preventing access to harmful or inappropriate content) and monitoring systems (this includes Physical monitoring and live software monitoring) are in place to protect children and limit their exposure to online risks. These monitoring systems are reviewed annually for their effectiveness. Risks can be categorised into three areas:

- **Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying).
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group. (<https://apwg.org/>).

**At EHS we use Lightspeed as our filtering system and Lightspeed as our live software monitoring system**

Mobile phone use in school is discouraged and all pupils, with the exception of sixth form are not permitted to use their mobile phones during the school day. Year 7, 8 & 9 pupils hand in their phones to their form tutor who puts them in a mobile phone locker. They are retrieved from the HOY office at lunchtime registration and given back to the pupils. In the event that pupils need to contact a member of their family during the school day, they can ask permission to retrieve their phone and make their call from reception. Parents are also sent a letter requesting that they do not contact their children during the school day and do not encourage their children to contact them during the school day.

All BYOD are subject to our internal filtering system (Lightspeed). However, mobile phone use is discouraged as 4G technology can bypass our own filtering systems. Mobile phones are confiscated during the day if a child is seen to be using one anywhere other than reception.

**Meeting digital and technology DFE standards – [See Appendix 19](#)**

**Pupils considered to be at risk should be closely monitored.**

We expect all staff and pupils to adhere to our policy for the safe use of the internet. Further details regarding cyberbullying can be found in our Behaviour Policy and Online safety policy. We recognise that as a School we have a duty of care, and understand that we are able by law to police cyberbullying. Cyber bullying incidents which start outside of school but which have repercussions in school are dealt with as a school matter.

Whilst taking the age of the pupils into account Schools must be careful that 'over blocking' does not lead to unreasonable restrictions as to what children can be taught with regard to on-line teaching and safeguarding.

The DSL and Deputy DSL will complete risk management plans in relation to filtering and monitoring for those pupils considered vulnerable.

## **Online Teaching**

When teaching remotely staff should adhere to the same principles as set out in the staff code of conduct. In the event of school closure and the necessity for teachers to teach from home and for pupils to learn at home; teachers, parents and pupils should adhere to the guidelines set out in [Appendix 5](#)

### **1.14 Role of the Charity Commission**

From September 2017, the Charity Commission stressed the importance of reporting serious incidents to them promptly and the need to report not just actual incidents and harm, but allegations and risks of harm.

In December 2017, the Charity Commission revised its 'Strategy for dealing with safeguarding issues in charities' policy paper. This contained clarification of its role in regulating charities' governance, in relation to promoting welfare of all beneficiaries, and preventing harm to people who come into contact with a charity. This highlighted the application of safeguarding obligations to all of those affected by its operations including staff and volunteers in addition to pupils.

If a serious incident happens immediate action should be taken to report to the commission at [RSI@charitycommission.gsi.gov.uk](mailto:RSI@charitycommission.gsi.gov.uk)

The report should include:

- Name of person making report and connection to the school.
- The authority person has to report on behalf of the School Governing Body
- Who in the Governing Body is aware of the incident.
- Details of the incident.
- Action being taken to deal with the incident and to prevent future problems.
- Details of referral to police or other agencies (including official reference numbers).
- Media handling lines that may have been prepared.

The Commission is not responsible for investigating or dealing with any incidents, but it may refer any concerns to the police, local authorities or DBS. It may liaise with other agencies where they are involved to ensure that it effectively fulfils its responsibilities to achieve successful regulatory and safeguarding outcomes.

### **1.15 Acceptable use of cameras and other mobile technologies (EYFS)**

In Westbourne, the Pre-Preparatory Department of EHS an Acceptable Use of Cameras and Mobile Phone policy is in place as part of safeguarding procedures, to provide an environment in which children, parents and staff are safe from images being recorded and used inappropriately and where staff are not distracted from their work with children.

This policy is agreed with all staff and forms part of Safeguarding Induction training.

Permission is gained from parents, by letter, to use images of their children. It includes permission for use of pictures in school and external publications, display in school, for use on the website and social media and in their own and other girls' learning journeys. Parents can also opt for photographs not to be taken. A list of permissions is compiled and forwarded to staff. Use of photographs for any marketing purpose is overseen by Head of Prep School.

Photographs will not be used with full names and advance notice will be given to parents if an event is to be videoed or the press are attending school for a pre-arranged event. Photographs will be removed from camera memory cards as soon as possible and stored on a password protected computer. Photographs should not be taken off the premises on personal storage devices and volunteers, parents, visitors or students should not take photos without specific permission of the Head of Prep or Senior Teacher in Westbourne.

Mobile phones should be used appropriately and not distract staff from their work with children. They should be in bags, locked away throughout staff contact time with children. Phones should only be used at break times, PPA time or when not on duty in the Staffroom, office or empty classrooms. Emergency calls to staff should be made to the School Office number and the secretary will make contact.

Visitors and volunteers are expected to follow the same procedures. The School Nurse is an exception as she needs to carry a phone in case of emergency but would only use the phone in the Staffroom or Office. The Senior Teacher may also use her phone for contact with SMT in the case of an emergency situation.

Calls to parents should be made on the landline or on school mobile. The school mobile should be taken on any trips and is available for After Care use. The camera facility should not be used.

It is the responsibility of all members of staff to be vigilant and report any concerns to Head of Prep or Senior Teacher who will investigate the situation.

#### **1.16 The Designated Teacher for Looked After and Previously Looked After Children**

On commencement of sections 4-6 of the Children and Social Work Act 2017, our designated teachers will have responsibility for promoting the educational achievement of children/ young people who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

#### **1.17 Evaluation**

The Governing Body of EHS (through the designated Governor) is responsible for the annual review of this policy. The policy is then approved by all members at the first meeting of the new academic year in September.



## PART 2

### RISKS TO CHILDREN

- 2.1 [Physical abuse](#)
- 2.2 [Emotional abuse](#)
- 2.3 [Sexual abuse](#)
- 2.4 [Neglect](#)
- 2.5 [Honour based abuse](#)
- 2.6 [Female genital mutilation](#)
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- 2.10 [Child-on-child](#)
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- 2.18 [Breast ironing](#)
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- 2.20 [Domestic Abuse](#)
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## Risks to children

**Abuse** is a form of maltreatment of a child. Somebody may abuse, neglect and exploit a child by inflicting harm, or by failing to act to prevent harm. They may be abused in a family, in an institution or community setting by those known to them or more rarely by others. Abuse may be by an adult or adults or by another child or children.

Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

**Harm** can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse where they can see, hear or experience the effects

Teachers and other school staff in the education service are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop. Bruises, lacerations and burns may be apparent, particularly when children change their clothes for physical education and sports activities. Possible indicators of physical neglect, such as inadequate clothing, poor growth, hunger or apparently deficient nutrition and of emotional abuse, such as excessive dependence or attention-seeking, may be noticeable. Sexual abuse may exhibit physical signs, or lead to a substantial behavioural change including precocity or withdrawal. These signs and others can do no more than give rise to suspicion – they are not in themselves proof that abuse has occurred, but teachers should be alert to all such signs.

All staff should recognise that children are capable of abusing their peers (including online). All staff should be clear about their school's policy and procedures with regard to child-on-child abuse. This is most likely to include bullying, cyber bullying, sexting or gender based bullying. In such cases procedures outlined in the School's Behaviour Policies and Anti-Bullying Policy will be followed alongside those in this policy.

At EHS, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker. Children with a social worker are provided with a "Lead Teacher" who monitors and meets regularly with the pupil in order to ensure engagement with learning and attendance. The pastoral HOY also monitors attainment, behaviour and emotional wellbeing and liaises with the DSL and social worker.

### 2.1 Physical abuse

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

Indicators may include:

- Injuries that are not consistent with the explanation offered.
- Injuries not consistent with the child's age and development.
- Repeated injuries over a period of time.
- Runaway attempts and fear of going home.
- Stilted conversation, vacant stares or no attempt to seek comfort when hurt.
- Describes self as bad and deserving to be punished.
- Cannot recall how injuries occurred or offers an inconsistent explanation.
- Wary of adults or reluctant to go home.
- Frequently absent from school.
- May flinch if touched unexpectedly.
- Extremely aggressive or withdrawn.
- Displays indiscriminate affection-seeking behavior.
- Abusive behaviour and language in play.
- Overly compliant and/or eager to please.

- Poor sleeping patterns, fear of the dark, frequent nightmares.
- Sadness, frequent crying.
- Depression.
- Poor memory and concentration.

## 2.2 Emotional abuse

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

**Indicators may include:**

- Bedwetting and/or diarrhoea.
- Frequent psychosomatic complaints, headaches, nausea, abdominal pains.
- Mental or emotional development lags.
- Behaviours inappropriate for age.
- Fear of failure, overly high standards, reluctance to play.
- Fears consequences of actions, often leading to lying.
- Extreme withdrawal or aggressiveness, mood swings.
- Overly compliant, too well-mannered.
- Excessive neatness and cleanliness.
- Extreme attention-seeking behaviours.
- Poor peer relationships.
- Severe depression, may be suicidal.
- Runaway attempts.
- Violence features as a subject for art or writing.
- Complaints of social isolation.

## 2.3 Sexual abuse

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. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (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.

**Indicators may include:**

- Contact with other children is forbidden.
- Fatigue due to sleep disturbances.
- Sudden weight change.
- Cuts or sores made by the child on the body (self-mutilation).



- Recurring physical ailments.
- Difficulty in walking or sitting.
- Unusual or excessive itching in the genital or anal area due to infection(s).
- Torn, stained or bloody underwear.
- Injuries to the mouth, genital or anal areas (e.g. bruising, swelling, sores, infection).
- Sudden lack of interest in friends or activities.
- Fearful or startled response to touching.
- Overwhelming interest in sexual activities.
- Hostility toward authority figures.
- Need for constant companionship.
- Regressive communication patterns (e.g. speaking childishly).
- Academic difficulties or performance suddenly deteriorates.
- Truancy and/or running away from home.
- Wears provocative clothing or wears layers of clothing to hide bruises.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- Underage sexual activity.
- Inappropriate sexual or sexualised behaviour.
- Sexually risky behaviour, 'swapping' sex.
- Repeated sexually transmitted infections.
- In girls, repeat pregnancy, abortions, miscarriage.
- Receiving unexplained gifts or gifts from unknown sources.
- Having multiple mobile phones and worrying about losing contact via mobile.
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs).
- Changes in the way they dress.
- Going to hotels or other unusual locations to meet friends.
- Seen at known places of concern moving around the country, appearing in new towns or cities, not knowing where they are.
- Getting in/out of different cars driven by unknown adults.
- Having older boyfriends or girlfriends.
- Contact with known perpetrators.
- Involvement in abusive relationships, intimidated and fearful of certain people or situations.
- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers.
- Associating with other young people involved in sexual exploitation.
- Recruiting other young people to exploitative situations.
- Truancy, exclusion, disengagement with school, opting out of education altogether.
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual).
- Mood swings, volatile behaviour, emotional distress.
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders.
- Drug or alcohol misuse.
- Getting involved in crime.
- Police involvement, police records.
- Involved in gangs, gang fights, gang membership.
- Injuries from physical assault, physical restraint, sexual assault.

## 2.4 Neglect

Neglect is the persistent failure to meet a child's 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Indicators may include:**

- Persistently hungry.
- Emotionally needy.
- Poor health.
- Underweight for their age.
- Inadequate clothing for the child's size, weather or time of year.
- Nutritional deficiencies.
- Poor hygiene.
- Persistent (untreated) conditions (e.g. head lice or other skin disorders).
- Developmental delays (e.g. language, weight).
- Irregular or nonattendance at school.
- Demands constant attention and affection.
- Lack of parental participation and interest.
- Regularly displays fatigue or listlessness, falls asleep in class.
- Frequently absent or lateness.
- Lacks trust in others.
- Unattended medical and dental needs.
- Consistent lack of supervision.

## **2.5 Honour based abuse**

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the DSL. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA and report as a matter of urgency

### **Actions**

If staff have a concern regarding a child that might be at risk of HBA they should activate school safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

## **2.6 Female genital mutilation**

It is essential that staff are aware of female genital mutilation FGM practices and the need to look for signs, symptoms and other indicators of FGM. FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. As with forced marriage there is only one chance to protect children. It is essential that schools take action without delay.

**There are four types of procedure:**

- |        |                                                                                                                 |
|--------|-----------------------------------------------------------------------------------------------------------------|
| Type 1 | Clitoridectomy - partial/total removal of clitoris.                                                             |
| Type 2 | Excision - partial/total removal of clitoris and labia minora.                                                  |
| Type 3 | Infibulation - entrance to vagina is narrowed by repositioning the labia.                                       |
| Type 4 | all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area. |

**It is carried out in the belief that:**

- FGM brings status / respect to the girl and / or social acceptance for marriage.
- Preserves a girl's virginity.
- Part of being a woman / rite of passage.
- Upholds family honour.
- Cleanses and purifies the girl.
- Gives a sense of belonging to the community.
- Fulfills a religious requirement.
- Perpetuates a custom / tradition.
- Helps girls be clean / hygienic.
- Is cosmetically desirable.
- Mistakenly believed to make childbirth easier.

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

For the purposes of the duty, the relevant age is the girl's age at the time of the disclosure/identification of FGM (i.e. it does not apply where a woman aged 18 or over discloses she had FGM when she was under 18).

**Circumstances and occurrences that may point to FGM happening include:**

- Child talking about getting ready for a special ceremony.
- Family taking a long trip abroad.
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan).
- Knowledge that the child's sibling has undergone FGM.
- Child talks about going abroad to be 'cut' or to prepare for marriage.

**Signs that may indicate a child has undergone FGM:**

- Prolonged absence from school and other activities.
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued.
- Bladder or menstrual problems.
- Finding it difficult to sit still and looking uncomfortable.
- Complaining about pain between the legs.
- Mentioning something somebody did to them that they are not allowed to talk about.
- Secretive behaviour, including isolating themselves from the group.
- Reluctance to take part in physical activity.
- Repeated urinal tract infection.
- Disclosure.
- Confiding in a professional without being explicit about the problem due to embarrassment or fear

Members of staff must be aware of their mandatory duty, since October 2015 under the Serious Crime Act to report personally cases directly to the police where they discover an Act of FGM has been carried out on a pupil.

**For FGM concerns phone police on 101 (or 999 where there is a risk to life or serious immediate harm).**

DSL can offer support but individual members of staff must report directly.

**Process:**

- Report to the police force area within which the girl resides. When you call 101, the system will determine your location and connect you to the police force covering that area.
- The report should be made as soon as possible. Best practice is by the close of the next working day.
- the legislation requires you to identify the girl and explain why the report is being made.



- The call handler will log the call and refer it to the relevant team within the force, who will call you back to ask for additional information and discuss the case in more detail.
- You should be prepared to provide the call handler with the following information:
  - explain that you are making a report under the FGM mandatory reporting duty
  - your details:
    - name
    - contact details (work telephone number and e-mail address) and times when you will be available to be called back
    - role
      - place of work
  - details of your organisation's designated safeguarding lead:
    - name
    - contact details (work telephone number and e-mail address)
    - place of work
  - the girl's details:
    - name
    - age/date of birth
    - address

Throughout the process, you should ensure that you keep a comprehensive record of any discussions held

Those failing to report such cases will face disciplinary sanctions. The duty does not apply to at risk or suspected cases or in cases of over 18 year olds. In such cases safeguarding procedures should be followed.

## 2.7 Forced marriage

The age of consent for marriage in England was raised to 18 in February 2023.

Even with parental consent 16 and 17 year olds will no longer be allowed to marry or enter into a civil partnership. This includes non-legally binding "traditional" ceremonies which would still be viewed as marriages by the parties and their families.

Forcing a person into a marriage is a crime in England and Wales. 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. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and can play an important role in safeguarding children from forced marriage.

Staff should consult with the DSL if they are concerned that a student may be getting married. The DSL can then contact the Forced Marriage Unit for further advice or information. Contact: 020 7008 0151 or email: [fmv@fco.gov.uk](mailto:fmv@fco.gov.uk).

Further guidance can be gained from the Multi agency statutory guidance on FGM (pages 59 – 61) and Multi-agency guidelines: Handling case of forced marriage (pages 13 – 14)

## 2.8 Child Sexual Exploitation and Child Criminal Exploitation

**CHILD SEXUAL EXPLOITATION IS NEVER THE VICTIMS FAULT.** Even if there is some form of exchange, all children and young people under the age of 18 have a right to be safe and should be protected from harm

CSE and CCE is a form of child abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual or criminal activity:

- a. May involve an exchange for something the victim needs or wants

And/or

- b. For the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears to be consensual. Child exploitation does not always involve physical contact; it can also occur through the use of technology.

The power imbalance in these cases can be due to a wide range of factors. Age is the most obvious but gender, sexual identity, cognitive ability, physical strength and status are others.

It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status.

Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

**Some of the following signs may be indicators of sexual exploitation:**

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation.
- Gang-association and/or isolation from peers/social networks.
- Exclusion or unexplained absences from school, college or work.
- Leaving home/care without explanation and persistently going missing or returning late.
- Excessive receipt of texts/phone calls.
- Returning home under the influence of drugs/alcohol.
- Inappropriate sexualised behaviour for age/sexually transmitted infections.
- Evidence of/suspicions of physical or sexual assault.
- Relationships with controlling or significantly older individuals or groups.
- Multiple callers (unknown adults or peers).
- Frequenting areas known for sex work.
- Concerning use of internet or other social media.
- Increasing secretiveness around behaviours.
- Self-harm or significant changes in emotional well-being.

**Potential vulnerabilities include:**

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse.
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example).
- Recent bereavement or loss.
- Social isolation or social difficulties.
- Absence of a safe environment to explore sexuality.
- Economic vulnerability.
- Homelessness or insecure accommodation status.
- Connections with other children and young people who are being sexually exploited.
- Family members or other connections involved in adult sex work.
- Having a physical or learning disability.
- Being in care (particularly those in residential care and those with interrupted care histories).
- Sexual identity.

**Child Criminal Exploitation**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

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

## **2.9 County Lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

There is also a link between County lines and child sexual exploitation as children and young adults, particularly girls, can be used as "sexual rewards" as part of the exchange (see above)

### **Who is vulnerable?**

- Children as young as 12, though 15/16 is the most common age range.
- Both Males and Females.
- White and British as they are more likely to evade police detection.
- Initial contact is usually made via social media.
- Class A drug users.
- A child who is vulnerable due to an adverse childhood experience.
- A child with an unstable home life.
- A child with social difficulties.
- A child in care.

### **Signs to look out for**

- Persistently going missing or being found "out of area".
- Unexplained acquisition of money, clothes, mobile phone etc.
- Excessive receipts of texts/phone calls.
- Relationships with controlling/older individuals or groups.
- Leaving home/care without explanation.
- Unexplained injuries.
- Parental concerns.
- Significant decline in school results.
- Gang association.
- Significant changes in emotional wellbeing.



As a member of staff you have a duty to record and report any concerns you have that a child may be at risk of county lines exploitation. Use the schools safeguarding procedure to report concerns. If you believe the child is at immediate risk from harm you should contact the police.

For more information: [County Lines toolkit](#)

### **Serious Violence**

All staff should be aware of indicators which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- Increased absence from school.
- Change in friendships.
- Relationships with older individuals or groups.
- Significant decline in performance.
- Signs of self harm or significant decline in wellbeing.
- Signs of assault or unexplained injuries.
- Unexplained gifts or possessions.

All staff should use the schools safeguarding procedures to report concerns.

### **2.10 Child-on-child abuse**

Staff should also recognise that children are capable of abusing their peers and that safeguarding issues can manifest themselves via child-on-child abuse. It is important that **when** staff have any concerns about child-on-child abuse they speak to their DSL and report their concerns on My Concern. This is most likely to include, but is not limited to:

- Bullying (including cyber bullying).
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm.
- Sexual violence such as rape, assault by penetration and sexual assault.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- abuse in an intimate relationship between peers
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment.
- Initiation / hazing violence and rituals.
- Abuse in intimate personal relationships between peers which can take the form of coercive or controlling behaviour, violent or threatening behaviour, psychological, physical or other abuse.
- Upskirting: taking a picture under a persons clothing without them knowing with the intention of viewing their genitals or buttocks, or to cause humiliation, distress or alarm. Upskirting is now a criminal offence and may constitute sexual harassment.
- Consensual and non consensual sharing of nudes

Child-on-child abuse should be recognised as such and never be tolerated or passed off as ‘banter’ or ‘part of growing up’. Pupils are taught to recognise such behaviours as abuse as part of the School’s approach to safeguarding education. Any allegation of such abuse will be promptly and thoroughly investigated, and treated according to its gravity, which may include referral to CASS or the police. Victims will be supported within the pastoral care structure, taking account of their views and feelings, and support may include counselling where appropriate. (See Anti-bullying, Online safety and Behaviour Policies).

Staff should recognise that those pupils that are deemed to be “different” (such as those with Special educational needs and disabilities and gender questioning children) may be more at risk of child-on-child abuse.

Staff should understand that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct

report. For example, a friend may make a report, or a member of school or college staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong.

### **Preventative Measures for bullying and child-on-child abuse**

The first stage is to carry out preventative measures designed to discourage bullying which include:-

- Providing supervision of pupils at break and lunchtimes with the support of Pupil Mentors, who have received training from the Deputy Head Pastoral.
- Sixth form pastoral mentors to provide support for those pupils who may be reluctant to approach staff to report a concern. Job descriptions and responsibilities are outlined in [Appendix 6](#)
- Providing a wide range of extra curricular activities to encourage pupils to mix with each other and to enjoy purposeful activity.
- In Senior School providing support from Year Heads in the Pastoral Office each lunchtime so that minor incidents can be dealt with swiftly.
- PSHEE, assemblies, literature and projects all provide forums where bullying can be discussed as part of the school's education programme.
- Pupils are familiarised with the School's Anti-bullying Policy and are reminded of it at the start of each academic year and it is displayed in all form rooms.
- Encouraging pupils to understand their responsibility to report incidents of bullying to staff.
- Offering help and support to all pupils through Form Mentors, Form Tutors, Heads of Year, Nurse, Deputy Head Pastoral and any member of staff of choice.
- The School Council provides a forum for matters of concern to be raised.
- All subjects encourage tolerance and respect for others and the school seeks to raise self-esteem by celebrating achievements of all kinds.
- All staff are made aware of the school's policy and procedures for dealing with bullying incidents.
- All new staff are advised on how to deal with bullying incidents as part of their induction programme.

### **Cyber-Bullying**

- All pupils and parents sign an internet usage policy on arrival at EHS.
- Safe use of the internet is taught as part of the ICT curriculum.
- The school uses Lightspeed as a tool to monitor all pupil and staff usage of the internet and school network. Any breaches of the school code are reported to the Head of Prep and Pastoral Deputy for pupils and the Headmistress or staff.
- The School blocks any sites thought to be harmful to our pupils.
- The school has an Interactive Network Policy which is sent to all parents.
- Only Sixth formers may carry mobile phones in school, all other pupils must keep mobile phones in their locker during the school day.
- Mobile phones may be confiscated by staff should they have any suspicion of misuse.
- The Acceptable Use Policy for iPads is signed by parents and pupils and iPads are checked on a regular basis for inappropriate content.
- The school has introduced Digital Leaders into the Senior School to work with the DSL.

### **If Bullying occurs**

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff involved and/or a member of the Pastoral Team. The incident will be recorded on the "My Concern system".
- A thorough investigation will be conducted and a clear account of this will be recorded and reported to the Deputy Head (Pastoral) or Head of the Preparatory School.
- Each case will be dealt with individually and in a way that is suitable for both victim and bully.
- Parents will be informed if their child is either found to be guilty of bullying or a victim of bullying, appropriate sanctions and support will be put in place.
- The Headmistress is always informed of matters involving bullying.
- The victim and the bully will be monitored in order that on-going support can be provided if necessary.



- Staff are alert to the potential risk of radicalisation, either between pupils or staff and pupils.
- A bullying incident will be treated as a Child Protection concern if there is reasonable cause to believe that the child is suffering or likely to suffer significant harm.

#### **In the case of Cyber-Bullying:**

- The school maintains the right to confiscate a mobile device with the reasonable suspicion that it contains bullying texts or photographs.
- In the case of abusive material the usual bullying procedure will be followed.
- In the case of inappropriate images/content, the appropriate Designated Safeguarding Lead will be informed and the image kept on the phone until parents have been informed and advice sought from the local police liaison officer or the BSCP.
- If the image has been distributed outside of school, all contacts and website/social networking sites should be asked to remove the image by the individual concerned.
- Cyber bullying incidents which start outside of school but which have repercussions in school are dealt with as a school matter.

Appropriate sanctions will be applied to the bully. Sanctions for bullying are intended to hold pupils who bully to account for their behaviour and to ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the pupil to put right the harm they have caused. These will vary according to the severity of the event. However, they may include:

- Official warnings to cease offending.
- Detention.
- Exclusion from certain areas of the school, e.g. they may be required to spend lunchtimes within a designated, supervised room.
- Minor fixed-term suspension.
- Major fixed-term suspension.
- Permanent exclusion.

When sanctions have been given both the bully and the bullied will be offered follow up guidance and support.

This may take the form of:

- Regular meetings with their HOY (Head of Year) or DHOY (deputy head of year).
- A sixth form mentor/buddy.
- Counselling.
- A meeting with both sets of parents to discuss strategies and the way forward.

#### **Child-on-child Abuse and Sexual Harassment:**

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

Sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes.
- displaying pictures, photos or drawings of a sexual nature
- upskirting (this is a criminal offence<sup>136</sup>), and



Online sexual harassment can include:

- consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- sharing of unwanted explicit content
- sexualised online bullying
- unwanted sexual comments and messages, including, on social media
- sexual exploitation; coercion and threats, and
- coercing others into sharing images of themselves or performing acts they're not comfortable with online.

#### **Child-on-child Abuse and Sexual Violence:**

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

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

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

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (NOTE- Schools and colleges should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

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

#### **Harmful Sexual Behaviour (HSB):**

Sexual behaviour which is problematic, abusive or violent rather than normal or developmentally expected

Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not.

A younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

The DSL will use the NSPCC harmful sexual behaviour framework for reference and guidance.

#### **Child-on-child Abuse and Contextual Safeguarding**

The relevance of "Everyone Invited" in our setting.

In a June 2020 report from the University of Bedfordshire entitled Beyond Referrals, their research found that 73 per cent of students surveyed indicated that sexual/sexist name calling occurred in school; 55 per cent that rumours circulated about student sexual activity; 36 per cent that sexual harassment took place; 30 per cent that sexual images of students were shared without consent; and 22 per cent that unwanted sexual touching occurred.

HSB that might be relevant to this setting:

- Sexist or homophobic name calling and bullying
- Sexual comments in person and on social media directed at students (such as 'slag', 'sket', 'hoe', 'bitch' and 'slut')
- Rumours about other students' sexual activity
- Controlling behaviour in relationships, including pressure from partners to share social media passwords and to take down images they didn't like
- Pressure to send sexual photos by another student – predominantly aimed at girls
- Sexual imagery shared on social media without consent.
- Self-harm (as a result of sexual pictures being shared with other students)
- Pressure to engage in sexual activity with friends outside of the school setting

A whole-school community Contextual Safeguarding approach to preventing and responding to child-on-child abuse is appropriate at EHS.

In a wider context, pupils at EHS may well be exposed to these harms and therefore we should encourage the reporting of such concerns.

#### **Action following a report of sexual violence and/or sexual harassment**

The designated safeguarding lead will consider the following:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's or college's duty and responsibilities to protect other children
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed
- the ages of the children involved
- the developmental stages of the children involved
- any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older, more mature, confident and well known social standing? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- that sexual violence and sexual harassment can take place within intimate 114 personal relationships between children
- importance of understanding intra familial harms and any necessary support for siblings following incidents
- are there ongoing risks to the victim, other children, adult students or school or college staff, and
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

#### **Risk Assessment**

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis. The risk and needs assessment for a report of sexual violence should consider:

- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator(s)
- all the other children, (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and
- The time and location of the incident, and any action required to make the location safer.

### **2.11 Sharing nudes/semi nudes**

This is defined as the sending or posting of nude or semi nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline.

The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts.

Nude or semi-nude images, videos or live streams may include more than one child or young person. The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include 'dick pics' or 'pics'.

Terms such as 'deep fakes' and 'deep nudes' may also be used by adults and young people to refer to digitally manipulated and AI-generated nudes and semi-nudes.

(UKCIS March 2024)

Sharing nudes/semi nudes is a child protection issue. Even if explicit material is sent or elicited without malicious intent the consequences are serious and put those involved at risk of serious harm. Being in receipt of or sending explicit material on digital devices is also a criminal offence for those under 18. Pupils are made aware of sexting as part of their Online safety education. The School takes incidences of sexting extremely seriously, and deals with them in accordance with child protection procedures, including reporting to the police.

In applying judgement to each incident the DSL will consider the following:

- The age difference between the sender and receiver involved.
- Whether there has been any external coercion or encouragement involved beyond the sender or receiver.
- Is the child particularly vulnerable than is usual (at risk).
- Is the image of a severe/extreme nature.
- Has the image been distributed amongst others.
- Is this the first time the child has been involved in sexting.
- Is the child a cause for concern

### **2.12 Mental health issues/Self harm**

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

School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy immediately.

The EHS pastoral policy outlines our strategy for supporting mental health.



We monitor carefully for signs of mental health issues in our pupils. Included in this is self-harm. Self harm is defined as the act of deliberately causing harm to oneself either by causing a physical injury, by putting oneself in dangerous situations and / or self-neglect. Intentional self-poisoning or injury, irrespective of the apparent purpose of the act ([NICE, 2004](#)). Self-harm can take a number of forms, including;

- Cutting.
- Eating disorders.
- Taking overdoses of tablets or medicine.
- Punching oneself.
- Pulling hair out of eyelashes.
- Burning.
- Scratching, picking or tearing one's skin.
- Inhaling or sniffing harmful substances.
- Head banging.

Professionals can make an online referral to Forward Thinking Birmingham which is the city's mental health partnership for children and young people (formerly known as CAMHS).

Contact 0300 3000099 for support or advice or [www.forwardthinkingbirmingham.org.uk](http://www.forwardthinkingbirmingham.org.uk) to make a referral.

Pause is Forward Thinking Birmingham's city centre drop-in service where you do not need an appointment [www.forwardthinkingbirmingham.org.uk/services/13-pause](http://www.forwardthinkingbirmingham.org.uk/services/13-pause)

Young Minds is a charity that is committed to improving the social, emotional, mental health and wellbeing of children and young people. Parents can contact the Parent hotline on 0808 8025544.

[www.youngminds.org.uk/about-us](http://www.youngminds.org.uk/about-us)

## **2.13 Extremism and radicalisation**

The policy for the prevention of extremism and radicalisation is one element within our overall school arrangements to safeguard and promote the welfare of all children. We refer to the Prevent Duty Guidance (2023), UKCO Tackling Extremism in the UK (2013), DfE Teaching approaches that help build resilience to extremism among young people (2011), Prevent Strategy Review (2011). When operating this policy we use the following accepted Governmental definition of extremism which is:

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights ;  
or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

*See Prevent Policy.*

There is no place for extremist views of any kind in our School, whether from internal sources (pupils, staff or governors) or external sources (school community, external agencies or individuals). We aim for our pupils to see EHS as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this - we have a duty to ensure this happens. EHS recognises that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy.

We also recognise that if we fail to challenge extremist views, we are failing to protect our pupils. Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way. We therefore will provide a broad and balanced curriculum, delivered by skilled

professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised. We will strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. At EHS this will be achieved by good teaching, primarily via the SMSC and PSHEE curriculum.

We encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the School's values and ethos. EHS will therefore assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the School and do not marginalise any communities, groups or individuals.
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies.
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.

We recognise, however, that it is important to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this. By delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

We are also aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the Internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and, where appropriate, dealt with in line with School policy.

Staff are alert to the fact that whilst extremism and radicalisation are broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example, this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm (these examples are for illustration and are not definitive or exhaustive). Therefore all adults working at EHS (including visiting staff, volunteers, contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the DSL or Head.

As part of wider safeguarding responsibilities EHS staff are alert to the Notice, Check, Share procedure outlined in Prevent training:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of School, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Pupils accessing extremist material online, including through social media.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Other schools, local authority services, and police reports of issues affecting pupils in other schools or settings.
- Pupils voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Intolerance of difference, whether secular or religious or, in line with our equal opportunities policy, views based on, but not exclusive to gender, disability, homophobia, race, colour or culture.
- Attempts to impose extremist views or practices on others.

- Anti-Western or anti-British views.

EHS will follow closely any locally agreed procedures as set out by the Local Authority and/or our Safeguarding Children Board's agreed processes and criteria for safeguarding individuals susceptible to extremism and radicalisation. In the event of concerns about a person becoming radicalised consideration will be given to the local authority Channel process. Channel is a bespoke panel which meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence. The Channel Panel meets when a referral has been made and referrals can be made by anyone.

Where applicable we will also work with local partners, families and communities in our efforts to ensure EHS understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupils' experiences and horizons. We will help support pupils who may be susceptible to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that pupil is offered mentoring. Additionally, in such instances EHS will seek external support from the Local Authority and / or local partnership structures working to prevent extremism.

## 2.14 Children who are absent from school

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child missing school is a potential indicator of abuse, neglect and exploitation and such children are at risk of being victims of harm, exploitation or radicalisation. School staff should follow school procedures for unauthorised absence and for dealing with children where there is unexplained or persistent absence from school to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

Staff should be alert to individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children who are absent from school guidance.

All pupils in school are placed on an Admissions Register and an Attendance Register. The school must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. Attendance will be monitored.

School will follow the Local Authority framework "Support First" Framework and Guidance if we are concerned about a child's attendance (See Attendance Policy).

As per the statutory guidance "Working Together to Improve School Attendance" school must provide the local authority with the full name and address of all pupils of compulsory school age who have been recorded with code I (illness) and who the school has reasonable grounds to believe will miss 15 days consecutively or cumulatively because of sickness. (See Appendix 8 of the attendance policy for details of this reporting process).

From September 2025 all early years providers must treat **prolonged absence** as a potential safeguarding concern and will therefore **track and monitor absences** and **follow-up on prolonged absences** by following the process outlined in the attendance policy. For children in EYFS, school will, where possible, hold two or more emergency contact numbers for each child.

The school maintains an Admissions Register which records the name of the pupil, the parents or guardians with whom they reside, their address, the date of joining the school and the school they came from. Parents are asked to inform school of any changes whenever they occur.

Where a parent notifies EHS that a child will live at another address the admission register is amended accordingly:



- The full name of the parent with whom the pupil will live.
- The new address.
- The date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies EHS that the pupil is registered at another school or will be attending a different school in future, this will be recorded in the admissions register:

- The name of the new school.
- The date on which the pupil first attended or is due to start.

The school will inform the local authority of any pupil who is going to be deleted from the admission register, at a non-standard transition point where they:

- Have been taken out of school by their parents and are being educated outside the school system e.g. home education.
- Have ceased to attend school and no longer live within reasonable distance of the school at which they are registered.
- Have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither they nor their parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
- Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

In addition, the school will notify the LEA when registering new pupils within 5 days, giving the pupil's address and previous school where possible.

If a pupil fails to attend on the agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from being absent from education.

The school will notify the local authority School Admissions Team of all paid acceptances that do not attend.

[See "Attendance Policy"](#)

## **2.15 Absconded pupil**

There are various checkpoints throughout the day that would alert staff if a pupil was missing. In nearly every case, the pupil is not intentionally missing and is found safe and well on School premises. The School however cannot take this for granted and needs to act quickly and decisively in the case of an absent pupil. All pupils have to register twice a day, at 8.45 am and at 1.05 / 2.10 pm. Any pupil who leaves School during the day signs out on her departure and back in on her return. A child would only leave school with a prior request from a parent except in the case of Senior pupils visiting the Botanical Gardens.

**If a pupil is unaccounted for, the following steps must be taken:**

- It should be ascertained, as soon as possible, when the pupil was last seen by an adult or by another pupil if the latter is more recent. Accuracy is vital at this stage.
- The pupil's timetable must be scrutinised to see if they might be having an extra lesson or practice such as Learning Support, Music, Drama, Sport or a house event.
- A thorough search of the School must be undertaken. If it is believed that the pupil has left the premises the tutor should check if their bag / blazer are missing.
- The Head and the Deputy Heads must be informed and this information then cascaded down to other appropriate staff whose combined duty it is to ensure correct procedures are followed.

- The pupil's parents and / or guardian must be contacted. In many instances the pupil will have been collected by them but failed to sign out and / or ask the School for permission for an early departure. Care must be taken not to alarm parents before carrying out the preliminary checks.
- Staff handling the situation must meet at quarter-hourly intervals to pool their information. Procedures for locating a missing child should take no longer than one hour, within which time the police must have been informed. They may suggest contacting local hospitals for information.
- A written record of the situation and steps taken must be completed as soon as possible.

## **2.16 Private Fostering**

Private foster children have been identified as a potentially vulnerable group. Private fostering occurs where parents make arrangements with someone outside of their close family to look after their child who is under 16 (or under 18 if disabled) for them for 28 continuous days or longer in a different home. Close family in this context is a grandparent, brother, sister, uncle, aunt, including both full and half relations and relations by marriage. Private foster carers and the parents of private foster children have a legal duty to notify the Local Authority about these arrangements. It is vital that Birmingham Safeguarding Children Partnership is made aware of such arrangements so that they can safeguard the welfare of potentially vulnerable children. If a member of staff becomes aware that a pupil may be in a private fostering arrangement they should raise this with the DSL. The school will then ensure that the local authority is notified of the circumstances.

By email: [secure.CASS@birmingham.gcsx.gov.uk](mailto:secure.CASS@birmingham.gcsx.gov.uk)

Telephone: 0121303188

## **2.17 Pupils with SEN or disabilities**

Staff should be aware that additional barriers may exist when recognising signs of abuse, neglect and exploitation with pupils with special educational needs or disabilities.

- a. Staff should not assume that the indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- b. Children with SEN and disabilities may be disproportionately impacted by things like bullying, without outwardly showing any signs.
- c. There may be communication barriers to overcome.
- d. Children with SEND may be more vulnerable to online bullying, grooming and radicalisation.

## **2.18 Breast Ironing**

Breast ironing is a ritual carried out on girls as young as ten which involves using hot stones, hammers or hot spatulas to pound and mutilate breast tissue and disguise signs of pubescent development. It is often carried out by mothers who claim to be preventing their daughter from being sexually harassed.

The ritual is mainly practised in West and Central Africa in countries such as Cameroon, Nigeria, Benin, Chad, Ivory Coast, Kenya, Togo and Zimbabwe. In South Africa, a similar practice is known as breast sweeping. This ritual is growing at an alarming rate across the world.

There are calls to make this practice illegal as with FGM but no-one has been charged to date. It is however, a matter of child protection.

## **2.19 Looked after children/care leavers or those children who have experienced significant disruption in their care/living situation**

Looked-after and previously looked-after children start with the disadvantage of their pre-care experiences.

Many looked-after and previously looked-after children have suffered disrupted learning, may have missed extended periods of school, and many of them have special educational needs (SEN). The gaps in their learning and, in many cases the emotional impact of their experiences, are likely to have become significant barriers to their progress.

A child that is recognised as being "looked after" will be allocated a designated teacher that will be a central point of initial contact within the school. This helps to make sure that the school plays its role to the full in making sure arrangements are joined up and minimise any disruption to a child's learning.

#### **The designated teacher will:**

- Have high expectations of the child and make sure they are fulfilling their potential and meeting their academic targets in school.
- Be aware of the emotional, psychological and social effects of loss and separation from close family.
- Understand how important it is to see looked-after and previously looked-after children as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their looked-after or previously looked-after status.
- Judge whether the teaching and learning and intervention strategies being used are working to support achievement and wellbeing.
- Promote good home-school links.
- Support progress by paying particular attention to effective communication with carers, parents or guardians.
- Encourage high aspirations and work with the child to plan for their future success and fulfilment.
- Work closely with the school's Designated Safeguarding Lead to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.
- Be a source of advice for teachers.

## **2.20 Domestic Abuse**

### **Defining Domestic Abuse**

The statutory definition of domestic abuse (Domestic Abuse Act 2021) is

Behaviour of a person ("A") towards another person ("B") is "domestic abuse" if:

- A and B are each aged 16 or over and are personally connected to each other, and
- the behaviour is abusive.

Behaviour is "abusive" if it consists of any of the following:

- physical or sexual abuse;
- violent or threatening behaviour;
- controlling or coercive behaviour;
- economic abuse
- psychological, emotional or other abuse;

and it does not matter whether the behaviour consists of a single incident or a pattern of incidents.

"Economic abuse" means any behaviour that has a substantial adverse effect on B's ability to:

- acquire, use or maintain money or other property, or
- obtain goods or services.

### **Children as victims of domestic abuse**

Where behaviour of a person ("A") towards another person ("B") is domestic abuse.



A victim of domestic abuse includes a reference to a child who:

- sees or hears, or experiences the effects of, the abuse, and
- is related to A or B.
- Suffers domestic abuse in their own intimate relationships (teenage relationship abuse)

All of these can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

At Edgbaston High School for Girls we will follow the best practice in working with children who are affected by **domestic abuse** as laid out by the Birmingham Violence Against Women and Children Steering Group and Birmingham Safeguarding Children Partnership. This relates closely to the advice for dealing with any disclosure from a child relating to any kind of abuse as listed in this policy but provides specific advice on dealing with a disclosure of domestic abuse. (See guidance for staff)

Edgbaston High School is also signed up to the Operation Encompass Programme and completed the relevant training.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

## **2.21 Fabricated/Induced illness**

Fabricated/induced illness occurs when a child is presented for medical attention with signs or symptoms which have been fabricated or induced by the child's carer.

**FII includes:**

- Fabrication of signs and symptoms of illness, including fabrication of a child's medical history.
- Fabrication and falsification of medical records, letters and test results.
- Deliberately inducing illness in the child.

### **Recognition of possible signs and indicators.**

The signs and indicators of FII can be ambiguous. School staff are particularly well placed to notice outward signs of harm or to observe if a child is repeatedly unwell for no apparent reason. The following factors may alert you to the possibility of FII:

- Frequent and unexplained absences from school, and from particular lessons/activities, especially PE.
- Regular absences to keep a doctor's or a hospital appointment, where no reason has been given.
- Regular failures to keep medical and other health related appointments e.g. opticians, physiotherapists.
- Refusal of permission for school medicals and/or other school based health related checks (e.g. hearing).
- Repeated claims by the parent/s that a child is frequently unwell and requires medical attention for symptoms which are vague or difficult to diagnose.
- Frequent illness, exaggeration of symptoms or excessive treatments or ailments not consistent with the child's general health or, in relation to a child's disability.
- Parent/carers alleges the child has psychological difficulties.
- The child's supposed symptoms are only mentioned when the parent or carer is present.
- The parent/carers appears to have an unusually high level of knowledge about medical matters.
- Documents or other sources indicate that the parent/carers has changed doctors frequently, and/or has visited different hospitals for the child's treatment

## **2.22 Faith Abuse**

EHS recognises that certain kinds of child abuse are linked to faith or belief.

This includes:

- Belief in concepts of witchcraft and spirit possession.
- Demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs).
- The evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context).
- Ritual or muti murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies.
- The use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.
- There are other examples where children have been harmed when adults think that their actions have brought bad fortune, such as telephoning a wrong number which is believed by some to allow malevolent spirits to enter the home.

As with any kind of child abuse the focus is on keeping the child safe. Therefore, EHS safeguarding protocols should be followed. We are clear that we do not challenge people's beliefs, but where these beliefs lead to abuse that should not be tolerated.

### **2.23 Disguised Compliance**

This involves parents giving the appearance of co-operating with child welfare agencies in order to avoid raising suspicions or allay concerns.

It is important that teachers establish facts and gather evidence rather than merely accepting what the parent is saying and their assertions.

How to recognise disguised compliance:

- Parents deflecting attention: Parents may appear to engage well with one set of professionals in order to deflect attention from their lack of engagement with other services.
- Criticising professionals: Parents criticising professionals in order to deflect attention away from their own behaviour.
- Failure to engage with services: Parents promise to take up services offered but then fail to attend.
- Avoiding contact with professionals: Parents promise to change their behaviour but then avoid contact with professionals.

### **2.24 Children with family members in prison**

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. EHS will reference The National Information Centre on Children of Offenders for information in order to support any child that has a parent in prison in order to mitigate the negative consequences for those children.

<https://www.nicco.org.uk>

### **2.25 Children and the Court system**

It is understood that this may be a traumatic/stressful process for the child and support will be provided as necessary

We will use the government guide below in the instance that a child needs to present evidence in court.

- **5-11 year olds**

<https://assets.publishing.service.gov.uk/media/5afd85b9e5274a5fe76c4e69/ywp-5-11-eng.pdf>

- **12-17 year olds**

<https://assets.publishing.service.gov.uk/media/5afd80e9ed915d0deb1dbfc9/ywp-12-17-eng.pdf>

## **2.26 Homelessness**

We recognise homelessness or the threat of homelessness puts young people in a vulnerable position and puts them at greater risk.

As a school, should the situation arise we will consider homelessness in the context of the the children who live with their families and the intervention will be on that basis

We understand that in some cases 16 and 17 year old's could be living independently from family and will require a different level of intervention and support.

## **2.27 Modern Slavery and Trafficking**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour.

Exploitation can take the form of:

- Sexual exploitation
- Servitude
- Forced criminality

School will follow the National referral mechanism guidance if we believe that a child or a child's family is subject to trafficking or modern day slavery

<https://www.gov.uk/government/publications/human-trafficking-victims-referral-and-assessment-forms/guidance-on-the-national-referral-mechanism-for-potential-adult-victims-of-modern-slavery-england-and-wales>

## **2.28 Child Abduction and Community Safety**

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child.

Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

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

Through the curriculum and PSHE programme both in Prep and Senior school pupils will be given practical advice on how to keep themselves safe.

Development of core competencies such as Independence and aspirations, Choices and Influences and Autonomy and advocacy aim to build confidence, resilience, self awareness and decision making skills as pupil get older so that they can make decisions that will mitigate risks. (see PSHE scheme of work and Policy)

## **2.29 Cybercrime**

Cybercrime is criminal activity committed using computers and/or the internet. For example:

- Hacking, for example accessing a school's computer network to look for test paper answers or change grades awarded;
- Denial of Service. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,



- Making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

At EHS we understand that children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If we have concerns about a child in this area, the DSL or a member of SLT, will consider referring into the **Cyber Choices** programme which aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

<https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>

## Part 3

### Guidance for Staff

- 3.1 [Promoting awareness](#)
- 3.2 [Reporting concerns](#)
- 3.3 [Interaction with pupils](#)
- 3.4 [Communication with pupils](#)
- 3.5 [Supervision of pupils](#)
- 3.6 [Images of children](#)
- 3.7 [Information sharing](#)
- 3.8 [Contextual safeguarding](#)
- 3.9 [Mental Health](#)
- 3.10 [Dealing with a disclosure](#)
  - Response to a disclosure of sexual violence or sexual harassment
  - Self Harm – levels of risk and intervention
  - Response to a disclosure of domestic abuse
  - Response to a disclosure of nude or semi nude images
  - Response and action to be taken in relation to fabricated illness
- 3.11 [Whistleblowing](#)
- 3.12 [Searching, Screening and Confiscation](#)
- 3.13 [When to call the police](#)
- 3.14 [Additional resources](#)

### 3.1 Promoting awareness

Our curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. Children at Edgbaston High School are also taught how they can keep themselves and others safe, including online. All our teaching staff play a vital role in this process, helping to ensure that all of our pupils relate well to one another and feel safe and comfortable within the school. We expect all the teaching and medical staff to lead by example, and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. We are also sensitive to the specific needs of individual children, including those who are victims of abuse, and children with special educational needs or disabilities

All staff, including all non-teaching staff, have an important role in insisting that our pupils always adhere to the standards of behaviour set out in our Behaviour policy and in enforcing our Anti-Bullying policy. Time is allocated in PSHEE and form time for discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, Drama, RS and PSHEE lessons are used to promote tolerance and mutual respect and understanding.

Sex and relationship education through our PSHE programme and in science lessons provides accurate information about the body, reproduction, sex, and sexual health. As pupils move through the school the programme of study covers:

- Healthy and respectful relationships (including LGBTQ)
- Boundaries and consent
- Body confidence and self esteem
- Healthy and unhealthy relationships and the language associated with certain behaviours.
- What constitutes sexual harassment
- The Law, including how the law exists to protect rather than criminalise children

It is designed to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline (this is also addressed in IT). We aim to provide high quality RSE so that pupils can grow, learn, and develop positive, healthy behaviour for life. (See RSE Policy)

We also use opportunities, such as the annual National Anti-Bullying Week to teach about such topics as the unacceptability of bullying and abusive behaviour and to promote the safe use of the internet and mobile phones, inside and outside of School.

All Prefects and Mentors in Senior School are given leadership and child protection training that includes making sure that the younger pupils are kept safe, and on the appropriate action that they should take if they discover that a pupil is being bullied or abused.

Senior girls who work in Prep with the younger pupils have a basic induction about health and safety and procedures in case they have any concerns.

In general, pupils should be encouraged to discuss with their parents or guardians issues that are troubling them. It may be appropriate to suggest that a pupil sees the School Counsellor or member of the medical staff.

### 3.2 Reporting concerns

It is important that concerns are reported and recorded by the member of staff that has the concern. ALL staff that have direct contact with pupils will have access to My Concern, safeguarding software that enables staff to submit a concern about a child so that those responsible for safeguarding can build a picture and chronology of concerns in order to provide early help.



Staff are encouraged to record everything on My Concern as it is acknowledged that seemingly small details may seem insignificant but when joined together it is possible for the DSL, via the digital chronology, to see that there is a bigger issue.

Records should include:

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

If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

If a member of staff believes that a child is at immediate risk from harm they should call the Police. The DSLs and SLT will be notified as soon as a concern is raised. The DSLs will meet with relevant staff in order to establish a course of action. The person who reported the concern will be kept informed of the course of action and may be tasked to a team or responsibility related to the pupil or concern.

A summary flow chart of how to raise concerns can be found in [Appendix 7](#).

### **3.3 Interaction with pupils**

Staff need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse. They need to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in an instrumental music lesson, or sports coaching lesson, it is good practice to ensure that others are within earshot. Where possible, a gap or barrier should be maintained between teacher and child at all times.

Teachers are advised against spending excessive amounts of time alone with one pupil away from other people. Pupils should not be retained alone for disciplinary purposes.

Any physical contact should be the minimum required for care, instruction or restraint.

No member of staff at the school administers corporal punishment or threatens a pupil with corporal punishment.

Staff should avoid taking one pupil on their own in a car where possible.

Physical intervention should only be used when absolutely necessary for the safety of those concerned – see Use of Reasonable Force Policy.

In a residential setting staff should avoid admitting a pupil into their bedroom unless another member of staff is present.

Staff should take care if pupils go to their home.

Staff should not communicate with pupils via any interactive network sites such as Facebook, Twitter, Instagram etc and should exercise caution when undertaking any electronic communication with a pupil.

It is an offence for a person aged 18 or over, such as a teacher, to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if, in the case of those over 16, the relationship is consensual.

See Staff Code of Conduct for further information.

### **3.4 Communication with pupils**

Staff are advised not to give their personal mobile phone numbers to pupils except in special circumstances, nor should they communicate with them by text message, personal email or social media unless essential.

If they need to speak to a pupil by telephone, they should, whenever possible, use one of the School's telephones.

The leader on all trips and visits involving an overnight stay should always take a School phone with

him/her, and may ask the pupils for their mobile numbers before allowing them out in small, unsupervised groups. The group leader will delete any record of pupils' mobile phone numbers at the end of the trip or visit.

### **3.5 Supervision of pupils**

When not operating under government restrictions, pupils who arrive early in Senior School may wait in the dining room where breakfast is also available. If restrictions are in place pupils arrive, in school, go straight to their form rooms to their designated desk. Girls in Prep and Westbourne may join Before School Care from 7.30 am where they will be supervised by staff. The playground in Prep is supervised from 8.15 am each morning and girls may enter Westbourne from 8.20 am.

Arrangements are made to ensure pupils are supervised during after hours functions, play and concert rehearsals, or other events that bring small groups into School out of hours. Members of the PE Department supervise pupils at both home and away matches. All members of the teaching staff are expected to take their share of break and lunchtime supervisory duties. All pupils up to Year 11 are expected to remain on site throughout the School day except when they are on a School trip or have permission to go off site, in which case they must sign out and sign back in on return.

We take a register of all pupils in tutor groups at 8.45 am and 1.05 pm in Prep and 2.10 in Senior School. Attendance is also checked at the start of every lesson. Parents are responsible for notifying the School if their daughter is absent for any reason. The School will always contact the parent if a child fails to arrive at School without an explanation.

There is a qualified nurse or first aiders on duty during the end of the school day who is available to administer first aid, to deal with any accidents or emergencies, or to help if someone is taken ill. A number of members of the teaching staff and non-teaching staff, who are trained and qualified as first aiders are able to give emergency first aid. The names of first aiders are displayed around the school. First aid boxes are in all potentially high-risk areas, as well as in the School Office. The nurse regularly checks and replenishes the first aid boxes.

Parents are responsible for ensuring that their children travel safely to and from School. Pupils are not supervised by a member of staff when travelling on the School buses; but are expected to behave responsibly. We would always investigate complaints about poor behaviour.

Pupils are not allowed into the swimming pool without a qualified member of staff in charge, nor are they allowed to use gymnastic, athletic or climbing equipment without supervision. Pupils are expected to follow reasonable instructions given to them by teachers or by qualified leaders in adventurous activities.

We ensure that pupils do not have unsupervised access to potentially dangerous areas, such as the swimming pool, the science laboratories. Doors to these areas are kept locked at all times when not in use. All flammables are kept securely locked in appropriate storage facilities. Pupils do not have access to the maintenance, catering and caretaking areas of the school. Clear signs are displayed.

All new members of the teaching staff receive a thorough induction into the School's expectations of the appropriate levels of pupil supervision. Guidance is given on duties and on areas that should be regularly checked when on duty.

If child is to be questioned by the police in school then an appropriate adult will be provided to sit with the child during the interview. This will usually be a Head of Year or a member of the Senior Leadership Team. The role of the appropriate adult is to safeguard the rights, entitlements and welfare of the child and to ensure that the child is being treated properly and fairly.

### **3.6 Images of children**

At EHS, we are an open and inclusive community that is very proud of all of the achievements of all of our pupils in their academic, artistic and sporting endeavours. We celebrate our diversity and give all of our many visitors a warm welcome. We particularly welcome parents to our concerts, plays and sporting events, as well as to more formal occasions during the School year.

The School walls are decorated with examples of pupils' work, team photographs and photographs of trips and expeditions in which our pupils have participated. We make full use of electronic notice boards inside the school to enhance our displays. All new teaching and office staff are given guidance on the school's policy on taking, using and storing images of children. If photos are taken of pupils on personal phones or cameras, these must be uploaded at the earliest opportunity to a school computer and deleted from the mobile device. Our web site is updated regularly, and all parents are sent our regular Friday Headlines news bulletin in order to keep them fully abreast with the news of our active community. The images that we use for public displays and communications purposes never identify an individual pupil. We only use images of School activities, such as plays, concerts, sporting fixtures, prize-giving and trips in their proper context. We never use any image that might embarrass or humiliate a pupil. Pupils are always properly supervised when professional photographers visit the School. Parents are given the opportunity to purchase copies of these photographs.

In EYFS images may be used in other pupils' learning journeys if group activities have been photographed.

Parents who accept a place for their child at this School are invited to agree to the School using anonymous photographs/videos of their child and information relating to their achievements for promotional purposes, which may be published in the prospectus, magazine or on the website, as well as displayed within the premises, and in bulletins sent to the School community. We will only use images of our pupils for the following purposes:

- Internal displays (including clips of moving images) on digital and conventional notice boards within the school premises.

- Communications with the school community (parents, pupils, staff, Governors and alumni) via password-protected sections of the School web site.

- Marketing the School both digitally by website, by prospectus, by magazine, by displays at educational fairs and other marketing functions both inside the UK and overseas, and by other means.

- Parents can opt for their children's pictures not to be used and staff are informed of these girls so that pictures can be taken without them.

All pupils are photographed on entering the School and, thereafter, at three yearly intervals, in Senior School for the purposes of internal identification. Access to these 'passport style' photographs is restricted to academic, pastoral and School Office staff. These images are securely kept in a password protected section of the school's database.

In the Preparatory School photos of the children are taken every year in November. These are stored as above but are also available for parents to purchase.

If the press attends an event, we will make every effort to ensure that children whose parents or guardians have refused permission for images of their children to be used are protected. We will always complain to the Press Complaints Commission (PCC) if the media fail to follow the appropriate code of practice for the protection of young people, including the children of celebrities.

Parents are welcome to take photographs of their own children taking part in sporting and outdoor events. When an event is held indoors, such as a play or a concert, parents should be mindful of the need to use their cameras and recording devices with consideration and courtesy for the comfort of others. We ask parents not to take photographs of other pupils on their own, without the prior agreement of that child's parents. Flash photography can disturb others in the audience, or even cause distress for those with medical conditions; we therefore ask that it is not used at indoor events. Parents are also reminded that copyright issues may prevent us from permitting the filming or recording of some plays and concerts.

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. The School is strongly committed to promoting equal opportunities for all, regardless of race, gender, gender orientation or physical disability. All girls are encouraged to look after each other, and to report any concerns about the misuse of technology, or any associated worrying issue to a member of staff. The use of cameras on mobile phones is not allowed in washing and changing areas or in lessons and neither should photography be used in a manner that may offend or cause upset. The misuse of cameras in a way that breaches our anti-bullying policy is always taken seriously and may be the subject of disciplinary procedures.



Staff in EYFS should also adhere to the Acceptable Use of Camera and Mobile Phone Policy. This is a requirement of the EYFS Framework.

Parents in Prep are also reminded that it is not appropriate to put photos which feature other people's children on any form of social media without their permission.

### **3.7 Information Sharing and Subject Access Requests**

Staff should consider the following when sharing information:

- Is there a clear and legitimate purpose for sharing information?
- Does the information enable an individual to be identified?
- Is the information confidential?
- Do you have consent?
- Is there another reason to share the information? Does it protect the vital interests of the information subject?

When sharing information about a pupil, Safeguarding and Child Protection concerns should supersede data protection. However:

- Consider how much information to share.
- Try to distinguish fact from opinion.
- Ensure you are giving the right information to the right individual.
- Use the My Concern reporting and recording system to ensure that you are sharing the information securely.

If you believe that a child is in immediate risk of harm then you have a duty to call the relevant authorities without delay.

A copy of the flowchart "When and how to share information" and the "Seven Golden Rules to Sharing Information" will be on the staff room notice board and can be seen in [Appendix 8](#).

### **Subject Access Requests – Serious Harm**

We will not share information if we believe that by doing so would cause serious harm to the *physical or mental health* of any individual. This is known as the 'serious harm test' for education data.

*"For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harm test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the UK GDPR."* (KCSIE 2025 part 2 paragraph 119)

### **3.8 Contextual safeguarding**

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse, neglect or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, serious youth violence, domestic abuse in their own intimate relationships, county lines and radicalisation

Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

If you are worried about a child in this regard you must go through the schools reporting and recording system and document your concerns. If a parent expresses a concern about their child and environmental influences, report and record via My Concern stating that it is the parent expressing the concerns. Attach any Record of Interview.

The DSL will follow up with a telephone call to parents and appropriate action will be put in place.

### 3.9 Mental Health

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

We take a whole school approach to promoting positive mental health that aims to help children become more resilient, happy and successful and that also attempts to prevent problems before they arise.

The curriculum and overall ethos of the school encompasses the following aspects:

- Creating policies and behaviours that support mental health and resilience.
- Developing a PSHE curriculum that promotes an awareness of positive mental health and provides coping strategies.
- Helping children to become resilient learners.
- Providing pupils with the skills to develop social relationships, to support each other and to seek guidance when they need it.
- Ensuring that pupils are aware of the people they can talk to should the need arise.
- Teaching pupils social and emotional skills and an awareness of mental health.
- Working effectively with and encouraging channels of communication between pupils, staff, parents and carers.
- Communicating to parents the need to seek professional help for those pupils who have mental health needs.
- Taking the advice of professionals in order to plan and support those pupils who have been identified with mental health needs. This may include working with external specialist services.
- Providing CPD, help and support for staff to develop

All staff have a responsibility to promote positive mental health within the school environment and to understand the potential risk factors, including those specific to our school. All staff are aware of how to report concerns about a child and are informed of the strategies in place to support individual pupils during the school day. Staff understand about possible risk factors that might make pupils more likely to experience problems such as: long term physical illness, having a parent with mental health problems, death and loss and bullying. They should also have an awareness of factors that will help to prevent children from experiencing adversity such as: self-esteem, having a sense of worth, communication and problem-solving skills.

All staff will take immediate action and speak to a DSL if they have a mental health concern about a child that is also a safeguarding concern.

*See Appendix 9: Risk and Protective factors for child and adolescent mental health (taken from Mental Health and Behaviour in Schools DfE 2016)*

### 3.10 Dealing with a disclosure

Pupils who have a problem may speak to someone whom they trust. It is important that the member of staff sets the boundaries firmly at the outset of such a conversation, making it clear that no one can offer absolute confidentiality. A pupil who is insistent upon confidentiality should be referred to an external source, such as Childline (available on pupil notice boards in senior school, pupil planners and departmental safeguarding folders)

If the pupil is only prepared to speak if absolute confidentiality is guaranteed, the member of staff should terminate the conversation at that point. The adult should provide the Designated Safeguarding Lead with a written account of what has transpired as a matter of urgency. An overview summary is available in the departmental safeguarding folders ([see Appendix 10](#))

If a pupil decides to speak to a member of staff about the fact that either they, or a pupil known to them, is being bullied, harassed or abused, the member of staff should:



React professionally, and remember that they are not carrying out an investigation (which is a task for specialists).

It is essential that ALL pupils are reassured that they are being taken seriously. Stay calm without becoming emotionally involved. A pupil should never be given the impression that they are creating a problem by reporting a concern.

Make it clear why unconditional confidentiality cannot be offered (drawing on the policy for pupils on confidentiality issues as necessary).

Explain that any adult member of staff is obliged to inform the Designated Safeguarding Lead, if there are child protection or safeguarding issues involved, in order that specialist help can be arranged.

Encourage the pupil to speak directly to the Designated Safeguarding Lead.

Explain that only those who have a professional 'need to know' will be told, and, if appropriate, measures will be set up to protect the pupil from retaliation and further abuse.

Reassure the child that they were right to tell, and that they are not to blame for having been bullied or abused.

Allow the child to tell their own story, without asking detailed or leading questions.

As soon as you can, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. This should be done on the My Concern and directed to the appropriate notification group. Do not add interpretations but you may add your professional opinion.

Inform the appropriate Designated Safeguarding Lead or the Headmistress as soon as possible, and at least by the end of the morning / afternoon session of that day.

Inform the Head immediately in cases where abuse from a member of staff is alleged, or if the incident happened inside the School, or on a School trip. (If the Head is unavailable - or is involved - the Chair of Governors should be told immediately).

Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

This same process will be applied for all pupils in school, including the EYFS and Prep Department with staff using age-appropriate vocabulary or drawings as required.

#### **The member of staff or volunteer should not:**

- Promise confidentiality.
- Burden the pupil with guilt by asking questions such as "why didn't you tell me before?"
- Interrogate or pressure the pupil to provide information.
- Ask any potentially leading questions such as those that start with the words, how, what, when, where and why.
- Undress the child or examine clothed parts of the child's body in an attempt to determine the nature of any such injuries/neglect.
- Criticise the alleged perpetrator, this may be someone they love.
- Make promises that they cannot keep such as "I'll stay with you all the time" or "it will be alright now".
- Put words in the child's mouth (i.e. finish their sentences).
- Jump to conclusions or speculate about what happened or might have happened, or make accusations.
- Show an overly emotional reaction, such as expressing disgust, shock or disbelief.
- Attempt to investigate the allegations.

Information about possible abuse may come to a member of staff in several ways: direct allegation from a pupil that has been abused, through a friend, relative or other child, through a pupil's behaviour or through observation of an injury to the pupil. In the case of an allegation being made by the pupil concerned or by a third party it is important to remember that:

- Defendants have been acquitted where leading questioning or inappropriate investigation has been proven.
- It is vital that subsequent enquiries should not be prejudiced by detailed questioning in School.

The Designated Safeguarding Lead and/or the Head will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, carers, Local Safeguarding Children Board (LSCP), or other agencies involved to identify the support strategies that will be appropriate.



Any member of staff involved in a disclosure may need some support.

**If the child chooses to make a disclosure to the DSL she will:**

- Limit any questioning to the minimum necessary to seek clarification only, strictly avoiding 'leading' the pupil or adult who has approached them by making suggestions or asking questions that introduce their own ideas about what may have happened.
- Stop asking any more questions as soon as the pupil or adult has disclosed that they believe that something abusive has happened to them or to someone else.
- Tell the informing pupil or adult that she will now make sure that appropriate people are brought in to follow the problem up.
- Ask the informing pupil or adult what steps they would like taken to protect them now that they have made an allegation and assure them that the school will try to follow their wishes.
- Take any steps needed to protect any pupil involved from risk of immediate harm.
- Contact the relevant local agency within 24 hours of a disclosure or suspicion of abuse.

**Contact details:**

Children Advice and Support Service (CASS)

Tel: 0121 303 1888

Out of hours: 0121 675 4806

**Follow advice given regarding:**

- Informing a pupil's parents.
- Medical examination or treatment for the pupil.
- Immediate protection that may be needed for a pupil who has been the victim of abuse, a pupil who has given information about abuse and a pupil against whom an allegation has been made
- Informing other people in School, as necessary, (including any other members of staff) of the allegation and its investigation.
- Informing the placing authority, if there is one.
- Inform the pupil or adult who made the initial allegation of what the next steps are to be, having agreed these with the CASS.
- If necessary, suspend from duty, pending investigation, any staff member who is alleged to have abused a pupil or pupils.
- Take any necessary steps for the longer term protection and support of each pupil who has made allegations of abuse or is alleged to have suffered from abuse, taking her wishes fully into account.
- Take any necessary steps to protect and support a pupil who has made an allegation of abuse.
- Ensure that any pupil being interviewed by the police has available a supportive member of staff of their own choice to accompany them if they so wish.
- Ensure co-operation by the school in any subsequent investigation by the Children's Services or police.
- Make arrangements where feasible for any pupil who has been the subject of abuse to receive any necessary continuing counselling and support by agreement with her parents where appropriate.
- Inform Ofsted and ISI of any allegations of serious harm or abuse against pupils (younger than rising three) or EYFS.

Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD Tel: 0300 123 1231.

**Response to a disclosure of sexual violence or sexual harassment**

Use the information in [Appendix 11](#) as guidance.

## Remember:

It is essential that all victims are reassured and that they will be supported and kept safe

A victim should never be given the impression that they are creating a problem or be made to feel ashamed

Do not promise confidentiality as it is very likely that **information will have to be shared** with others

At the point of disclosure, listen carefully, pass no judgement, avoid leading questions

It is essential that a written record is made but do not allow this to get in the way of supporting the young person and listening to the report – the writing can wait!

Do not view or forward illegal images of a child

## Respond to a disclosure – Sharing of nude or semi nude images – Guidance taken from UKCIS 2024

**Report it to your Designated Safeguarding Lead (DSL) or equivalent immediately and record on My Concern.**

- **Never** view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal.**

If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.

- **Do not** delete the imagery or ask the young person to delete it.
- **Do not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- **Do not** share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- **Do not** say or do anything to blame or shame any young people involved.
- **Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

## Self harm – levels of risk and intervention

Self-harm is a broad term that can be used to describe the various things that young people do to hurt themselves physically.

### **Why do young people self-harm?**

Each individual's relationship with self harm is complex and will differ, therefore avoid making judgements or assumptions about motivation for self-harm.

### **Response to reports of self harm**

- Be clear about the limits of confidentiality from the start.
- Acknowledge their distress and show concern. For example: "That sounds very frightening. Let's see what we can work out together to help."
- Use active listening. For example: "Can I just check that I have understood what you mean?"
- Do not focus solely on the self-harm but try to understand the reasons why they have self-harmed.
- Be non-judgemental and do not react with shock or distaste.
- Present yourself as confident and in control (however you may feel inside).
- Talk at their pace and give them time to talk.
- Don't make promises.
- Be realistic about what you can and can't do. However, don't avoid talking about self-harm with the young person. Talking about it won't make matters worse but ignoring it may make the young person feel alone and unheard.
- Be interested in them as a person and not just as someone who self-harms.

- Do not tell them to stop or make ultimatums.

### Assessing risk and next steps

Outlined are some guidelines about assessing risk and intervention. However, always document any disclosure of self-harm using My Concern and notify the DSL.

#### Low risk

- Using self harm as a coping mechanism.
- Protective factors are in place including a good support network, outside help from forward thinking or other agency and hope of recovery.

**Initial actions:** Acknowledge the distress and identify options to address the underlying difficulties. You may agree a plan with the young person. Clarify confidentiality and consent. Report on My Concern. The DSL will make the decision regarding contacting parents/guardian. If the parent/guardian is a source of the concern the DSL will ring the BSCP for Advice.

**Options available:** School nurse, counselling service, pastoral clinics, self help online resources

#### Medium risk

- Possible suicidal thoughts but no specific plan or immediate intent.
- Evidence of persistent symptoms of mental ill health such as depression or anxiety.
- Current self harm.
- Reluctance to share with support network or withdrawal from friends and family.

**Initial actions:** Acknowledge the distress and identify options to address the underlying difficulties. You may agree a plan with the young person or you may defer to the pastoral head of year or DSL in creating a plan of action. The DSL will make the decision regarding contacting parents/guardian. If the parent/guardian is a source of the concern the DSL will ring the BSCP for Advice. The plan in this case must include actions to be taken if distress increases and thoughts become more persistent ie a "safety plan". Clarify confidentiality and consent. Report on My Concern.

**Options available:** Nurse, Counselling service, encourage attendance to the GP, give the number to "Pause" drop in centre run by Forward thinking. Give childline number.

#### High Risk

- Frequent suicidal thoughts with increased intensity.
- There is some planning and intent.
- There is access to means.
- Withdrawal from support network.
- Evidence of persistent symptoms of mental ill health. There may also be a current diagnosis.

**Initial actions:** Acknowledge distress and contact the HOY or DSL for support. As a team identify options to address the underlying difficulties. You may agree a plan with the young person but there will have to be a clear follow up in this case, such as immediate referral to the Pause drop in centre, referral to the GP or to A & E. The DSL or HOY will contact parents/guardian. If the parents/guardian are the source of the concern the DSL will ring the BSCP for advice.

**Options available:** GP, CAMHS referral, increased support from existing network

The Head of Year, DSL or DDSL will determine whether a risk assessment is necessary. If a child is self-harming a safety plan will be produced in consultation with the child and their parents/guardian (if appropriate).

[See Appendix 18.](#)



## Response to a disclosure of domestic abuse

Your initial response is extremely important. Validate what the child is telling you, ensure/he knows that you are listening and that you believe what you are being told. Reassure the child that they have done the right thing in telling you and that **Domestic Abuse** is not their fault

- Do be honest with the pupil from the outset; explain the limitations to confidentiality to ensure that the child can control what the pupil tells you. Explain what you will do and how you will record any information given.
- Do ensure that the child feels comfortable talking to you; give the pupil your name and encourage the pupil to contact you again in the future should they need to. If the pupil wants you to make contact – make sure that you have a safe way of doing this before agreeing to do so.
- Do use language that is appropriate to the pupil's age and ability and ensure that you are not overloading the child with information. This is especially important when talking to children about confidentiality.
- Do listen for coded talking from children, don't assume or expect they will name things in the way that you do.
- Do be trustworthy in your work with children, do what you say you are going to do, set and maintain boundaries around your work and don't make promises you can't keep.
- Do allow the child to be in control wherever possible, offer choices, go at her/his pace; ask the child what they want to happen next and ask what you can do to help.
- Do allow children to be children and don't make them responsible for abusive behaviour.
- Do prepare yourself for disclosures of **abuse** and **domestic** violence; be aware of other organisations who can offer support. Where appropriate give the child contact telephone numbers for her/him to access in their own time and ensure that you are aware of out-of-hours support in the event of an emergency.
- Do be aware of the link between **Domestic Abuse** and Child Protection; be clear about your responsibilities with regard to child protection and ensure that the child understands what might happen.
- Do be non-judgemental in your response to children; respond to each child's individual needs and be aware that children's experiences will differ depending on ability, age, culture, ethnicity, gender, race, religion or sexuality.
- Do record any information you are given. This will validate what the child has told you and ensure continuity in support.
- Do develop links with other agencies working in this field and make the most of networking opportunities.
- Do be aware of your own and your own organisations limitations; seek advice from other professionals and acknowledge that other services may be more appropriate.
- Do follow up any referral that you have made with the organisation and the child, and ensure that the child understands what is going on throughout the process.
- Do remember that often the best way to support children is to support the non-abusing parent/carer.

## **Children's Disclosures**

It can be daunting for a child to disclose **abuse** because of the following fears and beliefs:

- They may feel the **abuse** is their fault.
- They will get into trouble.
- Nobody will believe them.
- Nobody can stop it.
- The **abuse** will get worse.
- Their abuser will be sent to prison and it will be their fault.
- Their mother and other people they love will be hurt if they tell.
- They may feel the **abuse** is their fault.
- They told before and nobody listened.
- They will be taken into care.
- Their abuser has said that they will hurt them if they tell.
- They believe that this is what happens in families.
- They love their dad.
- They may blame their behaviour i.e. If I'm good they won't do it again.
- They may believe that they are a bad child.
- They feel ashamed of what the abuser does.

Where children have been more deeply emotionally affected by their experiences and need more intense support, the GP may consider a referral to the Child & Adolescent Mental Health Teams which aim to support, help and intervene with children and young people who are experiencing emotional and mental health problems.

#### **Domestic Violence Services:**

4. [www.thehideout.org.uk](http://www.thehideout.org.uk) is aimed specifically at children who have experienced **domestic violence**.
5. **Birmingham & Solihull Women's Aid Helpline:** 0808 800 0028 / [www.bswaid.org](http://www.bswaid.org).
6. **Rights of Women Legal Advice Line:** Free confidential legal advice on family law, divorce and relationship breakdown, children and contact issues, **domestic violence**, sexual violence, discrimination and lesbian parenting. A number of fact sheets are available free to download. [www.rightsofwomen.org.uk](http://www.rightsofwomen.org.uk).
7. **Legal Advice Line:** 020 7251 6577.
8. **National Domestic Violence Helpline:** 0808 2000 247 - 24 hour freephone [www.womensaid.org.uk](http://www.womensaid.org.uk).
9. More information about your options can be found at: [www.womensaid.org.uk](http://www.womensaid.org.uk).

#### **For male victims of Domestic Abuse:**

10. **M.A.L.E: Men's Advice Line & Enquiries:** Confidential helpline for male victims of **domestic violence** whether in straight, gay, bi sexual or transgender relationship. 0808 801 0327. [www.mensadvice.org.uk](http://www.mensadvice.org.uk).

#### **Fabricated illness - Response and action to be taken**

Where a teacher or other member of staff has reasonable cause to believe that a child is at risk from, or is the subject of, FII, child protection procedures will apply. Staff should refer any child welfare concern to the designated safeguarding lead.

- The DSL should refer to guidance given by the BSCP and work within the agreed procedures.
- Schools should develop a chronology of concerns by collating a record of absences and, where known, the reasons given by the carer for the absence.
- Where attendance levels fall below threshold, the school should liaise with Education Welfare Officers to aim to improve attendance.
- Liaise with health professionals involved with the child, including School Nursing Services, GP and other therapy services.
- Ensure any visits the child makes to the school medical room are logged and cross referenced to any concerns reported by other staff or the illness described by the parent/carer.
- If the child has siblings, the DSL should ascertain whether similar concerns or patterns of illness or absence apply to other children in the family.
- Schools should not advise parents/carers about the suspicion of fabricated illness as there is evidence that this can increase the harm and it may also damage evidence.
- The designated safeguarding lead should be invited to attend any strategy discussions or child protection conferences.

### **3.11 Whistle blowing**

A whistleblower is used to describe someone who becomes aware of a serious problem within an organisation and raises that matter so that it can be investigated and corrected.

The policy of EHS is designed to deal with disclosure of information by an employee, which relates to some danger, fraud or other unlawful or unethical conduct in the workplace. Employment legislation governs the making of disclosures concerning workplace activities and is intended to protect employees who blow the whistle on bad practice from being subjected to any detriment or from being unfairly dismissed as a result. This procedure is available to all employees who discover something they feel they should pass on. All types of wrongdoing, or concerns regarding safeguarding, are included whether they are acts committed by fellow employees, faults in School procedures or oversights which should be rectified.

## Procedure for Staff

**Wrongdoing at work:** This procedure should be used even in the event that the wrongdoing, act or omission causing you concern has finished or has not yet started.

**Concerns about Unsafe Practices;** this procedure should be used to report concerns of this nature e.g Health and Safety

**Safeguarding:** This procedure should be used to report any concerns about potential failures in the school's safeguarding regime.

**Grievances:** This procedure should not, however, be used where you have a complaint relating to your personal circumstances in the workplace; the Grievance Procedure should be used in such cases.

**Detriment:** Provided that the procedure is used correctly and you make the disclosure in good faith you will not suffer any detriment as a result of reporting the wrongdoing. A failure to follow this procedure may however make the disclosure unreasonable and the protection given to you by this procedure may be lost.

An effective whistle blowing policy will ensure that concerns are properly raised and expressed in the school. Such a policy will:

- Encourage a culture of openness and accountability.
- Reassure staff that they will not be victimised for expressing their concerns.
- Deter fraud and malpractice.
- Help staff to play their part in the school and feel valued.
- Identify and help to resolve damaging personal conflicts.
- Avoid public criticism and the need to manage a crisis.

Further details can be found in the separate policy on the system. Help is also available from **NSPCC Whistleblowing helpline on 0800 0280285 or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)**

### NSPCC Whistleblowing helpline

#### When to call

If you have any concerns about a child in your workplace you should raise this with your employer or organisational safeguarding lead in the first instance.

You should call the Whistleblowing Advice Line if:

- Your organisation doesn't have clear safeguarding procedures to follow.
- You think your concern won't be dealt with properly or may be covered-up.
- You've raised a concern but it hasn't been acted upon.
- You're worried about being treated unfairly.

You can call about an incident that happened in the past, is happening now or you believe may happen in the future.

[See EHS Whistleblowing Policy.](#)

## 3.12 Searching, Screening and Confiscation

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for.



Prohibited items: knives and weapons, alcohol, illegal drugs, stolen items, any item that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or cause personal injury to, or damage to property or persons, tobacco and cigarette papers, fireworks; and pornographic images.

In the majority of cases when it is necessary to search a pupil for prohibited items we will contact parents prior to the search in order to share our concerns and the reasons for the search.

We will always talk to the child first and try and encourage the voluntary handing over of any prohibited items.

We will only undertake an immediate search if we believe that delaying the process may put the child or other members of the community at risk.

We will use the following guidance when searching, screening and confiscating items

[Searching, screening, confiscation guidance](#)

### **3.13. When to call the police**

Full guidance can be found in [Appendix 15](#).

### **3.14. Additional resources and help**

For additional help and guidance see links on [Appendix 16](#)

## Part 4

### Confidentiality

- 4.1 [Definition](#)
- 4.2. [Principles – pupils](#)
- 4.3. [Levels of confidentiality](#)
- 4.4 [Principles – staff](#)

## 4.1 Confidentiality

We recognise that all matters relating to child protection are confidential. The DSL will disclose personal information about a pupil to other members of staff on a need-to-know basis only. However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety, well-being or that of another.

We will always undertake to share our intention to refer a child to children's services with their parents/carers **unless** to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the BSCP (0121 3031888) or education advisor (0121 303 2291) on this point.

**Concerns about data protection should not limit information and data being shared where failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of promoting the welfare and protecting the safety of children.**

Sharing of information is vital in identifying and tackling all forms of abuse but particularly so in identifying and preventing child sexual exploitation. Advice on when and how to share information is available in the prep and senior school staff rooms ([See Appendix 12](#))

## 4.2 Principles - pupils

**At EHS we believe that:**

The safety, wellbeing and protection of our pupils are the paramount considerations in all decisions staff make about confidentiality. The appropriate sharing of information between staff is an essential element in ensuring our pupils' wellbeing and safety.

It is an essential part of the ethos of our School that trust is established to enable pupils, staff and parents to seek help both within and outside the School and minimise the number of situations when personal information is shared to ensure pupils and staff are supported and safe.

Pupils, parents and staff need to know the boundaries of confidentiality in order to feel safe and comfortable in discussing personal issues and concerns.

Everyone in the School community needs to know that no one can offer absolute confidentiality.

Limits of confidentiality are necessary to enable staff to make informed decisions about the most appropriate action to take in a given situation.

Confidentiality is something which is spoken that is of a private nature and entrusted to another. The confider is asking for the content of a conversation to be kept secret. In practice, there are few situations where absolute confidentiality is in the best interest of the child, as help from other professionals is likely to be needed for a solution or remedy to be found. This means that in most cases what is on offer is limited confidentiality. Disclosure of the content of a conversation could be discussed with professional colleagues but not with any other persons. Staff should make clear to a child that there are limits to confidentiality, at the beginning of the conversation. They should explain that the limits relate to ensuring that child's safety and wellbeing. The pupil will be informed when a confidence has to be broken for this reason and will be encouraged to do this for themselves whenever this is possible.

## 4.3 Levels of confidentiality

Different levels of confidentiality are appropriate for different circumstances.

**In the classroom and in the course of a lesson.** Careful thought needs to be given to the content of the lesson, setting the climate and establishing ground rules to ensure confidential disclosures are not made. It should be made clear to pupils that this is not the time or place to disclose confidential, personal information. When a health professional is contributing to the SMSC or PSHEE programme in a classroom setting, he or she is working with the same boundaries of confidentiality as a teacher. An example of ground rules might be as follows:



- We won't ask each other or the teacher any personal questions.
- We will respect each other and not laugh, tease or hurt others.
- We won't say things we want to keep confidential.
- We can ask to pass or opt out if an issue under discussion makes us feel uncomfortable.
- If we do find out things about other pupils, which are personal and private, we won't talk about it outside the lesson.
- If we are worried about someone else's safety we will tell a teacher.

**One to one disclosures to members of School staff.** Staff should encourage pupils to discuss difficult issues with their parents or another professional within the School. The needs of the pupil are paramount and the School will not automatically share information about the pupil with her parents unless it is considered to be in the child's best interests. Serious concerns must be reported immediately to the Designated Safeguarding Lead.

**Disclosures to a counsellor, school nurse or health professional operating a confidential service in the School.** Health professionals such as the School nurse can give confidential medical advice to pupils provided they are competent to do so and follow the Fraser Guidelines (guidelines for doctors and health professionals on giving medical advice to under 16s). Health professionals will decide if a girl of 16 years or younger has sufficient understanding and intelligence to understand fully what is proposed (Gillick Competence).

The needs of the pupil are paramount and the School nurse will not insist that a pupil's parents are informed about any advice or treatment they give. Health professionals owe young people under 16 the same duty of care and confidentiality as older patients (as set out by the FPA). The duty of care and confidentiality applies to all under 16s. Whether a young person is competent to consent to treatment or is in serious danger is judged by the health professional on the circumstances of each individual case, not solely on the age of the patient. However, the younger the patient the greater the concern that they may be being abused or exploited. The FPA guidance makes it clear that health professionals must make time to explore whether there may be coercion or abuse. Cases of concern would be referred through child protection procedures.

**Parents and/or carers.** The School believes that it is essential to work in partnership with parents and we endeavour to keep parents abreast of their child's progress at school, including any concerns about their behaviour. However, we also need to maintain a balance so that our pupils can share any concerns and ask for help when they need it. Where a pupil does discuss a difficult personal matter they will be encouraged to also discuss the matter with their parent or carer themselves.

**Welfare plans.** These will be written by the Designated Safeguarding Lead and School Nurse, at times in conjunction with the parents, for any child at risk for physical or emotional reasons. While a girl's file will remain confidential, the Welfare Plan will advise staff of the need to be vigilant.

**"The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children."** (KCSIE 2025 Part 2, paragraph 119)

#### 4.4 Principles – Staff

All organisations face the risk of things going wrong or of unknowingly harbouring malpractice. As a School we positively encourage staff and members of the School community to raise worries and concerns within the organisation.

As a school we are aware that the following are not acceptable and they have an impact upon the School, its pupils and employees:

- Fraud, corruption and malpractice.
- Abuse, neglect and exploitation of vulnerable people.
- Failure to deliver proper standards of service.

Damaging personal conflicts at senior level.

Bullying, harassment, discrimination or victimisation in the workplace.

In the past many organisations have strongly discouraged whistleblowing and have felt that the practice was disloyal and underhand. Whistleblowers have suffered for doing what they felt to be the right thing. We believe firmly that all in the School should be able to follow their sense of right and wrong. We believe that through consultation we will continue to develop our procedures and practices to do with confidential reporting

With this in mind it is important for there to be a clear understanding that at EHS:

- All instances of malpractice (moral, ethical and financial) are taken seriously.
- That confidentiality is to be respected for those staff who raise concerns and that it is possible to raise these concerns outside the line management structure.
- That any concerns about malpractice should normally be raised to the person's line manager or to a member of the Senior Management Team.
- In particular circumstances employees should speak to the Head asking for a confidential meeting.

Staff should discuss with their line manager anything which seems to be unclear. If staff are not sure what to do in any given situation they should ask before taking any action. If a problem is notified, it will always be dealt with seriously. The School is aware that it is never easy to report a concern but hopes that these will be raised at an early stage before it has a chance to become more serious. If it is preferred, reports can be made by an employee who is accompanied by a colleague or friend. The School will support concerned employees and will protect them from reprisals or victimisation. Such reporting will not affect their career or the enjoyment of their job. The School will do anything it can to respect confidentiality if this has been requested. If attempts are made to discourage, victimise or criticise concerned employees from raising concerns, the School will treat this as a disciplinary offence.

In any case involving issues concerned with safeguarding and child protection it is vital that the procedure laid down in the Safeguarding Policy is followed. There may be exceptional cases where it might be best to contact either the Chairman of Governors or a member of the Governing Body. These instances might include: (1) if the problem involves a very senior member of staff; (2) if a criminal offence has occurred involving the Police.

Employees raising concerns need to be aware that such issues will need to be fully investigated. The School needs to treat with absolute fairness both the person raising the concern and also any others who might be involved.

Employees raising issues will be informed of, if they request it, the results of any investigation which has taken place and of any proposed action which might result. However in doing this the School will have to respect the confidentiality of other employees as well. Abuse of the confidential reporting system by maliciously raising unfounded allegations will result in disciplinary action being taken.

## Part 5

### Allegations of abuse by a member of the school community

- 5.1 [Introduction](#)
- 5.2 [The first response](#)
- 5.3 [The next step](#)
- 5.4 [Support for the pupil](#)
- 5.5 [Suspension](#)
- 5.6 [Resignation](#)
- 5.7 [Referral to the DBS](#)
- 5.8 [Timescales](#)
- 5.9 [Recording allegations](#)
- 5.10 [Unfounded allegations](#)
- 5.11 [Evaluation](#)
- 5.12 [Concerns that do not meet the harm threshold](#)



## 5.1 Introduction

This guidance should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes transferrable risk, behaviour that may have happened outside of school that makes the individual unsuitable to work with children.

Allegations against staff are clearly one of the most difficult aspects of child abuse for many teachers. However, any allegation should be passed to the Head immediately. The LADO team (0121 6751669) will be contacted immediately and certainly within one working day and a full consideration of the issues will occur acting on advice received.

Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

Allegations or suspicions that a member of staff or a volunteer has abused a pupil or pupils either inside the School premises or during a School trip or visit could be made by:

- Parents.
- The abused pupil.
- Other members of staff.
- Other pupils.
- The police or social services.
- A third party.

If we are faced with an anonymous allegation of child abuse which names both a member of staff and a child, we will handle it in exactly the same way as if we knew the identity of the person making the allegation. We will report the matter to the Local Safeguarding Children Board LADO team and be guided by them in our handling of the allegation. Where the allegation names the member of staff, but not the pupil, we will normally interview the member of staff, and ask for his or her version of events unless the LADO has advised a different course of action. It could be appropriate to establish a mentoring or review programme for that individual, or to provide him or her with further training. A record would normally be kept.

If the allegation made concerns a member of staff or volunteer, the member of staff receiving the allegation will immediately inform the Headmistress who will then inform the DSL, unless the DSL is the focus of the allegation.

If the allegation made concerns about another pupil, the member of staff receiving the allegation will immediately inform the DSL and the Headmistress. All pupils involved in this allegation will be treated as 'at risk'.

If the allegation made concerns the Head, the person receiving the allegation will immediately inform the Chair of Governors and the Governor for Safeguarding (Mr Martin Chitty and Mrs Anne Howarth) who will consult as above, without notifying the Head first. The Head may be suspended for the duration of the investigatory process and the nominated Deputy Head will be made acting Head until the conclusion of the investigation and resolution of the issue.

If the allegation made concerns the DSL, the person receiving the allegation will immediately inform the Head who will inform the Chair of Governors on the same day. The DSL may be suspended for the duration of the investigatory process, and the Head or one of the other DSLs will assume all suspended DSL responsibilities until the conclusion of the investigation and resolution of the issue.

## 5.2 The first response

We will act in accordance with DfE Keeping Children Safe in Education (September 2025). We will respond immediately and sensitively to the concerns of the victim and their family. We undertake to:

- Take any allegation of abuse, involving a member of staff, very seriously. The Head will be informed of the allegation.
- Establish the facts, applying common sense and judgement.
- Involve the LADO (Local Authority Designated Officer) within 24 hours of a disclosure or suspicion of abuse.
- Inform the member of staff concerned honestly of the allegation that has been made, and advise him or her to contact their trade union or professional association for advice and support.
- Look after the welfare of the child, removing them from risk. This should be the responsibility of the DSL.
- Inform the pupil's parents in confidence, inviting them to maintain confidentiality whilst the investigation takes place, unless the allegation involves the parents, in which case we will contact the social services before making contact.

## 5.3 The next step

A formal investigation is a matter for specialists, where the facts suggest that there may be reasonable grounds for suspecting actual abuse, or grooming of a child, or other criminal behaviour, we will always:

- Invite the police to conduct the investigation in criminal matters. Involve the BSCP and LADO.
- Consider suspending the member of staff (or volunteer) concerned.

## 5.4 Support for the pupil

Our priority is to safeguard the young people in our care. We will give all the support that we can to a pupil who has been abused. The Head, together with the DSL, will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, guardians, BSCP, or other agencies involved to identify the support strategies that will be appropriate.

## 5.5 Suspension

Every effort should be made to ensure that the impact of suspension on a member of staff is as neutral as possible. This is a serious step which needs careful consideration; therefore, we will inform the LADO and may also take legal advice beforehand. We will normally only suspend a member of staff where:

- There is a serious risk of harm (or further harm) to the child.
- The allegations are so serious as to constitute grounds for dismissal, if proven.
- The police are investigating allegations of criminal misconduct.

**We recognise that we have a duty of care towards all of our staff and we will always:**

- Keep an open mind until a conclusion has been reached.
- Interview a member of staff before suspending him or her.
- Keep him or her informed of progress of the investigation.
- Provide support for anyone facing an allegation and provide them with a named contact at School.
- Any member of staff who is invited to a meeting whose outcome is likely to result in his or her suspension, is entitled to be accompanied by a friend.
- Deal with allegations quickly, in a fair and consistent way.

**We will always consider whether an alternative to suspension might be appropriate. Possibilities include:**

- Sending the member of staff on leave.
- Giving him or her non-contact duties.
- Ensuring that a second adult is always present in the classroom when he or she teaches.

Confidentiality should be maintained whilst the allegation is being investigated. Advice should be taken from the LADO, Police and BSCP as to how to manage speculation and potential press interest.

## 5.6 Resignation

The resignation/compromise agreement of a member of staff or volunteer mid-way through an investigation would not lead to the investigation being abandoned. Our policy is always to complete every investigation into allegations of child abuse.

If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this guidance. If the accused person resigns or their services cease to be used and the criteria are met it will not be appropriate to reach a settlement/compromise agreement. A settlement/compromise agreement which prevents the school or college from making a DBS referral when the criteria are met would likely result in a criminal offence being committed as the school would not be complying with its legal duty to make the referral.

**A referral to the DBS must be made, if the criteria are met.**

'Schools and colleges have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. Referrals should be made as soon as possible after the resignation or removal of the individual' (KCSIE 2025).

## 5.7 Referral to the DBS

Like all schools, we have a statutory legal duty to refer an individual, where there is the risk that he or she may harm, or has caused harm to children, to the DBS promptly within one month of the individual's dismissal / resignation or compromise agreement. Reports concerning members of staff or volunteers are normally made by the DSL. The School plays no part in the subsequent process of barring individuals from working with children and / or vulnerable adults. We also have a legal duty to respond to any requests for information that we receive from the DBS at any time.

Consideration is given to making a referral to the Teaching Regulations Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he or she not resigned) and a prohibition order may be appropriate, because of 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute', or a 'conviction at any time for a relevant offence'.

## 5.8 Timescales

It is in everyone's interest to resolve cases as quickly as possible consistent with fair and thorough investigation. All allegations should be investigated as a priority to avoid any delay. Target timescales are shown below: the time taken to investigate and resolve individual cases depends on a variety of factors including the nature, seriousness and complexity of the allegation, but these targets should be achieved in all but truly exceptional cases. It is expected that 80% of cases should be resolved within one month, 90% within three months, and all but the most exceptional cases should be completed within 12 months.

For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, they should be resolved within one week. Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the employer to deal with it, if there are concerns about child protection, the employer should discuss them with the LADO. In such cases, if the nature of the allegation does not require formal disciplinary



action, the employer should institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.

## **5.9 Recording allegations**

We will record all allegations of abuse, and our subsequent actions, including any disciplinary actions, on an individual's file. A copy will be given to the individual and he or she will be told that the record will be retained until he or she reaches statutory retirement age, or for ten years, if that is longer.

## **5.10 Unfounded allegations**

A child who has been the centre of unfounded or unsubstantiated allegations of child abuse needs professional help in dealing with the aftermath. We will liaise closely with the BSCP to set up a professional programme that best meets the pupil's needs, which may involve the Child and Adolescent Mental Health Services and an Educational Psychologist, as well as support from a Counsellor. We shall be mindful of the possibility that the allegation of abuse was an act of displacement, masking abuse that is actually occurring within the child's own family and / or community. However much support the child may need in such circumstances, we need to be sensitive to the possibility that the aftermath of an unfounded allegation of abuse may result in the irretrievable breakdown of the relationship with the teacher. In such circumstances, we may conclude that it is in the child's best interests to move to another school. We would do our best to help them to achieve as smooth a transition as possible, working closely with the parents or guardians.

A member of staff could be left at the end of an unfounded or unsubstantiated allegation of child abuse with severely diminished self-esteem, feeling isolated and vulnerable, all too conscious that colleagues might shun him / her on the grounds of 'no smoke without fire'. If issues of professional competency are involved, and though acquitted of child abuse, disciplinary issues are raised; we recognise that he or she is likely to need both professional and emotional help. We will undertake to arrange a mentoring programme in such circumstances, together with professional counselling outside the school community. A short sabbatical or period of re-training may be appropriate.

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

## **5.11 Evaluation**

At the conclusion of a case in which an allegation is substantiated, the LADO should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future. This should include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

## **5.12. Concerns that do not meet the harm threshold**

At EHS we recognise that safeguarding is a whole school approach and as such encourage the reporting of what might be considered "low level concerns" from adults.

### **Low level concerns**

These are not insignificant concerns but those that do not meet the criteria laid out in 5.1. It is a concern, no matter how small, that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff code of conduct, including conduct outside of work. For example:

- Being overly friendly with the children
- Having favourites
- Taking photographs of children on personal devices
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,

- using inappropriate sexualised, intimidating or offensive language.

It is understood that such behaviour is often not deliberate and can be inadvertent. However, those concerns that cause a sense of unease or "nagging doubt" should be reported responsibly to a member of SLT.

[See Appendix 17](#) – Reporting low level concerns

Also see Code of Conduct

## Part 6

### Personnel

- 6.1 [Safer recruitment](#)
- 6.2 [Induction Training](#)
- 6.3 [Training](#)



## 6.1 Safer recruitment

EHS follows the Government's guidelines for the safer employment. All school staff will be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers, peripatetic music staff or coaches. We also follow guidance applicable to school Governors with regards safer recruitment and the single central register.

For all positions, the School requests an enhanced disclosure from the DBS and a check of the Children's Barred List in respect of positions in the school. The purpose of carrying out an enhanced check for regulated activity is to identify whether an applicant is barred from working with children by inclusion on the Children's Barred List and to obtain any other relevant suitability information. An enhanced disclosure may also contain non-conviction information from local police records which a chief police officer thinks may be relevant in connection with the matter in question. All volunteers are also asked to undergo a DBS check unless they are in school to assist a member of staff or give a talk to a group of supervised children.

In the event of a teacher taking up their position prior to an enhanced disclosure a Barred List clearance will need to be obtained and the teacher allowed to teach under supervision and monitoring as specified in a formal risk assessment, providing an enhanced disclosure has been applied for and the school is awaiting its return.

All staff who work or volunteer in the School will be checked through the Disclosure and Barring Service. (This does not apply to volunteers who are engaged in non-regulated activity only). All new appointments will also be expected to provide identity checks, a medical questionnaire, two referees, and will not be allowed to start work until these are in place. For staff joining EYFS references should be from the candidate's current employer, training provider or education setting and should be completed by a senior person. The reason for the candidate leaving their current / most recent post should be established. All staff will undertake a probationary period, during which time they will receive instruction in the implementation of this policy. Assurance will be sought that all staff involved in off-site activities eg residential trips have undergone the necessary checks.

The spouse or partner of an employee living on site is required to undergo a DBS disclosure.

### Checks for teachers from the EEA

From January 1<sup>st</sup> 2021 checks for teachers from the EEA will not be available from the TRA in England.

EHS will:

- Obtain proof of past conduct as a teacher
- Criminal record check from the County/Countries the teacher has lived and worked
- Appropriate letter of professional standing from the regulatory authority in the relevant country

New staff and Governors receive safeguarding and child protection training as part of their induction process. This training is repeated at not more than three yearly intervals. We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. Therefore, by adhering to safer recruitment best practice techniques, and by ensuring that an ongoing culture of vigilance within our School and staff team, we will minimize the opportunities for extremist views to prevail.

Where agency staff are used evidence is needed that the agency has carried out the required pre-employment checks before starting work at the School.

The identity of the agency staff must be verified by photographic ID before the person starts work.

The School recruits in a fair and consistent manner, having regard to the Equality Act 2010 and subsequent amendments. The procedure for safer recruitment is as follows:

For staff appointed from 12 August 2015 we check whether staff appointed to Management positions are subject to 'prohibition from management of Independent schools directions (section 128 directions) For staff in regulated activity, the check is done via the DBS. On the DBS application form in box 61, position applied for, 'Child Workforce Independent School'.

For this purpose management positions are Headteachers/all staff on the senior leadership team (including non-teaching staff)/ teaching positions with departmental headship.

- Line managers must inform the Headmistress of any resignation immediately to ensure sufficient time for placing an advert and relevant checks to be completed before start date.
- Headmistress, and relevant staff to liaise regarding closing date, wording and placing of advertisement (including job description and person specification). Advert to be placed, including on School website.
- All applications received or queries, regardless of role, to Headmistress unless otherwise agreed to allow logging and tracking of applicants. All applications must use EHS application form.
- After closing date, application forms passed to Headmistress for shortlisting. Headmistress will involve other staff as appropriate.
- Interview date, format and panel to be agreed by Headmistress and other relevant staff.
- Interview panel to include Headmistress or Head of Preparatory School who have completed Safer Recruitment in Education training.
- Interview notes must be taken and retained in recruitment folder. A list of standard questions is generally used with interviewees for a job.
- Any gaps in the CV must be explained and the fact that the explanation is satisfactory must be recorded.
- Notify unsuccessful applicants in writing or by email.
- Interviewees will be asked to bring the following (copies will be destroyed if they are unsuccessful): valid passport, valid driver's licence, utility bill or bank statement (in applicant's name, showing home address and less than three months old), exam certificates and / or qualifications, if appropriate. Copies of above to be taken by Head's PA. If unable to supply any of the above, refer to DBS Identity checklist.
- Prior to interview, apply for two references for shortlisted interviewees for teaching posts; this is optional for support staff. One reference should be the previous employer. Successful references may be made a condition of any job offer.
- Unsuccessful interviewees advised in writing.
- Start date agreed by Headmistress in discussion with the line manager, as appropriate. Successful candidate telephoned and offer made.
- If accepted, conditional job offer letter and contract is drafted by Head's PA and Bursary and signed by Headmistress. Relevant paperwork for the pre-employment checks would be included together with a starter form.
- Payroll provided with copy of job offer letter; a signed copy goes to their personnel file.
- Pre-employment checks completed satisfactorily, carried out and completed prior to joining, as follows: identity checks, reference checks, prohibition order check, barred list check, DBS check, checks to confirm qualifications, medical fitness check, checks to confirm the right to work in the UK (where the appointee has lived outside the UK, further checks as are considered appropriate where obtaining a DBS disclosure is not sufficient to establish suitability to work with children).
- In accordance with DfE Safer Recruitment guidelines, in the case of DBS disclosures, the certificate must be obtained before, or as soon as practicable after, appointment. The Headmistress must be consulted if the DBS has not been received before the start date.
- New staff file to be set up; Head's PA to monitor completion of checklist in conjunction with Bursary.
- Enter new staff member into Central Staff Register to include
  - Identity.
  - Barred list (date of DBS check unless a separate earlier barred list check was undertaken).
  - Professional qualifications.
  - Enhanced disclosure (or DBS status check).
  - Overseas checks, where applicable.
  - Right to work in the UK.
  - Prohibition teaching check.
  - Prohibition from management.

- In readiness for new member of staff's arrival, advise Network Manager to enable new account to be set up for access to network and email. Circulate a note to all staff welcoming new member of staff.
- Any temporary member of staff must be entered on the SCR therefore Head's PA must be kept informed.
- The governing body will take a proportionate risk-based approach to the level of information that is provided to temporary staff, volunteers and contractors.

The details of any person (whether employed, contracted, a volunteer or student) whose services have been discontinued because he/she is considered unsuitable to work with children will be referred to the Disclosure and Barring Service within one month.

## 6.2 Safeguarding induction training

EHS has a comprehensive Induction programme for all staff and safeguarding is a very important element. ([see Appendix 13](#)).

All new teaching and support staff whether full or part time, will receive in-house child protection training from one of the three DSLs as part of their Induction process. Support staff includes Admin, catering caretaking and mini bus drivers.

Induction training will include a copy of KCSIE (September 2025) part one and Annex A. It will cover school policies which are all available on the School's Intranet. This will include the Safeguarding and Child Protection policy, Staff Code of Conduct, Behaviour policy, Online safety policy, including Social Media Guidelines for Staff, Children who are absent from school, Anti-Bullying policy and Whistleblowing policy. In the Prep School the acceptable use of cameras and mobile phones will also be discussed. This is not an exhaustive list.

Induction will also include recognising categories, signs and indicators of abuse, how to respond to and record disclosures and the professional responsibility of staff with regards to confidentiality, reporting concerns and sharing information. They will also be given details of the identity and role of the three Designated Safeguarding Leads and Designated Governor for Safeguarding at EHS. All of these staff are available to discuss any concerns staff may have.

Full details of how to use My Concern in order to report concerns about a child will also be given.

New members of caretaking, cleaning staff and volunteers are given details of their responsibilities and basic procedures to follow if they have concerns about a child.

Senior School pupils also have a basic induction of what to do if they have any concerns whilst in contact with the younger girls.

## 6.3 Training

All staff read at least Part 1 and Annex A of DfE Keeping Children Safe in Education (September 2025). They sign after each revision to say they have read and understand or know how to seek further advice in order to fulfil their obligations. The school has mechanisms in place to assist staff in the understanding and discharge of their role and responsibilities as set out in Part 1 of KCSIE. These include Induction Training, DSL advice, current documentation, update training, staff bulletin, and information being forwarded or shared in staff meetings to inform of any statutory changes.

Whole school training on safeguarding and child protection is organised at least every three years and complies with the prevailing arrangements agreed by the local authority and BSCP. It will, in part, include training on extremism and radicalisation and its safeguarding implications. This meeting is attended by Head, Designated Governor, members of Teaching, Administration, Catering, Housekeeping and Caretaking Staff.

Staff also receive updates as required but at least annually to provide them with the relevant skills and knowledge to safeguard children effectively. Safeguarding is a regular item on Staff Meeting agendas where any updates are delivered. This will include all aspects of safeguarding including Online safety, feedback from courses that have a safeguarding focus and information about issues that might be pertinent to EHS. Staff receive an in-house bulletin/handout with information about updates as necessary. Members of staff also undertake the college of



Policing Channel General Awareness online courses and certified FGM Awareness Training and Assessment as required.

DSLs and Designated Safeguarding Governor attend training courses as necessary and the appropriate inter-agency training at least every two years, which includes training on extremism and radicalisation. In addition to the formal training DSLs will refresh their knowledge and skills at regular intervals. This will include reading including NSPCC Caspar bulletins, LA Bulletins and Early Morning Media safeguarding weekly round-up. Training will also include attending courses and meetings.

The Headmistress and Head of Prep have Safer Recruitment training.

### **The Governing Body**

ALL governors receive mandatory safeguarding training from the DSL and updates are given at meetings as required. Safeguarding is an agenda item at all Governors Meetings and the governing body will review and scrutinise decision making when it comes to cases presented at those meetings

## Part 7

### Appendices

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# APPENDIX 1

## Designated Safeguarding Lead – Job Description

The Designated Safeguarding Lead (DSL) must be a senior member of the school leadership team. They have a legal responsibility for dealing with safeguarding issues, providing advice and support to staff, liaising with the Local Authority, and working with a range of other agencies.

### **Areas of responsibility**

#### *Policy and Procedure*

- Ensure each member of staff has access to and understands the school's safeguarding policy and procedures.
- Induct new members of staff with regard to school policies and procedures.
- Conduct an audit of the school's policies and procedures annually with the Governor responsible for safeguarding.
- Ensure the school safeguarding policy is updated and reviewed annually and presented to the Governing Body.
- Ensure that parents have access to a copy of the safeguarding policy.
- Ensure that staff are aware of their responsibility to safeguard all children and to challenge behaviour which breaches the Code of Conduct.
- Work with the Lead on Digital Strategy and IT department to ensure online safety

#### *Reporting Concerns*

- Understand the assessment process for providing early help and intervention. Initial concerns at school may result in the DSL using the 'Three Houses' sheet to assess the situation in line with BSCP. This will be followed by a school focused action plan and then by an Early Help Assessment (EHA) and Our Family Plan (OFP). Support can be requested from Think Family Service 0121 3035522 for additional needs or Social Care 0121 3331888 for complex and significant needs.
- Respond appropriately to disclosures or concerns relating to the well-being of a child.
- Consult with parents unless this will put the child at risk of significant harm. Advice may be sought in advance from CASS. This will be appropriate to each individual case.
- Recognise how to identify signs of abuse and when to make a referral.
- Refer allegations or cases of suspected abuse to the relevant investigating agencies, ensuring they have access to the most relevant up to date information. (CASS or police)
- Liaise with the Headmistress to inform her of any issues and ongoing investigations.
- If DSL disagrees with or wishes to challenge any decision made by Social Care regarding the outcome of a referral they can re-refer the case and then raise the matter under the Resolution and Escalation Protocol (June 2019). DSL should ensure they note the name of any person they have contact with.

#### *Multi Agency Working*

- Liaise and coordinate with colleagues and outside organisations regarding Early Help interventions and the Common Assessment framework; acting as lead professional if appropriate.
- Ensure that pupils who are in need of help or who are victims of abuse are supported appropriately and sensitively and that actions from planning and intervention meetings are carried out and monitored.
- Attend and contribute effectively to Child in Need, Child Protection conferences, planning and review meetings including those outside of normal school hours.

#### *Record Keeping and Transfer*

- Ensure that relevant, detailed and accurate records of concerns/referrals are kept.
- Lead and monitor reviews of vulnerable children evidencing these in case files.
- Ensure records are kept securely and separately from child's academic records.
- Individual files will be kept for each child: the school will not keep family files.
- Records will be dealt with confidentially. Staff will be informed only when their having knowledge will improve their ability to deal with an individual child and / or family.



- A record will be kept of what information has been shared with whom.
- Records will be kept for the period the child is at school and beyond in line with current data legislation.
- When a child moves schools child protection records will be forwarded to the DSL at the new school with due regard to their confidential nature. If sending by post records will be sent by 'special / recorded delivery'.
- A note will be kept of all child protection records transferred or received. Information to be recorded will include child's name, date of birth, where and to whom the records have been forwarded and the date sent and/or received.
- Direct contact between the two schools may be necessary especially on transfer from prep to senior school.
- Where a vulnerable young person moves to further education consideration should be given to the student's wishes on information being passed on. This would be in order that the FE establishment can provide appropriate support.

#### *Training*

- Ensure all staff have safeguarding induction training and at least annual update training at Inset day in September so that they are able to recognise and report any concerns immediately.
- Give regular updates if new regulations are introduced as required at staff meetings or by email bulletin.
- Ensure all staff receive full update training every three years in line with BSCP.
- Attend DSL update training at least every two years to enhance safeguarding knowledge and practice.
- Refresh knowledge and skills at regular intervals and keep knowledge up to date through current publications and online training.
- Undertake necessary and appropriate training for any new regulations introduced.
- Ensure training is also designed for staff caring for 0-5 year olds and is appropriate to the age of the children being cared for

#### *Knowledge and Skills*

- Act as a source of support, advice and expertise within the school.
- Have a working knowledge of local Safeguarding Children Board procedures.
- Ensure that staff understand their responsibilities and are following up to date procedures in line with National, Local and School expectations.
- Be aware of pupils who have a social worker.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff.

When a DSL resigns their post or no longer has child protection responsibility, there should be a full face to face handover / exchange of information with the new post holder.

In exceptional circumstances when a face to face handover is unfeasible, the Headmistress will ensure that the new post holder is fully conversant with all procedures and case files.

## APPENDIX 2

### Guidance on completing concern forms

- Log into MY CONCERN.
- Click on REPORT A CONCERN.
- Start typing in the forename or surname of the child and then select from the list below.
- Summarise the concern as concisely as possible\* (see below).
- Select a notification group to send the concern to.
- Document the **CONCERN** date and time (not the date and time you are documenting the concern).
- Note down the details of your concern\*. Be as factual as possible. (see below).
- Detail any action taken. (sometimes the action may just be reporting the concern).
- Attach any relevant documents.....ROI, accident report form

*If you have detailed your concern in the "Details of Concern" section you do not also have to write a record of interview.*

- Click on SUBMIT CONCERN.

#### Other things to remember

- Don't report what other people have told you - It is important that people complete their own concern forms.
- Only write about one child per concern form.
- Concern forms can be used in court cases and inquests as primary documents, so they must be complete and accurate.

#### Summarise the concern

*Headline in a few words about nature of the concern, e.g. 'concern about child's physical presentation'; 'unpleasant smell'; 'Comment by child to member of staff'; 'Comment by child to another child'; 'concerns re: child's behaviour'; 'child's comments in a lesson/during play'; 'interactions between child and parent'.*

*'indirect disclosure raising concern about possible physical abuse/sexual abuse/emotional abuse/neglect'*

*'direct disclosure of physical abuse/sexual abuse/emotional abuse/neglect'*

#### Details of your concern

*Facts for which there is demonstrable evidence should be recorded as such, e.g. the child was crying, the child's clothes smelled of urine, the child said ".....", the child has a bruise on the left cheek of her/his face.*

*Record direct disclosures/statements/comments using child's exact words within quotation marks.*

*It is also reasonable to record professional opinions, impressions and worries that fall short of facts but these must be recorded as such, e.g. "I formed the impression that the child was frightened because.....".*

#### An example concern write up

*Chloe was with OT this morning at 1030 in the cloakroom near to year X classroom. Chloe was overheard saying that she has been regularly visiting websites and chat rooms related to self harming. At the time that their conversation was heard, Chloe appeared angry and tearful. OT appeared shocked and alarmed and was trying to convince Chloe that she should seek help. No information on the method of self harm is known at this time but Chloe has (old) parallel cut marks on her left inner forearm. Chloe is right handed.*

*I spoke with Chloe and offered support but she was rude and dismissive and she told me to 'Mind your own business'.*

*(In this example, Chloe is the subject but OT is a witness. OT has been 'anonymised' as it would be inappropriate for such a concern to be filed against both pupils.)*

## APPENDIX 3

### 'Signs of Safety & Wellbeing' Practice Framework

#### What we are worried about?

**Unmet need/ reported harm:**

What has already happened /is happening causing harm?  
What is the worst example?  
When was the last example?

**Complicating factors:**

What else is going on in the family that will make the problems more difficult to deal with?

**Harm / needs statement:** what will happen/continue to happen to the vulnerable child if nothing changes?

What's the worse thing that will happen if we do nothing?

#### What's working well?

**Existing strengths:**

What happens everyday that means the child's needs are being met?  
What does mum or dad or caregivers do to help?  
Who has seen this?  
Last day everything was fine?

**Existing safety and wellbeing:**

All the things the family or a safety network are doing to keep the child safe from harm in their everyday lives.  
Is there a trusted / safe adult?  
Who is there today?  
Who can be there today?

#### What needs to happen?

**Safety & wellbeing goals:**

What you need to see happening that shows the vulnerable child's needs are being met / they are safer

**Next steps:** The things that need to happen to improve the safety and wellbeing for the child.

**Consent:** gaining consent/ sharing information proportionally and recording why

**Review:** scaling question - reuse to inform wellbeing and safety goals

**0**

#### Risk and Wellbeing Scaling Tool / Judgement

**10**

On a scale of 0 to 10, if 10 means the child's wellbeing is secure and safety is assured, and 0 means a referral needs to be made to children's services, what number is it today? What would improve things today?



## APPENDIX 4

### Early Help Assessment

The diagram is a flower-shaped assessment tool. At the center is a yellow circle containing the text "How are you Doing?". Radiating from this center are seven petals, each a different color and containing a scale from 0 to 10. Each petal is connected to a corresponding assessment box. The boxes are: 1. Physical and Emotional Health (top-left, light blue), 2. Being Safe (top-right, light green), 3. Feelings and Behaviour (right, light orange), 4. Friends and Family (bottom-right, light blue), 5. Confidence and Self Esteem (bottom-left, light green), 6. Education and Learning (left, light orange), and 7. Physical and Emotional Health (top-left, light blue). Each box has a header, a sub-header, and two empty boxes for "At Home" and "At School".

**Physical and Emotional Health**  
How are you doing 0-10

**Being Safe**  
How are you doing 0-10  
At Home:  
At School:

**Feelings and Behaviour**  
How are you doing 0-10

**Friends and Family**  
How are you doing 0-10  
At Home:  
At School:

**Confidence and Self Esteem**  
How are you doing 0-10

**Education and Learning**  
How are you doing 0-10

**Physical and Emotional Health**  
How are you doing 0-10

0 = Not doing good 10 = I am doing better

Physical and Emotional Health -

Education and Learning

Confidence and Self Esteem

Friends and Family

Being Safe

Feelings and behaviour

Physical and Emotional health

- Do you feel healthy or unhealthy? Explain why you feel this way. (Where possible get a personal example.)
- Do you have a GP? Dentist? Optician? How often do you visit?
- Do you sleep well? what time do you go to bed and what time do you wake up? When do you turn your mobile phone off?

Updated by ACC: September 2025

- Do you feel you are good at coping with tricky situations? (give an example)
- What things make you feel sad? Worried?
- What do you do if you are feeling sad? How do you cheer yourself up?
- What things make you happy?
- When was the last time you felt anxious/stressed? How did you cope? Do you have any strategies that help you cope with stressful situations?
- Which social media platforms do you use?
- When was the last time you felt frustrated/cross? How did you handle that situation?

#### Education and learning

- What do you enjoy doing most at school? Why?
- What do you think you are good at? What do you find hard?
- What time do you get into school in the morning? What time do you leave in the evening?
- How long do you spend on your homework?
- Where do you do your homework?
- What are your aspirations? What ambitions do you have?
- Do you participate in any extra-curricular activities in school?

#### Feelings and behaviour

- How do you feel when you are in class? (engaged, bored, interested, focused, happy...)
- How do you feel when you are at home? (relaxed, happy, lonely....)
- How long do you spend on your phone? How does social media make you feel (anxious, happy, part of something.....)
- What makes you cross? how do you feel and what do you do?

#### Friends and family

- Tell me about any friends that you have. What do you do together? where do you go?
- How do your friends make you feel (happy, safe)
- What happens when you don't agree with your friends?
- If you could only use 3 words to describe your family what would they be?
- What kind of things make your mum/dad/brother etc happy/sad?
- Who decides when it is time to go to bed?
- How do your family support you if you feel sad or upset
- Do you eat dinner together? Favourite food?
- What is your favourite thing to do together?

#### Confidence and self esteem

- What do people like about you?
- What do you like about yourself?
- What things are important to you?
- How do you relax?
- Can you give me an example when you offered an opinion
- What do you do if you disagree with someone?

#### Being safe

- Who do you talk to at home if you are feeling worried?
- Do you know where to go in school if you are feeling worried?
- How long do you spend on the internet? How do you make sure you are safe on the internet?
- What makes you feel worried?

## APPENDIX 5

### Emergency Safeguarding Procedures (during partial school closure)

#### Aims of the addendum to our safeguarding policy:

- Ensure that the best interests of the children come first
- Act immediately if any safeguarding concerns are raised
- To ensure that a DSL is, at all times, available
- Ensure staff, pupils and parents are aware of their responsibility regarding online safety.
- To monitor attendance to lessons in order to safeguard children.
- To ensure the programme of study is conducive with good physical and mental wellbeing
- To ensure, as far as possible, that pupils have access to their teachers, their curriculum and additional support including SEND, pastoral and study skills.

#### Safeguarding pupils while they are not in school: General information for all:

- Pupils will adhere to their timetable as closely as possible and teaching staff will complete their class register
- PSHEE lessons will be used for consolidation of work and as a pastoral drop in session in order to offer support for pupils.
- Reception will contact those parents of pupils that have not registered their absence and who have not been registered in lessons by period 1.
- A list of absent pupils will be posted in the school closure tile for staff.
- A list of absent staff will be posted in the school closure tile for pupils
- At the end of each day ACC will email the parents of pupils that have been absent from lessons to ensure full engagement with the school day
- Heads and Deputy Heads of year will contact pupils where there are concerns about attendance. ACC will notify parents.
- The school closure tile for pupils will provide information about how they can access support both in and outside of school.
- The School counsellor will continue to contact those pupils she was seeing prior to lockdown.



- There will Teams registration daily with form tutors. This will be an opportunity for pupils to make contact with their form and form tutor. Heads and deputy heads of year will oversee these tutorials and a programme of form time activities will be followed. Assemblies will run on Monday and Friday.
- Pupil reviews will take place so that each pupil has one to one contact with their form tutor or pastoral lead.
- School council meetings and pupil feedback forms will be used to ensure pupil voice and enable pastoral leads to follow up on any concerns raised
- All concerns will be documented as per procedure via My Concern.
- At least one DSL will be accessible during the school day. Ring reception on 0121 454 5831 and then request the DSL.
- The DSLs will continue to monitor Concerns raised on My Concern
- Any member of staff that has a concern relating to a pupil will report it on My Concern
- If a member of staff believes that a child is in immediate danger, they will inform the relevant authorities
- Staff continue to have an oversight of academic progress through monitoring
- Ms Stockdale (SENCO) will make contact on a weekly basis with all pupils on the SEND register. She will run a notebook and direct additional support toward pupils with SEND
- The school will remain open to vulnerable pupils and that of key workers
- Social distancing will be observed during this time as far as possible.
- Additional emergency contact details have been requested.
- Pupils in school will be provided with a hot school lunch

#### **Remote learning: Safeguarding guidelines:**

It is understood that the teaching process will be slower and that Class notebook and TEAMS may not work consistently throughout the lesson. If pupils are in attendance and have registered they can access resources outside of the lesson time to complete work. Lessons may not be fully interactive, all of the time. Registering before each lesson ensures effective monitoring of pupils during the school day.

#### **Guidelines if using audio/video technology:**

1. If recording videos try to film in a neutral area (or blur your background using the facility on TEAMS) so that nothing inappropriate can be seen or heard in the background.
2. When inviting pupils to a conference in real time, for the first time, accompany the request with an email as follows:
  - I. You are invited to participate in an interactive lesson where I will deliver and then set the work via notebook. If you cannot join the lesson, then work will still be on notebook. Please make sure you register at the beginning of each lesson. Please ensure that the cameras on your personal devices are covered or switched off during the lesson.
3. If communicating with students online, make sure the platform you are using is suitable for their age group. Also check the privacy settings.

4. Set up school accounts for any online platforms you use. Teachers must never use personal accounts. This also applies to communication via email.
5. If you have academic concerns about a pupil and wish to contact parents, please notify Mrs Crimp. You can report any academic concerns via My Concern. Please do not contact parents from personal phone numbers at home.
6. 1:1 teaching is permissible if conducted within the subject Team. Additional 1:1 mentoring led by staff can take place within either the co-curricular Team or Senior School Students Team. There will also be 1:1 pastoral/SEND support given to those pupils who need it.

**7. Pupil Cameras when offering 1:1 support**

1:1 meetings where there may be a need for both parties to have their camera turned on. Please email the pupil prior to the meeting:

*Please attend this Teams meeting, it is to check on progress/wellbeing/offer support. Initially, please ensure your camera is switched off when we start the meeting. You can switch it on later if you wish but this is not compulsory. I will first need to ask you a couple of quick safeguarding questions before you turn your camera on.*

Please then ask the pupil before they turn on their camera

- Are you based in an appropriate workspace?
- Are you wearing clothing that is suitable for work?

Once satisfied that the pupil is prepared for the meeting you can give them the option to turn on their camera.

**Pupil Cameras for invigilation**

It may be necessary to observe a pupil in their home environment while sitting a test remotely. Permission must be gained from the parents. Please [see Appendix 2](#) for more information and guidance.

8. If using video, staff must wear suitable clothing, as should anyone else in the household.
9. If using video any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
10. The live class can be recorded. Recordings will appear in Streams. Guidelines when recording lessons can be found in [Appendix 1](#).
11. Language must be professional and appropriate, including any family members in the background.

**Heads of Department:**

1. Should provide support to colleagues in their departments to ensure that work is provided as required.
2. Should liaise with staff within the department to support them if students are not engaging with lessons or submitting work on time and / or to a suitable standard.
3. Liaise with the Deputy Head Curriculum if there are any queries.

## Heads of Year:

### Students

1. Should be online and follow their normal timetable to enable teachers to respond to students needs and keep structure to the day.
2. Should check their emails and the student school closure tile for daily updates and communication
3. Adhere to the following rules when using collaborative software and participating in real time teaching:
  - Only use the collaboration space for work related discussions
  - Do not delete any work that is not your own in the collaboration space
  - ONLY register for yourself and not others. Class teachers will be able to monitor who is registering in the notebook via the application.
  - If participating in an audio lesson, pupils will adhere to any instruction outlined by the class teacher before the lesson begins.
  - All video cameras must either be switched off or covered
4. Pupils must try to complete all work set and seek help with any problems.
5. Report any technical issues to the ICT team on the following address:  
[seniorittechs@EdgbastonHighSchool.onmicrosoft.com](mailto:seniorittechs@EdgbastonHighSchool.onmicrosoft.com)

### Parents

1. Should encourage and support their child's work – including finding an appropriate place to work, checking that set work is completed by the end of each day and ensuring that the normal school timetable for the day is followed. Timetables are available on the parent portal. Parents are not expected to help with academic questions but instead should encourage their child to seek help from the appropriate teacher as they would if they were in school.
2. Parents will advise school if the child will not attend a lesson or schooling on any given day
3. Monitor social media use and ensure that their daughters have appropriate privacy settings on their devices at home. Here are some links to sites that might help you manage your daughter's online activity during this time.



## NSPCC

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

## Childnet International

<https://www.childnet.com/blog/keeping-children-happy-and-safe-online-during-covid-19>

## Parentzone

<https://parentzone.org.uk/home>

*(Appendix 1 – guidelines when recording lessons)*

Recording lessons provides pupils with a useful learning resource which can be viewed on demand. This has obvious advantages for distance learning, accessibility, revision and re-use of materials.

Recording lessons or part of a lesson is at the discretion of the teacher and is not compulsory.

### Guidelines

- Before recording a lesson make pupils aware that you are doing so. A banner will also be displayed on their screen to say that the lesson is being recorded.
- Teachers should make pupils aware when they stop recording
- Ownership of the content of the recordings belongs with the teacher
- Only teachers are able to record content and control its distribution. Pupils do not have permissions to record lessons remotely.

*(Appendix 2 – Cameras on for Invigilation. Letter to parents seeking permission)*

In the event that your daughter will need to self isolate during the examination period, it will be imperative that a member of staff throughout each examination moderates them. We propose to do this in the following way:

1. Pupils will need a silent work space, desk and access to Teams with a working camera.
2. They will also need to wear their school uniform while completing the assessments.
3. They will be given the option to write or type their paper. If they choose to write their paper, they will need a clear pencil case with the relevant stationery.
4. A senior member of staff will set up a meeting via Teams at the allocated exam slot whereby the pupil will join and register. They will then be asked to turn on their camera.
5. The member of staff will also have their camera turned on and ask the pupil to angle the camera appropriately. Ideally the camera would be angled so that the desk and pupil can be fully seen by the member of staff
6. The pupil will be read the invigilators instructions and rules of the examination.
7. The pupil will be told when there is 5 minutes remaining
8. At the end of the examination the pupil will be given instructions on how to send the paper to the relevant subject teacher.

The above protocols ensure that all safeguarding considerations have been met when attempting to maintain the integrity of the examination. All invigilation will be recorded in order to ensure both staff and pupils are adhering to these rules.

Please can you fill in the form below in order to acknowledge that you understand the need for formal monitoring of assessments during the mock examination period in January.

<https://forms.office.com/Pages/ResponsePage.aspx?id=k7SrU6Z3pUqBaZzHtGBivO-ZITRbFiZAn4FeR3QjswJUNjNQWUZZNDZKUFPsMkhFMjBDSk5DOFBWOS4u>

## APPENDIX 6

### Pastoral mentors – Job description

Doing some research this evening it would appear that many universities and work places recruit individuals to be “health and wellbeing champions”, effectively pastoral mentors

### Title: Head of Pastoral mentoring.

The Heads of Pastoral mentoring put together a team of Wellbeing Champions that look at fostering positive mental and emotional health at EHS.

### **They will:**

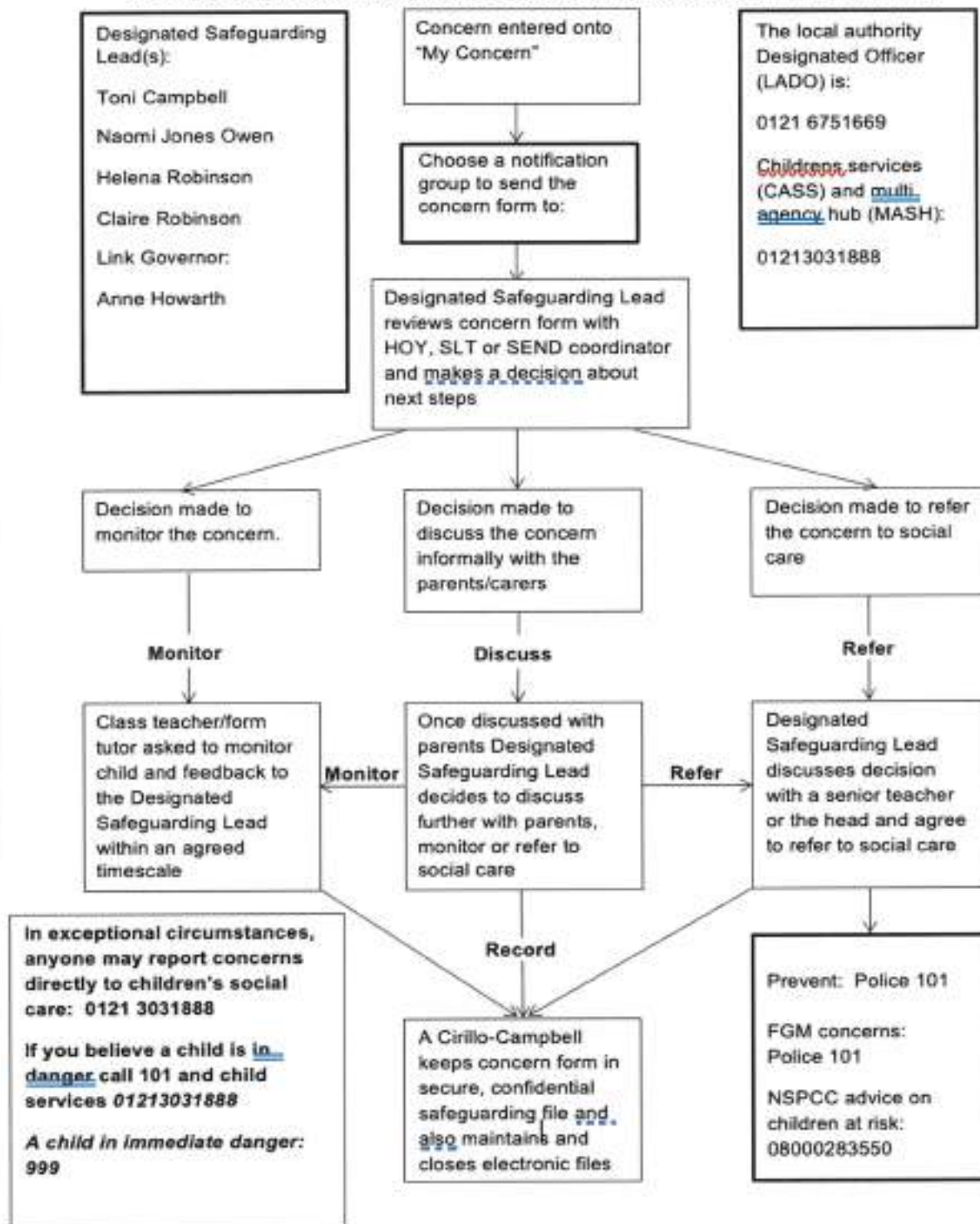
- Promote particular health campaigns such as World Mental Health Day, Childrens mental health week etc through poster displays and school social media platforms.
- Rota and organise the sixth form support group
- Organising health and wellbeing activities e.g. a lunchtime walk, Teen Breathe activities.
- Provide information about and encourage others to participate in health and wellbeing initiatives/challenges
- Champion and promote relevant health messages and events taking place
- Being an advocate for younger pupils
- Create a safe space for students to share their feelings within a confidential basis, between staff and students

### **Person Specification:**

- Enthusiasm for and interest in health and wellbeing, improving the EHS environment and supporting engagement
- Be approachable and willing to help
- Keen to keep up to date with health and wellbeing initiatives/challenges
- Attend the occasional training meetings and collaborate with others in a team
- Be able to act as a bridge between students and staff to communicate any safeguarding concerns

## APPENDIX 7

### FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD





## APPENDIX 8

### The Seven Golden Rules to Sharing Information



**The GDPR, Data Protection Act 2018 and Human Rights law are not barriers to justified information sharing**

The legislation provides a framework to ensure that personal information about living individuals is shared appropriately.



**Be open and honest with the individual from the outset**

Explain why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.



**Seek advice from other practitioners or your lead if you are in any doubt about sharing the information**

And where possible do not disclose the identity of the individual



**Where possible, share information with consent and where possible, respect the wishes of those who do not consent**

You may share information without consent if there is a lawful basis to do so (such as where safety may be at risk). Base your judgment on the facts of the case and when you are sharing or requesting information be clear on the rationale for doing so.



**Consider safety and well-being**

Base your information-sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.



**Necessary, Proportionate, Relevant, Adequate, Accurate, Timely, Secure**

Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to date, is shared in a timely fashion, and is shared securely.



**Keep a record of your decision and the reasons for it, whether it is to share information or not**

If you decide to share, then record what you have shared, with whom and for what purpose.

## APPENDIX 9

**Table 1: Risk and protective factors that are believed to be associated with mental health outcomes**

|                      | <b>Risk factors</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Protective factors</b>                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>In the child</b>  | <ul style="list-style-type: none"> <li>• Genetic influences</li> <li>• Low IQ and learning disabilities</li> <li>• Specific development delay or neuro-diversity</li> <li>• Communication difficulties</li> <li>• Difficult temperament</li> <li>• Physical illness</li> <li>• Academic failure</li> <li>• Low self-esteem</li> </ul>                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Secure attachment experience</li> <li>• Outgoing temperament as an infant</li> <li>• Good communication skills, sociability</li> <li>• Being a planner and having a belief in control</li> <li>• Humour</li> <li>• A positive attitude</li> <li>• Experiences of success and achievement</li> <li>• Faith or spirituality</li> <li>• Capacity to reflect</li> </ul> |
| <b>In the family</b> | <ul style="list-style-type: none"> <li>• Overt parental conflict including domestic violence</li> <li>• Family breakdown (including where children are taken into care or adopted)</li> <li>• Inconsistent or unclear discipline</li> <li>• Hostile and rejecting relationships</li> <li>• Failure to adapt to a child's changing needs</li> <li>• Physical, sexual, emotional abuse, or neglect</li> <li>• Parental psychiatric illness</li> <li>• Parental criminality, alcoholism or personality disorder</li> <li>• Death and loss – including loss of friendship</li> </ul> | <ul style="list-style-type: none"> <li>• At least one good parent-child relationship (or one supportive adult)</li> <li>• Affection</li> <li>• Clear, consistent discipline</li> <li>• Support for education</li> <li>• Supportive long term relationship or the absence of severe discord</li> </ul>                                                                                                        |

|                         | Risk factors                                                                                                                                                                                                                                                                                                                                                                                                                          | Protective factors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>In the school</b>    | <ul style="list-style-type: none"> <li>• Bullying including online (cyber)</li> <li>• Discrimination</li> <li>• Breakdown in or lack of positive friendships</li> <li>• Deviant peer influences</li> <li>• Peer pressure</li> <li>• Peer on peer abuse</li> <li>• Poor pupil to teacher/school staff relationships</li> </ul>                                                                                                         | <ul style="list-style-type: none"> <li>• Clear policies on behaviour and bullying</li> <li>• Staff behaviour policy (also known as code of conduct)</li> <li>• 'Open door' policy for children to raise problems</li> <li>• A whole-school approach to promoting good mental health</li> <li>• Good pupil to teacher/school staff relationships</li> <li>• Positive classroom management</li> <li>• A sense of belonging</li> <li>• Positive peer influences</li> <li>• Positive friendships</li> <li>• Effective safeguarding and Child Protection policies.</li> <li>• An effective early help process</li> <li>• Understand their role in and be part of effective multi-agency working</li> <li>• Appropriate procedures to ensure staff are confident to can raise concerns about policies and processes, and know they will be dealt with fairly and effectively</li> </ul> |
| <b>In the community</b> | <ul style="list-style-type: none"> <li>• Socio-economic disadvantage</li> <li>• Homelessness</li> <li>• Disaster, accidents, war or other overwhelming events</li> <li>• Discrimination</li> <li>• Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation</li> <li>• Other significant life events</li> </ul> | <ul style="list-style-type: none"> <li>• Wider supportive network</li> <li>• Good housing</li> <li>• High standard of living</li> <li>• High morale school with positive policies for behaviour, attitudes and anti-bullying</li> <li>• Opportunities for valued social roles</li> <li>• Range of sport/leisure activities</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |



## APPENDIX 10

### Edgbaston High School for Girls - Safeguarding

Safeguarding is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

The difference between child protection and safeguarding is that Safeguarding is for everyone. Child protection is to prevent significant harm.

**This advice sheet is brief guidance for safeguarding procedures at EHS.**

### SAFEGUARDING CHILDREN IS EVERYONE'S RESPONSIBILITY

All EHS School staff have a responsibility to create and maintain a safe learning environment for all children. We have a responsibility to identify where there are child welfare concerns and take action to address them.

- As a member of staff you have a legal responsibility to report any concerns you have regarding safeguarding or any disclosures made by a child or young person.
- Recording of all concerns/incidents must be via the My Concern system.

EHS School's safeguarding designated members of staff are: Toni Campbell, Naomi Jones Owen, Claire Robinson and Nina Hobson. The safeguarding governor is Anne Howarth.

### Protocol for Reporting Safeguarding Concerns

- Report any concern via the My Concern system. (see guidance below).
- The Head Teacher and Designated staff will then decide on a course of action.
- If no follow up is given or concerns grow, then it is your responsibility to reiterate your concerns and check progress.

**The Four Categories of Abuse: Physical, Sexual, Emotional and Neglect.** (See safeguarding policy. Summary outlined below)

### Protocol for Reporting Disclosures or Serious Concerns of Abuse (see flow chart)

- Report any concerns to the Head Teacher or Designated staff immediately and report the concern on "My Concern".
- Disclosures from a young person are confidential **but if any of the content has a safeguarding concern you should inform the pupil that you will need to tell someone else.**
- **DO NOT PROMISE CONFIDENTIALITY.**
- Reassure them that you will only tell who needs to be told.
- If a child then chooses **not** to disclose then refer them to **Childline: 08001111.**

### Disclosure- What to do:

- Stay calm, tell the child they have done the right thing.
- Be honest, **do not make promises you cannot keep – YOU HAVE A DUTY TO REFER.**
- Explain what you have to do next and to whom you have to talk to.
- Acknowledge how hard it must have been for the child to tell you what happened.

## Disclosure- What not to do:

- Do not ask leading questions.
- Do not promise not to tell anyone.
- Do not put words into a child's mouth or assume how the child feels.
- Do not attempt to interview the child.

## Records Should:

- Be within 24 hours.
- Be accurate and descriptive. Do NOT make any assumptions.
- Be clear and concise.

## Things you should know:.

- A "child" is defined as anyone under 18
- Age of consent for marriage is 18
- All staff must have read Part 1 of the KCSIE.
- School policies that support safeguarding are include: The Behaviour Policy, Code of Conduct and the Safeguarding policy itself.
- Staff should maintain an attitude of "It could happen here".
- Everyone who comes into contact with a child has a role to play in identifying concerns, sharing information and taking prompt action
- All staff should be prepared to identify children who may benefit from early help
- All staff may be required to support social workers and other agencies following any referral
- All staff should know what to do if a child tells them he/she is being abused or neglected
- All staff must know that they should never promise a child that they will not tell anyone about an allegation
- All staff should know that the 3 statutory safeguarding partners in Birmingham are the BSCP (Local authority) , Integrated care systems (NHS) and the Police
- Where a child is suffering or is likely to suffer from harm and the DSL is not available **ANY member of staff can refer to child services. All relevant numbers are available in the safeguarding policy**
- The safeguarding policy can be found in the following places:
  - School website
  - My Concern in local policies
  - Policies tile on RM Unify
- There is a specific legal duty for teachers to report concerns about **FGM directly to the police.**
- **Child-on-Child abuse** is most likely to include Bullying (including cyberbullying), Sexting and Hazing type violence and rituals, sexual harassment, sexual violence and harmful sexual behaviours. (see additional sheets)
- **Contextual safeguarding:** Please be aware of the wider environmental factors in a child's life that are a threat to their safety and welfare. (see additional sheet)
- **Channel programme:** This is the referral programme that schools and colleges must comply with under the Prevent Duty.
- **County Lines:** The criminal exploitation of children usually involving the supply of drugs from urban to rural areas.

## REMEMBER:

**ALL STAFF MEMBERS HAVE A DUTY TO REFER AND SAFEGUARD THE CHILDREN IN OUR CARE.  
ALL STAFF MUST ENSURE THEY HAVE READ AND UNDERSTAND THE SCHOOLS SAFEGUARDING POLICIES AND PROCEDURES.**

## APPENDIX 11

### Responding to a report of sexual violence and sexual harassment

- It is essential that **all** victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe.
- Abuse that occurs online or outside of school and should not be downplayed and should be treated equally seriously.
- A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.
- If possible, have another member of staff present, (preferably one of them being the designated safeguarding lead, deputy DSL or HOY)
- Do not promise confidentiality as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead (or deputy) or local authority children's social care) to discuss next steps.
- Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to
- keep in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation
- listening carefully to the child, reflecting back, using the child's language, being non-judgemental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was
- The conversation and disclosure **MUST** be recorded. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. **Either way, it is essential a written record is made.**
- only record the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by local authority children's social care and/or part of a criminal investigation, and
- inform the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

#### Confidentiality

- The victim may ask the school not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it. Advice should be sought from the designated safeguarding lead (or deputy), who will consider the following:
  - parents or carers should normally be informed (unless this would put the victim at greater risk)
  - the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
  - rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

The designated safeguarding lead (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children.



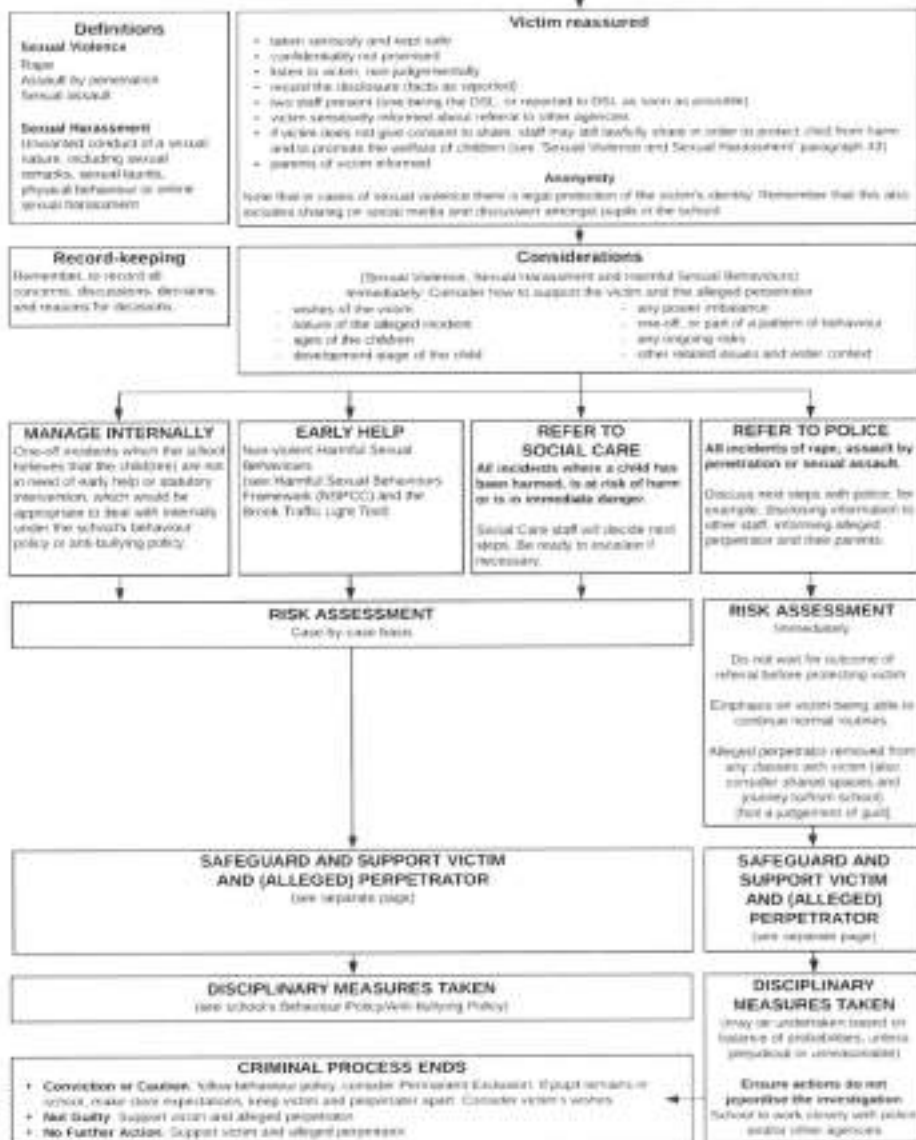
## Anonymity

- Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, schools and colleges should be aware of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately.

Relevant information can be found in: [CPS: Safeguarding Children as Victims and Witnesses](#).

- EHS will do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved.
- EHS will also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities. The principles described in [Childnet's cyberbullying guidance](#) will be used to assist and direct

# PART FOUR: RESPONSE TO REPORTS Summary of response

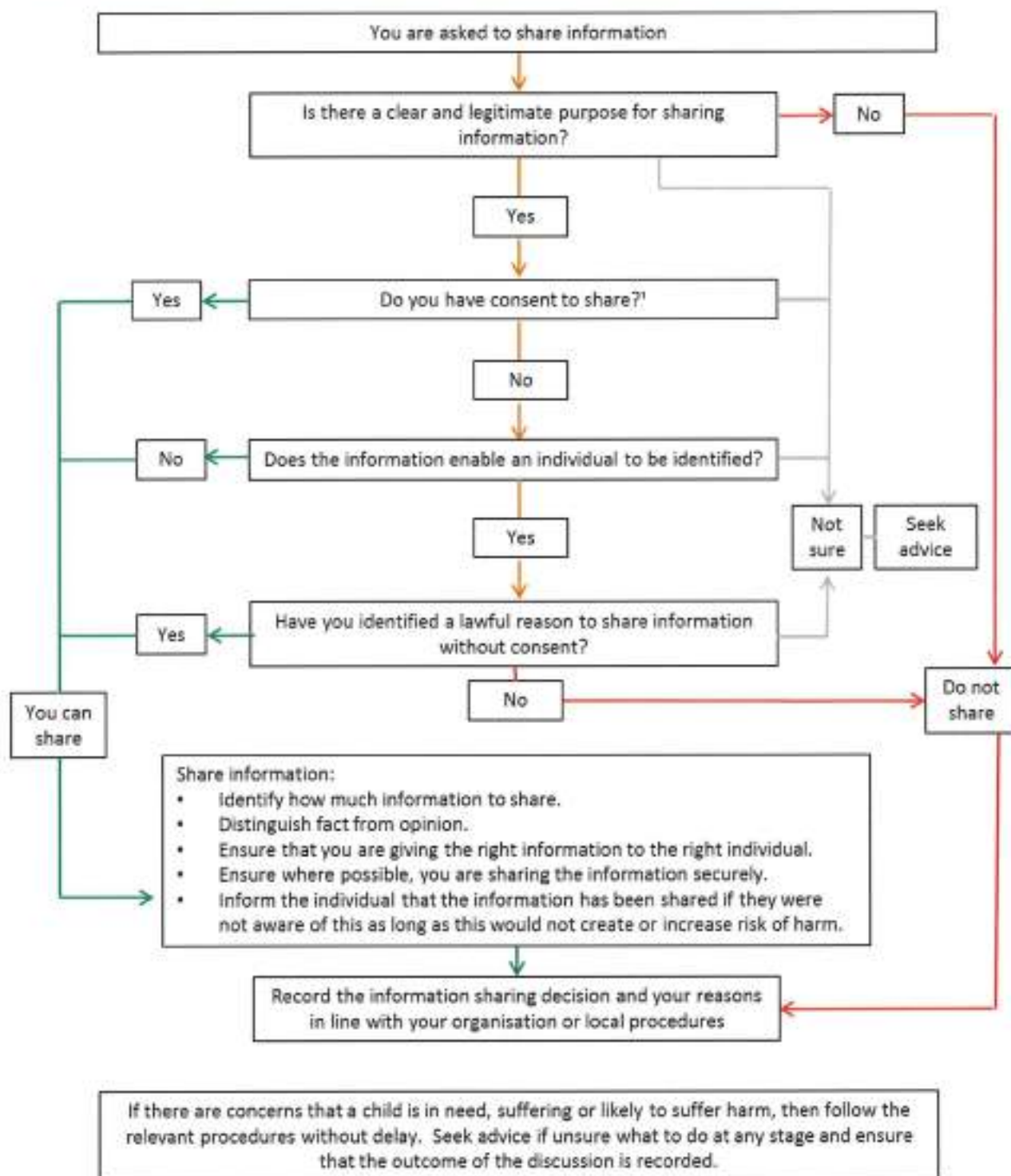


Source:  
Sexual Violence and Sexual Harassment between children in schools and colleges (2018 - 2022)

July 2024 (last updated 2024)

## APPENDIX 12

### Flowchart of when and how to share information



1. Consent must be unambiguous, freely given and may be withdrawn at any time



## APPENDIX 13

### With My Concern

Please sign and return to Corinna Gregory.

#### SAFEGUARDING AND INDUCTION PROCEDURES AT EHS

I ..... have attended an induction session on Safeguarding Procedures. As a result I:

(a) Am familiar with the contents and location of the following documents:

- Safeguarding Policy which includes:
  - Contact numbers for Birmingham Children's Safeguarding Partnership
  - Information about the identity and role of the Designated Safeguarding Leads in the school
  - Risks to children
  - Guidance for staff – dealing with a disclosure
  - Confidentiality and when to share information
  - Allegations of abuse against a member of the school community
  - Personnel – safer recruitment and training
- Children who are absent from school Policy
- Keeping Children Safe in Education: Part 1, including Annex A (KCSIE September 2025)
- Behaviour policy for pupils
- Taking and Storing of Images of Children
- Online safety policy including acceptable use of technologies for staff
- Anti-bullying policy – Staff and Pupils
- The Staff Behaviour Policy (Code of Conduct) which includes:
  - Professional behaviour and conduct
  - Online Safety
  - Relationships with pupils including physical contact, one to one situations and taking images of children
  - Whistleblowing

(b) Am aware of how to use My Concern in order to report a concern about a child.

(c) Am aware of the categories, signs and indicators of abuse.

(d) Am aware of how respond to and record disclosures

(e) Understand the professional responsibility of staff with regards to confidentiality

(f) Know that the named Safeguarding Governor is Anne Howarth and how she can be contacted.

(g) Know that Mrs A Cirillo-Campbell/Miss Claire Robinson and Ms Naomi Jones Owen/Mrs Nina Hobson are the Designated Senior Leads and that I can discuss any concerns I may have with the DSL's.

(h) Know that further guidance, together with copies of the policies, are in the Staff Handbook, which is available on the School's intranet.

(i) Understand the roles and responsibilities of staff in relation to safeguarding and promoting the welfare of children and young people.

Signed.....Date .....

## Without My Concern

Please sign and return to Corinna Gregory.

### **SAFEEGUARDING AND INDUCTION PROCEDURES AT EHS**

I ..... have attended an induction session on Safeguarding Procedures. As a result I:

(j) Am familiar with the contents and location of the following documents:

- Safeguarding Policy which includes:
  - Contact numbers for Birmingham Children's Safeguarding Partnership
  - Information about the identity and role of the Designated Safeguarding Leads in the School
  - Risks to children
  - Guidance for staff – dealing with a disclosure
  - Confidentiality and when to share information
  - Allegations of abuse against a member of the school community
  - Personnel – Safer recruitment and training
- Children who are absent from school Policy
- Keeping Children Safe in Education: Part 1 (KCSIE September 2025)
- The Staff Behaviour Policy (Code of Conduct) which includes:
  - Professional behaviour and conduct
  - Online Safety
  - Relationships with pupils including physical contact, one to one situations and taking images of children
  - Whistleblowing
- Behaviour policy for pupils
- Anti-bullying policy Staff

(k) Am aware of the categories, signs and indicators of abuse.

(l) Am aware of how respond to and report disclosures

(m) Understand the professional responsibility of staff with regards to confidentiality

(n) Know that the named Safeguarding Governor is Anne Howarth and how she can be contacted.

(o) Know that Mrs A Cirillo-Campbell/Miss Claire Robinson, and Ms Naomi Jones Owen/Mrs Nina Hobson are the Designated Senior Leads and that I can discuss any concerns I may have with the DSL's.

(p) Understand the roles and responsibilities of staff in relation to safeguarding and promoting the welfare of children and young people.

Signed ..... Date .....

## APPENDIX 14

### **Role of Designated Safeguarding Member of the Governing Body**

The member of the Governing Body with responsibility for Safeguarding will work with the school Designated Safeguarding Leads to:

- Ensure that there are appropriate school policies in place.
- Ensure the School Safeguarding policy is updated annually and presented to the Governors for agreement.
- Oversee the annual safeguarding audit carried out with DSLs.
- Deliver a Safeguarding update at each School Governors Meeting.
- Ensure that local safeguarding protocols are followed.
- Ensure that action is taken in a timely manner if an issue arises.
- Recognise the importance of information sharing between professionals and local agencies.
- Undertake appropriate safeguarding training with DSLs.
- Ensure that appropriate staff training takes place annually and as required and that all new staff are trained as part of their induction process.
- Ensure that children are taught about safeguarding, including online issues, through teaching and learning opportunities.

## WHEN TO CALL THE POLICE

Guidance for schools & colleges

## INTRODUCTION

### Who is this for?

This advice is for school and college staff with responsibility for behaviour management, including designated safeguarding leads (DSLs), their deputies, head teachers and senior leadership teams in schools and colleges in England.

### What does this advice cover?

This advice covers incidents involving school and college premises where students have potentially committed a crime. It provides guidance on what schools and colleges should bear in mind when considering contacting the police. This advice covers the following situations:

- Assault
- Criminal damage
- Cyber crime
- Drugs
- Harassment
- Sexual offences
- Theft
- Weapons

This advice aims to support schools and colleges to make a timely decision when considering whether to involve the police.

### Safeguarding incidents

This advice does not cover safeguarding incidents. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care and if appropriate the police is made immediately. Referrals should follow the local referral process.

Chapter 1 of working together to safeguard children explains that for safeguarding purposes, schools should publish a threshold document that should include the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment, and for statutory services under section 17 and 47 of the Children's Act 1989.

Local authorities, with their partners, should develop and publish local protocols for assessment. A local protocol should set out clear arrangements for how cases will be managed once a child is referred to local authority children's social care.

### Sexual offences

In the case of incidents involving sexual offences, schools and colleges should refer to local safeguarding protocols, alongside keeping children safe in education and sexual policies and harassment between children in schools and colleges guidance.

In cases involving youth produced sexual images – often called 'sexting' – schools and colleges may refer to the non-statutory UKCCS sexting in schools and colleges guidance.

### What is the status of this advice?

This advice has been produced by the National Police Chiefs' Council working alongside the Department for Education, Home Office and the PSHE Association.

This advice is non-statutory and should be read alongside the Department for Education's (DfE) keeping children safe in education statutory guidance and non-statutory teaching, learning and assessment advice for schools.

### Police assistance is required

All other non-emergency incidents should be reported using 101 or other reporting methods, or through existing arrangements, for example, to a police school's officer. The call will be logged by an operator and depending on the nature of the incident the appropriate response made.

Contact with police should ideally be made by a single point of contact from the school. This may be the headteacher or the designated safeguarding lead. Every school and college should have a designated safeguarding lead who will provide support as well as carry out their safeguarding duties and who will liaise closely with other services such as children's social care. The designated safeguarding lead and any deputies are more likely to have a complete picture of safeguarding and be the most appropriate person to advise on the response to safeguarding concerns.

Having a single point of contact between a school or college and the police helps increase consistency in referrals.

### Contacting the police

in an emergency dial 999. This should be used if:

- There is a danger to life or
- Risk of serious injury or
- A serious crime is in progress or about to happen.

Any member of staff witnessing such an incident should be empowered to dial 999 as they will be able to give the most accurate account of the incident.



## Making a decision to involve the police

When an incident occurs in which a crime has or may have been committed, the school or college needs to consider whether to involve the police. Many incidents can be dealt with and resolved internally. The school or college behaviour policy will give guidance on how to deal with and record such incidents.

This guidance document outlines the factors which schools or college leaders should consider when deciding to involve the police. These considerations will inform whether the police would expect and need to be involved.

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead or deputy.

### Things to consider

In making a decision to involve the police it is important that the school or college makes a balance of what is in the best interests of the pupils involved and the rest of the school, and the wider school or college community.

It is not always clear initially who is involved in an incident and in what capacity. The victim in any incident should be supported and protected as a priority. Those suspected of being the offender will also need to be supported. There will often be significant circumstances to a young person's life that are contributing factors to an incident and it is important that they are taken into consideration.

The seriousness of the incident will be a judgement call for the school or college. In making the decision the level of harm and the circumstances leading to the incident would need to be carefully considered.

Any aggravating factors which contribute to making the incident and subsequent level of harm more serious should be relevant in making a decision whether or not to involve the police.

Clearly the decision as to whether the school or college deal with an incident internally or pass it over to the police needs to be made at the initial stage, by gathering only enough information to establish the facts of the case.

The school or college should be aware that they may not be aware of all circumstances leading to or connected to the incident or students' behaviour or involvement outside school or within their family. Contacting the police or other agencies may allow a fuller picture to be obtained, which assists in making informed decisions.

When the decision is made that the school or college will deal with the incident internally, it remains the responsibility of the school or college to investigate and resolve it in accordance with their behaviour policy. Physical cooperation should be maintained throughout and the incident and actions recorded.

The designated safeguarding lead or a deputy should be leading the school or college's response and should be aware of the local process for vulnerable children's social care and making referrals to the police.

Schools and colleges should be aware that if a referral is made to children's social care, this may result in a subsequent referral to the police.

Many schools and colleges have close relationships with their local police force and many police forces have a permanent or semi-permanent police presence in schools and colleges. The designated safeguarding lead or deputy should be working closely with the local police where an incident in which a crime may have been committed occurs.

## Vulnerable young people



All staff should be prepared to identify children and young people who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a young person's life, from the first school years through to the teenage years.

Some areas of vulnerability are highlighted below, but should not be seen as a comprehensive list. It's important to note that most children and young people with vulnerabilities do not commit offences.

However, the challenges that children and young people with vulnerabilities are facing can sometimes contribute to behaviour which may lead them to unwittingly commit offences.

All school and college staff should be particularly alert to the students who need to early help for a child or young person who:

- is disabled and has specific educational needs;
- has special educational needs behaviour or who have a statutory education health and care plan;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing from school, from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is missing drugs or alcohol themselves;
- has returned home to their family from care;
- is a privately fostered child;
- is a child in care;
- has experienced recent trauma or bereavement.

## Crimes reported to the police

When the decision is made to report an incident to the police for investigation, due to the seriousness of the incident or for other aggravating circumstances, the school or college should make their own investigations, having asked only enough questions to establish the basic facts of the incident. Every effort should be made by the school or college to preserve any relevant evidence.

Initial enquiries undertaken by the school or college should be fully documented as they may be required if the matter goes to court. This includes recording questions asked to young people and their families.

Where a crime is reported to the police, it will be recorded as a crime and an investigation will commence.

While the age of criminal responsibility is ten, if the alleged perpetrator of a crime is under ten, it may still be necessary to involve the police. The police will take a welfare approach in these cases rather than a criminal justice approach.

### Arresting on school or college premises

Arresting on school or college premises should be avoided unless the seriousness and urgency of an incident deems the arrest absolutely necessary. The head teacher should always be made aware of the situation and the arrest should be conducted as discreetly as possible.

In any incident where a crime may have occurred schools and colleges should consider:

- The seriousness of the incident. Whether an incident is 'serious' will be a matter of judgement and will depend on the type of incident.
- Whether there are any aggravating factors. These factors increase the level of risk, or highlight the need for a wider investigation and the need for the involvement of a range of agencies as well as the police.
- Whether the young people involved have any vulnerabilities.
- Whether this could be part of a pattern of behaviour also occurring in the community, in which case, the police will need to be involved.

The content of the offence is really important and the school or college are in the best position to gather together all the relevant information prior to making a decision whether or not to report to the police. The decision and the rationale behind it should both be recorded.

### What are hate or prejudice based incidents?

Hate incidents and hate crimes are acts of violence or hostility directed at people because of who they are or who someone perceives them to be. The police and Crown Prosecution Service have agreed a common definition of hate incidents:

An incident is considered a hate incident when the victim or anyone else believes that the incident was motivated by hostility or prejudice based on one of the following things:

- disability
- race
- religion
- transgender identity
- sexual orientation

If you believe something is a hate or prejudice based incident it should be reported as such to the person you are reporting it to. All police forces record hate incidents based on these five personal characteristics.

### When is a hate or prejudice incident also a hate crime?

When hate incidents become criminal offences they are known as hate crimes. Any criminal offence is a hate crime if it is motivated by hostility or prejudice based on disability, race, religion, transgender identity or sexual orientation.

# GUIDANCE

The following guide outlines questions schools or colleges should ask for different types of incidents and possible aggravating factors to be considered. The context of the offence should always be taken into consideration and the victim/situation previously defined taken into account.

## Assault - see flowchart

An act which intentionally or recklessly causes violence to another

The school or college should first establish:

Are there any injuries?

If there are any suspected or minor injury or significant injuries then seek medical help first, then call the police on 101.

If no significant injuries are apparent consider:

- What has happened?
- Who is involved?
- Is there any history between the individuals involved?
- Are there any safeguarding concerns? (YES – Refer to Keeping children safe in education and follow local safeguarding protocols)

Are there any aggravating factors?

- Is there a significant age gap between the individuals involved, is more than a year apart?
- Is there any evidence of injury?
- Is there evidence of escalating behaviour? Or previous incidents of a similar nature?
- What is the impact on the victim?
- What are the victim's wishes?
- Are there any hate elements?
- Is the assault gang related?
- Are weapons involved? (see weapons flow chart for the definition of a weapon)

## Criminal damage including arson - see flowchart

To destroy or damage property belonging to another either intending to do so or being reckless as to whether damage is caused.

The school or college should be alerted first with most incidents of criminal damage.

What has happened and who is involved?  
Are there any aggravating factors?

Schools or colleges will need to decide whether to involve the police by notifying:

- Is the damage of a high value? (What constitutes high value is a professional judgement call for the school)
- Is there evidence of escalating behaviour? Or previous incidents of a similar nature?
- Have any threats or evidence been used in the course of the damage?
- What is the impact on the victim?
- What are the victim's wishes?
- Is there a hate element?

Schools or colleges may decide that the presence of aggravating factors requires the police to be involved.

## Cybercrime - see flowchart

Cybercrime is criminal activity committed using computers and/or the internet. It can involve malicious attacks on computer software, including:

- Breaking IT rules
- Unauthorized access to computers
- Denial of Service or other computer interference and impairment

- Acts causing serious damage to or loss of data
- Stalking
- Cheating at online gaming

This guidance has a focus on offences committed by young people rather than criminal cyberstalking and cyber sexual offences. Further guidance can be found at [www.gov.uk/government/guidance/cyberstalking](https://www.gov.uk/government/guidance/cyberstalking)

The school or college should first establish:

- What has happened?
- Who is involved?
- Is this part of a pattern of behaviour?
- Are there any safeguarding concerns? (YES – Refer to Keeping children safe in education – 2014) and follow local safeguarding protocols

Are there any aggravating factors?

- Did the incident cause any disruption to the school? eg. loss of access to website and online learning platforms or school communication networks disrupted?
- Did the school suffer a loss of data or corruption of files?
- Did the school suffer loss of teaching time resulting in an impact on other students?
- Is there a hate element?
- Have they expressed any ideological motivation or reason for their actions?
- Is there evidence of escalating behaviour? Or previous incidents of a similar nature?
- Is the behaviour related to gang activity or an Organized Crime Group?
- Do the young people involved have any additional relevant vulnerabilities? This could include:
  - Neurodiversity including Autism Spectrum Disorder
  - Mental health concerns
  - Living in a chaotic or dysfunctional household or one in which their skills are not likely to be fostered or honed
  - It is a household with inappropriate ideological influences

5

- Gang or Organized Crime Group associations
- Locally isolated

## Cyber Crime Programs

Whenever possible, incidents should be referred into the Cyber Crime Unit. This unit is aimed at 12-18 year olds supported by the National Crime Agency and the Home Office, together with regional and local police force cyber specialists.

The objective of the program is to encourage students to use their cyber skills positively by highlighting alternative opportunities, along with providing victim awareness and education, such as the potential penalties for continuing along the cybercriminal pathway.

## Drugs - see flowchart

Possession: It is an offence for any person to unlawfully have a controlled drug in their possession.

Supply: It is an offence to either supply, be concerned in the supply, offer to supply or be concerned in making an offer to supply a controlled drug.

The school or college should first establish:

What has happened?

- How drugs have found?
- Who is involved?
- Are there suppliers of drug dealing?

If drugs are found:

- Is it on school or college premises?
- Is the substance – Is it legal to possess an illegal substance in order to prevent an offence being committed and then destroy it, or hand it to the police.

- If the substance needs to be kept pending police collection, then it should be securely stored in the school safe.
- Schools and colleges are allowed to dispose of substances, if this action is taken, a witness must be present and the action recorded.

If a student is under the influence of a substance:

- If a student is suspected of being under the influence of drugs or alcohol on its premises, the school or college must prioritise the safety of the young person and those around them. If necessary it should be dealt with as a medical emergency, administering first aid and summoning appropriate support. Depending on the circumstances, parents or the police may need to be contacted.
- If the student is seen to be at risk the school or college's safeguarding policy will come into effect and social services may need to be contacted.
- If the student is taken to hospital or an ambulance or receives medical attention at a hospital, parents and carers and the police must be informed. As the student has been placed at significant risk or harm, the police will need to investigate potential offences in relation to the misuse or illegal taking of substances.

A student suspected to be in possession of drugs:

- Ask the student to turn out their pockets and bags. Give the circumstances, the designated member of staff is permitted to use reasonable force when conducting a search. However, if a pupil is not compliant or a more personal search is required, consider calling the police to conduct the search.
- The student should be supervised at all times to ensure they have no opportunity to dispose of any substances.
- Ensure that a second adult witness is present throughout and that an action taken is recorded.
- If a substance is found – legal substance – It is legal to possess an illegal substance in order to prevent an offence being committed and then destroy it or hand it to the police.

police, if the substance needs to be kept pending police collection, it should be stored in the school or college safe. See the sample in a plastic bag and include details of the date and time of the search/seized and witness present.

- Schools and colleges are allowed to dispose of substances, if this action is taken, a witness must be present and the action recorded.
- If a small quantity is found, a school or college can manage the matter in line with their drug policy – provide a referral to a local young person drug service for support and intervention.

The law does not require a school or college to dispose to the police the same of the pupil from whom the drugs were taken but it is advisable to do so.

- Record full details of the incident, including the police incident reference number.
- Inform parents/carers unless this is not in the best interests of the student.
- Identify any safeguarding concerns and develop a support and disciplinary response.

Are there any aggravating factors?

- What age are the students involved?
- Is there a large amount or the substances prepared for dealing?
- Are there signs and symptoms of problematic drug use e.g. change of appearance/behaviour?
- Is there any indication of links to gangs or county lines?

If there are numerous of drug use within the school or college

School and college staff are best placed to decide on the most appropriate response to tackling drugs within their school. This is most effective when:

- It is supported by the whole school or college community, with a current schools drugs and alcohol policy in place

1

- Drug education is part of a well-planned programme of PSHE education delivered in a supportive environment, where students are part of the school or college rules, feel able to engage in open discussion and feel confident about asking for help if necessary.
- Staff have access to high-quality learning and support

#### Involving the police

It is essential to work in partnership with local officers for support and advice and where required, specialist intervention.

#### Drug Dealing and Drug Testing

The National Police Chief's Council does not recommend that drug dogs and drug testing should be used for searches where there is no evidence of the presence of drugs on school or college premises.

#### Prevention

Schools and colleges should ensure that students have access to and knowledge of up-to-date information on sources of help. This includes local and external help-lines (including FRANK for drugs, NHS Smoking Services for tobacco and GamCare for gambling), youth and community services and drug services. These resources can be used as part of, or in addition to, the school or college's own drug and alcohol education.

When evaluating the behaviour and safety of students under the Ofsted inspection framework, inspectors will consider students' efforts to access and manage risk appropriately and to keep themselves safe. In supplementary PSHE guidance for subject survey visits, students awareness of the dangers of substance misuse is included in the criteria for inspectors when grading the quality of PSHE delivery.

#### Behaviour Management

Any response to drug-related incidents must balance the needs of the individual students with the wider school and college

community. In deciding what action to take, schools and colleges should follow their own disciplinary procedures.

Exclusion should not be the automatic response to a drug incident and permanent exclusion should only be used in serious cases. More detail on excluding students can be found in the DfE exclusion guidance.

Drug use can be a symptom of other problems and schools and colleges should be ready to involve or refer students to other services where needed. It is important that schools and colleges are aware of the relevant youth and family support services available in their local area.

Services of advice and local services should be listed in the school or college drug policy for reference. The senior member of staff responsible for drugs should have established relationships with local agencies to understand what support is available.

Schools and colleges can have a key role in identifying students at risk of drug misuse. The process of identifying needs should aim to distinguish between students who require general information and education, those who could benefit from targeted prevention, and those who require a detailed needs assessment and more intensive support.

#### Harassment - see flowchart

Causing alarm or distress to another on more than one occasion, which they either know or should have known would amount to harassment of the other.

Harassment can include repeated attempts to impose unwanted communication and contact, such as a victim is a member that could be expected to cause distress or fear to any reasonable person.

- What has happened?
- Who is involved?
- What is the nature of previous incidents?

- Are there any safeguarding concerns? If YES – Refer to safeguarding policy to establish and follow local safeguarding protocols.

#### Are there any aggravating factors?

- Is there evidence of escalating behaviour?
- Are there any hate elements?
- Is it sexual harassment? If YES – refer to sexual harassment guidance
- Are there any hate elements?
- What is the impact on the victim?
- What are the victim's views?

#### Theft – see flowchart

A person is guilty of theft if they dishonestly appropriate property belonging to another with the intention of permanently depriving the other of it.

Schools and colleges should take steps to establish what has happened and who is involved. The school or college should normally deal with such an incident internally unless there were aggravating factors present.

The following questions will support the school or college in the decision-making process.

#### Are there any aggravating factors?

- Is the stolen goods of a high value? The definition of high value here is a professional judgement call to be made by the school.
- Is there evidence of escalating behaviour? Or previous incidents of a similar nature?
- Have any threats or violence been used in the course of the theft?
  - What is the impact on the victim?
  - What are the victim's views?
  - Is there a hate element?



#### Weapons - see flowchart

An offensive weapon is any article which is made, intended or adapted to cause injury. Offensive weapons can be broken down into two categories:

1) Those that are made as an offensive weapon (e.g. knuckle-dusters, dagger, gun) or adapted (e.g. broken bottle) for use for causing harm to the person, and

2) Weapons not made or adapted as an offensive weapon (e.g. kitchen knife, sawn-off, hammer, but intended by the person having in possession of it to cause injury to another.

Possession of a weapon, particularly in a school or college premises is often an indicator of vulnerability for the young person concerned and therefore a multi-agency approach is important, facilitated by a police referral. The school or college should not be expected to manage the situation in isolation.

School staff do have the power to search for weapons, using force as is reasonable in the circumstances. It is important that staff do not put themselves at risk.

#### Offences

Section 129A of the Criminal Justice Act 1988 creates the offence of possessing an article with a blade or sharp point or an offensive weapon on school premises.

Section 1 of the Prevention of Crime Act 1953 prohibits the possession in any public place of an offensive weapon without lawful authority or excuse.

Section 139 of the Criminal Justice Act 1988 prohibits having with you, in a public place any article which has a blade or is sharply pointed, (including a folding pocket knife if the cutting edge of its blade exceeds 7.62cm) in law.

[139A] Any person who has an article to which section 139 of this Act applies with him on school premises shall be guilty of an offence.

[139A2] Any person who has an offensive weapon within the meaning of section 1 of the Prevention of Crime Act 1953 with him on school premises shall be guilty of an offence.

#### Defences

[139A2] It shall be a defence for a person charged with an offence under subsection (1) or (2) above to prove that he had good reason or lawful authority for having the article or weapon with him on the premises in question.

[139A3] Without prejudice to the generality of subsection (3) above, it shall be a defence for a person charged with an offence under subsection (1) or (2) above to prove that he had the article or weapon in question with him:
 

- (a) for use at work;
- (b) for educational purposes;
- (c) for religious reasons;
- or (d) as part of any national costume.

BB guns (paintball pellet guns)

The possession of these types of guns under legislation is not an offence as they are deemed to be toys. However, if from a school or college's perspective they breach school rules, they could be seized and retained under the Education Act.

If an item is found which is suspected to be a gun, and it cannot be ascertained whether it is a genuine firearm or a BB gun, it should always be treated as a firearm and the police called to make that decision.

Possession of these items becomes an offence when a person is invited into believing that an genuine firearm in order to provide that the BB gun may then be closed as an imitation firearm. Circumstances giving rise to this belief may include use:

1. in connection with a robbery
2. for violent conduct
3. as a weapon to assault someone, e.g. point against

#### Contacting the police

The presumption would be to contact the police unless in exceptional circumstances where there is a reasonable explanation or set of circumstances where it is obvious that a weapon or prohibited article has been brought into school or college as a genuine mistake.

The weapon should be seized and stored securely by the school.

- Head teachers and staff authorised by them have the power to search students for offensive weapons, with their consent. They also have statutory powers to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil also has an offensive weapon. Further information can be found here.

#### Aggravating factors

Therefore as the police will be involved in most situations where a weapon is involved, the full circumstances relating to the incident will be investigated.



# ASSAULTS

**Definition:** It is an act which intentionally or recklessly causes violence to another



# CRIMINAL DAMAGE INCLUDING ARSON

**Definition:** Criminal damage is the intentional and malicious damage to property or vehicles, including graffiti, or being reckless as to whether damage is caused. Arson is the act of deliberately setting fire to property, including buildings and vehicles.

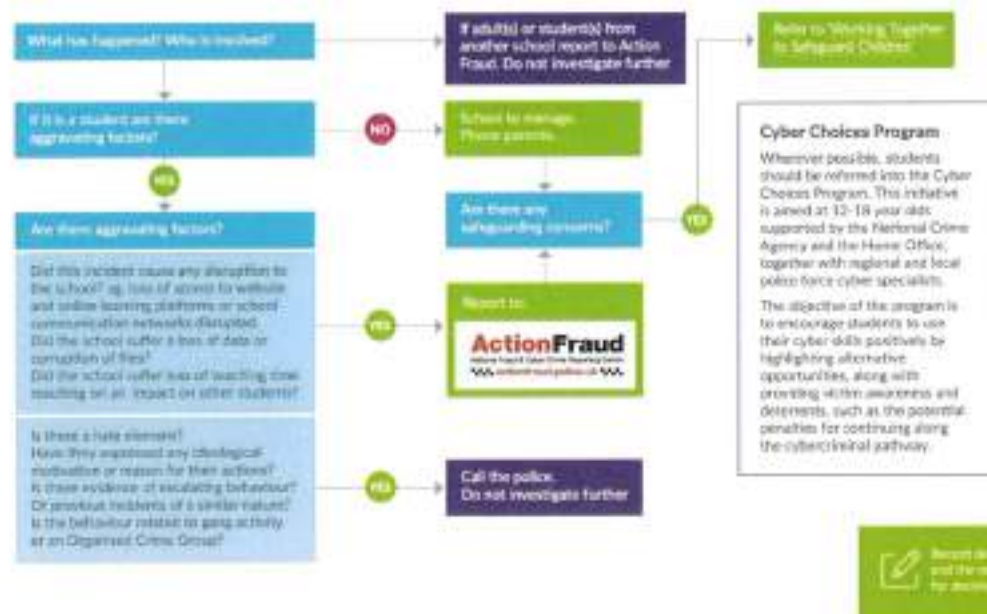




# CYBER CRIME

**Definition:** Cyber Dependent Activity includes: Unauthorised access to computers, Denial of Service or other computer interference and impairment, Acts causing serious damage to or loss of data, 'Hacking'.

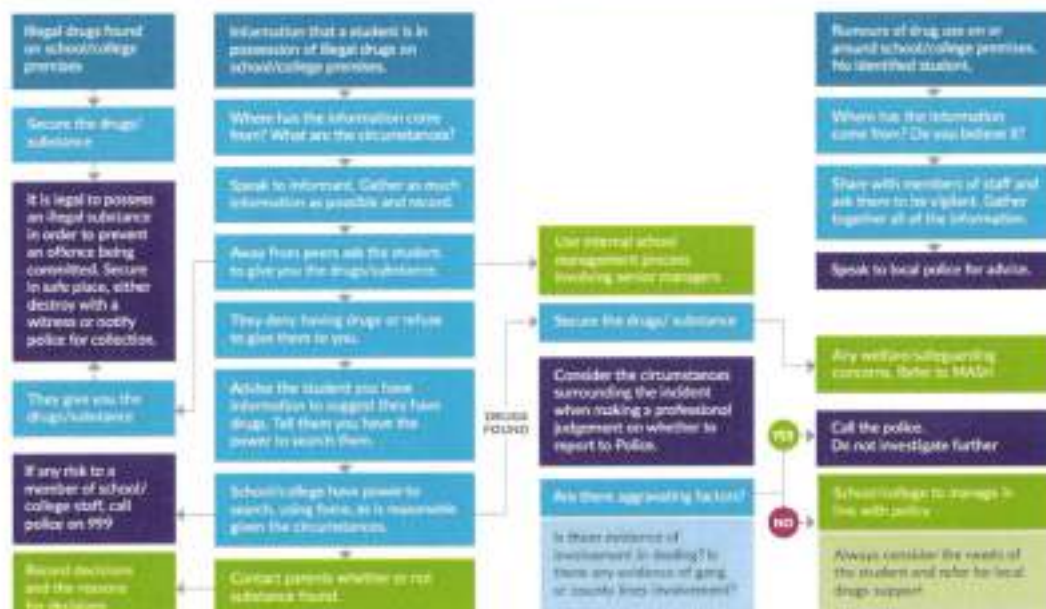
**Child**  
CENTRED POLICING



# ILLEGAL DRUGS

**Definition:** Misuse of Drugs Act 1971: It is an offence for any person to unlawfully have a controlled drug in their possession. It is an offence to supply, or be concerned in the supply of a controlled drug. It is an offence to offer to supply, or be concerned in making an offer to supply a controlled drug.

**Child**  
CENTRED POLICING



# HARASSMENT

**Definition:** Causing alarm or distress or putting people in fear of violence, on more than one occasion (course of conduct) and the incidents are connected.

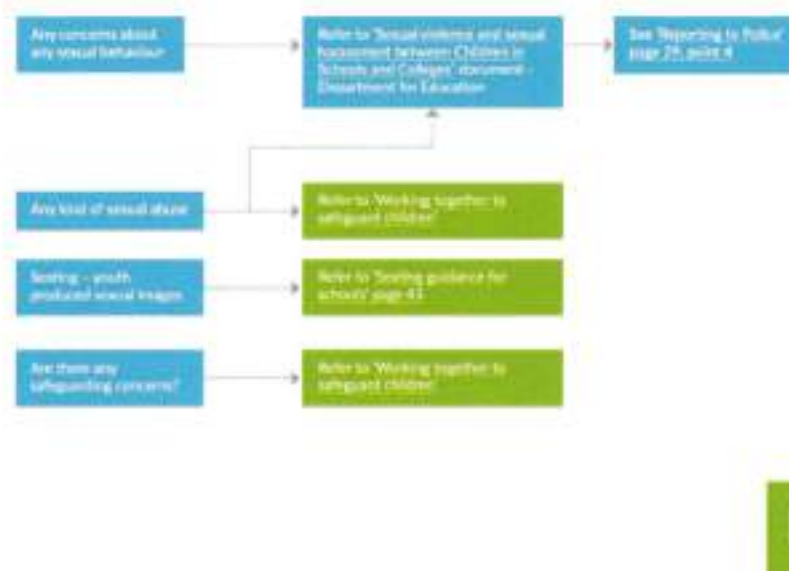
**Child**  
CENTRED POLICING



# SEXUAL OFFENCE

**Definition:** Any sexual contact with another person without that other person's consent. Generally speaking guidance on dealing with sexual offences is covered in working together to safeguard children. For incidents of rape or serious sexual assault call the police immediately.

**Child**  
CENTRED POLICING



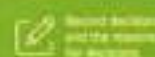
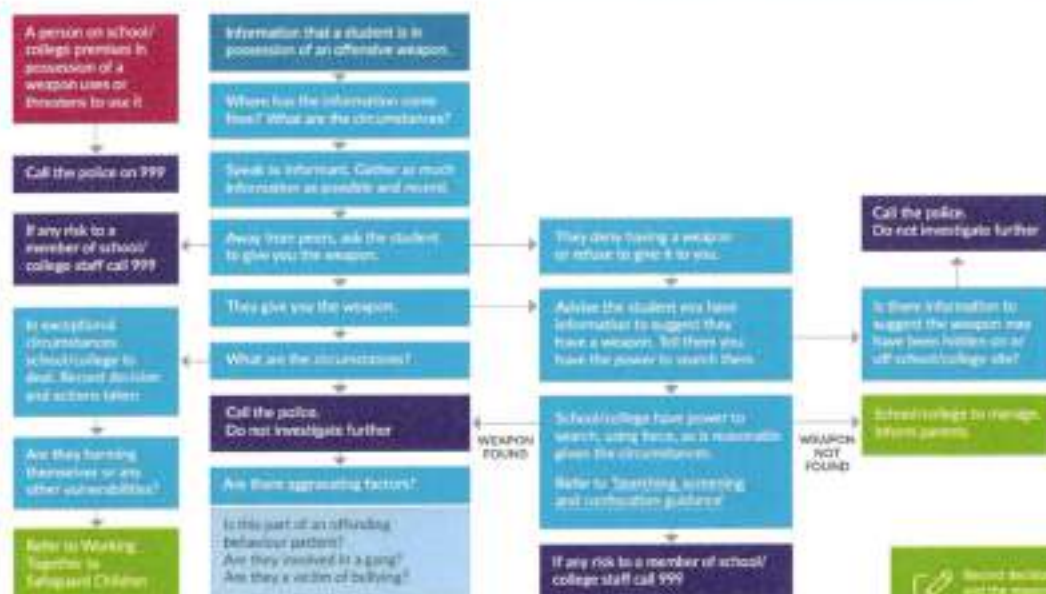
# THEFT

**Definition:** A person is guilty of theft if they dishonestly appropriate property belonging to another with the intention of permanently depriving the other of it.



# WEAPONS

**Definition:** An offensive weapon is any article which is made, intended or adapted to cause injury. It is an offence to possess an offensive weapon or bladed or sharply pointed article on primary school or secondary school premises.





## APPENDIX 16

### Additional resources and guidance for staff

#### General

- [Childnet - STAR SEND Toolkit](#) equips, enables and empowers educators with the knowledge they need to support young people with special educational needs and disabilities.
- [Childnet - Just a joke?](#) provides lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour with 9-12 year olds.
- [Childnet - Step Up, Speak Up](#) a practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old.
- [Preventing Harmful Sexual Behaviour toolkit](#) by the Lucy Faithfull Foundation, the toolkit contains links to useful information, resources and support, including practical tips to prevent HSB.
- [NSPCC - Harmful sexual behaviour framework](#) An evidence-informed framework for children and young people displaying HSB.
- [Contextual Safeguarding Network – Beyond Referrals - Schools](#) levers for addressing HSB in schools.

#### Additional advice and support Abuse

- [What to do if you're worried a child is being abused](#) – DfE advice
- [Domestic abuse: Various Information/Guidance](#) - Home Office (HO)
- [Faith based abuse: National Action Plan](#) - DfE advice
- [Relationship abuse: disrespect nobody](#) - Home Office website
- [Tackling Child Sexual Abuse Strategy](#) – Home Office policy paper
- [Together we can stop child sexual abuse](#) – HM Government campaign

#### Bullying

- [Preventing bullying including cyberbullying](#) - DfE advice **Children missing from education, home or care**
- [Children missing education](#) - DfE statutory guidance
- [Child missing from home or care](#) - DfE statutory guidance
- [Children and adults missing strategy](#) - Home Office strategy

#### Children with family members in prison

- [National Information Centre on Children of Offenders](#) - Barnardo's in partnership

#### Child Exploitation

- [Trafficking: safeguarding children](#) - DfE and HO guidance
- [Care of unaccompanied and trafficked children](#) – DfE statutory guidance
- [Modern slavery: how to identify and support victims](#) – HO statutory guidance

#### Drugs

- [Drug strategy 2017](#) - Home Office strategy
- [Information and advice on drugs](#) - Talk to Frank website
- [Drug and Alcohol education — teacher guidance & evidence review](#) – PSHE Association website

#### **(so called) "Honour Based Abuse" including FGM and forced marriage**

- [Female genital mutilation: information and resources](#)- Home Office guidance



- [Female genital mutilation: multi agency statutory guidance](#) - DfE, DH, and HO

### **Statutory guidance**

- [Forced marriage](#) - Forced Marriage Unit (FMU) statutory guidance
- [FGM resource pack](#) – HM Government guidance

### **Health and Well-being**

- [Fabricated or induced illness: safeguarding children](#) - DfE, DH, HO
- [Rise Above: Free PSHE resources on health, wellbeing and resilience](#) - Public Health England
- [Medical-conditions: supporting pupils at school](#) - DfE statutory guidance
- [Mental health and behaviour](#) - DfE advice

### **Private fostering**

- [Private fostering: local authorities](#) - DfE statutory guidance

### **Radicalisation**

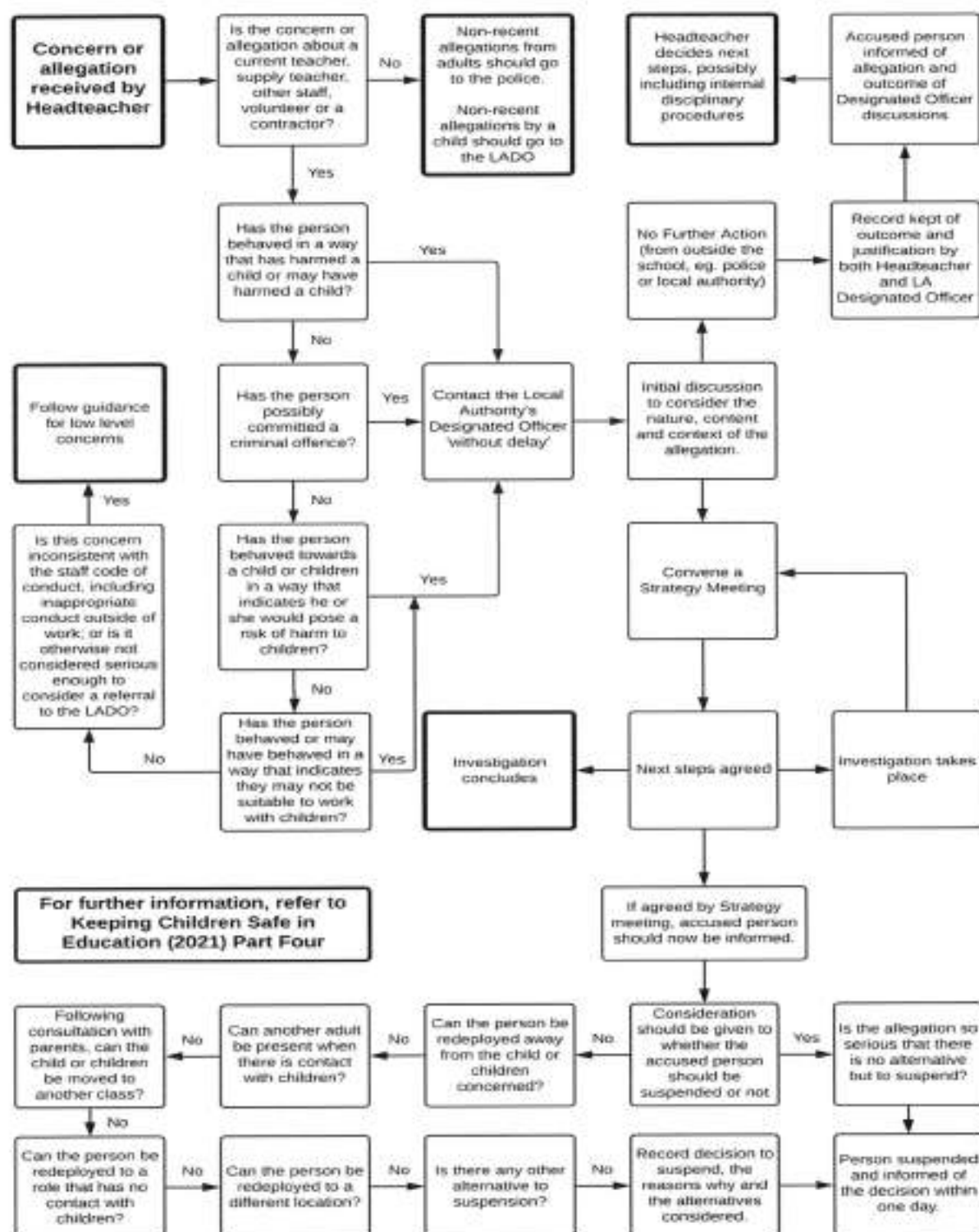
- [Prevent duty guidance](#)- Home Office guidance
- [Prevent duty: additional advice for schools and childcare providers](#) - DfE advice
- [Educate Against Hate website](#) - DfE and Home Office advice
- [Prevent for FE and Training](#) - Education and Training Foundation (ETF)

### **Violence**

- [Serious violence strategy](#) - Home Office Strategy
- [Factors linked to serious violence and how these factors can be used to identify individuals for intervention](#) – Home Office
- [Youth Endowment Fund](#) – Home Office
- [Gangs and youth violence: for schools and colleges](#) - Home Office advice
- [Ending violence against women and girls 2016-2020 strategy](#) - Home Office strategy
- [Violence against women and girls: national statement of expectations for victims](#) - Home Office guidance
- [Sexual violence and sexual harassment between children in schools and colleges](#)- DfE advice

## APPENDIX 17

### Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers



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## APPENDIX 18

### Self Harm Safety Plan

Download the Calm Harm App. Go through the process of entering any relevant details about yourself with a parent or trusted adult. Look at some of the "Ride the Wave" activities that fall under the categories of Comfort, Distract, Express Yourself, Release and Random. Some of these take 5 to 15 minutes to complete and are designed to calm the urge to self harm.

Explore the other facilities on the App such as the "Breathe Activity" "Activity Suggestion" and explore whether you would like to use the self monitoring element of the App.

Once you have explored the App with a parent or trusted adult consider the following:

What I need to do to reduce the risk of me self-harming

What have I done in the past that helped? What ways of coping do I have?

What I will do to help calm and soothe myself:

Who can I call/talk to about how I am feeling:

What could others do that would help?

Where is a safe place I can go?

## APPENDIX 19

### Meeting Digital and Technology Standards

#### Adhering to DFE standards

Staff responsible for ensuring standards are met: DSL, Senior Teacher responsible for IT strategy & Safeguarding Governor

Filtering and Monitoring system: Lightspeed triage and provide alerts to the DSL and DDSL who act on reported concerns and file outcomes in a folder in the DSL's office. The information documented addresses:

- when the checks took place
- who did the check
- what they tested or checked
- resulting actions

The technical team works with Lightspeed to ensure effective running of the system. The DSL and DDSL address concerns with pupils and parents as necessary.

Content Filter: Lightspeed is managed by the technical team and reviewed annually

The DSL is responsible for staff training relating to safeguarding and systems such as how to report concerns and the risks of poor filtering and monitoring

The technical team is responsible for ensuring staff access cybersecurity training.

The DSL works closely together with IT team and IT service providers to meet the needs of the school. Lightspeed provided extensive training on the introduction of the system and ongoing support as necessary.

The DSL takes the lead for safeguarding and online safety, which includes overseeing and acting on:

- filtering and monitoring reports
- safeguarding concerns
- checks to filtering and monitoring systems
- risk management plans for vulnerable children

The IT service provider should have technical responsibility for:

- maintaining filtering and monitoring systems
- providing filtering and monitoring reports
- completing actions following concerns or checks to systems

The IT service provider works with the senior leadership team and DSL to:

- procure systems
- identify risk
- carry out reviews
- carry out checks



## Appendix 20

### Opportunities to Teach Safeguarding

#### Core Principles from KCSIE

- Safeguarding is everyone's responsibility – all staff must be aware of their role in identifying and acting on concerns.
- Child-centred approach – the best interests of the child must always come first.
- Prevention through education – curriculum content should proactively teach safety, resilience, and responsible behaviour.
- Contextual safeguarding – recognising that harm can occur in school, at home, in the community, or online.

#### Cross-Curricular Safeguarding Map – Prep

| Subject | Safeguarding Theme               | Skills and Knowledge developed                                              | Example Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------|----------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Science | Body awareness, health & hygiene | Children understand that their body belongs to them and how to stay healthy | Younger pupils in Year 1 learn parts of the body, including those externally visible and those inside the body and how those parts function through artwork, digital apps like CuriosiTree and games.<br>The impact of exercise on circulation and general health is investigated as part of a Year 5 homework where family members are invited to partake in an exercise and record their heart rate.<br>Year 6 pupils study the work of Ignaz Semmelweis and use GloGerm to visualise poor and good hand washing techniques. |

|                  |                                           |                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------|-------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Computing</b> | Online safety & digital wellbeing         | Children can identify safe online behaviour and where to report concerns | Older pupils engage in a card sort in pairs to discuss common online safety risks and assess their digital footprints. This leads to a wider teacher-led discussion, including clear identification of (a) Trusted Adult(s). Younger pupils identify their Trusted Adult(s) through an artwork activity. A series of appropriate picture books are used in KS1 such as 'Chicken Clickin'', 'Techosaurus Saves the School!' and Alice through the smartphone' to discuss healthy use of digital technology.                      |
| <b>PE</b>        | Physical safety, teamwork                 | Children demonstrate safe practice in physical activities                | Children demonstrate safe practice in physical activities, for example by leading a peer warm-up with correct technique, agreeing rules for small-sided games to ensure fair play and using safe entry and exit in swimming lessons.                                                                                                                                                                                                                                                                                            |
| <b>Geography</b> | Community safety, environmental awareness | Children know safe travel routes and hazards in their area               | Themes of safety are touched on in topics such as weather (extreme weather and weather hazards, how weather affects daily life), rivers (flooding), coasts (flooding, erosion). Threats to health are studied in population (factors affecting birth rate and death rate), development, and the health, human rights and intervention topic (Y13). The importance and fragility of the environment is studied through Antarctica (exploitation and climate change), sustaining ecosystems), changing climate, water and energy. |

|                    |                             |                                                                      |                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------|-----------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PSHE / RSHE</b> | Core safeguarding knowledge | Children know how to recognise, resist, and report unsafe situations | <p>All girls from R to Year are taught the term 'trusted adult'</p> <p>Year 3 activity where the children watch <i>Funny in my Tummy</i> song where they identify issues within the episode and look at at which point they would approach a trusted adult.</p> <p>Various activities look at scenarios where they identify unsafe situations in relationships and online.</p> |
|--------------------|-----------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Cross-Curricular Safeguarding Map – Senior

| Subject        | Safeguarding Links                                                         | Key Skills & Knowledge Developed                                 | Example Activity / Topic                                                                                                                                                                                                 |
|----------------|----------------------------------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>English</b> | Recognising coercive language, exploring themes of abuse, empathy building | Critical thinking, recognising manipulation, expressing concerns | Themes of coercion, bullying, empathy (or lack thereof) are major themes in set texts taught in Y7 ('Chinese Cinderella'), Y8 ('Animal Farm'), Y9 ('Lord of the Flies'), Y10 ('To Kill a Mockingbird'), Y11 ('Macbeth'). |
| <b>Maths</b>   | Safe online transactions, avoiding scams, financial literacy               | Risk assessment, fraud awareness                                 | Core Maths looks at risk vs cost analysis in business. Financial skills, percentages. At GCSE we look at compound interest and exponential growth. In year 7/8 we look at data and collecting data with anomalisation.   |

|                                                                   |                                                                                                                  |                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Science:<br/>Biology,<br/>Chemistry<br/>and Physics</b></p> | <p>Health &amp; safety in experiments, consent in medical research, reproduction and menstruation, fertility</p> | <p>Understanding consent, bodily autonomy</p>                                                     | <p>All practical work, students need to be aware of the hazards and risks involved and manage these. Students also need to consider how their behaviour and actions can impact others.</p> <p>Creation of risk assessments for Year 12 and 13 required practicals.</p> <p>Ethics debates are involved in organ transplants and embryonic research.</p> <p>Discussion of healthy diet and communicable diseases.</p> <p>Safety when dealing with different types of radiation.</p> <p>All sciences consider the reliability of data and validity of data. Sources of data and information are considered to consider how accurate these are. When researching for practicals or project work students are spoken to about how to consider if a source is trustworthy or suitable enough for the task given.</p> |
| <p><b>History</b></p>                                             | <p>Human rights, discrimination, safeguarding failures in history<br/>Health</p>                                 | <p>Recognising injustice, social awareness<br/>Children understand how easily disease spreads</p> | <p>Nazi Germany – persecution of minorities<br/>Helsinki Accords, 1975<br/>Black Death Simulation Game</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |



|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PE</b>            | Physical safety, respecting boundaries, inclusion                                                                                                                                                                                                                                                                                                                                                                                | Teamwork, recognising unsafe situations                                                                                                                                                                                                         | <p>Dance- respecting touch and distance, appropriate hand positioning in lifts and holds.</p> <p>Swimming- physical safety is taught through water and buoyancy skills, safe entry and rules of the pool.</p> <p>Inclusion- cooperative games; rotating of roles such as officiator, coach, player; sports/ dance from around the world; teaching pupils how to give meaningful feedback.</p> <p>Teamwork is a core value of PE- small-sided games; cooperative challenges; communication and team talks.</p> |
| <b>PSHE/RSE</b>      | Relationships, online safety, belonging and community, Citizenship, consent, the law, sex education, family planning & contraception, self care, personal safety, sexual health, digital wellbeing, image sharing, misogyny, self esteem, making choices, peer pressure.                                                                                                                                                         | Critical thinking, recognising manipulation, expressing concerns, risk assessment, understanding consent, digital health, Recognising injustice, social awareness, recognising unsafe situations, self confidence, self expression, self esteem | <p>RSE: Activity where various Venn Diagrams represent different types of relationships. The pupils have to identify the type of relationship and justify their choice, explaining why it might be healthy or unhealthy.</p>                                                                                                                                                                                                                                                                                  |
| <b>RS/General RS</b> | Marriage and family, morality, fidelity, Types and purpose of family, Marriage and co-habitation , Divorce, Sexual Relationships, Homosexuality, Contraception, Gender Equality, adoption, religious conflict, birth rates and factors affecting, global culture (womens' role as child bearer) Gender inequality index and its definitions (defining development in globalisation). Rights of minority groups including LGBTQ+. | <p><b>Critical Thinking, Cultural Awareness &amp; Empathy, Debate &amp; Communication, Moral &amp; Ethical Reasoning, Data &amp; Social Analysis, Legal &amp; Policy Literacy, Decision-Making &amp; Personal Responsibility .</b></p>          | <p>Class Discussion.Examining changes in the law and different perspectives.</p>                                                                                                                                                                                                                                                                                                                                                                                                                              |

|                          |                                                                                                                             |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                      |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sociology</b>         | Human Rights<br>Female Crime                                                                                                | Critical Thinking<br>Recognising Injustice, social awareness                                                                                                                                                                                                                                               | Consider different definitions of Humna Rights<br>Watch videos concerning Domestic Violence.<br>Examine statistics, trends and explanations concerning violence against women                                                                                                                                        |
| <b>Drama</b>             | Discussing emotions within a safe environment and building positive relationships.<br>Devising- exploring issue-based Drama | Developing characterisation skills and empathy.<br>Decision making, critical thinking and cooperation.                                                                                                                                                                                                     | Students are given a scenario in which a character needs to make a choice between two actions. They explore outcomes and discuss which might be the safest scenario for the character to choose.                                                                                                                     |
| <b>Psychology</b>        | Ethical issues, healthy relationships, building positive relationships                                                      | Understanding right to privacy, right to withdraw, (in context of research) and confidentiality.<br>Developing awareness of violence and coercion in romantic relationships (in the aggression topic)<br>Understanding the development of empathy<br>Critical thinking<br>Understanding perspective taking | Given a piece of research and have to discuss ethical issues and how to deal with them.<br>Exploring the motivations behind sexual jealousy<br>Scenarios are given based on responses of children of a variety of ages and students have to discuss what age group has which level of empathy and perspective taking |
| <b>Design Technology</b> | Social, moral and ethic considerations.<br>Digital safety                                                                   | Understanding the development of empathy<br>social awareness<br>Understanding perspective taking<br>Digital safety, self-onfidence                                                                                                                                                                         | Culture:<br>a population movement within the EU<br>b social segregation/clustering within ethnic minorities.<br>Society:<br>a changes in working hours and shift patterns<br>b Internet of Things (IoT)<br>c remote working<br>d use of video conference meetings.                                                   |

## Appendix 21

### Contextual Safeguarding Risk Assessment

#### Factors to Consider by Context

| Context                           | Vulnerability & Risk Factors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Individual Characteristics</b> | <ul style="list-style-type: none"> <li>• Special Educational Needs and Disabilities</li> <li>• Recent bereavement or loss</li> <li>• Low self-esteem or self-confidence</li> <li>• Experience of being bullied themselves and/ or coercion into bullying others</li> <li>• Alcohol and/ or substance misuse</li> <li>• History of self harm</li> <li>• History of disordered eating</li> <li>• Has been bullied</li> <li>• Unsure about their sexual orientation</li> <li>• Unable to disclose sexual orientation to their families or peers</li> <li>• Missing from school</li> <li>• Persistent absence</li> </ul> |
| <b>Family / Home(s)</b>           | <ul style="list-style-type: none"> <li>• Chaotic or dysfunctional household</li> <li>• Historic experiences of abuse or neglect</li> <li>• Historic domestic abuse</li> <li>• Recent bereavement or loss within the family</li> <li>• Alcohol and/ or substance misuse</li> <li>• Parental mental health or learning needs</li> <li>• Non-engagement associated to cultural dynamics (i.e. class, gendered norms etc.)</li> </ul>                                                                                                                                                                                    |
| <b>Peer Group(s)</b>              | <ul style="list-style-type: none"> <li>• Association with peers involved in risky or criminal behaviour</li> <li>• Peer pressure to engage in harmful activities</li> <li>• Bullying or social exclusion</li> <li>• Exposure to exploitative relationships</li> </ul>                                                                                                                                                                                                                                                                                                                                                |
| <b>School</b>                     | <ul style="list-style-type: none"> <li>• Limited PSHE or SRE provision – drop-down days or selected year groups only for example</li> <li>• Poor attendance</li> <li>• Lack of engagement or achievement</li> <li>• Unsafe school culture (e.g. tolerance of bullying)</li> <li>• Inadequate safeguarding responses</li> <li>• Limited pastoral support</li> </ul>                                                                                                                                                                                                                                                   |

|                             |                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Neighbourhood Spaces</b> | <ul style="list-style-type: none"> <li>• Exposure to crime, gangs, or drug activity</li> <li>• Unsafe public spaces (e.g. parks, transport hubs)</li> <li>• Lack of youth services or safe recreational areas</li> <li>• Online risks (e.g. grooming, cyberbullying)</li> <li>• Community tensions or discrimination</li> </ul> |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### School Capacity to Safeguard Children Against Contextual Factors

| Area                                        | Description                                                                                                       | Examples / Actions                                                                                                                                                                                       |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Policy &amp; Leadership</b>              | Clear safeguarding policies that address risks beyond the home. Leadership commitment to contextual safeguarding. | <ul style="list-style-type: none"> <li>• Contextual safeguarding included in child protection policy</li> <li>• DSL trained in extra-familial harm</li> <li>• Safeguarding governor oversight</li> </ul> |
| <b>Staff Training &amp; Awareness</b>       | Staff understand peer-on-peer abuse, exploitation, and risks in community settings.                               | <ul style="list-style-type: none"> <li>• Regular CPD on contextual risks</li> <li>• Staff briefings on local trends (e.g. county lines, online grooming)</li> </ul>                                      |
| <b>Student Voice &amp; Participation</b>    | Students are empowered to report concerns and shape safe environments.                                            | <ul style="list-style-type: none"> <li>• Anonymous reporting tools</li> <li>• Robust pastoral system and school council committees</li> <li>• Peer mentoring programs</li> </ul>                         |
| <b>Partnerships &amp; Multi-Agency Work</b> | Strong links with police, social care, youth services, and community groups.                                      | <ul style="list-style-type: none"> <li>• Participation in multi-agency panels</li> <li>• Joint safety mapping exercises</li> <li>• Referrals to external support services</li> </ul>                     |
| <b>Environment &amp; Culture</b>            | School promotes a safe, inclusive culture and monitors physical/social spaces.                                    | <ul style="list-style-type: none"> <li>• Supervision in hotspots (e.g. toilets, corridors)</li> <li>• Anti-bullying campaigns</li> <li>• Inclusive curriculum</li> </ul>                                 |
| <b>Data &amp; Intelligence Use</b>          | School uses safeguarding data to identify patterns and respond proactively.                                       | <ul style="list-style-type: none"> <li>• Analysis of behaviour logs, exclusions, safeguarding referrals</li> <li>• Mapping peer group dynamics</li> </ul>                                                |
| <b>Response to Incidents</b>                | School responds effectively to incidents involving contextual harm.                                               | <ul style="list-style-type: none"> <li>• Safety plans for affected students</li> <li>• Support for peer groups</li> <li>• Engagement with families and communities</li> </ul>                            |