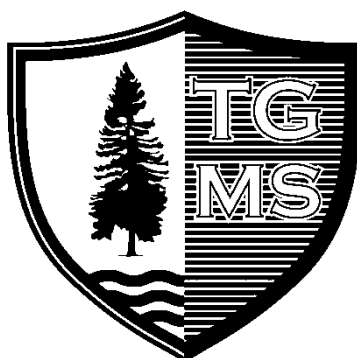




BUCKINGHAMSHIRE COUNCIL

Child Protection Policy Tylers Green Middle School



Prepared by:	<i>Mr Sam Isaacs, Headteacher and Designated Safeguarding Lead</i>
Approved by:	<i>Personnel, Pastoral and Admissions Committee</i>
Signature of Chair of Governors:	
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1. Front Matter

Safeguarding Team Contacts at Tylers Green Middle School

Role	Name and contact details
All safeguarding-related matters	safeguarding@tylersgreenmiddle.co.uk
Headteacher	Mr Sam Isaacs head@tylersgreenmiddle.co.uk 01494 812465
Designated Safeguarding Lead (DSL)	Mr Sam Isaacs head@tylersgreenmiddle.co.uk 01494 812465
Deputy Designated Safeguarding Lead	Mrs Anna Campbell senco@tylersgreenmiddle.co.uk 01494 812465
Deputy Designated Safeguarding Lead	Miss Rebecca Billingham rbillinghurst@tylersgreenmiddle.co.uk 01494 812465
Deputy Designated Safeguarding Lead	Mrs Teresa Hall office@tylersgreenmiddle.co.uk 01494 812465
Named Safeguarding Governor	Mrs Elspeth Barlow ebarlow@tylersgreenmiddle.co.uk
Chair of Governors	Mr Owen Brangwin obrangwin@tylersgreenmiddle.co.uk
Online Safety Lead	Mr Sam Isaacs contact details as above
Designated Teacher for Children in Care and Children Previously in Care	Mrs Anna Campbell contact details as above
Senior Mental Health Lead	Mrs Anna Campbell contact details as above
Prevent Lead	Mr Sam Isaacs contact details as above
Protective Security and Preparedness Lead	Mr Sam Isaacs contact details as above

Contacts in The Local Authority

Education Safeguarding Advisory Service (ESAS) ESAS provides safeguarding advice and support to schools and education providers.	Telephone: 01296 387981 Email: secure-esasduty@buckinghamshire.gov.uk
Buckinghamshire Children's Social Care – First Response/Multi-Agency Safeguarding Hub (MASH) First Response receives and assesses referrals concerning children who may require help, support or protection.	For urgent safeguarding concerns: 01296 383962 – 9.00 am to 5.30 pm, Monday to Thursday 01296 383962 – 9.00 am to 5.00 pm, Friday

	0800 999 7677 – before 9.00 am, after normal office hours, at weekends and on bank holidays Email: secure-cypfirstresponse@buckinghamshire.gov.uk Non-urgent concerns should be submitted through Buckinghamshire Council’s online Report a Concern/MARF process. Where a child is in immediate danger, or there is an immediate risk of significant harm, telephone the police on 999.
Local Authority Designated Officer (LADO) The LADO oversees the management of safeguarding concerns and allegations about people who work or volunteer with children.	Telephone: 01296 382070 Email: secure-lado@buckinghamshire.gov.uk
Buckinghamshire Family Information Service Information for families and professionals about childcare, Family Help, parenting, finances and other support.	Telephone: 01296 383293 Email: familyinfo@buckinghamshire.gov.uk
Buckinghamshire Safeguarding Children Partnership (BSCP) Local multi-agency safeguarding procedures, guidance, thresholds and training.	
Thames Valley Police 999 – emergency 101 – non-emergency and mandatory reporting of known cases of FGM Schools Web - School bulletin, Safeguarding links, A-Z guide to information and services	
NSPCC	0800 800 5000
Report Abuse in Education NSPCC Helpline	0800 136 663
Childline	0800 1111
Government’s Whistle-blowing Service via NSPCC Report Line	0800 028 0285
Forced Marriage Unit	Tel: 020 7008 0151 From overseas: +44(0)20 7008 0151 (Mon-Fri 9am-5pm)

	Out of hours: 020 7008 1500 (ask for Global Response Centre) Email: fm@fco.gov.uk
Support and Advice about Extremism DfE helpline (non-emergency advice for staff and governors)	Tel: 020 7340 7264 Email: counterextremism@education.gsi.gov.uk
Disclosure and Barring Service	Tel: 03000 200 190 Email: customerservices@db.s.gov.uk
Teaching Regulation Authority	Tel: 020 7593 5392 Email: misconduct.teacher@education.gov.uk

Linked Policies

This policy should be read in conjunction with the following policies:

- Accessibility Plan
- Artificial Intelligence Policy and Approved Tools Register
- Attendance Policy, including the school's safeguarding response to children who are absent from education
- Behaviour Policy, including anti-bullying and child-on-child abuse procedures
- British Values and Assemblies
- Data Protection Policy and record-retention arrangements
- Disruptive Visitor Policy
- Drug Education Policy
- Educational Visits Policy
- Equality and Cohesion Policy
- Health and Safety Policy
- Emergency Plan and Lockdown Procedures
- Hiring of School Premises Policy
- Online Safety Policy, including acceptable use, filtering and monitoring, mobile phones, smart devices, GPS trackers and social media
- PSHE and RSHE Policy

- Safer Recruitment Policy
- SEND Policy
- Staff Code of Conduct, including acceptable use of technology, low-level concerns and allegations against adults
- Supporting Pupils with Medical Conditions Policy
- Volunteers Policy
- Whistleblowing Policy

Definitions

Children means everyone under the age of 18.

Safeguarding and promoting the welfare of children means:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the 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.

Child protection is part of safeguarding and promoting the welfare of children. It refers to activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. This includes harm occurring inside or outside the home and online.

Abuse is a form of maltreatment of a child. A person may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm may include non-physical ill-treatment and the impact of seeing, hearing or experiencing the ill-treatment of another person. Children may be abused by adults or by other children, within or outside their family, in an institutional or community setting, or online.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, where this is likely to result in serious impairment of the child's health or development.

Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate, deceive or control a child for the benefit of another person. It may include sexual exploitation, criminal exploitation, financial exploitation, forced labour, trafficking or modern slavery and may take place online or offline.

Family Help is the joined-up system of targeted early help and statutory support under section 17 of the Children Act 1989. It is intended to provide children and families with coordinated support as early as possible, based on assessment, a clear plan and consistent professional relationships.

Professional curiosity means seeking to understand the child's lived experience, exploring inconsistencies and not accepting information at face value where concerns may exist.

The fuller Family Help model introduced through *Working Together to Safeguard Children 2026* combines targeted early help and section 17 support, rather than treating these as entirely separate systems.

2. Ethos statement

School Child Protection and Safeguarding Policy Framework

Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

We recognise the moral and statutory responsibility placed on all staff to safeguard and promote the welfare of all children. We aim to provide a safe and welcoming environment in which children can learn, underpinned by a culture of openness where both children and adults feel secure, are able to raise concerns and believe they are being listened to, and that appropriate action will be taken to keep them safe.

3. Introduction

The Governing Body¹ recognises the need to ensure that it complies with its duties under legislation and this policy has regard to statutory guidance, [Keeping Children Safe in Education](#) (KCSiE), Working Together to Safeguard Children and locally agreed inter-agency procedures put in place by Buckinghamshire Safeguarding Children Partnership.

This policy will be reviewed annually, as a minimum, and will be made available publicly via the school website or on request.

Safeguarding and promoting the welfare of children 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
- Preventing the impairment of children's mental and physical health or development

¹ In maintained schools the Governing Body is responsible for ensuring their functions are exercised with a view to safeguarding and promoting the welfare of children in accordance with section 175 of the Education Act 2002, for pupil referral units it is the management committee, in independent schools, including academies and free schools, and 16-19 academies, this duty sits with the proprietor (in the case of academies the proprietor will be the academy trust). References to the Governing Body throughout this policy framework includes management committees.

- 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

This policy is for all staff, parents, governors, volunteers, supply staff and contractors and the wider school community. It forms part of the child protection and safeguarding arrangements for our school and is one of a suite of policies and procedures which encompass the safeguarding responsibilities of the school. In particular, this policy should be read in conjunction with the school's Code of Conduct/Staff Behaviour Policy (including Acceptable Use of ICT), Safer Recruitment Policy, Online Safety Policy, Behaviour and Anti-Bullying Policy, the school's guidance on low-level concerns², Child-on-Child Abuse Policy and procedures, and Part Five of KCSiE, copies of which will be provided to all staff on induction.

The aims of this policy are to:

- Provide staff with a framework to promote and safeguard the wellbeing of children and young people, and ensure that all staff understand and meet their statutory responsibilities;
- Ensure consistent good practice across the school.

The Governing Body expects that all staff will have read and understand this child protection and safeguarding policy and their responsibility to implement it. Staff working in school **must**, as a minimum, have read and understand [Part One of KCSiE](#) and [Part Five](#): Child-on-child sexual harassment and sexual violence. Governors will ensure that they and senior leaders have read and understand [Parts One and Two of KCSiE](#).

The Governing Body will ensure that arrangements are in place for all staff members to receive appropriate safeguarding and child protection training which is regularly updated. The Governing Body will ensure that all governors receive appropriate safeguarding and child protection training (including online) at induction, which is regularly updated.

Compliance with the policy will be monitored by the Headteacher, designated safeguarding lead (DSL) and Named Safeguarding Governor.

4. Statutory framework

Section 175 of the Education Act 2002 (as amended) in the case of maintained schools and pupil referral units³, Section 157 of the Education Act 2002 (as amended) and the Education (Independent School Standards) Regulations 2014 for independent schools (including academies and free schools), the Non-Maintained Special Schools (England) Regulations 2015, and the Apprenticeships, Skills, Children and Learning Act 2009 (as amended) for post 16

² Guidance on Low-Level Concerns may be a stand-alone policy or included within another policy e.g. Staff Code of Conduct

³ Section 175, Education Act 2002 – for management committees of pupil referral units, this is by virtue of regulation 3 and paragraph 19A of Schedule 1 to the Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007

education providers, place a statutory duty on governing bodies and proprietors to have policies and procedures in place that safeguard and promote the welfare of children and young people who are pupils of the school which must have regard to any guidance given by the Secretary of State.

In accordance with statutory guidance, Working Together to Safeguard Children, local safeguarding arrangements must be established for every local authority area by the three safeguarding partners (Local Authority, Police and Integrated Care Boards). All three partners have equal and joint duty for a range of roles and statutory functions including developing local safeguarding policy and procedures and scrutinising local arrangements. In Buckinghamshire, all schools have been named by the Buckinghamshire Safeguarding Children's Partnership (BSCP) as relevant agencies; this means staff in schools must work in accordance with the multi-agency procedures developed by the BSCP, which can be found on their website at: [Home - Buckinghamshire Safeguarding Children Partnership](#)

This policy is published on our website <https://tylers-green-middle-school.secure-primariesite.net/policies/>, in the staff Google Drive → Policies → Safeguarding, and hard copies are available from the school office.

5. Key roles and responsibilities

Governing Body

The Governing Body has a strategic leadership responsibility for the school's safeguarding arrangements and must ensure that they comply with their duties under legislation. The Governing Body has a legal responsibility to make sure that there are appropriate policies and procedures in place, which have regard to statutory guidance, in order for appropriate action to be taken in a timely manner to safeguard and promote children and young people's welfare. The Governing Body will also ensure that the policy is made available to parents and carers by publishing this on the school website or in writing if requested.

The Governing Body will ensure they facilitate a whole school approach to safeguarding. This means involving everyone in the school and ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, and that all systems, processes and policies are transparent, clear and easy to understand and operate with the best interests of the child at their heart.

The Governing Body will ensure that where there is a safeguarding concern school leaders will make sure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems will be in place that are well promoted, easily understood and easily accessible for children to confidently report any form of abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

The Governing Body will ensure that the school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children and that the school's safeguarding arrangements take into account the procedures and practice of the locally agreed multi-agency safeguarding arrangements in place.

The Governing Body will ensure that, as a minimum, the following policies are in place to enable appropriate action to be taken to safeguard and promote the welfare of children and young people as appropriate:

- Child-on-child abuse
- Online safety,
- Behaviour, including measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Special educational needs and disability
- Supporting pupils in school with medical conditions
- Staff code of conduct/behaviour policy (which should also include the procedures that will be followed to address low-level concerns and allegations made against staff, and acceptable use of it, including the use of mobile devices and communications, including the use of social media.)
- Procedure for responding to children who go missing from education, particularly on repeat occasions.
- Safer recruitment

It is the responsibility of the Governing Body to ensure that staff and volunteers are properly vetted to make sure they are safe to work with the pupils who attend our school and that the school has procedures for appropriately managing safeguarding allegations made against, or low-level concerns involving, members of staff (including the headteacher, supply teachers, contractors, and volunteer helpers).

The Governing Body will ensure that there is a named governor for safeguarding, a Designated Safeguarding Lead (DSL) who is a senior member of the leadership team and has lead responsibility for safeguarding and child protection, and a designated teacher to promote the educational achievement of children who are looked after, or previously looked after, and will ensure that these people have the appropriate training.

The Governing Body will have regard to their obligations under the Human Rights Act 1998 and the Equality Act 2010 (including the Public Sector Equality Duty).⁴

The Governing Body will inform Buckinghamshire Council and the BSCP annually about the discharge of their safeguarding duties by completing the safeguarding self-assessment audit.

Designated Safeguarding Lead (DSL)

⁴ Set out in paragraphs 85-93 of KCSiE

The DSL will take lead responsibility for safeguarding and child protection (including online safety and an understanding of the filtering and monitoring systems and processes in place). This will be made explicit in the role-holder's job description. (The broad areas of responsibility and activities related to the role of the DSL are set out in Annex B of KCSiE).

The DSL will have the appropriate status, authority, time, funding, training, resources and support they need to carry out the duties of the post effectively.

The DSL and any Deputy DSLs will provide advice and support to staff in school and will liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children.

During term time, the DSL and/or an alternate should always be available during school hours for staff to discuss any safeguarding concerns. The DSL will make arrangements for adequate and appropriate cover arrangements for any out of hours/out of term time activities.

The DSL will undergo training to provide them with the knowledge and skills to carry out the role and is expected to update their knowledge and skills at regular intervals to allow them to keep up with developments relevant to their role.

The DSL will liaise with the headteacher to inform them of issues and in particular ongoing enquiries under section 47 of the Children Act 1989 and police investigations.⁵

Headteacher

The headteacher will ensure that the policies and procedures adopted by the Governing Body are fully implemented and that sufficient resources, time and training are provided to enable staff members to discharge their safeguarding responsibilities and contribute effectively to a whole school approach to safeguarding.

The headteacher will be responsible for ensuring a culture of safety and ongoing vigilance that fosters the belief that 'it could happen here'.

All staff

All staff have a responsibility to provide a safe environment in which children can learn.

All staff must read and ensure they understand at least Part One and Part Five of KCSiE.

All staff must ensure they are familiar with the systems within school which support safeguarding, including the child protection and safeguarding policy, the code of conduct/staff behaviour policy, the behaviour policy, the safeguarding response to children who go missing

⁵ See LA explanatory note on the requirements around children having an appropriate adult [Schools-StopSearch-v2.3.pdf \(squarespace.com\)](#)

from education, and the role of the DSL (including the identity of the DSL and any deputies). These will be explained to all staff on induction.

All staff should be aware of indicators of abuse, neglect and exploitation so that they can identify cases of children who may be in need of help or protection. All staff should maintain a belief that ‘it could happen here’ where safeguarding is concerned and if staff have any concerns about a child’s welfare, they must act on them immediately.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

All staff should know what to do if a child tells them he/she is being abused, neglected or exploited, and/or is otherwise at risk of involvement in criminal activity, such as knife crime, or involved in county lines drug dealing. County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other forms of “deal line”. This activity may occur locally or across the UK. Children may be exploited to move, store and sell drugs or money, often through coercion, intimidation, violence or threats of violence.

All staff should be aware of the process for community-based Family Help assessments:

- The criteria, including the level of need, for when a case should be referred to Family Help support and services, provided at:
 - Targeted early help level (under sections 10 and 11 of the Children Act 2004), and
 - Statutory services delivered under section 17 of the Children Act 1989 (children in need, including how this applies for disabled children)
- 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 47 of the Children Act 1989 (reasonable cause to suspect a child is suffering or likely to suffer significant harm)
- Section 31 of the Children Act 1989 (care and supervision orders), and
- Section 20 of the Children Act 1989 (duty to accommodate a child)
- And clear procedures and processes for cases relating to:
 - The abuse, neglect, and exploitation of children
 - Children managed within the youth secure estate
 - Disabled children

All staff should be aware of, and understand their role within the Early Help services, at school and local authority level [Early Help - Buckinghamshire Safeguarding Children Partnership](#). This includes providing support as soon as a problem emerges, via universal services and community-based early help. The DSL will, when necessary, refer via the MASH for the targeted early help level of Family Help. The DSL will share information with other

professionals in order to support early identification and assessment, focussing on providing interventions to avoid escalation of worries and needs (see Section 12: Information Sharing). In some cases, staff may be asked to act as the lead professional in undertaking an early help assessment.

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific additional needs
- Has special educational needs (SEN) (whether or not they have a statutory education, health and care plan)
- Has a mental health need
- Is a young carer
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Is frequently missing/goes missing from education, home or care
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited
- Has a parent or carer in custody, or is affected by parental offending
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing alcohol and other drugs themselves
- Is at risk of 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage.
- Is a privately fostered child

Knowing what to look out for is vital to the early identification of abuse, neglect and exploitation and specific safeguarding issues such as child criminal exploitation and child sexual exploitation. If staff are unsure, they should always speak to the DSL (or deputy). If in exceptional circumstances the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from children's social care. In these circumstances, any action taken should be shared with the DSL as soon as is practically possible. Details of the school's safeguarding team are at the front this policy.

Professional Curiosity, Respectful Challenge and Escalation

All staff and volunteers must maintain professional curiosity when working with children, families and other professionals, seeking to understand the lived experience of the child and not accepting information at face value where safeguarding concerns may exist. Staff are expected to ask questions, explore inconsistencies, consider alternative explanations, and remain alert to signs of harm, neglect, exploitation or disguised compliance.

Where there are differences of professional opinion, concerns about the quality of decision-making, or a belief that a child is not receiving an appropriate safeguarding response, staff must provide respectful professional challenge and seek timely resolution in the best interests of the child. If concerns remain unresolved, staff must follow the school's safeguarding escalation procedures and relevant multi-agency dispute resolution processes.

A culture of constructive challenge, professional accountability and evidence-informed decision-making is essential to safeguarding and promoting the welfare of children. This approach reflects the expectations set out in *Working Together to Safeguard Children 2026*, which emphasises professional curiosity, mutual challenge and effective escalation as key features of strong safeguarding practice.

6. Induction & Training

The Governing Body will ensure that all staff receive appropriate safeguarding and child protection training (including online safety, which amongst other things includes an understanding of the expectations, applicable role and responsibilities in relation to filtering and monitoring) which is regularly updated and in line with advice from the BSCP. In addition, all staff members will receive regular safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and up-to-date knowledge of emerging and evolving safeguarding issues to safeguard children effectively.

All new staff members will undergo safeguarding and child protection training at induction. This will include training on the school's safeguarding and child protection policy, online safety, the code of conduct/staff behaviour policy, low-level concerns guidance, the behaviour policy, the safeguarding response to children who are absent from education, and the role of the designated safeguarding lead. Copies of the school's policies, procedures and Part One of KCSiE will be provided to new staff at induction.

The Governing Body will ensure that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

The Headteacher will ensure that an accurate record of safeguarding training undertaken by all staff is maintained and updated regularly.

In considering safeguarding training arrangements, the Governing Body will also have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and require teachers to have a clear understanding of the needs of all pupils.

7. Recognising concerns - signs and indicators of abuse.

All staff should be aware of indicators of abuse, neglect and exploitation so that staff are able to identify cases of children who may be in need of help or protection. Staff should be aware that children can be at risk of harm inside and outside of school, inside and outside of home

and online. Staff should exercise **professional curiosity** and know what to look for as this is vital for the early identification of abuse or neglect.

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

All staff should be aware of the indicators of abuse, neglect, exploitation and modern slavery (see below), understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection. All staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap. Risks to children include sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse - including physical, sexual, emotional abuse, and stalking), criminal exploitation (including financial exploitation), serious youth violence, county lines and radicalisation.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues and recognise that children are at risk of abuse and other risks online as well as face to face. In many cases abuse will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the DSL.

Indicators of abuse and neglect

Abuse is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.

The following indicators listed under the categories of abuse are not an exhaustive list:

Physical abuse: 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.

Emotional abuse: 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 verbal abuse, such as persistent criticism, belittling, or name-calling, as well as 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children 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.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education, and all staff should be aware of it and of their school's policy and procedures for dealing with it.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

(Source: Keeping Children Safe in Education)

8. Specific safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm, and those safeguarding issues often overlap.

Behaviours linked to issues such as drug taking and/or alcohol abuse, unexplainable and or/persistent absences from education, serious violence (including that linked to county lines) and consensual and non-consensual sharing of self-generated intimate images and/or videos, including those generated using AI e.g. deepfakes. Other safeguarding issues all staff should be aware of include:

Child-on-child abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse). It can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

All staff should understand that even if there are no reports in school, it does not mean it's not happening; it may be the case that it is just not being reported. As such, it is important that if staff have any concerns regarding child-on-child abuse, they should speak to the DSL (or deputy) and record these using the school's safeguarding system.

At Tylers Green Middle School, all concerns relating to child-on-child abuse must be reported promptly to the DSL or a Deputy DSL and recorded on CPOMS. Where there is an immediate risk of harm, staff must speak to a member of the safeguarding team straight away before completing the written record.

The CPOMS record must be factual and include the date, time and location of the incident; the children involved; what was seen, heard or disclosed; the child's own words wherever possible; and any immediate action already taken. All relevant pupils must be linked to the incident, and the appropriate safeguarding categories selected. Staff must not investigate the concern themselves or delay reporting while seeking further information.

Concerns must be recorded even where the behaviour may initially appear low-level, isolated or unclear, as this may help the safeguarding team identify patterns, wider peer dynamics or increasing risk over time.

All staff must understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and, in worst-case scenarios, a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- 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.
- Consensual and non-consensual sharing of self-generated intimate images and/or videos, including those generated using AI, e.g. deepfakes. Taking and sharing nude photographs (including those generated using AI e.g. deepfakes) of those aged under 18 is a criminal offence. [Sharing nudes and semi-nudes: advice for education settings working with children and young people \(updated March 2024\) - GOV.UK](#)
- Upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

All staff should be clear about the school’s policy and procedures concerning child-on-child abuse and the important role they must play in preventing it and responding where they believe a child may be at risk from it.

Early help

In line with managing internally, the school may decide that the children involved do not require referral to statutory services but may benefit from early help.

Community-based Early Help assessment.

If children do not require the support of statutory children’s services, the designated safeguarding lead (or a deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in carrying out this assessment, in some cases acting as the lead practitioner. Further guidance on effective assessment of the need for Family Help can be found in Working Together to Safeguard Children. Any such cases should be kept under constant review and

consideration given to a referral to local authority children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse. Alternatively, qualified lead practitioners (i.e. not a social worker) who may lead assessments before statutory intervention can continue to lead work with families up to and including Section 17.

Child criminal exploitation (CCE) and child sexual exploitation (CSE)

Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. CCE and CSE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery, and further information is available in the Modern Slavery statutory guidance. In accordance with this guidance, a relevant child protection and modern slavery referral should be completed where a potential victim of CCE or CSE is identified.

Child criminal exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. Children who are criminally exploited should have their vulnerabilities recognised by adults and professionals (particularly older children), and should be treated as victims.

It is not possible for a child to give informed consent to engage in criminal or other exploitative activity, and they cannot give consent to be exploited, abused or trafficked. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same; however, professionals should be aware that girls are at risk of criminal exploitation too. It is County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other forms of "deal line". It is also important to note that both boys and girls who are criminally exploited may be at increased risk of sexual exploitation.

Child sexual exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including

assault by penetration (for example, rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse, including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. This can be committed by an individual or an organised network, and most sexual abuse is committed by those previously known to the victim. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship.

As with CCE, victims are not always recognised and can be criminalised for actions they take whilst under coercion. This remains a significant concern, as professionals continue to encounter cases where children are manipulated, groomed, and exploited without fully understanding the abuse they are experiencing. <https://www.childrenssociety.org.uk/what-we-do/our-work/preventing-child-sexual-exploitation>

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Female Genital Mutilation (FGM)

Whilst all staff should speak to the DSL (or deputy) about any concerns about FGM, there is a specific legal duty on teachers⁶. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Mental Health

⁶ Under section 5B(11) (a) of the Female Genital Mutilation Act 2003, 'teacher' means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England)

All staff should be aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which education staff are well placed to recognise.

These could include:

- Significant changes in behaviour
- Ongoing difficulty sleeping
- Withdrawing from social situations
- Not wanting to do things they usually like, and
- Physical signs of self-harm or neglecting themselves.

Not every child who exhibits these behaviours is suicidal or has a mental health concern. However, education staff are well placed to identify these and other potential warning signs. In doing so, they can identify children who may be struggling with their mental health and contemplating suicide and offer support and vital early intervention. If staff have a concern about a child's mental health that is also a safeguarding concern, they should follow their child protection policy and speak to their designated safeguarding lead or deputy. If staff feel that a child is in danger, they should call 999 or take them to A&E immediately. If a child needs help urgently for their mental health, but it's not an emergency, staff can get help from NHS 111 online or call 111 and select the mental health option.

At Tylers Green Middle School, the Senior Mental Health Lead is the Assistant Headteacher for Inclusion. They work closely with the Headteacher/DSL, Deputy DSLs, class teachers, the Learning Mentor and other relevant staff to identify children who may need additional support and to coordinate an appropriate response.

Children are encouraged to seek support from trusted adults identified through their Helping Hand, the classroom Time to Talk system and the school's Well-being Mentors. Pastoral support may include regular check-ins with a trusted adult, nurture provision in Lower School, support from the Learning Mentor in Upper School, reasonable adjustments to school provision and support through the PSHE and RSHE curriculum.

Concerns about a child's mental health or well-being are recorded on CPOMS and reviewed by appropriate staff. Any mental health concern that is also a safeguarding concern must be reported immediately to the DSL or a Deputy DSL in accordance with the school's safeguarding procedures. Where a child's needs require support beyond that available within

school, the school will work with parents and carers, where it is safe and appropriate to do so, and seek advice or make referrals to relevant health, Family Help, social care or other specialist services. Individual support plans and risk assessments will be developed and regularly reviewed where required.

Serious violence

Serious violence is a continuing safeguarding concern. It may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation. Staff should report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the designated safeguarding lead (or a deputy), who will assess the risk and take appropriate action. Where relevant, this will include any action needed to de-escalate peer conflict. Schools play a key role in protecting children from violence, safeguarding victims, as well as those who may be at risk of, or are involved in violence (who may also be victims themselves). Staff should be alert to signs that a child may be at risk of or involved in serious violence. These risks are higher for children with disrupted education (e.g. suspensions, permanent exclusions, time in alternative provision) or a history of offending. Schools should also try to be alert to when children might be at highest risk around the school day (for example immediately after school). Early, evidence-based support for those considered at risk, as well as in ‘teachable moments’ when issues emerge, is vital. This includes access to trusted adults, social and emotional skill support, and, where available, targeted interventions such as mentoring or therapeutic support.

Preventing Radicalisation and Extremism (The Prevent Duty)

The [Prevent Duty](#) protects children, young people and adults from the risk of radicalisation — a process where a person becomes vulnerable to extremist influences or drawn into supporting terrorist ideologies. The school recognises its statutory responsibilities under Section 26 of the Counter-Terrorism and Security Act 2015 and is fully committed to fulfilling the Prevent Duty as part of its wider safeguarding responsibilities. The school will take proportionate and age-appropriate steps to identify, assess and respond to concerns that a pupil may be vulnerable to extremist ideologies or influences. Staff are expected to remain vigilant to indicators of radicalisation, promote fundamental British values, encourage critical thinking, and create an inclusive environment in which respectful debate can take place, and extremist narratives are challenged.

All staff will receive appropriate Prevent training to enable them to recognise potential signs of radicalisation and understand referral pathways. Where concerns arise, these will be acted upon in accordance with safeguarding procedures, including consultation with the Designated Safeguarding Lead (DSL) and, where appropriate, referral to external agencies, including Channel. The school will work in partnership with families, local authorities, safeguarding partners, police and other relevant agencies to ensure that children who may be susceptible to radicalisation receive timely support and protection, recognising that vulnerability to extremist

influence should be addressed through the same child-centred safeguarding principles that apply to all forms of harm.

9. Children potentially at greater risk of harm

The Governing Body recognises that whilst all children should be protected, there are some groups of children who are potentially at greater risk of harm and, in some cases, these children may find it difficult to communicate what is happening to them.

Alternative Provision

Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs.

The cohort of pupils in Alternative Provision often have complex needs; it is important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to. Schools should obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e. those checks that schools would otherwise perform on their own staff). This includes written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that the commissioning school can ensure itself that appropriate safeguarding checks have been carried out on new staff.

The Governing Body will have regard to the following statutory guidance:

[Alternative provision – DfE Statutory Guidance](#), and [Education for children with health needs who cannot attend school – DfE Statutory Guidance](#)

Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to complex safeguarding or welfare needs. Children may need this help due to abuse, neglect and/or complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

The Governing Body expects that the Local Authority will share the fact that a child has a social worker, and the DSL will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both LAs and schools to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or to a child missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Children who are absent from education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues, including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school's response to persistently absent pupils, and children missing education (CME), supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where a child is already known to local authority children's social care and needs a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community. Further information and support includes:

- The department's statutory guidance on school attendance, Working together to improve school attendance <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance> which sets out how schools must work with local authority children's services where school absence indicates safeguarding concerns.
- Information regarding schools' duties for CME, which can be found in the department's statutory guidance: Children Missing Education. <https://www.gov.uk/government/publications/children-missing-education> This includes information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points, along with how schools should be supporting local authorities with joint reasonable enquiries to help identify and support children missing in education.
- General information and advice for schools can be found in the Government's Missing Children and Adults Strategy. <https://www.gov.uk/government/publications/missing-children-and-adults-strategy>

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

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

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel

- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

It is important that the school's procedures for unauthorised absence and for dealing with children who are absent from education are followed, particularly on repeat occasions, to help identify the risk of abuse, neglect and exploitation, including sexual exploitation, and to help prevent the risks of going missing in future. This includes when problems are first emerging but also where children are already known to LA children's social care and need a social worker (such as on a child in need or child protection plan, or as a looked after child), where absence from education may increase known safeguarding risks within the family or in the community.

As such, all staff should be aware of the school's unauthorised absence procedures and children who are absent from education procedures. This includes informing the LA if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the LA, when applicable, when removing a child's name from the admission register at non-standard transition points.

Where the school has not received an explanation for a pupil's absence, the Office Team will attempt to contact parents or carers during the first hour of the school day. If contact cannot be established, the Office Team will consult the DSL or a Deputy DSL, who will consider further action, including contacting additional emergency contacts, undertaking a home visit, liaising with other agencies or contacting the police. Absence involving a child subject to a Child Protection Plan, Child in Need Plan or other active social-care involvement will be shared promptly with the child's social worker in accordance with the agreed plan.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being absent, such as travelling to conflict zones, FGM and forced marriage.

Further information and support include:

- Schools' duties regarding children who are absent from education, including information schools must provide to the LA when removing a child from the school roll at standard and non-standard transition points can be found in the DfE's statutory guidance: [Children who are absent from education](#).
- General information and advice for schools can be found in the Government's [Missing Children and Adults Strategy](#).
- Statutory guidance for schools concerning children who are absent from education
- <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>
- [Summary of responsibilities where a mental health issue is affecting attendance](#)

Alternative Provision (AP)

The school recognises that pupils placed in Alternative Provision (AP) remain on the school roll and that the Governing Body and Headteacher retain overall responsibility for the pupil's education, welfare and safeguarding. In accordance with Section 19 of the Education Act 1996 and relevant Department for Education guidance, the school will ensure that any AP placement is suitable, safe, regularly reviewed and able to meet the pupil's educational, attendance, welfare and safeguarding needs.

Before commissioning a placement, the school will undertake due diligence to assure itself that the provider has effective safeguarding policies, safer recruitment procedures, health and safety arrangements, staff training and robust systems for reporting concerns. The school will maintain active oversight of all pupils attending AP through regular review meetings, ongoing communication with providers, attendance monitoring, progress tracking and welfare checks. Daily or weekly attendance information will be obtained and scrutinised, and AP pupils will be considered within safeguarding and vulnerable pupil discussions where appropriate.

Any concerns regarding attendance, missing education, exploitation, mental health, behaviour, welfare or the suitability of the placement will be acted upon promptly through the school's safeguarding procedures. The school will routinely evaluate the effectiveness of AP placements, challenge any concerns regarding provision quality or safeguarding practice, and work with parents, carers, local authorities and partner agencies to ensure that placements continue to meet the needs of the child and achieve positive outcomes.

Attendance as a Safeguarding Priority

The school recognises that attendance is a key safeguarding indicator and that frequent, prolonged or unexplained absence may be a sign of abuse, neglect, exploitation, poor mental health, family difficulties or other welfare concerns. Attendance is therefore monitored as an integral part of the school's safeguarding arrangements rather than solely as an educational measure.

Attendance data is reviewed routinely by school leaders, attendance staff and safeguarding personnel to identify emerging concerns, patterns and trends. Particular attention is given to pupils who are persistently absent (attendance below 90%) and severely absent (attendance below 50%), as these thresholds may indicate increased vulnerability and a need for additional support or intervention. Attendance information is considered alongside safeguarding records, behavioural concerns, welfare information and other indicators of vulnerability to ensure that risks are identified at the earliest opportunity.

The school will investigate unexplained absence, repeated patterns of absence, children missing education, part-time or reduced timetables and any failure to return to school following a period of absence. Attendance concerns may result in pastoral support, attendance action plans, home visits, early help assessments, multi-agency working or safeguarding referrals where appropriate.

Children with persistent or severe absence will be subject to enhanced monitoring and regular review to ensure barriers to attendance are understood and addressed. The school will work proactively with parents, carers, the local authority and partner agencies to secure improved attendance while maintaining a child-centred approach. Where attendance concerns suggest that a child may be suffering or at risk of harm, safeguarding procedures will take precedence and appropriate referrals will be made without delay.

The school maintains clear arrangements for the safe arrival, supervision, collection and departure of pupils. Pupils may only leave independently where parental consent has been provided; otherwise, they will be released to an authorised adult. Pupils leaving or returning during the school day are signed out and in through the school's visitor-management system. If a pupil cannot be located during the school day, the school's missing-child procedure will be activated immediately, including searches of the site, contact with parents or carers and notification of the police where appropriate.

Elective home education (EHE)

Many home educated children have a positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all. Elective home education can mean that some children are not in receipt of suitable education and are less visible to the services that are there to keep them safe and supported in line with their needs.

In accordance with the School Attendance (Pupil Registration) (England) Regulations 2024, <https://www.legislation.gov.uk/ukxi/2024/208/made>, a school must make a return to the local authority when a pupil's name is deleted from the admission register. Where a parent/carers has expressed an intention to remove a child from school to educate them at home, schools and local authorities should, where appropriate and proportionate, seek opportunities to discuss the decision with parents/carers before arrangements are finalised.

The aim is to ensure parents/carers are aware of the implications of elective home education and have considered what is in the best interests of their child. This may be particularly important where a child has special educational needs or disabilities, has a social worker, or is otherwise vulnerable. DfE guidance for local authorities on Elective Home Education <https://www.gov.uk/government/publications/elective-home-education> sets out the role and responsibilities of local authorities and their powers to engage with parents. Although this is primarily aimed at local authorities, schools should also be familiar with this guidance.

Where the school becomes aware that a child under 16, or under 18 where the child is disabled, is being cared for and accommodated for 28 days or more by someone who is not their parent, a person with parental responsibility or a close relative, the DSL will notify the local authority in writing so that the arrangement can be assessed as suitable and safe.

Children requiring mental health support

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.

The Governing Body will ensure there is a clear system and process in place for identifying possible mental health problems, including routes to escalate, and a clear referral and accountability system. The school's arrangements for identifying, recording and escalating mental health concerns are set out in the Mental Health section of this policy and in section 11, Procedures.

Staff can access further advice in DfE guidance documents [Preventing and tackling bullying](#) and [mental health and behaviour in schools](#), which set out how staff can help prevent mental health problems by promoting resilience as part of an integrated, whole school approach to social and emotional wellbeing, which is tailored to the needs of pupils.

The school's senior mental health lead will be a member of, or be supported by, the senior leadership team.

Looked after children and previously looked after children.

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The Governing Body will ensure staff have the skills, knowledge and understanding to keep looked after children safe.

The Governing Body will ensure there are arrangements in place so that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility.

Appropriate staff will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after the child. The DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child. The role of the virtual head has been extended to include responsibility for promoting the educational achievement of children in kinship care.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. The Governing Body recognises that when dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

For children who are care leavers, the DSL should have details of the LA Personal Advisor appointed to guide and support the care leaver and liaise with them as necessary regarding any issues of concern.

Children with SEN and disabilities, or health issues, can face additional safeguarding challenges, both online and offline.

Staff should avoid making assumptions that indicators of possible abuse such as behaviour, mood and injury may relate to the child's disability or medical condition without further exploration.

Staff should also be aware that these children may be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. Similarly, staff should be aware of the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying without outwardly showing signs or being able to communicate how they are feeling.

Staff also need to be mindful of children's cognitive understanding, for example, whether they are able to understand the difference between fact and fiction in online content and the consequences of repeating the content/behaviours in school.

As such, any reports of abuse involving children with SEND will require close liaison with the DSL and SENCO.

Further information can be found in the DfE's:

[SEND Code of Practice 0 to 25 years](#), and from specialist organisations such as:

- The Special Educational Needs and Disabilities Information and Support
- Services (SENDIASS). SENDIASS offer information, advice and support for
- Parents and carers of children and young people with SEND. All local
- Authorities have such a service: Find your local IAS service
- (councilfordisabledchildren.org.uk)
 - Mencap - Represents people with learning disabilities, with specific advice and
- Information for people who work with children and young people
 - NSPCC - Safeguarding children with special educational needs and
- Disabilities (SEND) and NSPCC - Safeguarding child protection/deaf and
- Disabled children and young people

Children who are lesbian, gay, bisexual, or gender questioning

The Governing Body acknowledges that a child or young person being lesbian, gay or bisexual is not, in itself, an inherent risk factor for harm; however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

10. Opportunities to teach safeguarding

The Governing Body will ensure that children and young people are taught about how to keep themselves and others safe, including online.

The Governing Body recognises that effective education should be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with SEND.

Relevant topics will be included within Relationships Education (*primary schools*) and Relationships and Sex Education (also known as Sex and Relationship Education) (*secondary schools*) and through Health Education (*all pupils in state-funded schools*), having regard to statutory guidance.

Preventative education is most effective in the context of a whole-school approach that prepares children and young people for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. *4

*4 [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

The Governing Body expects that the school's values and standards should be upheld and demonstrated throughout all aspects of school life. These will be underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. This whole-school approach will be fully inclusive and developed to be age and stage-of-development-appropriate, and will tackle (in age-appropriate stages) issues such as:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- How to recognise an abusive relationship, including coercive and controlling behaviour
- The concepts of, and laws relating to – sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM, and how to access support, and
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.

The school will ensure that there are appropriate filters and monitoring systems in place to safeguard children and young people from potentially harmful and inappropriate online material.

11. Online safety and filtering and monitoring

The use of technology has become a significant component of many safeguarding issues such as child sexual exploitation, radicalisation and sexual predation, and technology often provides the platform that facilitates such harm.

The Governing Body has had due regard to the additional information and support set out in KCSiE and ensures that the school has a whole-school approach to online safety and has a clear policy on the use of communications technology in school. Online safety will be a running and interrelated theme when devising and implementing policies and procedures. This will include considering how online safety is reflected in all relevant policies and, whilst planning the curriculum, any teacher training, the role of the DSL and any parental engagement.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. The school adopts a whole school approach to online safety to protect and educate pupils and staff in their use of technology, and establishes mechanisms to identify, intervene in, and escalate any concerns as appropriate.

Online safety issues can be categorised into four areas of risk:

- Content: being exposed to illegal, inappropriate or harmful content, for example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, or radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- Contact: being exposed 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 self-generated intimate images and/or videos including those generated using AI e.g. deepfakes, sharing other explicit images and online bullying, and
- Commerce: risks such as online gambling, inappropriate advertising, phishing and/or financial scams. If staff feel that either they or pupils are at risk, this should be reported to the Anti-Phishing Working Group (<https://apwg.org/>).

The Governing Body will ensure that an annual review is undertaken of the school's approach to online safety including the school's filtering and monitoring provision, supported by an annual risk assessment that considers and reflects the risks pupils face online. Schools can use the department's [plan technology for your school service](#) to self-assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them

The review should include a member of the senior leadership team, the DSL, the IT service provider and a governor. The school should ensure they have the appropriate level of security

protection procedures in place to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Guidance on cyber security, including considerations, can be found at [Cyber security training for school staff - NCSC.GOV.UK](#). In addition, schools should consider taking appropriate action to meet the Cyber security standards for schools, which were developed to help them improve their resilience against cyber-attacks.

[Meeting digital and technology standards in schools and colleges](#)

The school's [Online Safety Policy](#) outlines the appropriate filtering and monitoring which take place on school devices and school networks. It also outlines the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

The school's [Artificial Intelligence Policy](#) recognises that generative AI tools, such as Google Gemini, may support teaching, learning and administrative activities when used appropriately. Any use of AI must be safe, ethical, lawful and consistent with the school's safeguarding, data protection, acceptable use and assessment policies. Staff and pupils must not enter personal, confidential or sensitive information into AI tools and should critically evaluate AI-generated content, as it may be inaccurate, biased or incomplete. AI should be used to support, rather than replace, professional judgement, learning, creativity and independent thinking. The school will promote responsible AI use and ensure that any use of AI complies with Department for Education guidance and relevant statutory requirements.

From 1 September 2026, statutory guidance requires schools to prohibit pupils' use of mobile phones and other relevant smart technology throughout the school day, subject to appropriate exceptions and reasonable adjustments. [Mobile phones in schools - GOV.UK](#). The school's [Online Safety Policy](#) outlines this approach.

At Tylers Green Middle School, we operate a **phone-free school day**. Pupils must not use mobile phones, smartwatches or other personal smart devices while on the school site or while under the school's supervision. This reflects the school's Online Safety Policy and our Guiding Digital Childhoods principles, which recognise that unrestricted access through mobile networks can enable bullying, sexual harassment, coercive behaviour, the sharing of indecent images and exposure to pornography or other harmful content.

From September 2026, smartphones and other internet-enabled personal devices are not permitted in school, except in exceptional circumstances agreed in writing by the Headteacher. A basic mobile phone may be brought to school where parents consider this necessary for independent travel. It must remain switched off and stored securely in the pupil's school bag throughout the school day.

GPS trackers may only be brought to school with prior Headteacher approval for pupils who travel independently. They must be concealed within the pupil's bag, must not have internet or social-media capability and must be removed before educational visits, residential visits or other off-site activities.

Any misuse of mobile or smart technology will be managed in accordance with the school's Online Safety and Behaviour Policies. Where the use of a device raises a safeguarding concern, including bullying, sexual harassment, coercion, image-sharing or access to harmful content, staff must report this immediately to the DSL or a Deputy DSL and record the concern on CPOMS. The school's full arrangements are set out in the **Online Safety Policy**, including the mobile phones, smart devices and GPS trackers procedures.

12. Procedures

If staff notice any indicators of abuse/neglect or signs that a child or young person may be experiencing a safeguarding issue, they should record their concerns on the school's safeguarding management system (CPOMS) or on a school recording form for safeguarding concerns and pass it to the DSL without delay.

What to do if you are concerned.

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- Stay calm and listen carefully
- Accept what is being said
- Allow the child/young person to talk freely – do not interrupt or put words in the child/young person's mouth
- Only ask questions when necessary to clarify; do not investigate or ask leading questions; if required, use TED questions (Tell Explain Describe)
- Reassure the child, but don't make promises which it might not be possible to keep
- Do not promise confidentiality
- Emphasise that it was the right thing to tell someone
- Reassure them that what has happened is not their fault
- Do not criticise the perpetrator
- Explain what must be done next and who has to be told
- Make a written/online record, which should be signed and include the time, date and your position in school
- Do not include your opinion without stating it is your opinion
- Pass the information to the DSL or deputy DSL without delay
- Consider seeking support for yourself and discuss this with the DSL as dealing with a disclosure can be distressing.

Children are regularly reminded that they can share concerns with any trusted adult. Each child identifies trusted adults through their annual Helping Hand and can request individual support through the classroom Time to Talk system. The school's safeguarding team is promoted through displays in shared areas, and pupils are explicitly introduced to these reporting routes. Pupils may also seek appropriate peer support from trained Well-being Mentors, who are taught to listen, provide immediate reassurance and refer concerns to a member of staff. Peer mentors do not investigate or manage safeguarding concerns themselves.

When a record of a safeguarding concern is passed to the DSL, the DSL will assess the concern and, taking into account any other safeguarding information known about the child/young person, consider whether it suggests that the threshold of significant harm, or risk of significant harm, has been reached or may be a child in need. If the DSL is unsure whether the threshold has been met, they will contact the MASH for advice and guidance.

Where a concern may involve harm, immediate risk or a significant disclosure, staff must alert the DSL or a Deputy DSL verbally and without delay before completing the CPOMS record. Recording a concern on CPOMS does not replace the need for immediate verbal communication where urgent action may be required.

Where a safeguarding concern does not meet the threshold for completion of a MASH Referral, the DSL should record how this decision has been reached and should consider whether additional needs of the child have been identified that might be met by a coordinated offer of early help, including the school's local early help offer.

School staff might be required to contribute to multi-agency plans to provide additional support to children. This might include attendance at child protection conferences or core group meetings. The school is committed to providing as much relevant up to date information about the child as possible, including submitting reports for child protection conferences in advance of the meeting in accordance with BSCP procedures and timescales.

Where reasonably possible, the school is committed to obtaining more than one emergency contact number for each pupil.

School staff must ensure that they are aware of the procedure to follow when a child goes missing from education. [Refer a child missing education | Buckinghamshire Council](#)

At Tylers Green Middle School, all concerns relating to child-on-child abuse, including sexual violence and sexual harassment, must be reported immediately to the DSL or a Deputy DSL and recorded on CPOMS. Where there is an immediate risk of harm, staff must speak to a member of the safeguarding team straight away before completing the written record.

Records must be factual and include the date, time and location of the incident; the children involved; what was seen, heard or disclosed; the child's own words wherever possible; and any immediate action already taken. All relevant pupils must be linked to the incident and the appropriate safeguarding categories selected. Staff must not investigate the concern themselves or delay reporting while seeking further information.

The DSL or Deputy DSL will consider the wishes and feelings of the child, assess the level of risk, take steps to protect and support the victim, consider the needs of the alleged perpetrator and any other affected pupils, and decide whether advice or referral to Children's Social Care, the police or another agency is required. Risk assessments and safety plans will be completed

and reviewed where appropriate. Parents and carers will be informed where it is safe and appropriate to do so.

If the DSL or a Deputy DSL is unavailable, staff must report the concern to the most senior member of staff on site. If a member of staff believes that appropriate action has not been taken, they must follow the school's safeguarding escalation and whistleblowing procedures. Further detail is set out in this policy, the Behaviour Policy, the Online Safety Policy and Part Five of Keeping Children Safe in Education.

Visitors and contractors must sign in and out, wear the appropriate identification, receive relevant safeguarding information and remain within the areas necessary for their visit. Visitors will be escorted where required, and access to pupils will be restricted to the agreed purpose of the visit. Any visitor who may have unsupervised or regular contact with children will be subject to the appropriate safeguarding checks.

13. Information sharing, record keeping and confidentiality

Information sharing is vital in safeguarding children by identifying and tackling all forms of abuse, neglect and exploitation, and in promoting children's welfare, including in relation to their educational outcomes. Schools have clear powers to share, hold and use information for these purposes.

As part of meeting a child's needs, the school understands that it is critical to recognise the importance of information sharing between professionals and local agencies and will contribute to multi-agency working in line with Working Together to Safeguard Children. Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm.

Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, and to keep the information they hold safe and secure, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life, would not prevent sharing where there are real safeguarding concerns. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe.

Staff will have regard to the Government guidance: [Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers](#) which supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and UK Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the DSL or a deputy.

DSLs must keep detailed, accurate, secure written records of all concerns, discussions and decisions made, including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent programme, etc.

The school recognises that confidentiality should be maintained in respect of all matters relating to child protection. Information on individual child protection cases may be shared by the DSL or Deputy DSLs with other relevant members of staff. This will be on a 'need to know' basis and where it is in the child's best interests to do so.

A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents/carers or pupils) or promise a child to keep a secret which might compromise the child's safety or wellbeing.

As well as allowing for information sharing, in circumstances where it is warranted because it would put a child at risk of serious harm, the DPA 2018 and the UK GDPR allow schools to withhold information. This may be particularly relevant where a child is affected by domestic abuse perpetrated by a parent or carer, is in a refuge or another form of emergency accommodation, and the serious harm test is met.

Ordinarily, the school will always undertake to share its intention and seek informed consent to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation.

The General Data Protection Regulation and the Data Protection Act 2018 state that the school has the authority to share information with the Local Authority "in the exercise of our official duties without seeking consent".

The "**public task basis**" as described in the legislation allows authorities to use data when they can demonstrate that the processing is to perform tasks that are set by national law. This means parental consent is not necessary for the obtaining and sharing of information "Between agencies when that information is for child protection or safeguarding purposes or for an assessment of a child or children's needs."

"Public task: the processing is necessary for you to perform a task in the public interest or for your official functions, and the task or function has a clear basis in law." GDPR Article 6

The school will have regard to the KCSiE Guidance on the Transfer of a Child Protection /or Safeguarding File to another Education Setting. Where a child leaves the school, the DSL will ensure their child protection file is transferred to the new school as soon as possible (within 5 days for an in-year transfer or within the first 5 days of the start of a new term). The file will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

Where a child protection file is transferred, the school will include a clear, structured summary identifying current safeguarding concerns, relevant context and any ongoing support needs. Current concerns will be distinguished clearly from historic information. Where TGMS receives a child protection file, the DSL will review it promptly, ensure that relevant information is shared with appropriate staff on a need-to-know basis, and put any necessary support or safety arrangements in place.

The data protection laws do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Further details on information sharing can be found:

- In [Working Together to Safeguard Children](#), which includes a myth-busting guide to information sharing.
- at [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#), the seven golden rules for sharing information will be especially useful.
- [the Information Commissioner's Office \(ICO\) guide to sharing information to safeguard children and young people in the education sector](#) in the UK which is intended to help practitioners to feel confident to share personal information for safeguarding purposes.
- In Data protection: [toolkit for schools](#) - Guidance to support schools with data protection activity, including compliance with the UK GDPR.

14. Managing allegations made against teachers, including supply teachers, trainee teachers, other staff, volunteers and contractors

The school will follow the BSCP [LADO - Buckinghamshire Safeguarding Children Partnership](#) if a safeguarding concern or allegation is raised against an adult in a position of trust.

An allegation that may meet the harm threshold is any information which indicates that a member of staff /volunteer may have:

- 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; or
- behaved towards a child or children in a way that indicates he/she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This applies to any child the member of staff, supply teacher, trainee teachers, volunteer or contractor has contact with in their personal, professional or community life. It also applies regardless of whether the alleged abuse took place in our school.

Concerns that do not meet the harm threshold will be dealt with in accordance with the school's procedures for managing low-level concerns, as set out in the Staff Code of Conduct, and the school's [Complaints Procedure](#).

If any member of staff has concerns that a colleague, supply teacher, trainee teacher, volunteer or contractor might pose a risk to children, it is their duty to report these to the headteacher. Where there is a concern/allegation about the headteacher, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school. In the event of a concern/allegation about the headteacher, where the headteacher is also the sole proprietor of an independent school, or a situation where there is a conflict of interest in reporting the matter to the headteacher, this should be reported directly to the local authority designated officer(s) LADO(s).

Low-Level Concerns About Adults Working with Children

The school is committed to fostering a strong culture of safeguarding in which all concerns about the conduct, behaviour or actions of adults working with children are recognised, reported and addressed appropriately. A low-level concern is any concern, no matter how small, that an adult may have acted in a way that is inconsistent with the staff code of conduct, professional standards, or expected safeguarding practices, even if it does not meet the harm threshold.

All staff are encouraged, and expected, to share low-level concerns promptly with the Headteacher or appropriate safeguarding lead to ensure that situations are assessed, recorded and managed consistently. The school recognises that effective management of low-level concerns helps to identify patterns of behaviour, promotes professional accountability, reinforces appropriate boundaries, protects children from potential harm, and safeguards staff from misunderstandings or unfounded allegations.

Concerns will be handled fairly, proportionately and sensitively, with clear regard for confidentiality and natural justice. By maintaining an open and transparent reporting culture, the school aims to minimise the risk of abuse, strengthen safeguarding practice, and ensure that the welfare of children remains paramount at all times.

15. Use of school premises for non-school activities

The Governing Body will ensure that where school facilities/premises are hired or rented out to organisations or individuals, sports associations or service providers to run community or extra-curricular activities, appropriate arrangements are in place to keep children safe.

The Governing Body will seek assurance that the body concerned has appropriate child protection and safeguarding policies and procedures in place, including inspecting these as needed. Arrangements will also be put in place for the body hiring or renting the school facilities or premises to liaise with the school on these matters where appropriate.

These arrangements will apply regardless of whether or not the children who attend any of these services or activities are children on the school roll.

Where a lease or hire agreement is entered into, the Governing Body will ensure safeguarding requirements are included as a condition of use and occupation of the premises; this will make clear that any failure to comply would lead to termination of the agreement. The guidance on [Keeping children safe in out-of-school settings](#) details the safeguarding arrangements that schools should expect these providers to have in place.

16. Whistleblowing

The Governing Body recognises that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example, pupils in the school or members of the public.

The Governing Body would wish for everyone in the school community to feel able to report any child protection/safeguarding concerns through existing procedures within school, including the whistleblowing procedure adopted by governors/proprietor where necessary ([5.4 Whistleblowing – Buckinghamshire SCP MAPP Resource](#)). However, for members of staff who do not feel able to raise such concerns internally, there is an NSPCC whistleblowing helpline. Staff can call 0800 028 0285 (line available from 8.00 am to 8.00 pm, Monday to Friday) or email: help@nspcc.org.uk

Appendix 1: CPOMS User Guide

TGMS CPOMS User Guide



Principles

At TGMS, all of our safeguarding concerns are reported on CPOMS. This includes:

- Behavioural incidents - low-level (as defined by our behaviour policy) and above
- Bullying and friendship issues requiring intervention
- Sensitive and background information about a pupil (for example, family breakdowns, bereavement and medical updates)
- Communication with parents and carers about non-SEND-related concerns
- Contact with external agencies.

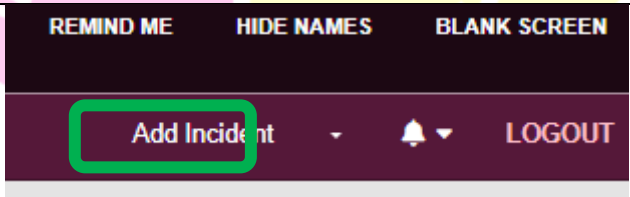
All staff will be trained in how to do this as part of their induction when joining the school and an annual refresher on the September INSET day. Furthermore, the weekly Staff Briefing can be used by DSLs to praise, train and refresh staff's use of CPOMS.

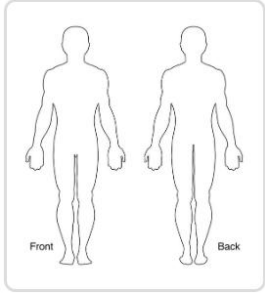
Good reporting is done using professional language and from an objective viewpoint. Additionally, at TGMS, all staff are encouraged to embody the safeguarding mindsets of, "it could happen here," and, "think the worst."

Logging onto CPOMS for the first time

1. Type <https://tylersgreenmiddle.CPOMS.net/> into the search bar.
2. Type your work email address into the email request.
3. Select the forgotten password button.
4. Re-enter your email address.
5. Log into your emails and then follow the instructions to set up your password.
6. Next time you log on to CPOMS, use your email address and the password that you have set up.

Logging an Incident

<i>If you believe a student has been harmed or is at immediate risk of harm, report to a DSL immediately in person.</i>	
1. Click 'Add Incident' on the Dashboard.	

2. Select the student (choose the perpetrator, not the victim in relevant incidents). Then report the incident in the box using Tell Explain Describe (TED) - use the child's own words where possible and keep the report factual (who, where, when, how, why, what).	Student Begin typing a student's name Incident Tell Explain Describe (TED). Use the child's own words and keep report factual (who, where, when, how, why, what).
3. Report your concern for the students involved by applying the mindsets of, "it could happen here," and, "think the worst."	What is the concern? 'It could happen here' and 'think the worst'
4. Report what actions you have already taken and those you are planning on taking.	What actions have you already taken? E.g. spoken to child, reassurance, treatment of injury, calling 101 (FGM)
5. Ensure you have selected all reporting categories for the incident, including drop-down subcategories.	☐ Area of Safeguarding Concern ☐ Attendance ☐ Background/sensitive information (important for staff to be aware of) ☐ Behaviour-related Log (Low Level - Yellow Cards) ☐ Behaviour-related Log (Medium and High Level) ☐ Bullying/Friendship Related Issues ☐ Child Protection Plan ☐ Communication ☐ Contact with External Agency ☐ Home Issues/ Parenting Issues ☐ Online-related incidents ☐ SEND ☐ Voice of the child Ensure all relevant categories have been selected
6. If appropriate, report linked students to your incident report (for example, the victim of alleged bullying).	Linked student(s) Begin typing a student's name Type a student's name to link them to this incident.
7. There is also a body map which can be seen if you click on the arrow at the right of the box. This shows a front and back view of a child's outline. If a child has an injury or mark, you can indicate where by	

clicking on the appropriate place on the body map. If you do this incorrectly, you can correct it.	
8. If you want to upload a file to accompany this report, e.g. a letter/screenshot/written meeting notes, this can be done by clicking on the 'click to browse or drag a file to upload.'	Files Click to browse or drag a file to upload Add any linked files e.g. screenshots
9. If you had any contact with an external agency, report it in the appropriate box. Then, alert DSLs (by clicking the DSL box) on every incident. They will subsequently alert relevant staff members.	Agency Involved Any agencies you know to be involved e.g. police, social services Alert Staff Members Begin typing a staff member's name
10. Do not assign the incident to anyone before clicking the 'submit' box.	Submit Incident

Follow-up Action

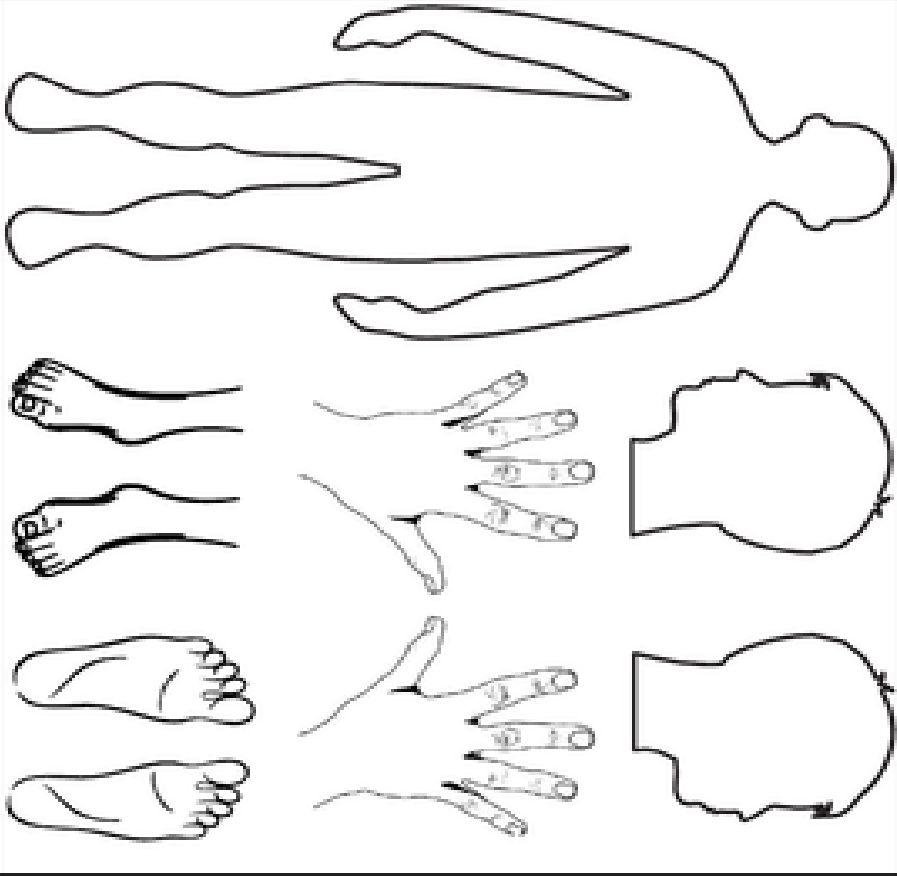
DSLs will respond to the incident with their agreed actions. They will alert the reporting staff member and any relevant additional staff members to these. **Ensure that you acknowledge the action by clicking the 'read' box.**

Sometimes, a DSL will respond to the incident by requesting follow-up action from a member of staff. This will often be asking for comments on the student's 'presentation' – please make comments on areas such as the student's academic progress, behaviour, attendance, physical presentation (organisation, uniform, PE kit etc.) and parental engagement. Please complete this promptly, selecting the 'alert DSL' box before submitting.

If you would like to amend or add to a submitted incident, speak to a DSL who will reopen the incident to you.

Once per term, a staff meeting will be set aside for teacher/DSL 1:1 sessions. These will involve a professional discussion about the active CPOMS cases in the class and using observations and evidence to amend actions and, if appropriate, close the case.

Appendix 2: Child Protection Body Map (to be used alongside body map on CPOMs where necessary)

CHILD PROTECTION BODY MAP	
	Name of child: Date of birth: Staff member raising concern: Date recorded: Observations:

Appendix 3: Safer recruitment and DBS checks – policy and procedures

This appendix is based on Part Three of *Keeping Children Safe in Education 2026*.

Tylers Green Middle School is committed to safeguarding and promoting the welfare of children. The school adopts robust recruitment procedures that help deter, reject or identify people who may be unsuitable to work with children.

Safer recruitment is not limited to obtaining Disclosure and Barring Service checks. It includes the planning and advertising of roles, scrutiny of applications, appropriate shortlisting and interview processes, verification of information, pre-employment checks, induction, probation and continued vigilance throughout an individual's employment or involvement with the school.

The Governing Body will ensure that those involved in recruiting and employing people to work with children receive appropriate safer-recruitment training. At least one person conducting every interview for a school-based appointment will have completed safer-recruitment training.

Planning the Appointment

Before advertising a role, the school will ensure that the job description and person specification clearly identify:

- The duties and responsibilities of the role
- The skills, abilities, experience, attitudes and behaviours required
- The individual's responsibility for safeguarding and promoting the welfare of children
- The extent to which the role will involve contact with children
- Whether the role involves regulated activity relating to children
- The checks that will be required before an appointment is confirmed.

Advertising

All advertisements will make clear:

- The school's commitment to safeguarding and promoting the welfare of children
- That safeguarding and pre-employment checks will be undertaken
- The safeguarding responsibilities associated with the role
- Whether the role involves regulated activity relating to children
- Whether the post is exempt from the Rehabilitation of Offenders Act 1974 and the relevant amendments to the Exceptions Order.

Applicants will be informed that it is an offence to apply for a role involving regulated activity relating to children where the applicant is barred from engaging in that activity.

The application pack will include, or provide links to:

- The school's Child Protection and Safeguarding Policy
- The school's policy or statement concerning the employment of ex-offenders
- Relevant information about the school's safeguarding expectations
- The job description and person specification.

Application Forms

The school will use a consistent application form for all applicants. A curriculum vitae will not be accepted on its own, although it may be provided alongside a completed application form.

Applicants will be required to provide:

- Their full name, any former names, current address and National Insurance number
- Details of their present or most recent employment and the reason for leaving
- A complete history since leaving school, including education, employment and voluntary work
- Explanations for any gaps in employment or education
- Details of relevant qualifications, including the awarding body and date of award
- Details of appropriate referees
- A statement explaining how their knowledge, skills, experience and personal qualities meet the requirements of the role.

The school will scrutinise applications for inconsistencies, unexplained gaps, repeated changes of employment, incomplete information or other matters that may require further exploration.

Shortlisting

Shortlisting will normally be completed by at least two people. Wherever possible, the people who shortlist candidates will also form part of the interview panel to support a consistent approach.

The shortlisting panel will:

- Assess each application against the agreed person specification
- Identify and explore gaps or inconsistencies in employment, education or voluntary activity
- Consider the reasons given for leaving previous employment
- Identify any information that may require clarification or further questioning
- Record the reasons for its decisions.

Only shortlisted candidates will be asked to complete a self-declaration concerning criminal records and other information that could make them unsuitable to work with children.

Subject to the relevant rules about the disclosure and filtering of criminal records, the self-declaration may include:

- Relevant criminal convictions, cautions or other criminal-history information
- Whether the individual is included on the children's barred list
- Whether they are prohibited from teaching
- Whether they are subject to any relevant restriction, sanction or disqualification
- Relevant offences committed outside the United Kingdom
- Whether they are known to the police or children's social care in circumstances relevant to their suitability
- Whether they are disqualified from providing relevant childcare
- Relevant overseas information.

Candidates will be required to confirm that the information supplied is accurate and complete. Where a declaration has been completed electronically, the school may require the candidate to sign a hard copy at interview.

Online Searches

As part of its due diligence, the school will consider carrying out an online search of shortlisted candidates.

The purpose of an online search is to identify publicly available information concerning incidents or issues that may need to be explored with the candidate at interview. It is not intended to uncover protected characteristics or irrelevant personal information.

Shortlisted candidates will be informed that an online search may be conducted. Searches will be proportionate, focused on the candidate's suitability to work with children and undertaken in accordance with data-protection, equality and human-rights legislation.

Any relevant information identified will be considered fairly, raised with the candidate where appropriate and recorded as part of the recruitment process.

References and Employment History

References will normally be obtained before interview wherever possible, so that any issues can be explored with the referee and the candidate.

The school will:

- Not accept open references or references addressed "to whom it may concern"
- Not rely on candidates to obtain their own references
- Request references directly from the referee
- Ensure that electronic references originate from a legitimate source
- Obtain a reference from the candidate's current employer, completed by a person with appropriate seniority and authority
- Where the referee is based in a school, seek confirmation from the Headteacher that the information concerning disciplinary investigations is accurate
- Obtain verification of the candidate's most recent relevant employment where they are not currently employed
- Seek a reference from the most recent employer where the candidate worked with children
- Obtain a reference from the current employer where the candidate has not previously worked with children
- Contact referees to clarify information that is vague, incomplete or inconsistent
- Compare references with the application form and other information supplied
- Establish the reason why the candidate left their current or most recent post
- Resolve any discrepancies or concerns satisfactorily before confirming an appointment.

References will be factual and will seek confirmation of the candidate's suitability to work with children.

References supplied by the school will include factual information about substantiated safeguarding concerns or allegations that met the harm threshold where relevant. They will not include allegations or

concerns found to be false, unfounded, unsubstantiated or malicious. Repeated low-level concerns that have all been found to be false, unfounded, unsubstantiated or malicious will not be included.

Interview and Selection

The interview panel will agree structured questions and use a range of appropriate selection methods.

The interview process will explore:

- The candidate's reasons for applying
- Their motivation for working with children
- Their understanding of safeguarding responsibilities
- Their ability to recognise and respond appropriately to concerns
- Their understanding of professional boundaries
- Their attitudes towards children and recognition of children's vulnerability
- Their skills and experience relevant to the role
- Gaps, discrepancies or concerns arising from their application, self-declaration, references or online search
- Relevant disciplinary action or substantiated allegations
- Their suitability to work safely with children.

Areas that may require further exploration include:

- A failure to recognise the vulnerability of children
- Inadequate understanding of appropriate adult-child boundaries
- Inappropriate idealisation of children
- Attitudes suggesting that adults and children have equal power or responsibility
- Negative, dismissive or concerning attitudes towards safeguarding
- An unwillingness to accept professional responsibility or accountability.

Where appropriate, pupils may be involved meaningfully in the selection process through supervised interaction with candidates or another suitable activity.

The panel will record the evidence considered, the decisions made and the reasons for those decisions.

Conditional Offers and Pre-Appointment Checks

All offers of appointment will be conditional upon the satisfactory completion of the required pre-employment checks.

Before confirming an appointment, the school will, as appropriate:

- Verify the candidate's identity, including previous names where relevant
- Obtain an enhanced DBS certificate
- Obtain children's barred-list information where the individual will be engaging in regulated activity
- Obtain a separate children's barred-list check where an individual is permitted to start regulated activity before the DBS certificate is available
- Check the original DBS certificate, including where the DBS Update Service is used
- Verify the individual's right to work in the United Kingdom

- Verify their mental and physical fitness to carry out the responsibilities of the role
- Verify professional qualifications
- Verify qualified teacher status and the completion of statutory induction where appropriate
- Ensure that an individual employed to carry out teaching work is not subject to a prohibition order, interim prohibition order or relevant sanction or restriction
- Undertake further checks for individuals who have lived or worked outside the United Kingdom
- Undertake relevant checks under the Childcare Disqualification Regulations 2018 where the role involves applicable wraparound childcare for children under the age of eight
- Obtain satisfactory references and resolve any concerns or discrepancies.

Where an individual is allowed to begin work in regulated activity before their enhanced DBS certificate is available, the school will ensure that:

- All other relevant pre-appointment checks have been completed
- A separate children's barred-list check has been completed
- A written risk assessment has been undertaken
- Appropriate supervision is provided
- The arrangements are reviewed when the DBS certificate is received.

The decision to appoint someone where a DBS certificate or another check reveals information will be made fairly and on an individual basis. Consideration will be given to:

- The seriousness and relevance of any offence or information
- How long ago it occurred
- Whether it was an isolated incident or part of a pattern
- The circumstances surrounding it
- The individual's explanation
- Whether the person accepted responsibility
- The nature and safeguarding responsibilities of the role
- The school's policy concerning the employment of ex-offenders.

The decision and its rationale will be recorded.

Regulated Activity Relating to Children

The full legal definition of regulated activity is contained in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, as amended.

In summary, regulated activity may include paid or unpaid work that involves:

- Teaching, training or instructing children
- Caring for or supervising children
- Providing children with advice or guidance concerning their physical, emotional or educational well-being
- Driving a vehicle used only for children
- Other paid work in a school that provides an opportunity for contact with children.

These activities will generally be regulated activity where they are carried out frequently, on more than three days in a 30-day period or overnight.

Some activities are regulated activity regardless of how frequently they occur. These include:

- Relevant personal care
- Health care provided by, or under the direction or supervision of, an appropriately regulated healthcare professional.

Personal care includes helping a child with eating, drinking, toileting, washing, bathing or dressing where this is required because of age, illness or disability.

Children's barred-list information will only be requested where the individual is engaging in, or seeking to engage in, regulated activity.

DBS Update Service and Retention of Certificates

Where the DBS Update Service is used, the school will:

- Obtain the individual's consent to complete a status check
- Confirm that the original certificate belongs to the individual
- Examine the original certificate
- Ensure that it relates to the children's workforce
- Ensure that the level and type of check are appropriate for the role
- Carry out and record the status check.

The school is not required to retain copies of DBS certificates in order to maintain the Single Central Record.

Where the school has a valid reason to retain a copy of a DBS certificate or criminal-record information, it will be stored securely and retained for no longer than six months. The school may retain a record that the check was undertaken, the outcome of the check and the recruitment decision.

Individuals Who Have Lived or Worked Outside the United Kingdom

Individuals who have lived or worked outside the United Kingdom will undergo the same checks as other staff.

The school will also undertake any additional checks considered appropriate so that relevant events occurring overseas can be considered. These may include:

- An overseas criminal-record check
- A certificate of good conduct or equivalent document
- Information from an overseas employer
- References covering the relevant overseas period
- For teaching posts, information from the professional regulating authority in the country concerned about sanctions or restrictions
- Other evidence or checks that support an informed assessment of suitability.

Where the usual information is unavailable, the school will seek alternative evidence and complete a written risk assessment before deciding whether to proceed.

An overseas teaching qualification does not, by itself, provide sufficient assurance that an individual is suitable to work with children.

Single Central Record

The school will maintain a Single Central Record of pre-appointment checks.

The record will cover:

- All staff, including those employed on temporary or fixed-term contracts
- Salaried trainee teachers
- Agency and third-party supply staff, even where they attend for only one day.

The Single Central Record will indicate whether the required checks have been completed and the date on which each check was completed or the relevant certificate obtained. This will include, where applicable:

- Identity
- Enhanced DBS check
- Children's barred-list check
- Prohibition from teaching
- Right to work in the United Kingdom
- Professional qualifications
- Further checks for individuals who have lived or worked outside the United Kingdom.

For agency and third-party staff, the Single Central Record will record:

- Whether written confirmation has been received that the agency has completed the required checks
- The date the confirmation was received
- Whether information from an enhanced DBS certificate has been supplied.

The school may also record:

- Checks completed on volunteers
- Checks completed on governors
- Section 128 checks
- Childcare-disqualification arrangements
- Safeguarding and safer-recruitment training
- The name of the person who completed each check.

An individual's details will be removed from the Single Central Record when they cease working at the school, in accordance with the school's record-retention arrangements.

Agency and Third-Party Staff

Before an agency or third-party worker begins work, the school will obtain written confirmation that the agency or organisation has carried out the checks that the school would otherwise have been required to undertake.

The confirmation will include assurance that:

- The appropriate DBS certificate has been obtained
- Children's barred-list information has been obtained where the role involves regulated activity
- Relevant identity, right-to-work, qualification and prohibition checks have been completed
- Any necessary overseas checks have been undertaken.

Where an enhanced DBS certificate contains information, the school will obtain a copy of the certificate from the agency before the individual begins work.

The school will check the identity of the person presenting for work and confirm that they are the person on whom the checks were completed.

Contractors and Self-Employed People

Safeguarding requirements will be included within relevant contracts between the school and external organisations.

The school will ensure that contractors and employees of contractors working on the premises have undergone the appropriate level of DBS check.

This will normally be:

- An enhanced DBS check with children's barred-list information where the individual will engage in regulated activity
- An enhanced DBS check without barred-list information where the individual is not in regulated activity but will have the opportunity for regular contact with children
- Consideration of a basic DBS check where there is no opportunity for regular contact with children.

A contractor on whom no checks have been obtained will not be permitted to work unsupervised or engage in regulated activity. The school will determine and provide the appropriate level of supervision.

For a self-employed contractor, the school will either obtain the required DBS check or inspect an appropriate existing certificate and ensure that it is at the correct level for the work being undertaken.

The identity of contractors and their staff will be checked when they arrive at the school.

Trainee and Student Teachers

Where an initial teacher-training applicant is salaried by the school, the school will complete all necessary pre-appointment checks, including an enhanced DBS check with children's barred-list information.

Where a trainee teacher is fee-funded, responsibility for undertaking the checks rests with the initial teacher-training provider. The school will obtain written confirmation that:

- The provider has completed all checks the school would otherwise be required to undertake
- The trainee has been judged suitable to work with children.

The school may record details of fee-funded trainees on the Single Central Record as additional, non-statutory information.

Visitors and External Speakers

The school will exercise professional judgement when determining the checks, identification and supervision required for visitors.

The school will not request DBS checks for parents, carers or other visitors attending ordinary school events such as sports days unless their role or activity makes such a check legally appropriate.

For visitors attending in a professional capacity, the school will:

- Check the visitor's identity
- Seek assurance that appropriate checks have been completed by their employer
- Assess whether supervision is required
- Restrict access to areas necessary for the visit.

The school will consider the suitability, educational value and age-appropriateness of external organisations, speakers, performers and resources before a visit takes place.

Volunteers

Volunteers in Regulated Activity

From 1 September 2026, a volunteer undertaking a role involving teaching, training, instructing or supervising children will be engaging in regulated activity where the activity is carried out:

- Frequently
- On more than three days in a 30-day period
- Overnight.

Where a volunteer's role meets these conditions, the school will obtain an enhanced DBS check with children's barred-list information.

The fact that a volunteer is supervised does not remove the requirement for a barred-list check where the role and frequency amount to regulated activity.

Where a volunteer meets the frequency condition through volunteering across more than one setting, the school will work with the other settings to determine who will apply for the enhanced DBS check with children's barred-list information. The school will obtain and record appropriate confirmation.

Existing volunteers whose role becomes regulated activity from 1 September 2026 will have their children's barred-list status checked. This will normally be done through an enhanced DBS check with children's barred-list information. A standalone barred-list check may be used in the limited circumstances permitted by KCSIE.

Volunteers Not in Regulated Activity

A volunteer on whom no checks have been obtained will never be left unsupervised or permitted to engage in regulated activity.

For volunteers who are not in regulated activity, the school will complete and retain a written risk assessment. This will consider:

- The nature and duration of the work
- The level of contact with children
- The level and effectiveness of supervision
- What the school knows about the volunteer
- Information available from staff, parents, employers, referees or other organisations
- Whether the volunteer has other employment or voluntary roles involving children
- Whether an enhanced DBS check without barred-list information or a basic DBS check is appropriate.

The risk assessment and the reasons for the school's decision will be recorded.

Governors

All governors at Tylers Green Middle School will have an enhanced DBS check.

Governance alone is not regulated activity, so children's barred-list information will not be requested unless a governor also undertakes a separate role involving regulated activity.

The school will also undertake a section 128 check for governors because an individual subject to a section 128 direction is disqualified from holding office as a governor of a maintained school.

Checks undertaken on governors may be included on the Single Central Record.

Alternative Provision

Where the school places a pupil in Alternative Provision, the school remains responsible for safeguarding that pupil.

Before a placement begins, the school will obtain written assurance that the provider has completed appropriate safeguarding and safer-recruitment checks on those working at the provision.

The provider will be expected to inform the school promptly about:

- Staff changes
- Changes to the location or delivery of the provision
- Concerns that may place the pupil at risk
- Any other changes relevant to the school's safeguarding assurance.

Work Experience

Where the school organises a work-experience placement or similar activity, it will ensure that the provider has appropriate policies and procedures in place to protect children from harm.

Where the person teaching, training, instructing, caring for or supervising a child will undertake that activity frequently, on more than three days in a 30-day period or overnight, the activity will be regulated activity. A person included on the children's barred list must not undertake this activity.

Other employees within a workplace who do not teach, train, instruct, care for or supervise the child will not ordinarily be engaging in regulated activity merely because the child is present.

Children Staying with Host Families

Where the school arranges for a child to be cared for and accommodated by an unrelated host family in the United Kingdom, the responsible adults will be engaging in regulated activity for the duration of the stay.

The school will obtain an enhanced DBS certificate with children's barred-list information for the adults responsible for providing the care and accommodation. The school will also consider whether enhanced DBS checks are appropriate for other people aged 16 or over living in the household.

Where accommodation is arranged overseas, the school will work with the partner school or organisation to obtain appropriate assurances about the suitability of host families. Parents and carers will be informed of the arrangements, and pupils will know whom to contact if they feel unsafe, uncomfortable or require help.

Existing Staff and Volunteers

New checks will normally be undertaken on an existing member of staff or volunteer where:

- The individual moves from a role that is not regulated activity into a role that is regulated activity
- There has been a break in service of 12 weeks or more
- Concerns arise about the individual's suitability to work with children
- A change in legislation or the person's duties means that a different level of check is required.

Ongoing Safeguarding and Vigilance

Safer recruitment continues beyond the appointment process.

The school will maintain an environment that:

- Deters and prevents abuse
- Challenges inappropriate behaviour
- Promotes professional boundaries
- Encourages staff to report safeguarding and low-level concerns
- Supports staff to self-refer where they have acted in a way that may be inconsistent with the Staff Code of Conduct
- Identifies and responds to emerging patterns of concern
- Provides appropriate safeguarding induction, training, supervision and professional support.

All staff, volunteers, contractors and other adults working on behalf of the school are expected to inform the Headteacher of matters arising inside or outside work, including online, that may affect their suitability to work with children.

Concerns and allegations will be managed in accordance with Part Four of *Keeping Children Safe in Education*, the school's Staff Code of Conduct, and its low-level-concerns.

Referral to the Disclosure and Barring Service

The school has a legal duty to refer an individual to the Disclosure and Barring Service where the school:

- Removes the individual from regulated activity, or would have removed them had they not resigned, retired or otherwise ceased their work; and
- Believes that the individual has engaged in relevant conduct, satisfied the harm test, or received a caution or conviction for a relevant offence.

This duty applies to paid staff and volunteers who were engaged in regulated activity.

A referral will be made as soon as possible and will include all relevant information available to the school.

Referral to the Teaching Regulation Agency

Where the school dismisses or ceases to use the services of a teacher because of serious misconduct, or would have dismissed them or ceased to use their services had they not left, the school will consider whether the case should be referred to the Secretary of State through the Teaching Regulation Agency.

A referral to the Teaching Regulation Agency is separate from, and may be required in addition to, a referral to the Disclosure and Barring Service.