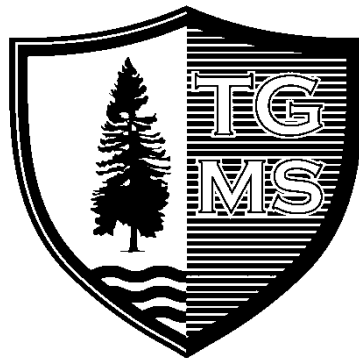




# BUCKINGHAMSHIRE COUNCIL

## Child Protection Policy Tylers Green Middle School



This policy was adopted on: Autumn 2025

The policy is to be reviewed by: Autumn 2026

# CONTENTS

1. Contacts
  - School contacts
  - Contacts in the Local Authority
  - Linked policies
  - Definitions
2. Introduction
3. Responsibilities
4. Procedures
5. Record-keeping and retention of records
6. Alternative Provision
7. Confidentiality
8. Recognising abuse
9. Multi-agency working
10. Supporting staff
11. Safer recruitment
12. Allegations against staff, supply staff, volunteers and contractors (including Governors)
13. Whistleblowing
14. Physical intervention/positive handling
15. Anti-bullying
16. Discriminatory incidents
17. Health and Safety

18. Prevention
19. Online safety
20. Sending nude or semi-nude images
21. Child on child abuse, including sexual violence & sexual harassment
22. Cultural Issues
23. So-called 'honour' based abuse
24. Contextual safeguarding and extra-familial harm
25. Serious violence
26. Domestic abuse
27. Children in need of a social worker (Child Protection and Child In Need Plans)
28. Mental health
29. Looked After Children
30. Children with family members in prison
31. Homelessness
32. Modern-Day Slavery and the National Referral Mechanism
33. Allegations against pupils
34. Searching and Screening
35. APPENDICES
  - a. Appendix 1: Categories of Abuse
  - b. Appendix 2: Child Protection Body Map
  - c. Appendix 3: CPOMS User Guide
  - d. Appendix 4: Safeguarding Assessment Framework
  - e. Appendix 5: Safer recruitment and DBS checks – policy and procedures
  - f. Appendix 6: Allegations of abuse made against staff (further detail)

## 1. Contacts

### School Contacts

<b>All Safeguarding-related Matters</b>	safeguarding@tylersgreenmiddle.co.uk
<b>Headteacher</b>	Mr Sam Isaacs head@tylersgreenmiddle.co.uk 01494 812465
<b>Designated Safeguarding Lead (DSL)</b>	Mr Sam Isaacs head@tylersgreenmiddle.co.uk 01494 812465
<b>Deputy Designated Safeguarding Lead</b>	Mrs Anna Campbell senco@tylersgreenmiddle.co.uk 01494 812465
<b>Deputy Designated Safeguarding Lead</b>	Miss Rebecca Billingham rbillinghurst@tylersgreenmiddle.co.uk 01494 812465 <i>Maternity Leave till Spring 2026</i>
<b>Designated Teacher for Children Looked After (DT for CLA)</b>	Mrs Anna Campbell <i>Contact details as above</i>
<b>Mental Health Lead</b>	Mrs Anna Campbell <i>Contact details as above</i>
<b>Prevent Lead</b>	Mr Sam Isaacs <i>Contact details as above</i>
<b>Nominated Safeguarding Governor</b>	Mrs Elspeth Barlow ebarlow@tylersgreenmiddle.co.uk
<b>Chair of Governors</b>	Mr Owen Brangwin obrangwin@tylersgreenmiddle.co.uk

### Contacts in The Local Authority

<b>Education Safeguarding Advisory Service</b>	01296 387981 <a href="mailto:Secure-esasduty@buckinghamshire.gov.uk">Secure-esasduty@buckinghamshire.gov.uk</a>
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ESAS offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities.	
<p><b>First Response Team (aka MASH) (including Early Help, Channel)</b></p> <p>The First Response Team process all new referrals to social care, including children with disabilities. Referrals are assessed by the team to check the seriousness and urgency of the concerns and whether Section 17 and/or Section 47 of the Children Act 1989 apply. The First Response Team will ensure that the referral reaches the appropriate team for assistance in a quick and efficient manner.</p>	<p>01296 383962</p> <p>Out of hours 0800 999 7677</p> <p><a href="mailto:Secure-cypfirstresponse@buckinghamshire.gov.uk">Secure-cypfirstresponse@buckinghamshire.gov.uk</a></p>
<p><b>Local Authority Designated Officer (LADO)</b></p> <p>The Buckinghamshire Local Authority Designated Officer (LADO) is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Buckinghamshire on either a paid or voluntary basis</p>	<p>01296 382070</p> <p><a href="mailto:Secure-lado@buckinghamshire.gov.uk">Secure-lado@buckinghamshire.gov.uk</a></p>
<p><a href="#">Bucks Family Information Service</a></p> <p>Information for families on a range of issues including childcare, finances, parenting and education</p>	01296 383293
<p><a href="#">Buckinghamshire Safeguarding Children Partnership (BSCP)</a></p> <p>Procedures, policies and practice guidelines</p>	

<p><a href="#">Schools Web</a> School bulletin, Safeguarding links, A-Z guide to information and services</p>	
<p><b>Thames Valley Police</b></p>	<p>101 (999 in case of emergency)</p>

## Linked Policies

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

- Accessibility Plan
- Attendance

- Behaviour (including anti-bullying)
- British Values and Assemblies
- Data Protection
- Disruptive Visitor
- Drug Education
- Educational Visits
- Equality and Cohesion
- Hiring of School Premises
- Online Safety (including use of mobile phones and social media)
- PSHE and RSHE
- Safer Recruitment
- SEN
- Staff Code of Conduct
- Supporting Pupils with Medical Conditions
- Volunteers
- Whistleblowing

## **Definitions**

Safeguarding and promoting the welfare of children is defined for the purpose of this policy as:

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

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as an activity that is undertaken to protect specific children

who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.’ (Working Together December 2023)

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Further information regarding the categories of abuse can be found in the appendix to this document.

Children includes everyone under the age of 18.

## **2. Introduction**

This policy has been developed in accordance with the following legislation and guidance:

- Children Act 1989 (amended 2004)
- “Working Together to Safeguard Children” [Working together to safeguard children - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- “Keeping Children Safe in Education”- statutory guidance for schools and further education colleges - [Keeping children safe in education \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)
- Information Sharing Guidance for Safeguarding Practitioners [Information sharing advice for safeguarding practitioners - GOV.UK](http://gov.uk)
- Children Missing Education; Statutory Guidance for Local Authorities - Sept 2016 [Children missing education - GOV.UK](http://gov.uk)
- Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act - 2015 [Prevent Duty Guidance](http://gov.uk)
- The Equality Act - 2010 [Equality Act 2010: guidance - GOV.UK](http://gov.uk)
- What to do if you’re worried a child is being abused - March 2015 [What to do if you are worried a child is being abused](http://gov.uk)
- Statutory guidance on FGM [Multi-agency Statutory Guidance on Female Genital Mutilation](http://gov.uk)

Clear governance and leadership are central to embedding a safeguarding culture. The Governing Body takes its responsibility seriously under **section 175 of the Education Act 2002** to safeguard and promote the welfare of children; working together with other agencies to ensure effective and robust arrangements are in place within our school to identify and support those children who are suffering harm or whom may be at risk of harm.

Section 175 of the Education Act 2002, places a duty on schools and local authorities to safeguard and promote the welfare of pupils.

Governors will ensure all staff at the school have read and understood their responsibilities pertaining to **Part 1, Part 5 and Annexe B of Keeping Children Safe in Education**.

All staff are required to read and adhere to the **Staff Code of Conduct**.

Every member of the school community is responsible for contributing to a positive culture of safeguarding.

The school recognises that, as well as risks to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their homes, including online and from other children. Staff must remain vigilant and alert to these potential risks.

The aims of this policy are:

To provide an environment in which children feel safe, secure, valued and respected.

To ensure that senior leaders, teaching staff and non-teaching staff, supply staff, governors and volunteers:

- Are aware of the need to safeguard and promote the wellbeing of children
- Identify the need for early support
- Promptly report concerns, in line with guidance from the Buckinghamshire Continuum of Need
- Are trained to recognise signs and indicators of abuse

To provide systematic means of monitoring children known to be or thought to be at risk of harm and ensure contribution to assessments of need and support plans for those children.

To ensure Tylers Green Middle School has a clear system for communicating concerns both internally and with external agencies in line with the Working Together guidance.

To ensure the school has robust systems in place to accurately record safeguarding and child protection concerns.

To develop effective working relationships with all other agencies involved in safeguarding, supporting the needs of children at our school.

To ensure that all staff appointed have been through the safer recruitment process and understand the principles of safer working practices as set out in our **Staff Code of Conduct**.

To ensure that any community users of our facilities have due regard to expectations of how they should maintain a safe environment, which supports children's wellbeing.

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.

### **3. Responsibilities**

All **staff, supply staff, volunteers, visitors, governors and contractors** understand that safeguarding children is everyone's responsibility. Any person who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred must report it immediately to Sam Isaacs (Designated Safeguarding Lead; DSL) or, in their absence, to Anna Campbell, Rebecca Billingham or Julie Bowler (Deputy DSLs). In the absence of either of the above, concerns will be brought to the attention of the most senior member of staff on site.

Staff must maintain a good working knowledge of the Buckinghamshire Continuum of Need [The Continuum of Need - Buckinghamshire Safeguarding Children Partnership \(buckssafeguarding.org.uk\)](http://TheContinuumofNeed-BuckinghamshireSafeguardingChildrenPartnership.buckssafeguarding.org.uk), and any updates, and how it should be used to inform decision-making regarding a referral to First Response.

Staff must have the skills, knowledge and understanding to keep both looked after children and previously looked after children safe.

Staff must understand vulnerability and that barriers exist when recognising abuse. Consider the following groups that may have increased vulnerability:

1. Young carers
2. Children with SEND
3. Children living with domestic abuse
4. Children who experience poor mental health
5. Children whose parents suffer from poor mental health, including substance misuse
6. Criminal exploitation, including sexual exploitation, County Lines radicalisation and gang involvement
7. Look after children and previously looked after children
8. Children who have a social worker
9. Privately fostered children
10. Asylum seekers
11. So-called Honour Based Violence, including FGM and forced marriage
12. Children who frequently go missing or whose attendance is a concern
13. Children who are part of the LGBTQ+ group
14. Children who are at risk of discrimination due to faith and belief, race or ethnicity
15. Children who have English as an additional language (EAL)
16. Children who are living in temporary accommodation.

The **Governing Body** understands and fulfils its safeguarding responsibilities.

It must:

Ensure that the Headteacher, DSLs and Senior Leadership Team create and maintain a strong, positive culture of safeguarding within the school.

Ensure that this policy reflects the unique features of the community we serve and the needs of the pupils attending our provision. This policy will be reviewed at least annually and whenever new guidance is issued.

Regularly monitor and evaluate the effectiveness of this Child Protection Policy and all linked policies.

Appoint a Designated Safeguarding Lead (DSL), who is a member of the Senior Leadership Team (SLT) and has the required level of authority and also appoint at least one Deputy DSL. The roles and responsibilities of the DSL and Deputy DSL are made explicit in those post-

holders' job descriptions. If not the DSL, the Headteacher still maintains overall responsibility for safeguarding and child protection within the school.

Recognise the importance of the role of the DSL, ensuring they have sufficient time, training, skills and resources to be effective. Refresher training must be attended every 2 years, in addition, knowledge and skills must be refreshed at regular intervals, at least annually.

Ensure that all staff complete safeguarding training to include their roles and responsibilities with regard to the school's IT system's online filtering and monitoring.

Ensure measures are in place for the Governing Body to have oversight of how the school's delivery against its safeguarding responsibilities are exercised and evidenced, to include reviewing online filtering and monitoring on a regular basis and at least annually. Ensure robust structures are in place to challenge the Headteacher where there are any identified gaps in practice or procedures are not followed.

Recognise the vital contribution that the school can make in helping children to keep safe, through incorporation of safeguarding within the curriculum. This will also be taught through the PSHE curriculum and relevant issues through Relationship Education (primary schools) or Relationship Sex Education (secondary schools, mandatory from Sept. 2020). Ensure that through curriculum content and delivery, children understand how to keep themselves safe.

Ensure that the school is following the statutory RSE guidance – [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/relationships-and-sex-education-rse-and-health-education)

Ensure safe and effective recruitment policies and disciplinary procedures are in place.

Ensure resources are allocated to meet the needs of pupils requiring child Protection or early intervention.

Ensure the DSL completes an Annual Safeguarding Report for Governors, and a copy is shared with the Education Safeguarding Advisory Service at Buckinghamshire Council.

It is the duty of the Chair of Governors, Owen Brangwin, to liaise with relevant agencies if any allegations are made against the Headteacher. If there are concerns that issues are not being progressed in an expedient manner, staff/pupils/parents/carers should escalate concerns to the Local Authority Designated Officer (LADO) via First Response.

The Governing Body must ensure that procedures are in place to manage, record and escalate as appropriate safeguarding concerns of allegations against staff, supply staff, governors, volunteers, visitors or contractors where they could pose a risk of harm to children. This must include those concerns that do not meet the threshold (low-level concerns). The guidance in Part Four of Keeping Children Safe in Education ([Keeping children safe in education \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/616282/Keeping-children-safe-in-education-2016.pdf)) must be followed if there are any such concerns.

The Governing Body must have assurance that any alternative provision attended by children on roll has appropriate safeguarding arrangements and child protection policies in place. The Governing Body must ensure that any children, at such a provision, are visited whilst they are attending, that the curriculum is appropriate to the needs of the child and that attendance is monitored daily.

Any outside agencies providing services or activities to the school have provided assurances that they have safeguarding policies and procedures in place.

The Governing Body has a statutory duty to appoint a Nominated Governor for safeguarding. The Nominated Governor must be familiar with [Buckinghamshire Safeguarding Children Partnership](#) procedures, Local Authority procedures and guidance issued by the Department for Education. The Nominated Governor must:

1. Work with the DSL to produce the Child Protection Policy annually.
2. Undertake appropriate safeguarding training, to include Prevent and Safer Recruitment training.
3. Ensure child protection is regularly discussed at Governing Body meetings
4. Meet at least termly with the DSL to review and monitor the school's delivery of its safeguarding responsibilities, to review the Single Central Record and complete an audit of the staff files.
5. Ensure that filtering and monitoring systems are in place, and take part in the review
6. Take responsibility to ensure that the school is meeting the OFSTED requirements as set out in the inspection guidance:

[Education inspection framework \(EIF\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/616282/Keeping-children-safe-in-education-2016.pdf)

All governors must complete safeguarding training on appointment, to also include Prevent training. This training must be regularly updated in line with national or local guidance. The Governing Body must ensure that relevant staff have due regard to the relevant data protection

principles set out in the Data Protection Act 2018 and the GDPR, which allow them to share or withhold personal information when it is necessary to safeguard any child.

We have a **Designated Safeguarding Lead (DSL)** who is responsible for:

- Creating a culture of safeguarding within the school where children are protected from harm.
- Ensuring all staff receive an effective induction and ongoing training to support them to recognise and report any concerns.
- Ensuring children receive the right help at the right time using the Buckinghamshire Continuum of Need document.
- Ensuring referrals to partner agencies are followed up in writing, including referrals to First Response and Early Help (FSS).
- Establishing and maintaining a safe and secure system for recording, safeguarding and child protection records. These records must be audited regularly to ensure all actions are completed.
- Ensuring all child protection files are held separately from pupils' educational records.
- Maintaining the record for staff safeguarding training.
- Ensuring that the safeguarding team contact details and photos are displayed in prominent areas around the school and also on the website.
- Being the designated point of contact for staff to be able to discuss and share their concerns.
- Ensuring the online filtering and monitoring system is reviewed regularly, at least annually.
- Being available to staff and outside agencies during school hours and term time for consultation on safeguarding concerns raised.
- Having responsibility to ensure that cover is arranged outside of term-time during working hours, with the expectation that all meetings in school holidays are attended, including those convened at short notice.
- During residential and extended school hours, ensure arrangements are in place for staff to have a point of contact.
- Contributing effectively to multiagency working, for the safeguarding and promotion of the welfare of children, as set out in Working Together.

- Providing the Headteacher (if the Headteacher is not the DSL), with an annual report for the Governing Body, detailing how the school delivers on its safeguarding responsibilities and any child protection issues within the school. The Governing Body will use this report to fulfil its responsibility of providing the Local Authority with information about its safeguarding policies and procedures.
- Meeting at least once a term with the Nominated Governor to share oversight of the safeguarding provision within the setting, monitor performance and develop plans to rectify any gaps in policy or procedure. A record will be kept of these meetings.
- Providing the Headteacher (if DSL is not the Headteacher) with up-to-date information of any issues.
- Meeting the statutory requirement to keep up to date with knowledge, enabling them to fulfil their role, including attending mandatory and any other additional relevant training.
- Referring immediately to the Police, using the guidance, [When to call the police 2491596 C&YP schools guides.indd \(npcc.police.uk\)](https://www.npcc.police.uk/2491596_C&YP_schools_guides.indd) for any cases where a criminal offence may have been committed or risk of harm is imminent.
- Completing DSL refresher training every 2 years and updating their skills and knowledge regularly and at least annually, through means such as training, reading bulletins or attending DSL forums.
- To fulfil the DSL responsibilities as set out in the KCSIE, Annexe C.

The school's **Headteacher** is responsible for:

- Ensuring that this policy is updated annually or before to reflect any changes to guidance and/or legislation.
- Ensuring that this policy is published on the school website.
- Recording, reviewing and making decisions on any low-level concerns, may be in conjunction with the DSL.
- Liaising with the LADO in the event of an allegation being made against a member of the staff, volunteer or an organisation using the school premises.
- Liaising with the DSL to ensure they have appropriate time, funding, training and resources to fulfil their role.

- Ensuring that appropriate cover is in place to attend strategy meetings or CP conferences that take place during the school holidays or in the event that the DSL is absent.
- Ensuring that a designated ‘Appropriate Adult’ is in place in order to support children in line with the Police and Criminal Evidence (PACE) act, [PACE Code C 2023 \(accessible\) - GOV.UK \(www.gov.uk\)](#) which advises that “The role of the appropriate adult (AA) is to safeguard the rights, entitlements and welfare of juveniles and vulnerable persons”, with there being further elaboration that the AA is expected to observe that the police are acting properly and fairly in relation to a vulnerable detained persons rights and entitlements, as well as helping the detained person understand their rights. This can also be found as part the school’s Searching and Screening Policy.

#### 4. Procedures

Our school procedures for all staff, supply staff, governors, volunteers, visitors and contractors in safeguarding and protecting children from harm are in line with Buckinghamshire Council and [Buckinghamshire Safeguarding Children Partnership](#) safeguarding procedures, “**Working Together to Safeguard Children**” [Working Together to Safeguard Children](#), “**Keeping Children Safe in Education**” [Keeping children safe in education \(publishing.service.gov.uk\)](#) and statutory guidance issued under section 29 of the **Counter-Terrorism and Security Act 2015** [Revised Prevent duty guidance: for England and Wales - GOV.UK \(www.gov.uk\)](#).

Our school recognises and responds to the particular needs of members of our school community, e.g. language barriers or religious observance, whilst ensuring that safeguarding takes precedence when there are any child protection concerns.

We will ensure:

Visitors must be:

1. Clearly identified with visitor/contractor passes
2. Met and directed by school staff/representatives
3. Signed in and out of the premises by school staff
4. Given a safeguarding leaflet to read and directed to a poster informing them of how to report a concern
5. Given restricted access to only specific areas of the school, as appropriate

6. Escorted by a member of staff/representative as required
7. Given access to pupils restricted to the purpose of their visit

All members of staff must complete safeguarding training every 3 years, attend annual refresher training and partake in any training opportunities arranged or delivered by the DSL. Updates must be cascaded to all staff throughout the year. All new staff will receive safeguarding and child protection training on induction, to include online safety and the school's filtering and monitoring system.

All staff will read the Child Protection policy, Part 1 and Part 5 of the KCSIE, at least annually, and will sign a declaration to show that the guidance has been reviewed and they have a clear understanding of their role. There are audit methods in place to ensure that staff have understood the content.

All parents/carers must be made aware of the school's responsibilities in regard to child protection procedures through this policy.

All staff, including supply staff, must follow the reporting procedures as follows when reporting any child protection concerns:

1. Staff must ensure the child is in a safe place and in receipt of support
2. Staff must initially make a verbal report to the DSL to alert them to the safeguarding/child protection concern
3. Staff must make a written report using the school record-keeping process (see CPOMS Guide – Appendices);
4. All historical (pre-CPOMS and passed from other schools, e.g. TGFS) concern forms are located in the Headteacher's office in a locked cabinet. Each concern form will be given directly to the DSL who (or DDSL) shall upload this as a new incident or linked document on CPOMS. CPOMS stores records electronically
5. Staff must ensure the time and date of the incident is recorded
6. A factual account of the incident must be recorded, including who was involved, what was said/seen/heard, where the incident took place and any actual words or phrases used by the child
7. Use a body map to record any injuries seen or reported by the child

8. Staff must sign and date the report giving details of their role within the school (automatically recorded via a CPOMS submission)
9. The DSL team must record when the report was passed to them and what action was taken alongside any outcomes achieved
10. The DSL team must ensure the child's wishes and feelings are taken into consideration when deciding on the next steps.

Through our **Attendance Policy**, we have a robust system for monitoring and will act to address absenteeism with parents/carers and pupils promptly and identify any safeguarding issues arising. Parents are asked to notify the school by telephone (an answerphone is available) on the morning of the first day of absence and provide the school with an expected date of return. If the child is absent for more than a week, follow-up phone calls or e-mails by the parents help to keep us informed of progress. If we are unaware of a child's whereabouts, we will contact the parents on the first day of absence, aiming for this to be completed within the first hour of the school day. If contact cannot be made, the Office Team will liaise with the DSL or DDSL, who will consider escalation procedures, for example, a home visit.

All children attending our school are required to have a minimum of two identified emergency contacts. Any pupil whose absence is causing concern and where it has not been possible to contact a parent/carer, will be reported as a Child Missing in Education (CME) using the **Buckinghamshire CME Protocol**. Any absence of a pupil who is currently subject to a child protection or child in need plan is immediately referred to their social worker.

Tylers Green Middle School has a mandatory duty to inform the local authority, via the First Response Team, if they become aware that a child under the age of 16 years is living with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days. This is defined as being a private fostering arrangement.

All staff, parents/carers and children are made aware of the school's complaints and escalation processes (available through the Tylers Green Middle School website and promoted at annual Parent Welcome Meetings in September), which can be activated in the event of concerns not being resolved after the first point of contact.

Our Hiring of School Premises Policy reflects the ongoing responsibility the school has for safeguarding those using the site outside of normal school hours, ensuring the suitability of

adults working with children on school sites at any time. School must have sight of the up-to-date **Child Protection Policy** of any organisation hiring the school's facilities.

The school operates **Safer Recruitment** practices. Governors ensure that staff who are involved in the recruitment process have received safer recruitment training. Robust procedures are in place in order to prevent and deter people who are unsuitable to work with children, from applying or being employed by the school.

Allegations against members of staff, supply staff, governors, including volunteers and contractors are referred to the Local Authority Designated Officer (LADO).

Our procedures are reviewed and updated annually as a minimum, or as there are changes to legislation.

Children are encouraged to share any concerns or worries with staff and are regularly reminded about this as part of the curriculum, assemblies and tutor time. Each child completes a 'Helping Hand' at the start of each year to identify five people they can trust (2 staff members, 2 adults at home and 1 friend) who they are encouraged to speak with if they are feeling uncomfortable or sad. Each class has a 'time to talk' display where they can write their name if they wish, for 1:1 time to speak to their teacher or one of their trusted adults. If they are embarrassed to do this, they are encouraged to leave their teacher a note.

Further, the Tylers Green Middle School Safeguarding Team (including the Safeguarding Governor) is promoted to the pupils via posters in shared areas of the school. Year 3 pupils are explicitly taught about these posters, including an opportunity to meet the Safeguarding Governor during their settling activities when starting at Tylers Green Middle School.

Through assemblies, weekly PSHE/RSE lessons, nurture groups in Lower School and access to our school mentor in Upper School, the school is well-equipped to provide the right environment and culture for children to feel comfortable sharing their concerns and worries.

Our school has also launched a Peer Mentor scheme where 16 Upper School pupils receive enhanced training from Buckinghamshire Mind to perform the role of Well-being Mentor at

our school. Their duties involve monitoring the playground, supporting pupils' play and identifying peers who may be isolated or who are exhibiting concerning or uncharacteristic behaviour. They support their peer in the moment and can direct them inside to Well-being Mentor colleagues who can have a 1:1 conversation with them, in a safe place, using a pre-agreed script. The inside conversations are overseen by the Assistant Headteacher for Inclusion, who also meets with the Well-being Mentors who were on duty for the week every Friday so they can co-author a weekly report.

## **5. Record-Keeping and Retention of Records**

When a disclosure of abuse or an allegation against a member of staff or volunteer has been made, no matter how low level, our school must have a record of this. These records are maintained in a way that is confidential and secure, in accordance with our **Record Keeping Policy** and **Data Protection Legislation**.

Records should include:

1. A clear and comprehensive summary of the concern
2. A clear, detailed and robust chronology must be maintained
3. Details of how the concern was followed up on and resolved
4. A note of any action taken, decisions reached and the outcome.

There is a statutory requirement for our school to pass any child protection records to the pupil's next school. This must take place within 5 days of the 1<sup>st</sup> day of term or within 5 days of an in-year transfer. There must be an auditable system in place to evidence this has taken place. Safeguarding records will be sent separately from the general files using a secure method. No records should be maintained within the school once the files have been transferred.

The last statutory school maintains child protection files until a pupil reaches the age of 25 years; therefore, if the transfer school is unknown, or a pupil is going to be electively home educated, any child protection files will remain at our school in a secure location. Child protection files will only be destroyed when the pupil reaches their 25th birthday.

We have a robust system for reviewing our archived information held. Our files are stored and disposed of in line with GDPR protocols, local and national retention policies.

All low-level concerns will be recorded, monitored for patterns, and reviewed regularly, in line with the Staff Code of Conduct. The headteacher records low-level concerns regarding staff, governors and volunteers and reviews them regularly to look for patterns, escalation or increase in frequency of concerns and take appropriate action as required. For low-level concerns relating to the headteacher, the Chair of Governors records the concern and takes advice from relevant agencies (e.g. the LADO).

## **6. Alternative Provision**

When a child is accessing an alternative provision, the school remains responsible for the safeguarding of that child.

Tylers Green Middle School will 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).

Tylers Green Middle School will always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. We will regularly review the alternative provision placements.

Alternative Provision DFE statutory guidance ([Alternative provision - GOV.UK](#)) and Education for children with health needs who cannot attend school - GOV.UK ([www.gov.uk](http://www.gov.uk)) – DFE statutory guidance. [Education for children with health needs who cannot attend school - GOV.UK](#)

## **7. Confidentiality**

We recognise that all matters relating to child protection are confidential. The Headteacher or Designated Safeguarding Lead must only disclose personal information about a pupil to other members of staff on a need-to-know basis.

Staff must not keep duplicate or personal records of child protection concerns. All information must be reported to the Designated Safeguarding Lead and securely stored in the designated location within the school, separate from the pupil records.

All staff are aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another as they have a duty to share. Staff must, however, reassure the child that information will only be shared with those people who will be able to help them and, therefore, need to know.

We will always undertake to share our intention to refer a child to Social Care (First Response) with their parent/carer's consent, unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with First Response on this point. We recognise that GDPR data Protection Act 2018 must not be a barrier for sharing information regarding safeguarding concerns in line with **'Working Together'**.Gov guidance link: <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

## **8. Recognising abuse**

In the event of a child disclosing abuse staff must:

Refer to the following guidance:

### **“What to do if You're Worried a Child is Being Abused”**

[Stat guidance template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Listen to the child, allowing the child to tell you what has happened in their own way and at their own pace. Staff must not interrupt a child who is freely recalling significant events. Remain calm. Be reassuring and supportive, endeavouring not to respond emotionally.

Do not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said or to gain sufficient information to know that this is a safeguarding concern. Staff are trained to use TED; Tell, Explain, Describe.

Make an accurate record of what they have seen/heard using the school's record-keeping processes, recording times, dates or locations mentioned, using as many words and expressions used by the child as possible. Staff must not substitute anatomically correct names for body part names used by the child.

Reassure the child that they did the right thing in telling someone.

Staff must explain to the child what will happen next and the need for the information to be shared with the DSL.

In the unlikely event that the DSL and the deputy DSL are not available, staff are aware they must share their concerns with the most senior member of staff.

**If there is an immediate risk of harm to a child, staff will NOT DELAY and will ring 999.**

The child will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded.

Reporting systems for children:

At Tylers Green Middle School, children are made to feel safe and secure to share any concerns that they may have and know the systems in place for making any such report.

The pupils make use of the Time to Talk system to raise and report their concerns with their identified trusted adults, the Well-being Mentor system and to the Tylers Green Middle School Safeguarding Team, whose individuals are promoted on visual posters displayed around the school.

**Following a report of concerns, the DSL must:**

Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to First Response and the police if it is appropriate, referring to the guidance, When To Call The Police:

[when-to-call-the-police--guidance-for-schools-and-colleges.pdf \(npcc.police.uk\)](https://www.npcc.police.uk/when-to-call-the-police--guidance-for-schools-and-colleges.pdf)

The rationale for this decision should be recorded by the DSL.

The school must try to discuss any concerns about a child's welfare with parents/carers and, where possible, obtain informed consent before making a referral to First Response. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with First Response or the police whether the parents/carers should be told about the referral and, if so, when and by whom. This

is important in cases where the police may need to conduct a criminal investigation. The child's views must also be taken into account.

If there are grounds to suspect a child is suffering or is likely to suffer significant harm, the DSL (or Deputy) must contact First Response by telephone immediately, in first instance and then complete the Multi Agency Referral Form (MARF).

If the child is in immediate danger and urgent protective action is required, the police and/or ambulance must be called, via 999. The DSL must notify First Response of the occurrence, what action has been taken, and to take advice about informing parents/carers.

## **9. Multi-agency working**

Tylers Green Middle School knows what the role of schools is, as a relevant agency, within the three safeguarding partner arrangements and as required, will contribute to multi-agency working, in line with the statutory guidance 'Working Together to Safeguard Children'.

When named as a relevant agency and involved in safeguarding arrangements, Tylers Green Middle School will cooperate alongside other agencies with the published arrangements.

Tylers Green Middle School will contribute to inter-agency plans to offer children support of early help, and those children supported through child protection plans.

Tylers Green Middle School will allow access for and work with children's social care to conduct or consider whether to conduct a Section 17 or Section 47 assessment.

If, following a referral, the situation is not improving for the child, the DSL will follow the escalation process.

## **10. Supporting Staff**

We recognise that staff becoming involved with a child who has suffered harm, or appears to be likely to suffer harm, could find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support if necessary. This could be provided by the Headteacher or another trusted

colleague, Occupational Health, and/or a representative of a professional body, Employee Assistance Programme or trade union, as appropriate.

## **11. Safer Recruitment**

Tylers Green Middle School follows the guidance as set out in the KCSIE together with the information provided by the Bucks Safeguarding Children Partnership to ensure that all the appropriate checks have been carried out on new staff and volunteers.

[Safer Employment & the LADO \(Allegations\) - Buckinghamshire Safeguarding Children Partnership \(buckssafeguarding.org.uk\)](http://buckssafeguarding.org.uk)

## **12. Allegations against staff, supply staff, volunteers and contractors (including Governors)**

Here at Tylers Green Middle School, we have our own procedures for managing concerns and/or allegations against those working in the school including staff, supply teachers, volunteers and contractors.

KCSIE - Part four contains comprehensive guidance covering the two levels of allegations/concern:

1. Allegations that may meet the harm threshold
2. Allegations/concerns that do not meet the harms threshold - referred to for the purpose of this guidance as 'low-level concerns'.

All school staff, supply staff, volunteers and contractors must take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers to be conducted in the presence of other adults.

We understand that a pupil may make an allegation against a member of staff, member of supply staff, volunteer or contractor. If such an allegation is made, the member of staff notified of the allegation will immediately inform the Headteacher or the most senior teacher if the

Headteacher is not present. If the allegation is made against the Headteacher, the Chair of Governors must be informed.

At Tylers Green Middle School, we recognise that an allegation may be made if a member of staff, a member of supply staff, a governor, a volunteer or a contractor has:

1. Behaved in a way that has harmed a child, or may have harmed a child
2. Possibly committed a criminal offence against or related to a child
3. Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
4. Behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviours both inside and outside of school.

The Headteacher/Senior Teacher/Chair of governors (where the allegation is in reference to the Head Teacher) on all such occasions must immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO).

The Headteacher/Senior Teacher/Chair of Governors must:

Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member, supply staff member, governor, volunteer or contractor against whom the allegation is made, as well as supporting other staff, supply staff members, governors, volunteers and contractors within the workplace.

Follow all advice given by the LADO relating to supporting the child making the allegation, as well as other children connected to the organisation.

Ensure feedback is provided to the LADO about the outcome of any internal investigations.

The school will follow the local safeguarding procedures for managing allegations against staff, supply staff, governors, volunteers and contractors, a copy of which can be found in the Headteacher's office.

If the allegation is made against a member of staff supplied by an external agency, the agency will be kept fully informed and involved in any enquiries from the LADO.

Suspension of the member of staff against whom an allegation has been made needs careful consideration and, if necessary, we will consult with the LADO in making this decision. Guidance will also be sought from HR.

Our lettings agreement for other users requires that the organiser will follow the Buckinghamshire Council procedures for managing allegations against staff and where necessary, the suspension of adults from school premises.

Should an individual staff member, supply staff member, governor, volunteer or contractor be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse or neglect, they must immediately inform the Head Teacher. In these circumstances, the school will need to assess whether there is any potential for risk of transfer to the workplace and the individual's work with children.

### **13. Whistleblowing**

We have a Whistleblowing Policy which staff can access at R:\Teachers Only\Policies\Bucks CC HR and is on the school's website. Staff are required to familiarise themselves with this document during their induction period.

All staff must be aware of their duty to raise concerns about unsafe practices or the attitude or actions of colleagues and report their concerns to the Headteacher or Chair of Governors.

#### **Low-level concerns**

Tylers Green Middle School, all staff know they have a responsibility to share any concerns, no matter how small, about any adults working in school to the Headteacher (or Chair of Governors if the concerns are about the Headteacher). Staff are made aware of what a low-level concern might look like using the examples from the KCSIE page 10. All reports will be dealt with effectively and recorded, enabling the school to identify any concerning behaviour and support any adults becoming the subject of false low-level concerns.

### **14. Physical intervention/Positive handling**

Our policy on physical intervention/positive handling by staff is set out separately, as part of our **Behaviour Policy** (found and on the TGMS website) and follows the government guidance.

[Use of reasonable force and restrictive practices in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

## **15. Anti-Bullying**

Anti-Bullying is referenced within the Behaviour Policy, and measures are in place to prevent and respond to all forms of bullying, which acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. The policy states that bullying behaviours can include physical, social and psychological aspects. Bullying is defined as “The intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some on-off attacks can have a continuing harmful effect on the victim.”

## **16. Discriminatory Incidents**

In line with **the Equalities Act 2010**, our **Equality and Cohesion Policy** addresses all forms of discriminatory incidents. The governors and school staff are committed to removing barriers which could impede learning, development or participation within our school. We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, sexual orientation, disability, gender, gender reassignment, religion, belief/non-belief or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. The policy can be found: R:\Teachers Only\Policies\Personnel, Pastoral and Admissions, and on the TGMS website.

## **17. Health and Safety**

We recognise the importance of safeguarding pupils throughout the school day. Our **Health and Safety policy** reflects the consideration we give to the protection of our children, both physically and emotionally, within the school environment.

Part of the safeguarding measures we have in place include the safe drop off and collection of pupils at the start and end of the school day:

*The procedures for the start and end of the day set out the measures in place to safeguard children. From 8.25 am, children may enter the school site where there will be supervision. A member of the SLT will be monitoring the playground with sight of the back and front gates,*

*and the Headteacher will regularly be on duty at the front of the school, monitoring drop-off (the majority of parents drop their children off at the gates) and the conditions on Cock Lane. Your child should come directly to the playground until the school day begins at 8.50 am. Taxis drop children off at the front car park by the office. For safety reasons, children are not permitted to use the adventure trail at this time. In addition, children are not permitted to enter the school building unless supervised by their teacher.*

*End of the school day:*

*At the beginning of the school year, all parents are asked if they give consent for taking responsibility for their child to leave their teacher and the school site independently. For those who do not consent, a White Card is completed by the parents/carers of each child at Tylers Green Middle School, giving information on who is permitted to collect their child at the end of the school day. This card is to be kept safely in the child's school bag. If for any reason, a child is being collected by somebody else on a particular day, e.g. for a playdate, parents/carers should authorise this on their child's white card. Unless a parent has signed to authorise that their child may leave the school premises unaccompanied, pupils will only be handed over to an adult on their list.*

Pupils who leave the site during the school day do so only with the permission of a parent/carer and are collected by an authorised adult where appropriate. The school should be notified by the parents/carers regarding whom they have authorised for this task. All pupils will be signed out using the INVENTORY system if this occurs after registration and re-signed when they return to the school building.

In the event of a pupil going missing during the course of the school day, we will carry out immediate checks to ensure the pupil is not on site, we will then make contact with the pupil's parents/carers and inform the police.

Providers of extended provision at the end of the school day hand the children over to their parents/carers on the school playground or through the front office. They are given information regarding children who are allowed to walk as per the white card system.

When the school is hired out to a 3<sup>rd</sup> party provider, we ensure that they have appropriate arrangements in place to keep children safe through the sight of their child protection and safer recruitment procedures.

At Tylers Green Middle School, we ensure that we are aware of the content of materials used by any visiting speakers before their visit.

## **18. Prevent Duty**

We are aware of the Prevent Duty under **Section 26 of the Counter Terrorism and Security Act 2015** to protect young people from being drawn into terrorism.

All school staff and governors have completed Prevent training, and we have training logs to evidence this.

We have in place and monitor appropriate web filtering systems.

The DSLs and senior leaders are familiar with their duties under The Prevent Duty Guidance: [Revised Prevent duty guidance: for England and Wales - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

## **19. Online Safety**

All staff are aware of the school policy for **Online Safety**, which sets out our expectations relating to:

1. Creating a safer online learning environment,
2. Giving everyone the skills, knowledge and understanding to help children stay safe online, question the information they are accessing and support the development of critical thinking,
3. Inspiring safe and responsible use of mobile technologies, to combat behaviours online which may make pupils vulnerable, including the sending of nude or semi-nude images.
4. Use of camera equipment, including smartphones.
5. What steps to take if there are concerns, and where to go for help.
6. Staff use of social media is set out in the **Staff Code of Conduct**.

Cyberbullying by children, via texts, social media and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

The school is aware of the risks posed by children in the online world; in particular, non-age-appropriate content linked to self-harm, suicide, grooming and radicalisation.

Pupils, staff and parents/carers are supported to understand the risks posed by:

1. The CONTENT accessed by pupils
2. Their CONDUCT online
3. Who they have CONTACT within the digital world
4. COMMERCE - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Further information can be found in our [Online Safety Policy](#).

Tylers Green Middle School has online filtering and monitoring systems in place to ensure children are safeguarded from potentially harmful online material. These systems are regularly monitored, at least annually, by the DSL, IT provider and nominated governor. A record will be kept of the reviews.

Tylers Green Middle School will follow the advice given by the government to advise and support children with any online learning taking place at home to ensure this is done so safely.

We have a separate mobile phone procedure, located in the **Online Safety Policy**, which sets out the acceptable use of mobile technologies by pupils whilst onsite. This includes sanctions which will be applied when these boundaries are not adhered to.

Visitors to our school are respectfully requested to turn all mobile devices off. Staff use of mobile technology whilst on site is set out in the **Staff Code of Conduct** and **Staff Handbook**.

All staff receive online awareness training to understand the risks children are exposed to on induction and at least once per academic year.

All staff have an understanding of expectations, roles and responsibilities with regard to the online filtering and monitoring processes.

The DfE has published Generative AI: product safety expectations to support schools in using generative artificial intelligence safely, and explains how filtering and monitoring requirements

apply to the use of generative AI in education. [Generative AI: product safety expectations - GOV.UK](#)

## **20. Sending nude or semi-nude images**

Sending nude images or semi-nude images, is one of a number of ‘risk-taking’ behaviours associated with the use of digital technologies, social media or the internet. It is accepted that children experiment and challenge boundaries and therefore the risks associated with ‘online’ activity can never be completely eliminated.

Further advice and guidance can be found using the link below:

[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](#)

Staff, pupils and parents/carers are supported, via training, to understand the creation and sharing of sexual imagery, such as photos or videos, of under 18s is illegal. This includes images of pupils themselves if they are under the age of 18.

Any disclosures/incidents that occur will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents, as set out in:

[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](#)

This guidance was produced by the UK Council for Internet Safety. The DSL will inform parents/carers of any incidents.

## **21. Child on Child Abuse, including sexual violence and sexual harassment.**

Tylers Green Middle School believes that all children have a right to attend school and learn in a safe environment free from harm by both adults and other pupils. We recognise that some safeguarding concerns can occur via child on child abuse.

All staff operate a zero-tolerance policy to child on child abuse and will not pass off incidents as ‘banter’ or ‘just growing up’.

All staff recognise that child-on-child issues may include, but may not be limited to:

1. Bullying (including cyberbullying)
2. Racial abuse
3. Physical abuse, such as hitting, hair-pulling, shaking, biting or other forms of physical harm
4. Sexual violence and sexual harassment
5. 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 (Harmful sexual behaviour HSB)
6. Abuse related to sexual orientation or identity
7. Sending nude or semi-nude images (consensual & non-consensual)
8. Upskirting and initiation/hazing-type violence and rituals
9. Emotional abuse
10. Abuse within intimate partner relationships

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. Incidents of child-on-child abuse must be reported to the DSL, who will refer to the appropriate agencies as required.

The following will be considered when dealing with incidents:

1. Whether there is a large difference in power between the victim and perpetrator i.e. size, age, ability, perceived social status or vulnerabilities, including SEND, CP/CIN or CLA
2. Whether the perpetrator has previously tried to harm or intimidate pupils
3. Any concerns about the intentions of the alleged perpetrator
4. How to best support and protect the victim and alleged perpetrator, as well as any other children who may have been involved or impacted.
5. Risk assessments and safety planning will be created in conjunction with external professionals.

In order to minimise the risk of child-on-child abuse taking place, as a school, we must:

1. Deliver RE/RSE/PSHE to include teaching pupils about how to keep safe and understanding what acceptable behaviour looks like

2. Ensure that pupils know that all members of staff will listen to them if they have concerns and will act upon them
3. Have systems in place for any pupil to be able to voice concerns
4. Develop robust risk assessments if appropriate
5. Refer to any other relevant policies when dealing with incidents, such as the **Behaviour Policy** and/or the **Anti-Bullying Policy**.

We recognise that ‘Upskirting’ involves taking a photograph under an individual’s clothing without their knowledge. We understand that it causes the victim distress and humiliation, and that any gender can be a victim. Staff recognise that ‘Upskirting’ is a criminal offence and must promptly report any such incidents to the Headteacher, DSL or the most senior member of staff.

Reference will be made to the following government guidance and Part 5 of the **Keeping Children Safe in Education** to ensure that all staff have an understanding of the serious nature of sexual violence and sexual harassment between children in schools. The school ensure that they keep up with current legislation and practice, referring to trusted advisors such as BSCP, NSPCC and Ofsted guidance.

Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can occur through a group of children sexually assaulting or sexually harassing a single child or a group of children. This can occur online, face-to-face (both physically and verbally) and can take place inside or outside of school. As set out in Part Five of the KCSIE, all staff maintain an attitude of **‘it could happen here’** and it is never acceptable.

All staff have a responsibility to address inappropriate behaviour in a timely manner, however seemingly insignificant it may appear.

All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. No child will ever be made to feel ashamed for making a report or that they are creating a problem for our school.

**Support will be given to both victims and perpetrators as required.**

## **22. Cultural Issues**

As a school we are aware of the cultural diversity of the community around us and work sensitively to address the unique culture of our pupils and their families as they relate to safeguarding and child protection. This includes children at risk of harm from abuse arising from culture, ethnicity, faith and belief on the part of their parent, carer or wider community.

Staff must report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns.

## **23. So-Called ‘Honour’ Based Abuse**

Staff at our school understand there is a legal duty to report known cases of Female Genital Mutilation (FGM) and So-Called ‘Honour’ Based Abuse to the police, and they will do this with the support of the DSL. [Mandatory reporting of female genital mutilation: procedural information - GOV.UK](#)

Our school is aware of the need to respond to concerns relating to forced marriage and understand that it is illegal, a form of child abuse and a breach of children’s rights. We recognise that some pupils, due to capacity or additional learning needs, may not be able to give informed consent, and this will be dealt with under our child protection processes. Tylers Green Middle School staff can contact the Forced Marriage Unit if they need advice or information. Contact 020 7008 0151 [fm@fcdo.gov.uk](mailto:fm@fcdo.gov.uk)

We are aware of the signs of FGM [Female genital mutilation \(FGM\) | NSPCC](#)

We recognise that both male and female pupils may be subject to honour-based abuse.

We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff.

Any suspicions or concerns for forced marriage are reported to the DSL, who will refer to First Response or the police if emergency action is required.

## **24. Contextual Safeguarding and extra-familial harms**

Contextual Safeguarding is an approach to understanding and responding to children's experiences of significant harm beyond their families. Extra-familial harm is linked to contextual safeguarding; these concepts refer to harms that occur outside of the family system, including harmful online contact.

At Tylers Green Middle School, all staff recognise that pupils may encounter safeguarding incidents that happen outside of school and can occur between children outside of this environment. We will respond to such concerns, reporting to the appropriate agencies in order to support and protect the pupil.

All staff and especially the DSLs, will consider the context of incidents that occur outside of school to establish if situations outside of their families may be putting the pupil's welfare and safety at risk of abuse or exploitation, including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

Children who may be alleged perpetrators will also be supported to understand the impact of contextual issues on their safety and welfare.

In such cases, the individual needs and vulnerabilities of each child will be considered.

Further guidance can be found at: <https://contextualsafeguarding.org.uk/>

## **25. Serious Violence**

All staff are aware of signs and indicators which may signal that children are at risk from, or are involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in well-being or signs of assault or unexplained injuries. Staff are aware that unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

At Tylers Green Middle School, we are aware of the range risk factors which increase the likelihood of involvement in serious violence such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery. School will take appropriate

measures to manage any situations arising. [Preventing youth violence and gang involvement - Practical advice for schools and colleges \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/622222/preventing-youth-violence-and-gang-involvement-practical-advice-for-schools-and-colleges.pdf)

## **26. Domestic Abuse**

All staff recognise that children who experience domestic abuse, including intimate partner abuse, referred to as ‘teenage relationship abuse’ KCSIE date and page number removed, can suffer long lasting emotional and psychological effects. Staff also recognise the impact on children seeing, hearing or experiencing the effects of domestic abuse. Staff must report any concerns using the school’s safeguarding procedures.

## **27. Children who need a social worker (Child Protection and Child In Need Plans)**

Staff recognise that children may have a social worker due to safeguarding or welfare needs, and this can cause them to have barriers with attendance, behaviour, learning and mental health. Tylers Green Middle School will share information with a social worker for any child whom they are supporting to ensure decisions are made in the best interests of the child.

Informed decisions will be made by staff with regards to safeguarding for those children who are being supported by a social worker.

The Virtual School lead the support for this cohort of children, and Tylers Green Middle School will work in partnership with them and the Local Authority to improve outcomes for these children.

## **28. Mental Health**

At Tylers Green Middle School, we are aware that mental health problems can be an indicator that a child has suffered or may be at risk of suffering abuse, neglect, or exploitation.

Staff recognise that traumatic adverse childhood experiences can have lasting impact throughout a child’s life and this can impact on mental health, behaviour and education.

Staff will report any mental health concern that is linked to a safeguarding concern to the DSL.

Where there are concerns for a child's mental health Tylers Green Middle School will seek advice from a trained professional, who would be able to make a diagnosis of a mental health problem.

[Mental health and behaviour in schools \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

An element of Tylers Green Middle School's Assistant Headteacher's (Inclusion) role is as the Mental Health Lead for pupils. Alongside the Headteacher and the school's trained mental health first aider (School Business Manager), the Mental Health Lead takes the lead for the mental health of children at the school.

## **29. Looked After Children**

Tylers Green Middle School has a named Designated Teacher (Assistant Headteacher, Inclusion), who is responsible for promoting the educational achievement and well-being of LAC and previously LAC children.

The DT works closely with the Headteacher to ensure that any safeguarding concerns are responded to quickly and effectively and are shared with the appropriate agencies.

The Virtual School, which is responsible for overseeing the progress of this group of children, work in partnership with the DT and other agencies, supporting them to promote better outcomes for these children.

## **30. Children with family members in prison**

Children who have a parent in prison are at risk of poor outcomes, including poverty, stigma, isolation and poor mental health. The school will access support for any affected children through The National Information Centre on Children of Offenders (NICCO), which can provide information designed to support professionals working with offenders and their children. [NICCO](https://www.nicco.org.uk/)

### **31. Homelessness**

Tylers Green Middle School recognises that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare and that some 16 and 17-year-olds could be living independently from their parents or guardians. If there are indicators that a family or individual are at risk, the school will seek timely support from the local authority.

### **32. Modern Slavery and the National Referral Mechanism**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. If the school are concerned that a child is being affected by modern slavery they will refer to the home office guidance for further information on the indicators that someone may be a victim, what support is available to victims and how to refer them to the NRM, whilst also seeking support from the local authority.

[Modern slavery: how to identify and support victims - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/modern-slavery-how-to-identify-and-support-victims)

### **33. Allegations against pupils**

If an allegation is made against a pupil, the school will follow the procedures in the Behaviour Policy with regard to sanctions that may need to be applied.

Where there is a risk of significant harm, a child on child referral will be made to Children's Services for either victim, perpetrator or both.

If it is necessary for a child to be interviewed by the police, or other authorities, the school will ensure that parents/carers are informed as soon as possible, following advice from external agencies and that the child is supported by an appropriate adult during the interview. The safety and welfare of the child will always be carefully considered by the school.

### **34. Searching and Screening**

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare and to maintain

high standards of behaviour through which pupils can learn and thrive. Tylers Green Middle School has used the DFE's [Searching, Screening and Confiscation Advice for Schools](#) to develop this policy (no separate policy), and will refer to the guidance to inform further decision-making when appropriate.

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

The list of prohibited items is:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- Tobacco, cigarette papers and vaping products;
- Fireworks;
- Pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

The school's [Behaviour Policy](#) details the consequences associated with bringing/sharing prohibited items.

## **35. Appendices**

Everyone who works with children has a duty to safeguard and promote their welfare. They should be aware of the signs and indicators of abuse and know what to do and to whom to speak if they become concerned about a child or if a child discloses to them.

The following is intended as a reference for school staff and parents/carers if they become concerned that a child is suffering or likely to suffer significant harm.

The Children Act 1989 defines abuse as when a child is suffering or is likely to suffer 'significant harm'. Harm means ill treatment or the impairment of health or development. Four categories of abuse are identified:

## **Appendix 1: Categories of Abuse**

Child abuse is a form of maltreatment. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. 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. Children may be abused by an adult or adults, or another child or children.

### **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 persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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, though it may occur alone.

## **Sexual Abuse**

Involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. 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.

## **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 as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- a) provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- b) protect a child from physical and emotional harm or danger
- c) ensure adequate supervision (including the use of inadequate caregivers)
- d) ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **Exploitation**

Exploitation is a form of child abuse and may take a number of forms:

### **Child Sexual Exploitation (CSE) and child Criminal Exploitation (CCE)**

Both CSE and CCE 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 sexual or criminal activity, in 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. CSE and CCE 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.

Taken from – **Keeping Children Safe in Education.**

[Home Office – Serious Violence Strategy, April 2018 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/682042/serious_violence_strategy.pdf)

## **County Lines**

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 form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Taken from “**Keeping Children Safe in Education**”

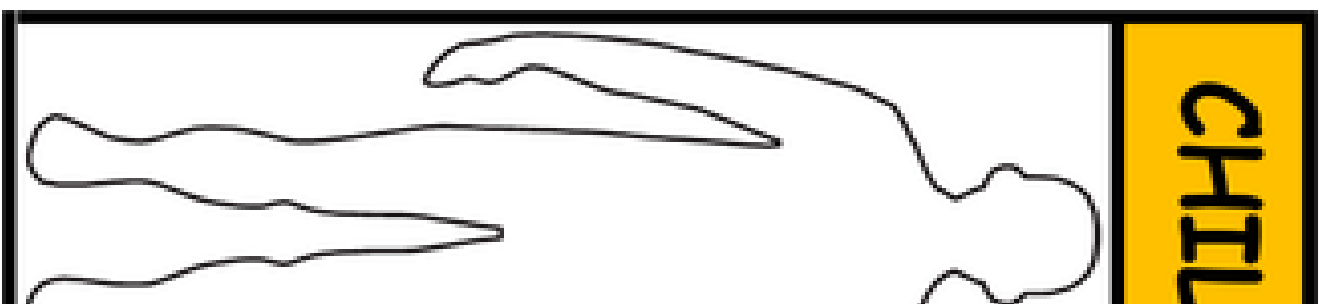
## **Extremism**

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

## **Harmful sexual behaviour (HSB)**

Children’s sexual behaviour ranges, from normal and developmental expected to inappropriate, problematic, abusive and violent. The inappropriate, problematic, abusive and violent behaviour can cause developmental damage and is referred to as “Harmful Sexual Behaviour” (HSB).

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



## **Appendix 3: 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.

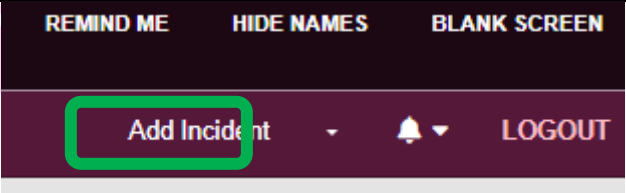

All staff will be trained in how to do this as part of their induction when joining the school and an annual refresher on the September INSET day. Furthermore, the weekly Staff Briefing can be used by DSLs to praise, train and refresh staff's use of CPOMS.

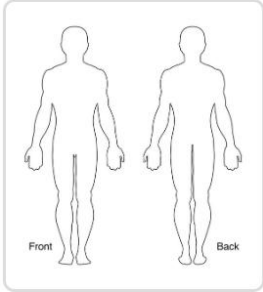
Good reporting is done using professional language and from an objective viewpoint. Additionally, at TGMS, all staff are encouraged to embody the safeguarding mindsets of, "it could happen here," and, "think the worst."

### 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

<b><i>If you believe a student has been harmed or is at immediate risk of harm, report to a DSL immediately in person.</i></b>	
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	

<p>and keep the report factual (who, where, when, how, why, what).</p>	
<p>3. Report your concern for the students involved by applying the mindsets of, “it could happen here,” and, “think the worst.”</p>	<p style="text-align: center;"><b>What is the concern?</b></p> <div style="border: 1px solid gray; height: 20px; width: 100%;"></div> <p style="text-align: center; font-size: small;">'It could happen here' and 'think the worst'</p>
<p>4. Report what actions you have already taken and those you are planning on taking.</p>	<p style="text-align: center;"><b>What actions have you already taken?</b></p> <div style="border: 1px solid gray; height: 20px; width: 100%;"></div> <p style="text-align: center; font-size: small;">E.g. spoken to child, reassurance, treatment of injury, calling 101 (FGM)</p>
<p>5. Ensure you have selected all reporting categories for the incident, including drop-down subcategories.</p>	<p style="font-size: x-small;"> <input type="checkbox"/> Area of Safeguarding Concern   <input type="checkbox"/> Attendance   <input type="checkbox"/> Background/sensitive information (important for staff to be aware of) </p> <p style="font-size: x-small;"> <input type="checkbox"/> Behaviour-related Log (Low Level - Yellow Cards)   <input type="checkbox"/> Behaviour-related Log (Medium and High Level) </p> <p style="font-size: x-small;"> <input type="checkbox"/> Bullying/Friendship Related Issues   <input type="checkbox"/> Child Protection Plan   <input type="checkbox"/> Communication   <input type="checkbox"/> Contact with External Agency </p> <p style="font-size: x-small;"> <input type="checkbox"/> Home Issues/ Parenting Issues   <input type="checkbox"/> Online-related incidents   <input type="checkbox"/> SEND   <input type="checkbox"/> Voice of the child </p> <p style="font-size: x-small;">Ensure all relevant categories have been selected</p>
<p>6. If appropriate, report linked students to your incident report (for example, the victim of alleged bullying).</p>	<p><b>Linked student(s)</b></p> <div style="border: 1px solid gray; padding: 5px; width: 100%;"> <p style="text-align: center; font-size: small;">Begin typing a student's name</p> </div> <p style="text-align: center; font-size: small;">Type a student's name to link them to this incident.</p>
<p>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.</p>	<div style="border: 1px solid gray; padding: 10px; text-align: center;">  </div>

<p>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.'</p>	<p><b>Files</b></p> <div style="border: 1px solid #ccc; padding: 5px; text-align: center;"> <input type="button" value="Click to browse or drag a file to upload"/> </div> <p>Add any linked files e.g. screenshots</p>
<p>9. If you had any contact with an external agency, report it in the appropriate box.</p> <p>Then, alert DSLs (by clicking the DSL box) on every incident. They will subsequently alert relevant staff members.</p>	<p><b>Agency Involved</b></p> <input type="text"/> <p>Any agencies you know to be involved e.g. police, social services</p> <p><b>Alert Staff Members</b></p> <input type="text"/> <p>Begin typing a staff member's name</p>
<p>10. Do not assign the incident to anyone before clicking the 'submit' box.</p>	<div style="text-align: center;"> <input type="button" value="Submit Incident"/> </div>

### 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.

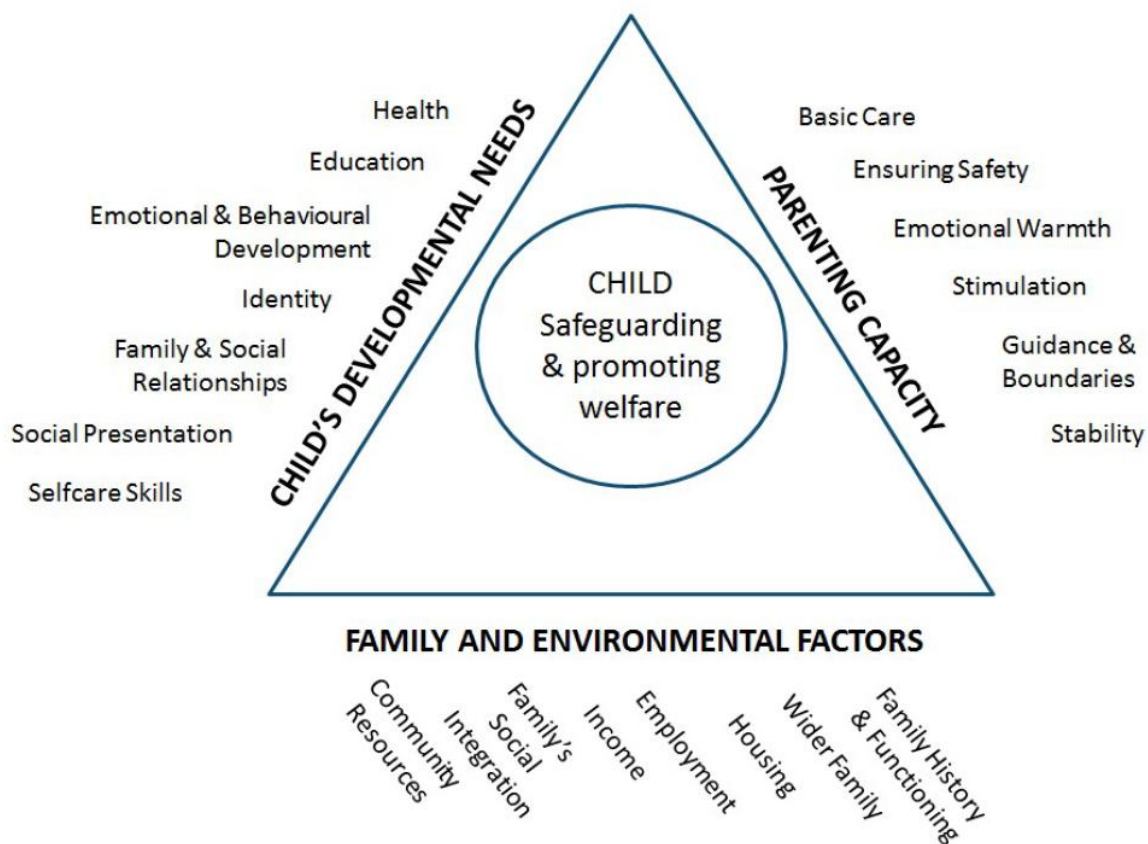
If you would like to amend or add to a submitted incident, speak to a DSL who will reopen the incident to you.

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 4: Safeguarding Assessment Framework

### Assessment Framework

(from Working Together to Safeguard Children, July 2018)



Every assessment should draw together relevant information gathered from the child and their family and from relevant practitioners including teachers and school staff, early years workers, health practitioners, the police and adult social care.

Every assessment of a child should reflect the unique characteristics of the child within their family and community context.

Each child whose referral has been accepted by children's social care should have their individual needs assessed, including an analysis of the parental capacity to meet those needs, whether they arise from issues within the family or the wider community.

Frequently, more than one child from the same family is referred and siblings within the family should always be considered.

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

The recruitment steps outlined below are based on part 3 of Keeping Children Safe in Education.

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

### **Advertising**

When advertising roles, we will make clear:

- › Our school's commitment to safeguarding and promoting the welfare of children
- › That safeguarding checks will be undertaken
- › The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- › Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

### **Application forms**

Our application forms will:

- › Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- › Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders

### **Shortlisting**

Our shortlisting process will involve at least 2 people and will:

- › Consider any inconsistencies and look for gaps in employment and reasons given for them
- › Explore all potential concerns

Once we have shortlisted candidates, we will ask shortlisted candidates to:

- › Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:
  - If they have a criminal history
  - Whether they are included on the barred list
  - Whether they are prohibited from teaching
  - Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
  - Any relevant overseas information
- › Sign a declaration confirming the information they have provided is true

We will also consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online.

### **Seeking references and checking employment history**

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references we will:

- › Not accept open references
- › Liaise directly with referees and verify any information contained within references with the referees
- › Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- › Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- › Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- › Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- › Resolve any concerns before any appointment is confirmed

## **Interview and selection**

When interviewing candidates, we will:

- › Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- › Explore any potential areas of concern to determine the candidate's suitability to work with children
- › Record all information considered and decisions made

## **Pre-appointment vetting checks**

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

### **New staff**

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- › Verify their identity
- › Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- › Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- › Verify their mental and physical fitness to carry out their work responsibilities
- › Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- › Verify their professional qualifications, as appropriate
- › Ensure they are not subject to a prohibition order if they are employed to be a teacher

- › Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. These could include, where available:
  - For all staff, including teaching positions: [criminal records checks for overseas applicants](#)
  - For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they have not imposed any sanctions or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to teach

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

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

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

### **Existing staff**

In certain circumstances, we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- › There are concerns about an existing member of staff's suitability to work with children; or
- › An individual moves from a post that is not regulated activity to one that is; or
- › There has been a break in service of 12 weeks or more

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

- › We believe the individual has engaged in [relevant conduct](#); or
- › We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- › We believe the ‘harm test’ is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- › The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

### **Agency and third-party staff**

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

### **Contractors**

We will ensure that any contractor or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- › An enhanced DBS check with barred list information for contractors engaging in regulated activity
- › An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

## **Trainee/student teachers**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

## **Volunteers**

We will:

- › Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- › Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- › Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- › Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

## **Governors**

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have a Section 128 check (as a Section 128 direction disqualifies an individual from being a maintained school governor).

All proprietors, trustees, local governors and members will also have the following checks:

- › A section 128 check (to check the prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#)).
- › Identity
- › Right to work in the UK
- › Other checks deemed necessary if they have lived or worked outside the UK

### **.Adults who supervise pupils on work experience**

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

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

### **Pupils staying with host families**

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

## **Appendix 6: Allegations of abuse made against staff (further detail)**

### **Section 1: allegations that may meet the harms threshold**

This section is based on ‘Section 1: Allegations that may meet the harms threshold’ in part 4 of Keeping Children Safe in Education.

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- › Behaved in a way that has harmed a child, or may have harmed a child, and/or
- › Possibly committed a criminal offence against or related to a child, and/or
- › Behaved towards a child or children in a way that indicates they 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 includes behaviour taking place both inside and outside of school

If we’re in any doubt as to whether a concern meets the harm threshold, we will consult our local authority designated officer (LADO).

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A ‘case manager’ will lead any investigation. This will be the headteacher, or the chair of governors where the headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity.

Our procedures for dealing with allegations will be applied with common sense and judgment.

### **Suspension of the accused until the case is resolved**

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

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

- › Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- › Providing an assistant to be present when the individual has contact with children

- › Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- › Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted
- › Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the local authority

If in doubt, the case manager will seek views from the school's personnel adviser and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

### **Definitions for outcomes of allegation investigations**

- › **Substantiated:** there is sufficient evidence to prove the allegation
- › **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation
- › **False:** there is sufficient evidence to disprove the allegation
- › **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- › **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

### **Procedure for dealing with allegations**

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- › Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- › Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the

designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)

- › Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- › Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate
- › Where the case manager is concerned about the welfare of other children in the community or the individual’s family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children’s social care
- › **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- › **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- › **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children’s social care services as appropriate

- › Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate (trade union representatives or a chosen colleague).
- › Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following an agreement with children’s social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- › Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- › Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school’s disciplinary process, should this be required at a later point.

#### **Additional considerations for supply teachers and all contracted staff**

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.

- › We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome

- › The governing board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation
- › We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required
- › We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

### **Timescales**

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- › Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week
- › If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days
- › If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

### **Specific actions**

#### **Action following a criminal investigation or prosecution**

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

#### **Conclusion of a case where the allegation is substantiated**

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

### **Individuals returning to work after suspension**

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

### **Unsubstantiated, unfounded, false or malicious reports**

If a report is:

- › Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- › Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

### **Unsubstantiated, unfounded, false or malicious allegations**

If an allegation is:

- › Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- › Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

### **Confidentiality and information sharing**

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

The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

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

### **Record-keeping**

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

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

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

## References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- Include substantiated allegations, provided that the information is factual and does not include opinions

## Learning lessons

After any cases where the allegations are *substantiated*, the case manager will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

## Non-recent allegations

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

## Section 2: concerns that do not meet the harm threshold

The section is based on ‘Section 2: Concerns that do not meet the harm threshold’ in part 4 of Keeping Children Safe in Education.

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- › Suspicion
- › Complaint
- › Safeguarding concern or allegation from another member of staff
- › Disclosure made by a child, parent or other adult within or outside the school
- › Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

### **Definition of low-level concerns**

The term ‘low-level’ concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- › Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- › Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:

- › Being overly friendly with children
- › Having favourites
- › Taking photographs of children on their mobile phone
- › Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- › Humiliating pupils

### **Sharing low-level concerns**

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- › Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- › Empowering staff to share any low-level concerns as per section 7.7 of this policy
- › Empowering staff to self-refer
- › Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- › Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- › Helping to identify any weakness in the school's safeguarding system
- › An open-door policy with the Headteacher and senior leaders
- › A visible and engaged Governing Body including events such as Governor Day or the School Development Plan joint session

### **Responding to low-level concerns**

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- › Directly to the person who raised the concern, unless it has been raised anonymously
- › To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's staff code of conduct. The headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

### **Record keeping**

All low-level concerns will be passed to the headteacher in writing and locked in the safeguarding cabinet. The headteacher will also add the incident to a secure spreadsheet with key details. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- › Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- › Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- › Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.