STEWART INTERNATIONAL SCHOOL
LA PETITE ECOLE BILINGUE

SAFEGUARDING AND CHILD PROTECTION POLICY
SEPTEMBER 2026

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Policy owner (SLT)	DSL and Headteacher
Authorised by	DSL, Headteacher and Proprietor

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1. CONTACT INFORMATION

La Petite Ecole Bilingue: 020 7284 26 20 office@lpebl-kt.com
Headteacher: Natasha Henderson-Stewart nhs@lpebl-kt.com
Designated Safeguarding Lead (including for EYFS children): Marie-Joelle Deschamps (English Deputy Head) dsl@lpebl-kt.com
Deputy Designated Safeguarding Leads: Natasha Henderson-Stewart (Headteacher) nhs@lpebl-kt.com and Cecile Lemenager (Office Manager) office@lpebl-kt.com
SENco: Karen Guenantin kg@lpebl-lt.com
Proprietor: Anne Henderson-Stewart proprietor@stewartbilingualschool.com
Local Authority Designated Officer (LADO) Sonia Forbes TEL: 0207 974 4556 / 020 7974 4351 Mobile : 07880055223 email : LADO@camden.gov.uk
Camden Safeguarding Lead Officers Michelle O'Regan (Head of Service, Children in Need) TEL: 0207 974 1905 Tracey Murphy (Service Manager) TEL: 0207 974 4103 Patricia Williams (Service Manager) TEL: 0207 974 1558
Social Services **Camden:** **Children and Families Contact Service (this is a single contact point that includes Camden MASH (Multi Agency Safeguarding Hub) and First Stop Early Help)** Noel Hacquard TEL: 0207 974 3317 (9am to 5pm) or 0207 974 4444 (option 1) – outside office hours, weekends or bank holidays) LBCMASHadmin@camden.gov.uk **Islington:** 020 7527 7400 **Brent:** Phone (Office Hours): 020 8937 4300 available Monday to Friday, 9:00 AM to 5:00 PM Emergency / Out-of-Hours: 020 8863 5250 (Emergency Duty Team)

Westminster: Telephone: 020 7641 4000 Out of hours: 020 7641 6000 **Kensington and Chelsea:** 020 7361 3013 (office hours) 020 7373 2227 (out of office hours) socialservices@rbkc.gov.uk **Hammersmith and Fulham:** Telephone: 020 8753 5392 Out of hours: 020 8748 8588 **Wandsworth:** Telephone: 020 8871 6622 Out of hours: 020 8871 6000. Email: mash@wandsworth.gov.uk
Camden Safeguarding Children Partnership https://cscp.org.uk/
Online Safety Contact Officer Jenni Spencer TEL: 0207 974 2866
Support and advice about extremism **Prevent Education Officer** Jane Murphy TEL: 0207 974 1008 **Police** TEL: 101 (or 999 if there is an immediate risk of harm) **Department for Education** TEL (Non emergency): 0207 340 7264 EMAIL: counter.extremism@education.gsi.gov.uk
Virtual school Head Nathalie White TEL: 020 794 2359
Police TEL: 101 (or 999 if there is an immediate risk of harm)
NSPCC Whistleblowing Advice Line TEL: 0800 028 0285 EMAIL: help@nspcc.org.uk
OFSTED Safeguarding Children TEL: 0300 123 4666 (Mon-Fri from 8am to 6pm) EMAIL: whistleblowing@ofsted.gov.uk

Adult Safeguarding Adult Social Care TEL: 020 7974 4000 (select option 1) Textphone: 020 7974 6866 EMAIL: adultsocialcare@camden.gov.uk
Camden Children and Families Contact Service Sarah Hulme Head of Children, Young People and Family Services TEL: 020 3317 2283 EMAIL: sarahhulme@nhs.net
School Inclusion and Children Missing Education Officer Sona Ruparell TEL: 020 7974 4596 EMAIL: Sona.Ruparell@camden.gov.uk
Local resources Camden Safeguarding Children Partnership Multi-Agency Safeguarding Hub (MASH)

2. ACRONYMS

DBS - Disclosure and Barring Service;
KCSIE - Keeping Children Safe in Education 2026
LADO - Local Authority Designated Officer (sometimes referred to as LA designated person)
LSCP – London (also Local) Safeguarding Children Partnership
DSL – Designated Safeguarding Lead (in school)
DfE - Department for Education
NSPCC - National Society for the Prevention of Cruelty to Children

3. GENERAL STATEMENT

The School's Safeguarding and Child Protection Policy (this Policy) has regard to statutory guidance Keeping Children Safe in Education, September 2026 and Working Together to Safeguard Children, March 2026, EYFS Statutory Framework 2026 the Prevent Duty, December 2023, Relationships Education, Relationships and Sex Education and Health Education, 2025, Human Rights Act, 1998, Equality Act 2010 and:

- has been authorised by the School's Proprietor, the DSL and the Headteacher;
- is published on the School website and is available in hard copy to parents on request by emailing the school office at office@lpebl-kt.com. can be made available in large print or other accessible format if required;
- its procedures apply wherever staff, proprietor, volunteers or trainee teachers are working with pupils even where this is away from the School, for example on an educational visit; and
- is updated annually and whenever needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learned.

La Petite Ecole Bilingue (LPEBL) is a community and all those directly connected (staff, leaders, parents, families and pupils) have an essential role to play in making it safe and secure. La Petite Ecole Bilingue recognises our moral and statutory responsibility to safeguard and promote the welfare of all children with their best interests at the centre of our work. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

At La Petite Ecole Bilingue, we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

La Petite Ecole Bilingue recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly about anything that worries them; and enable them to feel confident that they will be listened to.

Adults in our school take all welfare concerns seriously and are alert to the signs of abuse, neglect and exploitation; and follow our procedures to ensure that children receive effective support, protection and justice.

Our school's core safeguarding principles are:

- That school is an important part of the wider safeguarding system for children.
- It is a whole school responsibility to safeguard and promote the welfare of children as its paramount concern.
- All children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.

- All children have a right to be heard and to have their wishes and feelings taken into account.
- All staff understand safe professional practice (including role requirements) and adhere to our Code of Conduct and other associated policies.
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance.
- All staff are committed to acting in the best interests of the child.
- The school rejects the use of corporal punishment.
- All staff understand that **safeguarding is "everyone's responsibility"** and must act swiftly when any concerns are disclosed, or events witnessed.
- All staff members maintain an attitude of "it could happen here" where safeguarding is concerned. When concerned about the welfare of a pupil, staff members will always act in the best interests of the pupil.

There are four main elements to our safeguarding policy:

- **Prevention** (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
- **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
- **Support** (for all students, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
- **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).

This policy applies to all staff, parents, volunteers, trainee teachers, visitors and to children on and off the School site (including the EYFS) whilst they are the responsibility of the School. A child is defined as an individual up to the age of 18.

Any questions regarding this policy should be directed towards the Designated Safeguarding Lead in the first instance. Marie-Joelle Deschamps at dsl@lpebl-kt.com.

4. OUR AIMS

Safeguarding children is everyone's business. An effective whole school Child Protection Policy is one that provides clear direction to staff and other about the expected codes of behaviour in dealing with safeguarding issues. It makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that safeguarding concerns, and referrals may be handled sensitively, professionally and in ways which support the needs of the child.

The aims of this policy are:

a) To ensure that effective safeguarding procedures are in place and are followed by all staff in accordance with national guidance and the locally agreed inter-agency procedures of Camden Safeguarding Children's Partnership (CSCP).

b) To provide a systematic means of monitoring children / young people known or thought to be at risk of harm, as well as support for those children.

c) To identify, monitor and support those children who may be in need of Early Help including support from other agencies apart from Children's Services e.g., Child and Adolescent Mental Health Services (CAMHS)

d) For all staff to be fully aware and confident of their role in safeguarding and child protection and of their responsibilities to identify and report possible concerns about the welfare of children, including possible harm or abuse

e) For all staff to be fully aware of the need to report any concerns about the actions of members of staff, volunteers, visitors or contractors.

f) To support children's development in ways that will foster security, confidence, and independence

g) To be alert to the risks to young people online and to ensure, through appropriate filtering and monitoring systems, that they are safeguarded from potentially harmful and inappropriate online material.

h) To emphasise the need for good levels of communication between all members of staff

i) To promote effective working relationships with other agencies

j) To ensure that all staff are recruited in accordance with the school's Recruitment Policy and in accordance with guidance in Keeping Children Safe in Education (September 2026) ("KCSIE") and Disqualification under the Childcare Act 2006.

We recognise that teachers are well placed to observe the outward signs of abuse. The school will create a positive ethos amongst the staff so that we can:

- Establish and maintain an environment where all pupils feel secure, are encouraged to talk and are listened to.
- Ensure staff are confident to report any concerns and to deal with any disclosures
- Provide early help to children / young people and their families.

- Have methods in place which make it easy for children to report concerns as well as ensuring that all children know they can talk to any adult if they are worried.
- Include opportunities in the curriculum for age appropriate personal, social, health and citizenship education (PSHCE) and Relationships, Sex and Health Education (RSHE) for pupils to develop the skills they need to recognise and stay safe from abuse, including abuse or exploitation through technology of all kinds.

5. MAIN TERMINOLOGY

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

Child protection is an aspect of safeguarding but is focused on how we respond to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. See Appendix A of this policy for the different types of abuse.

All staff in school should be aware of the definitions, signs, and symptoms of abuse. There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The most up to date definitions and possible indicators and signs of abuse are found in Appendix A of this policy. Staff should also refer to 'Indicators of Abuse and Neglect' (Keeping Children Safe in Education (2026) and 'What to do if you are worried a child is being abused' 2015.

Children include everyone under the age of 18.

Children in need: A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local safeguarding partners are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Where appropriate we will work with the procedures in place through the three local safeguarding partners.

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

6. ROLES AND RESPONSIBILITIES

Natasha Henderson-Stewart, the Headteacher, retains overall responsibility for child protection arrangements.

The school has appointed a Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs), all members of the Senior Leadership Team and have the necessary status, training and authority to be responsible for matters relating to the welfare of pupils, including child protection.

In accordance with the Early Years Foundation Stage ("EYFS") statutory framework, the DSL is also responsible for safeguarding in relation to pupils within the EYFS. Section 3 of the EYFS statutory framework will expressly be read alongside KCSIE where children aged 0 to 5 attend school-based nurseries or reception classes.

Marie Joelle Deschamps (English Coordinator) is the Designated Safeguarding Lead and Nathalie Henderson-Stewart (Headteacher) and Cecile Lemenager (Office Manager) are the Deputy Designated Safeguarding Leads for Stewart International School - La Petite Ecole Bilingue (Kentish Town)

6.1 The roles of the proprietor

- To ensure that effective safeguarding policies and procedures are in place and implemented, including child protection, online training and code of conduct for staff
- To ensure that the school has appropriate safeguarding responses to children who go missing from education.
- To ensure that the DSL and deputies have undergone regular training (2-yearly including inter-agency working and Prevent, plus informal updates).
- To provide sufficient resources to enable appropriate training to be given to all staff at regular intervals.
- To ensure that the Safeguarding Policy and procedures are consistent with London Safeguarding Children Partnership (LSCP) requirements and more specifically the Camden's Safeguarding Children Partnership(CSCP) policies and are reviewed annually;
- To utilise the expertise and experience of staff when shaping safeguarding policies.
- To ensure that the school has procedures for dealing with allegations of abuse against members of staff that comply with the LSCP.
- To ensure that the school has procedures for dealing with child-on-child abuse that comply with the LSCP.
- To ensure that pupils are taught how to keep themselves and others safe.
- To ensure that safer recruitment procedures are in place, embedded and effectively followed in accordance with Part 3 of KCSIE and that all relevant checks are carried out on all staff before starting their employment and recorded in School Single Central Record (SCR).
- To ensure IT systems have appropriate filters installed without unduly restricting access for

educational purposes.

- As part of this process, the Proprietor will ensure that regular monitoring of filtering systems is in place (and formally reviewed at least once per academic year by an SLT member, supported by the DSL and IT support on their effectiveness). This review will cover all internet-connected devices in relevant locations with clear records retained.
- The Proprietor will be aware of their obligations under the data protection laws placed on our organisation and individuals to process personal information fairly and lawfully and to keep information held safe and secure. This will also include how external persons can or cannot access official information when requested to reduce the likelihood of data breaches and maintain adequate cyber-security systems in place.
- To ensure that the curriculum provides pupils with opportunities to build resilience to radicalisation, challenge extremist views and terrorist activities, and develop a commitment to British values; to be alert to any sign of radicalisation in staff and pupils and take appropriate action.
- To see that any deficiencies are remedied at once.
- To ensure child protection files are maintained (as detailed in Annex B of KCSIE 26) which show a clear chronology and the reason for decisions taken.
- To have policies and procedures in place relating to the use of cameras and technology within the EYFS.
- To carry out a review of the Safeguarding Policy at least annually (and in the case of a serious incident), including an update and review of the effectiveness of procedures and their implementation. The annual review of safeguarding forms part of the summer term Proprietor Meeting. A termly report is sent to the Proprietor
- To carry out an annual safeguarding audit to evaluate the effectiveness of policies and procedures and their impact on pupils' welfare and well-being. The annual Safeguarding Audit is presented to the Proprietor by the DSL or the Head.
- To ensure that the DSL has sufficient and adequate time to fulfil his/her duties
- The proprietor will have regular safeguarding and child protection (including online) training.
- It is not appropriate for the proprietor to be the DSL.

6.2 The roles of the Headteacher

- To understand procedures set out by the LSCP and the role of the DSL
- To ensure that the Safeguarding Policy and procedures are implemented and followed by all staff and concerns are handled sensitively and in procedures.
- To ensure that all temporary staff and volunteers are made aware of the School's arrangements for safeguarding children.
- To monitor the effectiveness of the policy and procedures.
- To ensure that the DSL receives sufficient support, training, time and resources to carry out his role effectively.
- To ensure that all staff know and are alert to possible signs of abuse and know what to do if they have any concerns or suspicions.
- To deal with any reports regarding concerns or allegations related to the conduct of adults (this includes behaviour outside of school that might indicate an individual is unsuitable to work with children), including low level concerns.
- To seek advice and liaise with the Local Authority Designated Officer (LADO) regarding

concerns about adults.

- To undertake training on safer recruitment processes at regular intervals.
- To be aware of any off-roll notification should there be safeguarding concerns and to follow this up if applicable, with the local borough safeguarding team.
- To create a safe environment and a caring ethos within the School and so ensure that all pupils are kept safe in all circumstances.
- To make parents aware of the school's Safeguarding and Child Protection Policy
- To ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school Google Classroom.
- To request that parents/ carers provide the School with multiple **(at least 2) emergency contacts** for the child, and keeping the School updated of any changes.
- To make parents and carers aware that they can make a referral about any suspected abuse or neglect to the local LADO. The school DSL should be informed.
- To ensure that pupils' safety and welfare is addressed through the curriculum and related policies (Anti-bullying, Behaviour, Equal Opportunities, PSHE, Acceptable use).
- To make 'adequate and appropriate cover arrangements' for the DSL during out of hours periods.
- To have read and understood Part 1 of Keeping Children Safe in Education (2026) and sign that it has been read and understood
- To ensure that KCSIE Part 1 and our Safeguarding Policy are understood and implemented effectively by all staff, whether or not they directly work with children.

6.3 The roles of the Designated Safeguarding Lead

The DSL is always a senior member of staff and generally the person to whom anyone working in the school is required to report instances of actual or suspected child abuse or neglect.

If the Designated Safeguarding Lead is unavailable, their duties will be carried out by the Deputy Designated Safeguarding Leads. The Deputy Designated Safeguarding Leads' details are also set out in Section 1 of this Policy. In this policy, reference to the Designated Safeguarding Lead includes the Deputy Designated Safeguarding Leads where the Designated Safeguarding Lead is unavailable. There is a joint confidential mailbox to enable communication ensuring concerns can be received, monitored and acted upon without delay, even in the DSL's absence.

The main responsibilities of the DSL are as detailed in KCSIE 26 Annex B, but are also detailed below:

6.3.1 Managing Referrals

- To take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).
- To be responsible for referring cases of suspected abuse or allegations to the local authority children's social care. This includes dealing with allegations about members of staff. Referrals will be confirmed in writing.

- To report concerns under Prevent duties to the local prevent team or the Channel programme.
- To inform the Disclosure and Barring Services in cases where a person is dismissed or left due to risk/harm to a child.
- To inform the police in cases where a crime may have been committed; this includes reporting cases where FGM (Female Genital Mutilation) appears to have been carried out on girls under the age of 18.
- To act as a source of support, advice and expertise to staff within the educational establishment on matters of safety and safeguarding (including online and digital safety) and when deciding whether and when to make a referral by liaising with relevant agencies. Where there is doubt, advice will be sought from the Local Authority Designated Officer (LADO) or the Child Protection adviser. Alternatively, anonymous advice can be obtained from the NSPCC helpline (0800 800 5000)
- To keep detailed, accurate, secure written records of concerns and referrals.
- To report to the local authority any pupil who fails to attend school regularly, has been absent, without any explanation for 10 consecutive school days (or 2 days for any pupil currently the subject of a health protection plan).
- To inform Ofsted as soon as practicable and within 14 days at the latest, of allegations of serious harm or abuse by any person living, working, or looking after children at the premises and the action taken in respect of such allegations.
- To be sufficiently independent, particularly in relation to allegations of abuse against the proprietor(s) and/or members of the proprietor(s)' family.
- To contact the LADO on any matter that the DSL considers cannot properly be dealt with internally.
- To have access to legal advice or legal services.
- To have sufficient time, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – an/or support other staff to do so – and to contribute to the assessment of children

6.3.2 Working with others

- Ensuring that action points agreed at Child Protection Conferences, Child Protection Reviews and Core Group Meetings are carried out;
- adhering to LSCP national guidance, London Child Protection Procedures, including the CSCP and school procedures with regard to referring a child if there are concerns
- Liaising with MASH (Multi-agency safeguarding hub) to ensure continued protection of children on the child protection register
- Ensuring that any pupil currently on the child protection register who is absent without explanation is referred to Family Services and Education Welfare Service (following procedure for 'children missing from education').
- Ensuring that accurate and up to date information about individual children is presented at Child Protection Conferences.
- Liaise with the Headteacher to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the "case manager" and the LADO (for all cases which concern a staff member);

- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff;
- Recognising the importance of sharing information with other agencies and listening to wider family concerns and the daily life of the child;
- To ensure that when children or young people leave that any child protection information is copied for the new educational provider within 5 days and transferred securely and separately from the main file;
- To ensure that a record of any safeguarding information is obtained from any previous school or nursery for a new child / pupil joining.

6.3.3 Training

- To keep up to date with training at least annually in identifying and referring suspected cases of abuse and pass new information to staff; to include inter-agency working and Prevent plus informal update and attend two-yearly refresher training that meets the standards of the LSCP.
- To understand the assessment process for providing early help and intervention.
- To have a working knowledge of how local authorities conduct a safeguarding case conference and be able to attend and contribute to these effectively when required to do so.
- To develop effective links with relevant statutory and voluntary agencies and to be the first point of contact for outside agencies who are pursuing safeguarding Investigations.
- To be alert to the specific needs of children in need, those with special educational needs and young carers.
- To obtain access to resources and attend any relevant or refresher training courses.
- To encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part-time staff.
- To ensure each staff member has received appropriate child protection training to identify and be alert to possible causes or symptoms of abuse, including the early signs of child-on-child abuse and sexual violence and sexual harassment (induction and regular updates at least annually, to be refreshed at least every 2 years and to include Prevent and on-line safety (which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring)).
- To keep a record of staff attendance at safeguarding training.
- To make staff aware of the requirement to 'self-declare' if there are any changes to their own criminal record or if there is a change in their personal circumstances which may affect the 'disqualification' criteria under the Childcare Act 2006. They are also encouraged to sign up for the DBS update service to enable future status checks to be made.
- To be able to keep detailed, accurate, secure written records of concerns and referrals.

6.3.4 Raising Awareness

- To be familiar with and understand the DfE guidance 'Keeping Children Safe in

Education' (2026), 'Working Together to Safeguard Children' (2026), LSCP procedures and DfE advice 'What to do if you're worried a child is being abused' (2015)

- To ensure that all staff and support teams (permanent, temporary or supply and trainee teachers) sign to say they have read and understood the Safeguarding Policy and Part 1 of Keeping Children Safe in Education (2026).
- To promote in all staff the attitude concerning safeguarding that 'it could happen here'
- To ensure that all parent volunteers and working in school are aware of the School's Safeguarding Procedures
- To ensure each staff member are aware of and have access to the school's Safeguarding Policy
- To ensure the school's safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly
- To carry out a risk assessment, in line with Prevent guidelines for pupils and staff who may be in danger of radicalisation
- To ensure the Safeguarding Policy is available publicly and parents are aware of the fact that 1) Referrals about suspected abuse or neglect may be made and 2) The school has a role to play in this referral process
- To ensure that "Safeguarding" is a standing item on the agenda for, and minutes of, staff meetings. This is to ensure that all members of staff will be aware that there is a safeguarding concern about that child or young person, with detailed information only shared on a 'need to know' basis. It also provides those present with an opportunity to raise any general safeguarding issues.
- To ensure that termly reports are sent to the Proprietor and the annual Safeguarding Audit is presented to the Proprietor.
- Be aware of the requirement that children investigated by the police whether the police are attending in school or interviewing the child at a police station, that an appropriate adult present.
- To act promptly on any information or reports from the police through Operation Encompass to ensure the right support processes are in place for any child on roll at the school, maintaining confidentiality throughout.

6.4 The roles of the Deputy DSLs

The Deputy DSLs are trained to the same level as the DSL and in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of children, ensuring that the DSL receives copies of all reports and referrals and is fully briefed as soon as possible on their return.

The ultimate lead responsibility for safeguarding and child protection rests with the DSL. This responsibility will not be delegated, except under exceptional circumstances such as long- term absence of the DSL.
During term time, the DSL and/or the Deputy DSL s are available during normal working hours, either on site, or contactable by telephone, for staff, pupils or parents to discuss any safeguarding concerns.

The DSL and Deputy DSL(s) will undertake formal role-specific training at least every two years.

This will include up-to-date information about local safeguarding partner arrangements, assessment and referral processes, Family Help, statutory intervention and relevant multi-agency procedures.

6.5 The roles of the Staff

- To be aware of the contents of the Safeguarding Children policy and procedures and the identity of the DSL and DDSLs
- To be familiar with Part 1 of Keeping Children Safe in Education (2026) and sign that it has been read and understood
- To understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL.
- To set a good example by conducting themselves appropriately and maintaining suitable standards of conversation and interaction with and between pupils
- To help pupils understand how to keep themselves safe and manage risk through PSHE discussions and through all aspects of school life
- To foster a culture of trust between adults who work at the school and children who attend it
- To undertake appropriate child protection training to identify and be alert to possible causes or symptoms of abuse, including the early signs of child-on-child abuse and sexual violence and sexual harassment (induction and regular updates at least annually, to be refreshed at least every 2 years and to include Prevent and on-line safety (which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring)). In addition, all staff members will receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins or staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- To identify children at risk of being drawn into terrorism and to challenge extremist ideas which can be used to legitimize terrorism and are shared by terrorist groups
- To build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views
- To be alert of persistent absenteeism of any pupils and report concerns to the DSL should it be felt there may be safeguarding concerns
- To be aware of and act upon the mandatory duty to report cases of FGM to the police
- To be open, accepting and ready to listen to a pupil and to follow the procedures outlined in this policy in the event of a disclosure
- To understand the child protection process, including Section 17 and Section 47 assessments under the Children's Act (1989) and 'Early Help' processes.
- To consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare (Contextual Safeguarding).
- All staff, including teachers and assistants, should be trained to:
    - manage a report of child-on-child sexual violence and sexual harassment
    - be aware of their role for making referrals to children's social care
    - know what to do if a child tells them he/she is being abused, exploited or neglected
    - reassure victims that they are being taken seriously and that they will be supported and kept safe so that no victim will be given the impression that they

are creating a problem by reporting abuse, sexual harassment or sexual violence and no victim ever be made to feel ashamed for making a report.

7. INDUCTION AND TRAINING

All adults working at the School who may be in regulated activity with children receive annual safeguarding and child protection training in accordance with advice received from the CSCP. This includes staff, proprietors, coaches, temporary staff and volunteers. This should enable them to recognise the possible signs of abuse, neglect and radicalisation and to know what to do if they have a concern.

7.1 Induction

The DSL is responsible for ensuring that all new members of staff and any volunteers, receive training on their responsibilities for safeguarding and child protection and on the procedures for recording and referring any concerns. This training will take place prior to the new member of staff starting work with the children.

All newly recruited staff are provided with the following information and given in-house training on safeguarding issues as part of their induction.

This includes:

- reading this policy;
- reading the Staff Code of Conduct, including staff/pupil relationships and communications;
- receipt and reading of part one of KCSIE 2026;
- reading the Whistleblowing Policy;
- reading the Behaviour Policy;
- reading the Anti-Bullying Policy;
- reading the Online Safety Policy;
- reading and signing the Acceptable Use Agreement;
- being informed of the identity of the DSL and the Deputy DSL and procedures for informing of concerns, including low level concerns (in Safeguarding Policy);
- being informed of the safeguarding response to children who are absent from education/ missing from education, particularly on repeat occasions and/or prolonged periods (in Attendance Policy and Children Missing Education Policy);
- appropriate Prevent duty training.
- reading the Allergy Management Policy

LPEBL takes a risk-based approach to the level of information provided when training other temporary staff, staff running clubs, contractors and volunteers.

7.2 Training: Staff

- All staff are required to read, at least annually, the Safeguarding Policy (i.e. this policy) and the Staff Code of Conduct and must confirm that they have done so.
- All staff (whether directly working with young people or not) are required to read and

have understood the guidance for staff in Part 1 of KCSIE and confirm that they have done so.

- Every member of staff receives comprehensive training in safeguarding (including on-line safety) at least every two years.
- Refresher training is provided annually at the start of the academic year and on specific issues through the year as required.
- Staff will also receive regular informal updates on safeguarding and child protection (including online safety) / related issues as and when required INSET training and staff meeting announcements from the DSL or if local circumstances warrant. This could also include updates via email and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.
- All staff are trained in how to listen, respond to and report any disclosures including those which involve child-on-child sexual harassment, sexual violence, misogyny serious violence and those incidences involving weapons.
- All staff will have training on child protection (including online safety, which amongst other things includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. This training should be regularly updated and will ensure that staff understand the current IT provision in place, manage them effectively and know how to escalate concerns when identified. Child protection training will include raising staff awareness of recognising and dealing with unexplained or persistent absences from education.
- Staff will also have training on child sexual exploitation, child criminal exploitation, county lines, trafficking and modern slavery.
- Induction training for staff will be in line with any advice from the School's safeguarding partners, including CSCP.

7.3 Training: DSL and DDSLs

The Designated Safeguarding Lead (and deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years.

This will include up-to-date information about local safeguarding partner arrangements, assessment and referral processes, Family Help, statutory intervention and relevant multi-agency procedures, including Prevent awareness. Members of the senior leadership team will be expected to read all of KCSIE.

7.4 Training: Proprietor

The Proprietor will receive appropriate safeguarding and child protection (including online) training at induction.

This knowledge should equip them with the knowledge to provide strategic challenges to test and assure themselves that the safeguarding policies and procedures in place at LPEBL are

effective and support the delivery of a robust whole organisational approach to safeguarding. Their training will be regularly updated. (KCSIE 2026).

7.5 Staff Code of Conduct

The Staff Code of Conduct gives comprehensive, clear guidance on the expected behaviour of all adults in the school. Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by pupils or others and report any conduct by an adult which raises concern. Failure to follow the Staff Code of Conduct is likely to result in disciplinary action being taken.

Those staff who are involved in the provision of childcare, must ensure that they are not under the influence of alcohol or drugs when on duty. The DSL will ensure appropriate action is taken and inform the Head immediately if there is a suspicion or staff have reported to them that they know someone to be under the influence of either substance. Any concerns by staff must be raised with the Head immediately.

This protocol will also apply to any of our school staff whether working on site or away on trips or visits.

8. PROCEDURES

8.1 What to do when there are concerns or if a child makes a disclosure

It is important that children receive the right help at the right time to address risks and prevent issues escalating. It is therefore vital that all staff understand their responsibility to:

- identify and refer any concerns about a child
- keep clear written records
- listen to the views of the child
- reassess concerns if the child's situation does not improve
- share information quickly and challenge inaction

Staff see children regularly and know them well, so are in a unique position to observe signs of neglect, abuse, emotional distress, changes in behaviour and/or failure to thrive. It is more common with primary aged children for concerns to arise about a child through staff observations and casual conversation rather than a child making a direct disclosure. There may also be a change a pupil's behaviour or art or written work which may show signs of confusion or distress.

Staff should be aware that younger pupils may also talk about, or demonstrate behaviour, through their play which may give rise to safeguarding concerns. Concerns may also be raised about a parent/carer's interaction with a pupil or issues such as parental alcohol misuse, domestic abuse, or mental health. If there is any concern at all the incidents must be reported and recorded. In many safeguarding cases it is not one major incident which triggers a referral, but a series of seemingly minor events. It is therefore of the utmost importance that all concerns are recorded and reported to the DSL immediately.

Appendix A of this policy give details of some of the types of abuse and safeguarding issues with which staff should be familiar.

8.2 Procedures if staff have a concern about a pupil

If a member of staff is concerned about a pupil the matter should be referred immediately to the DSL, or the Deputy in the DSL's absence. Reporting a concern must not be delayed and must be reported as soon as possible and no later than the same working day. (also see later section on recording concerns).

The Headteacher will ensure cover arrangements would be in place if the DSL or DDSLs were absent for any reason such as illness, holiday or any other circumstance.

In all instances, a written record must be made by the member of staff using the **"Reporting a safeguarding concern form"** at Appendix B of this policy and available in the staff room.

8.3 Procedures for staff if a pupil discloses information

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe.

The member of staff should:

- Listen carefully and keep an open mind. Do not take a decision as to whether or not abuse has taken place. When the pupil has finished talking, make sure that he/she feels secure and, if appropriate, explain what you are going to do next.
- Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim will never be given the impression by our staff that they are creating a problem by reporting sexual harassment or sexual violence. Nor should a victim ever be made to feel ashamed for making a report.
- Explain that the law is in place to protect children and young people rather than criminalise them, and this will be explained in such a way that avoids alarming or distressing them. (KCSIE 2026)
- Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and /or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability and / or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication. (KCSIE 2026)
- **Do not promise confidentiality.** Explain that you have to make sure that the pupil is safe, and you will need to ask other adults to help you to do this.
- Do not cross question the pupil. You must not ask leading questions, that is, a question which suggests its own answer. Let the pupil tell you what he or she wants and no more. Only use open questions to clarify information where necessary, e.g. who, what, where, when or Tell, Explain, Describe (TED). The pupil may be interviewed by a specialist later and too much questioning may prejudice later investigations or cause the child to become anxious and retract his/her information.
- Be prepared to follow up with the pupil, but only in conjunction with advice from the DSL.
- Be aware that younger pupils may disclose issues of a safeguarding nature in general conversation rather than as a specific disclosure to a member of staff.
- Do not attempt any examination or remove a pupil's clothes to look further at an injury. Under no circumstances should photographs be taken of a pupil's injury, even if requested by a parent / carer so they can show it to their child's doctor. It may be

possible to observe the pupil during the normal school routine, for example in a physical education (PE) class.

- If a pupil wants to show you his or her injuries, please try and insist that this must wait for a health professional to make an assessment. No child or pupil should be asked to undress to show their injuries to a member of staff.
- Do not attempt to investigate matters further; your role is to listen, record and report your concerns to the DSL.
- If a concern or disclosure involves technology or online images staff must follow the specific advice in this policy.
- Report orally to the designated leader as soon as possible but certainly on the same day. If the DSL is not available, report to the Deputy DSL, Headteacher or Proprietor.
- Keep any suspicions confidential and not discuss them with anyone other than those mentioned above
- Make a written note of the discussion as soon as possible and complete "**Reporting a concern form**" (available at Appendix B of this Policy and in the staff room and office) at least within 24 hours to give to the Designated Safeguarding Lead. Note time, date, place, people present and what was said. Records should be verbatim; the notes may be needed in subsequent court proceedings. All notes should be signed.
- The DSLs or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, no DSL or deputy is available, this should not delay appropriate action being taken. Staff should speak to a member of the senior leadership team and/or take advice fromEducation Safeguarding Service or via consultation with a social worker from MASH. In these circumstances, any action taken will be shared with a DSL as soon as is practically possible.
- Members of staff have the right to contact the child protection agencies independently if it is felt that the school has not responded appropriately to concerns.

The contact details for the LSCP are:
Camden Duty Line – TEL: 0207 974 1553/3317 (9am to 5pm) or 0207 974 4444 (option 1) – outside office hours, weekends or bank holidays)

- LPEBL will refer to Camden's thresholds and eligibility criteria (available at the link below) to help make decisions on the child's level of need and the appropriate service to refer on for services. Staff will consult with the designated safeguarding lead for advice and to discuss the case prior to making any referral for services.
  Thresholds-for-childrens-services.pdf (cscp.org.uk)
- LPEBL will respond to concerns in line with the Camden Safeguarding Children Partnership (CSCP) procedures.
- The full CSCP procedures and additional guidance relating to reporting concerns and specific safeguarding issues can be found on their website:
  https://www.camden.gov.uk/children-s-safeguarding-and-social-work
- Specific information and guidance to follow with regards to accessing Early Help and Preventative Services and/or Children's Social Work Services as part of Children and Families Contact Service can be found here:
  https://www.camden.gov.uk/early-help-for-children-and-families

8.4 Mechanisms for pupils to report concerns

LPEBL has a strong pastoral system and promotes an ethos where pupils feel safe to share information about anything that is worrying them. The DSL should consider informing parents or carers to also support the child's wellbeing, provided doing so would not expose the child to additional risk.

The **Student Council** provides a '**pupil voice'** and encourages pupils to develop the rules and boundaries of acceptable behaviour.

There are posters around school saying who pupils can talk to and children are reminded regularly in assemblies and **PSHE lessons** on who they can speak to and that we are all here to help. There is also a **Worry Box** in which children can share their concerns in writing. The Worry Box is opened once a week on a Thursday by the DSL or one of the DDSLs.

8.5 Support for staff

LPEBL recognises that staff who have become involved with a pupil who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. The School will support such staff by providing an opportunity to talk through their anxieties with the DSL and will seek further support as appropriate.

The NSPCC helpline is also available if staff have concerns about the way a concern is being handled by the school. Staff can call **0800 028 0285** or email help@nspcc.org.

8.6 Recording Safeguarding Concerns

a) Abuse and neglect are complex issues and are rarely standalone events; therefore, they require a culture of vigilance, professional insight, and respectful challenge, as well as effective recording, reporting and monitoring systems.

b) Speak to the DSL in the first instance. If the DSL is not available for any reason one of the Deputy DSLs must be contacted to deal with the concern initially.

c) All safeguarding concerns must be recorded in writing using the Reporting a safeguarding concern form at Appendix B (a soft copy is available on the shared drive and hard copies are available in the staff room).

e) With regard to any conversations directly with a pupil or overheard, staff must keep a written record of the conversation and concerns arising.

f) The record should include the date, time, and place of the conversation, who was present and what was said by the pupil. The record should use names, not initials, for all references to people.

g) The record should be specific. Record actual behaviour and language used by a pupil rather than more vague terms such as inappropriate language/behaviour.

h) Make the record as soon as possible after speaking to the pupil so the pupil is not alarmed by notes being taken and before the conversation is discussed with anyone else. It is important to record as much as can be remembered, using the pupil's own words.

i) The record should contain facts and information only, taking care to avoid personal opinion.

j) Notes made of such disclosures or concerns could become part of a statutory assessment by Children's Services and/or part of a criminal investigation so must be completed accurately.

k) If more than one member of staff is present when a pupil discloses information or behaves in a manner which gives rise to concerns, each member of staff must make a separate safeguarding reporting form.

l) The report must be completed so all the facts known are recorded and so the DSL has a full picture of what has given rise to the concern.

m) It is important to record all concerns regarding the welfare of pupils, even those which may appear minor. This is because it is common for minor pieces of evidence to emerge over time and build up a pattern. This type of recording also allows information from various members of staff to be collated.

n) Staff must not investigate further or speak to parents or other staff. They must contact the DSL who will then determine the next course of action.

8.7 DSL Action on receipt of a concern about a child

On receipt of the safeguarding report, the DSL must record the decisions made and action taken. Action will depend on the nature of the concern. It may include one or more of the following:

(a) monitoring the pupil in school

(b) a discussion with parents

(c) early help intervention from the school and/or another agency

(d) referral to Children's Services

(e) referral to the LADO

(f) report to the police

The member(s) of staff making the report will be informed by the DSL of the action taken. If the pupil's situation does not appear to be improving, the staff member with concerns should request the DSL to re-consider the action taken.

8.8 Preserving evidence

a) All evidence (which could include a pupil's work, scribbled notes, mobile phones containing text messages) must be preserved.

b) If evidence is found on an electronic device, the device involved should be confiscated and set to flight mode or, if this is not possible, it should be turned off.

c) **Staff must not view images, look for further images, copy or print any images or forward images by email or any other electronic means**. This is particularly important if images involving 'nudes' or 'semi-nudes' are found, as to do so is a criminal offence.

d) If the imagery has already been viewed by accident (e.g., if a pupil has shown it to a member of staff before he/she could ask them not to), this must be reported to the DSL immediately.

e) Do not delete the imagery or ask the pupil to delete it.

f) Do not ask the pupil(s) involved in the incident to disclose information regarding the imagery.

g) Do not share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers.

h) Do not say or do anything to blame or shame any pupil(s) involved.

i) Do explain that you need to report it and reassure them that they will receive support and help.

j) Report the matter to the DSL immediately

Also see DfE Searching Screening and Confiscation Advice for schools and the Nudes and semi-nudes: advice for education settings working with children and young people which outlines how to respond to an incident of nudes and semi-nudes being shared.

8.9 Child protection records

a) Safeguarding records are kept securely in a locked cabinet in the Office, separate from the main pupil file.

b) There is a clear, detailed chronology for each pupil where concerns have been raised.

c) Written records are kept of all concerns, whether or not there is a need to refer the matter to Children's Services or another agency.

d) If a referral to Children's Services is thought to be required, the DSL will usually contact the local authority for advice prior to notifying parents.

e) All discussions with the local authority along with the decisions made and the reasons for those decisions are recorded in writing and kept in the safeguarding file.

f) Camden MASH has its own referral form which must be completed if a formal referral is made by the DSL. A copy of the referral form sent to the local authority must be retained.

g) Minutes of any case conferences or discussions with social workers or other professionals involved with the pupil will be retained in the Safeguarding file.

h) Any new concern or information about a pupil who has active involvement with Children's Services must be passed to the pupil's allocated social worker without delay.

i) Any new concern or information about a pupil who has had previous involvement with Children's Services must be passed to Children's Services without delay.

j) If a pupil moves to another school, all child protection records are transferred securely, within 5 days, to the DSL at the new school and a receipt is obtained confirming they have been received. Parental permission is not required for records to be shared with the new school.

k) On a case-by-case basis the DSL will also consider sharing information proactively with the new school to ensure key staff are aware of the pupil's needs and can have any support in place when the pupil arrives.

l) Safeguarding records will be requested from previous schools/nurseries for any new pupils joining the school.

8.10 Information sharing

Separate statutory guidance on the Information Sharing Duty will follow from the government shortly

All staff will understand that child protection information requires a high level of confidentiality. This protects the privacy of the child and others involved and helps to ensure that the inappropriate disclosure of information does not compromise safeguarding action or an investigation.

Staff should ordinarily share safeguarding concerns with the DSL or a Deputy DSL, who will determine what information needs to be shared and with whom. Information will be shared only with those who need it to safeguard and promote the welfare of the child.

However, **any member of staff may contact children's social care, the police or another appropriate agency directly where they believe this is necessary to protect a child**. Staff must not assume that a colleague or another professional has already shared information or taken action.

Information will be shared according to the HM Government guidance Information Sharing (July 2018.) **The Data Protection Act 2018 (DPA), UK GDPR** and **Data (Use and Access) Act 2025.do not prevent the sharing of information for the purposes of keeping children safe**.

Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. **KCSIE 2026.** The guidance states that practitioners should use their judgement when making decisions on what information to share and the most important consideration should be whether sharing information is likely to safeguard and protect a pupil. Data protection legislation and guidance must not be allowed to stand in the way of sharing information to safeguard pupils.

The guidance states that the information shared should be:

(a) **Lawful, Necessary and proportionate** - Any information shared must be proportionate to the need and level of risk.

(b) **Relevant** - Only information that is relevant to the purposes should be shared with those who need it.

(c) **Adequate** - Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.

(d) **Accurate** - Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.

(e) **Timely** - Information should be shared in a timely fashion to reduce the risk of harm.

(f) **Secure** - Wherever possible, information should be shared (transferred) in an appropriate, secure way and also stored securely.

(g) **Record** - Information sharing decisions should be recorded whether or not the decision is taken to share.

Practitioners may share information, without consent when there is a good reason to do so, and the sharing of that information will enhance / promote the safeguarding of that child in a timely manner. It would be legitimate to share information without consent where:

- it is not possible to gain consent;
- it cannot be reasonably expected that a practitioner gains consent and
- if to gain consent would place a child at risk or compromise any investigation. **(KCSIE 2026)**

All information-sharing decisions will be recorded, including:

- what information was shared or withheld;
- with whom it was shared;
- the reason for the decision;
- the lawful basis relied upon, where relevant; and
- the outcome or action agreed.

This includes recording the rationale where a referral to another agency was considered but not made. Child protection records will be held securely in a locked cabinet in the Office and separately from the main pupil file. Access will be restricted to those who require the information to fulfil their safeguarding responsibilities.

Requests from pupils, parents or carers to access child protection records will be referred to the Head and considered in accordance with the provider's data protection and information-

governance policies. Information may be withheld where a relevant legal exemption applies, including where disclosure may cause serious harm to the child or another person.

Where a pupil transfers to another school or college, safeguarding records will be transferred securely and separately from the main pupil file.

Relevant information may also be shared in advance where this is necessary to enable the receiving setting to assess risk and put appropriate safety and support arrangements in place. Where information indicates a risk to the child or others, including previous knife or weapon concerns, we will advise the receiving school to assess the risk of that child and put a safety and support plan in place for them.

Further information and guidance on data protection can be found at:
Data protection in schools - Guidance - GOV.UK

8.11 Communication with parents/carers

a) All parents are aware from their child's Google Classroom and publication of this policy on the school's website that the school has a safeguarding policy and is required to follow statutory guidance in respect of reporting to Children's Services any case of suspected abuse.

b) From this policy and from notices in the school buildings, parents are made aware of the identities of the DSL and Deputy DSL with whom they may discuss concerns.

c) LPEBL will work with parents and outside agencies to help support pupils and their families; however, it will always put the duty of care to the child / pupil as its priority and will refer concerns if it considers a pupil is or may be at risk of harm or has suffered harm.

d) The DSL will normally request a meeting with the parents of the pupil about whom there are concerns to discuss the matter. She will explain the reasons for the school's concerns and the course of action the school intends to take.

e) Referrals to Children's Services or the LADO (or initial advice from either service) **do not require prior parental / carer consent.** The DSL must act in the best interests of the pupil, even if this results in making a referral against the parents' wishes.

f) If the DSL believes that notifying parents might in any way exacerbate the problem, increase the risk to the pupil or if there are any other extenuating circumstances, initial advice will be sought from Children's Services prior to notifying the parents. This may result in an immediate referral to Children's Services without parents being notified.

g) If there is an allegation which involves a member of staff, parents will only be informed after the school has consulted with the LADO and has obtained the LADO's consent.

h) If a parent has any safeguarding concerns, he/she should contact the school's DSL as soon as possible.

8.12 Referrals to Children's Services and/or other agencies

Referrals about an individual pupil must be made to the borough in which the pupil resides. However, advice may always be obtained from the Children's Services department of the school's local authority, regardless of where the pupil resides. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is **made immediately.**

Referrals should follow the local referral process. (**KCSIE 2026)**

The DSL follows the Levels of Need thresholds (sometimes named as the continuum of Need threshold document) from **Camden** Safeguarding Children's Partnership **(CSCP)** when decisions are made about making referrals.

Camden endorses the Pan-London threshold of needs available here: https://www.londonsafeguardingchildrenprocedures.co.uk/thresholds.html

There are 4 levels.

1. No referral required
2. Child in need of Early Help (Early Help Assessment)
3. Child in need of targeted or specialist support (Referral to MASH)
4. Child at risk of significant harm (Urgent referral to MASH)

LPEBL will ensure as a relevant agency that it should be part of discussions with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as a part of "local arrangements". Local authorities and partners are required to develop and publish protocols identifying who may lead assessments and how cases will be managed following referral.

Our DSL / DDSLs will be familiar with Camden Safeguarding Children's Partnership local threshold document. **(KCSIE 2026)**

8.13 Universal services and community based Early Help

Providing help and support as soon as problems emerge is an important part of safeguarding children and promoting their welfare at any point in a child's life and will help prevent concerns from escalating. Where a child would benefit from coordinated early help, an early help inter-agency assessment will be arranged. Chapter 1 of DfE Working Together to Safeguard Children (**March 2026**) provides detailed guidance on the early help process.

Universal services and community-based Early Help provide support at an early stage, before statutory intervention is required. Support may be delivered through education, health services, Camden Best Start Family Hub, youth services, after-school clubs, housing services and voluntary or community organisations.

Additional support systems in school may form part of early help strategies and should feed into Local Authority early help measures as required. This may be from the pastoral team, school mentors or support from a school counsellor.

Evidence **MUST** be kept of all early help interventions. The DSL and Deputy DSL(s) will understand the local Early Help arrangements, threshold document and referral pathways and will ensure that staff know how to identify children and families who may benefit from additional support.

Where appropriate, Camden will work with the child, their parents or carers and relevant agencies to:

a. identify the child's needs and any emerging safeguarding concerns;
b. consider the child's wishes and feelings;
c. agree the support required and the outcomes to be achieved;
d. coordinate services through an identified lead practitioner where appropriate;
e. regularly review whether the support is improving the child's circumstances.

8.14 Referrals to Family Help – including targeted Early Help and local authority children's social care

Some children and families may require more targeted support than that available through universal or community-based Early Help. Family Help includes:

a. targeted early help coordinated by the local authority and its partners; and
b. statutory support and services for children in need under ***section 17 of the Children Act 1989.***

Targeted early help is a voluntary arrangement and will ordinarily require the consent and participation of the child and their family. An appropriately qualified practitioner may lead the assessment and coordinate the Family Help plan. Where local arrangements permit, the same practitioner or a qualified non -social work lead practitioner may continue to work with the

family, where locally agreed, if the child is subsequently assessed as a **child in need under section 17**.

Where a child or family does not consent to targeted early help, or does not engage with the support offered, the DSL will consider whether the child's needs are likely to increase or whether there is a safeguarding risk that requires referral to local authority children's social care. Family Help and Early Help cases will be kept under regular review. Where the child's circumstances do not improve, the support is not meeting their needs or concerns increase, the DSL will consider whether the matter should be escalated or referred for statutory assessment.

Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, a referral will be made immediately to local authority children's social care under **section 47 of the Children Act 1989** and, where appropriate, to the police.

The LA will also understand and follow the local criteria and procedures relating to:

- Section 20 of the Children Act 1989, concerning the local authority's duty to accommodate / provide safe accommodation for a child. This can also be used for short breaks care.
- Section 31 of the Children Act 1989, concerning care and supervision orders;
- disabled children;
- children managed within the **youth secure estate**; and
- children affected by abuse, neglect, exploitation, trafficking or modern slavery.

LPEBL will support children's social care and other agencies with assessments and multi-agency plans. All concerns, discussions, decisions and the reasons for those decisions will be clearly recorded.

8.15 Support before statutory intervention

Any child may benefit from support before statutory intervention, including from universal services and community-based Early Help, or the targeted early help level of Family Help, but KCSIE recommends that all staff should be particularly alert to the potential need for additional support for a pupil who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is pregnant and/or is a parent themselves

- has exhibited early signs of abusive, violent and/or harmful behaviours
- s showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from school and in Alternative Provision or a Pupil Referral Unit
- is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
- is at risk of being radicalised into terrorism
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of 'honour' or faith-based abuse such as Female Genital Mutilation or Forced Marriage,
- is a privately fostered child; or
- is otherwise experiencing disrupted education.

Class teachers through PSCHE and form periods ensure that pupils are aware that staff are available to listen and provide additional in-school support if necessary.

Staff will be trained to be able to identify children who:

(i) Would benefit from Family Help.

(ii) Have unexplained or persistent absence from education.

8.16 Threshold Levels 3 and 4

LPEBL will refer to Camden's thresholds and eligibility criteria (available at the link below) to help make decisions on the child's level of need and the appropriate service to refer on for services. Staff will consult with the designated safeguarding lead for advice and to discuss the case prior to making any referral for services. Thresholds-for-childrens-services.pdf (cscp.org.uk)

a) Pupils who meet the threshold of Level 3 or Level 4 will be referred to MASH immediately by the DSL.

b) If there is ever any doubt about whether a referral should be made advice will be sought from the **Camden** Safeguarding Advisor or from the MASH team.

c) The DSL may also take initial advice and discuss matters with other services such as the Education Welfare Officer, CAMHS or the police. Under no circumstances will the situation be left beyond the day that the concern is first raised.

d) If a referral is made or advice is obtained from Children's Services, the safeguarding governor (the Headteacher) will be informed of the case by the DSL as soon as possible.

e) All telephone conversations with Children's Services, the LADO or other local authority officers are recorded by the DSL and kept in the Safeguarding file**.**

f) The DSL will discuss the concerns with the pupil's parents/carers at the earliest appropriate opportunity.

g) The DSL will assist other agencies to make enquiries into concerns about a pupil's welfare. This will include ensuring that the school is represented at multi-agency meetings, including child protection conferences, and that reports/information about the pupil are provided as required.

h) In cases of extreme emergency or if a serious criminal offence appears to have been committed, **the police will be contacted immediately.**

i) The referral process outlined is also followed when there are concerns about a pupil who may be at risk of radicalisation. The level of risk will identify the most appropriate referral, which could include Children's Services and/or **Channel.** (Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.)

The policy of the school requires that all referrals are made by the school's DSL; however,**anybody can make a referral** and in exceptional circumstances staff may raise concerns directly with Children's Services.

If, at any point, there is a risk of immediate serious harm to a pupil a referral should be made to Children's Services or the police on 999 immediately.

8.17 Children with special educational needs and disabilities (SEND)

Staff are made aware that children with special educational needs and/or disabilities as well as other vulnerable groups may be especially at risk of abuse including those with physical health issues. Such children are also more prone to peer group isolation or bullying.

Staff will be aware that:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration as it might be due to abuse taking or have taken place.

- children with SEN and disabilities can be disproportionally impacted by things like bullying - without outwardly showing any signs.
- communication barriers and difficulties in managing or reporting these challenges risks that they do not understand that what is happening to them is abuse.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.
- the need for intimate care or that these children are isolated from others,
- that these children are more likely to be dependent on adults for care.

Any reports of abuse involving children with SEND will require close liaison with the designated safeguarding lead (or deputy) and the SENCO or the named person with oversight for SEND in our organisation.

We will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

SEND children who are placed with alternative provision providers will be regularly monitored to ensure their whereabouts and levels of attendance are known. The suitability checks of staff and premises will be undertaken before any placement commences.

Half-termly reviews will be undertaken to ensure suitable academic progress is being made, the quality of education delivery is maintained, and acceptable levels of attendance are met.

8.18 The child's wishes

Where there is a safeguarding concern the proprietor and school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback, such as talk with DSL or deputy DSL and explain to the child why the information might need to be shared with someone else. Children and young people should know that their concerns will be treated seriously and they can safely express their views.

8.19 Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. **All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues (Policy on Whistle Blowing)**. All members of the school community have a duty to protect children and, should they have concerns, must make these concerns known to the **Headteacher**. All staff and volunteers should feel able to raise **concerns about poor or unsafe practice and potential failures in the school safeguarding regime and know that such concerns will be taken seriously by SLT.** Such disclosure may

frequently, albeit not exclusively, relate to the alleged misconduct of a colleague where the observer has heard or seen something which suggests that a child has suffered or is suffering harm, or is likely to suffer harm at the hands of that colleague, or if they believe that a member of staff or other person working with pupils/children has displayed inappropriate behaviour or interest towards a child.

The concerns need not exclusively relate to children. **Whistle blowing may also relate to a disclosure that a colleague has committed a criminal offence, or put someone at a health and safety risk,** has committed financial malpractice (including bribery and corruption) or is covering up wrongdoing.

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found https://www.gov.uk/whistleblowing
- The **NSPCC whistleblowing helpline** is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college.
  Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: http://help@nspcc.org.uk
- Other agencies include: **Local Authority's Designated Officer;** Children's Social Care; the Independent Schools Inspectorate (ISI); the Department for Education (DfE)

Please also see our Whistleblowing Policy as well as advice on low-level concerns below.

8.20 Allegations against staff

As part of its overall safeguarding ethos, the school ensures that it promotes an open and transparent culture in which staff feel confident to report all concerns about adults working in the school (including self-employed staff, supply teachers, trainee teachers, volunteers and contractors).

All members of staff must follow the Staff Code of Conduct and conduct themselves in a professional manner at all times, both to ensure the safety of the pupils, and to reduce the risk of any allegation of improper behaviour. We understand that on occasions pupils may make allegations against a member of staff, and we recognise that staff, particularly male staff, can be vulnerable to accusations of abuse. Staff should take care not to place themselves in a vulnerable position with a pupil where an allegation can be made. This would include, but is not limited to, situations where the member of staff is giving one-to-one tuition, sports coaching etc. In all instances staff must conduct themselves in an appropriate and professional manner. Staff must also be aware that where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children (e.g. domestic violence), the school will consider what triggered these actions and whether a child in the school could trigger the same reaction, therefore being put at risk.

Allegations that might indicate that a person is unsuitable to work with children are where a person 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 he or she may pose a risk of harm to children; and/or:
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (this includes behaviour that may have happened outside of school, that might make an individual unsuitable to work with children, this is known as transferable risk.

If any allegation of abuse or suspected abuse is made against a member of staff or volunteer, LPEBL will follow the guidance in Part 4 of KCSIE.

The following procedures relate to all members of all staff, (including the self-employed, supply staff, trainee teachers and contractors) governors and volunteers or any other adults who are currently working in the school, regardless of whether the school, is where the abuse is alleged to have taken place and regardless of whether it involves pupils at LPEBL.

Please note that all other concerns about members of staff should be reported through the school's Whistleblowing Policy and / or Low-Level Concerns procedure (see below in this policy).

If in any doubt, please speak with the Head in the first instance.

8.21 Reporting an allegation or concern

a) Staff must never think that abuse by an adult is not possible at LPEBL or immediately disbelieve an accusation against someone who is known well and trusted.

b) A member of staff receiving an allegation of abuse by another member of staff, or with concerns about another member of staff, should report this **immediately to the Head, unless the Head is the one against whom the allegation is made**.

c) **An allegation against the Head, should be reported to the LADO directly,** without notifying the Head, first.

d) In any instance where there may be a conflict of interest about reporting an allegation or concern to the Head, the LADO should be contacted directly and without hesitation.

e) If an allegation is made against the DSL, the Head must be informed and will consult the LADO.

f) Concerns may be reported verbally, directly to the relevant senior member of staff, or by email. Any staff who make a report verbally in the first instance will also be required to make a written record of the information they have disclosed.

Record-keeping of Allegations

Details of allegations following an investigation that are found to have been malicious or false will be removed from personnel records unless the individual gives their consent for retention of the information.

However, for all other allegations, i.e. substantiated, unfounded and unsubstantiated the following information is kept on the file of the person accused:

- a clear and comprehensive summary of the allegation
- details of how the allegation was followed up and resolved
- a note of any action taken, decisions reached, and the outcome i.e. substantiated, unfounded or unsubstantiated
- a copy provided to the person concerned, where agreed by local authority children's social care or the police, and
- a declaration on whether the information will be referred to in any future reference. The purpose of the record is to enable accurate information to be given in response to any future request for a reference. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time.

All other records will be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

The Information Commissioner has published guidance on employment records in its, The Information Commissioner Employment Practices Code which provides some practical advice on record retention and our organisation will aim to work towards this guidance.

8.22 Procedures & Informing the Local Authority Designated Officer (LADO)

a) If the allegation constitutes a possible **serious criminal offence**, or in the case of **serious harm**, or if a pupil is in **immediate danger**, a **referral to Children's Services and/or the police MUST** be made immediately.

b) An allegation of abuse by an adult will always result in a person from the school (usually the Head, unless the Head, is the subject of the allegation) contacting the LADO, who will advise on the next steps to be taken.

c) Under no circumstances will LPEBL conduct an investigation without first informing the LADO and seeking advice about the course of action to be taken. Borderline cases will

also be discussed and, following discussions, the LADO will advise what further steps should be taken.

d) There are two aspects to consider when an allegation is made: -

- Look after the welfare of the child - the DSL is responsible for ensuring that the child is not at risk and for referring cases of suspected abuse to Children's Social Care as described in this Policy.
- Investigate and support the person subject to the allegation - the case manager (usually the Head, unless the Head, is the subject of the allegation) should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

e) LPEBL's aim will be to achieve a quick resolution of the allegation in a fair and consistent way that provides effective protection for any child involved and at the same time supports the person who is the subject of the allegation.

f) The Head will obtain written details of the allegation, signed and dated, from the person who received the allegation or the person who is making the allegation. If a pupil has made an allegation, a written note of what the pupil has said will be made by the member of staff to whom the pupil made the allegation.

g) The Head will also record any basic information to establish the facts, including dates, times, locations and names of potential witnesses and any CCTV footage.

h) Any allegation against employed staff or volunteers, including those considered borderline, **must be reported and discussed with the LADO without delay, and <u>within one working day</u>**.

i) An initial assessment of any allegation referred will be made by the LADO and the Head. They will judge whether there is a need for immediate action, whether the allegation is demonstrably false or whether there has been inappropriate behaviour or poor practice that can be dealt with through LPEBL usual staff disciplinary or low-level concerns procedures.

j) Where the initial discussion leads to no further action, the case manager and the LADO should:

- record the decision and justification for it; and
- agree on what information should be put in writing to the individual concerned and by whom.

k) Where further enquiries are required the LADO and case manager will discuss how and by whom the investigation will be undertaken. In straightforward cases, the investigation will normally be undertaken by the Head. If the nature or complexity of the allegation requires it, the allegation may require an independent investigator.

l) In the case of a referral and investigation, the Head must ensure, before contacting any interested parties, that there is no objection by the investigating agencies.

m) Where there are no objections from the investigating agencies, the Head will:

- inform the person making the allegation and explain the likely course of action
- ensure the parents of the pupil(s) who is the alleged victim have been informed about the allegation and the likely course of action

- inform the member of staff against whom the allegation is made and explain the likely course of action
- keep a written record of the above.

n) The Head, in consultation with the LADO, will make the decision whether or not to suspend the teacher / member of staff involved.

o) If an allegation is made, every effort will be made to maintain confidentiality and guard against unwanted publicity while the allegation is being investigated. The Education Act (2011) prevents the 'publication' of material by any person that may lead to the identification of a teacher who is the subject of an allegation. Parents and carers will also be made aware of the prohibition on reporting or publishing allegations about teachers.

p) The Head, will take advice from the LADO and other agencies to agree:

- Who needs to know and exactly what information can/cannot be shared
- How to manage speculation and gossip
- What, if any, information can be given to the wider community to reduce speculation
- If necessary, how to manage the press.

q) The school has a duty of care towards its employees and will ensure that effective support is provided for anyone facing an allegation. The individual concerned will be advised to contact their trade union representative, if they have one, or a colleague for support.

r) The following definitions will be used when determining the outcome 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.
- **False:** there is sufficient evidence to disprove the allegation.
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

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

t) Records concerning allegations of abuse must be preserved until the accused has reached normal pension age or for 10 years from the date of the allegation if longer. Both the DSL and Head Teacher will ensure that all staff should expect to support social workers and other agencies following any referral.

u) The DSL or Headteacher will inform Ofsted as soon as practicable and within 14 days at the latest, of allegations of serious harm or abuse by any person living, working, or looking after children at the premises and the action taken in respect of such allegations.

8.23 Allegations relating to supply teachers/employees of third party / trainee teachers

LPEBL procedures for managing allegations against staff above also apply to staff not directly employed by the school, for example, supply teachers provided by an employment agency or business ('**the agency**'). LPEBL will usually take the lead, but agencies/ third party employers will be notified and should co-operate in any enquiries from the LADO, police and/or Children's Services. KCSIE **26** clearly lays out the same expectations now on teacher training providers to follow the same procedures as supply agencies.

The school remains responsible for properly handling allegations about supply teachers. However, the school and any third-party provider equally share safeguarding responsibilities. While school remains responsible for gathering facts and managing the safeguarding process, the agency, business or training provider will generally lead any employment or disciplinary process.

In no circumstances will LPEBL decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome.

8.24 Referral to the Disclosure & Barring Service (DBS) and Teaching Regulation Agency (TRA)

If LPEBL ceases to use the services of any person (whether employed, contracted, a volunteer or a student) because that person was considered unsuitable to work with children, a prompt and detailed report will be made to the DBS.

Referrals will be made as soon as possible when an individual is removed from regulated activity. This could include when an individual is suspended, redeployed to work that is not regulated activity, dismissed or when they have resigned. This will also include anyone who would have been dismissed if they had not resigned first.

For teaching staff, the school also has a legal responsibility to report the matter to the **Teaching Regulation Agency (TRA)** which may result in a prohibition order being issued by the Secretary of State for Education, as required by sections 141D and 141E of the Education Act 2002.

A report to the TRA may also be made for additional reasons 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'.

Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found in the ***DfE guidance:- Teacher misconduct: the prohibition of teachers* (Feb 2022)**.

The website landing page for reporting a teacher for misconduct can now be found at:- Report serious teacher misconduct.

8.25 Low-Level Concerns

a) A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the **Staff Code of Conduct**, including inappropriate conduct outside of work, and does not appear to meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

b) A member of staff may have doubts about the behaviour of another adult towards a pupil, or another child, or concerns about how their own behaviour might be interpreted.

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

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone/other device
- engaging with a child on a 1:1 basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating, or offensive language,
- Email, messaging, use of social media sites or other communication between adults and pupils outside agreed protocols
- Any incident where he/she feels that his/her actions or behaviour towards a pupil or that of another adult, may have been misinterpreted or may have given rise to a risk or misinterpretation.

d) Staff must report any low-level concerns whatsoever to the **Head**. The **Head** will be the ultimate decision maker in respect of all low-level concerns. The **Head** may wish to consult with the DSL and take a more collaborative decision-making approach if the need arises. (KCSIE **2026**).

e) Staff are also encouraged, and to feel confident if the need arises, for them to **self-refer,** where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

f) When a low-level concern has been raised by a third party, the **Head** will collect as much evidence as possible by speaking where possible with the person who raised the concern, to the individual involved and to any witnesses. The name of the person making the report will be noted and requests to remain anonymous will be respected as far as reasonably possible.

g) The school will also consider if any wider issues in the school enabled the behaviour to occur or contributed to it, and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence.

h) All low-level concerns will be recorded in writing. The record will include:

- details of the concern.
- the context in which it arose.
- evidence collected by the **Head** where the concern has been raised via a third party.
- the decision categorising the type of behaviour.
- action taken.
- the rationale for decisions and action taken.
- the name of the individual sharing the concerns (respecting any wish to remain anonymous as far as possible)

i) Records will be kept confidential, held securely and comply with the Data Protection Act 2018 **(DPA)** and the UK General Data Protection Regulation (UK GDPR)

j) Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the school will decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harm's threshold, in which case it will be referred to the LADO.

k) The purpose of low-level reporting is to protect both pupils and the staff working with them and allows a system for a simple record to be kept in case events are later referred to or any patterns emerge.

l) Low-level concerns relating to supply staff and staff employed by a third party will be reported to the agency/employer in order that any patterns of behaviour may be identified. (KCSIE **2026**).

m)A staff member who reports a low-level concern, or a more serious allegation, in good faith will suffer no detriment as a result and will benefit from the protection set out in the School 's **Whistleblowing Policy.**

n) If there is any doubt as to whether a low-level concern meets the harms threshold, then the **Head** will consult with the LADO. (KCSIE **2026**).

8.26 Non-recent / Historical allegations

Abuse can be reported no matter how long ago it happened. Where an adult makes an allegation to the school that they were abused as a child, the individual will be advised to report the allegation to the police.

Non-recent / historical allegations made by a child, will be reported to the LADO. The LADO will coordinate with Children's Services and the police.

8.27 Proprietorial Oversight

The safeguarding team meets weekly to discuss safeguarding issues and termly reports are sent to the Proprietor. They will review the data breakdown logged on the school's Incident Reporting system for each term.

In addition, the Head speaks to the DSL about any concerns. Should the school need to make a referral the proprietor will be immediately informed.

Oversight and monitoring of the SCR is maintained by the Head and the Proprietor. It is also checked periodically by the DSL.

8.28 Use of school premises by external organisations

The Headteacher will ensure that when LPEBL hires or rents out our facilities to organisations or individuals (for example to community groups, sports associations, and/or service providers to run community or extra-curricular activities) that appropriate arrangements will be in place to keep children safe.

If these services or activities are under direct supervision or management of our staff, the school's arrangements for ***child protection will apply***.

Where services or activities are provided separately by another body the Headteacher will seek assurance that the external organisation or person concerned has appropriate safeguarding and child protection policies and procedures in place. The external organisation will also agree to inspection of these arrangements and associated documentation when required.

This applies regardless of whether or not the children who attend any of these services or activities are children on the LPEBL roll.

LPEBL may receive an allegation relating to an incident that happened when an individual or organisation was using our school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities).

As with any safeguarding allegation, our organisation will follow our safeguarding policies and procedures, including informing the LADO.

The Headteacher and Proprietor will also ensure safeguarding requirements are included in any

service level agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. (KCSIE **2026**).

Out-of-school settings: safeguarding guidance for providers

8.29 Keeping Children Safe Outside of School

When services or activities are provided separately by another body, the Proprietor will seek assurances that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the LPEBL roll.

Alternative Provision

LPEBL will seek written assurances from any alternative provider that the staff teaching or instructing our pupils / students have had appropriate safer recruitment checks completed on them as we would complete with our own staff. This assurance does not remove our responsibility to undertake our own safeguarding due diligence and keep the placement under review even if it has been approved by an external company, holds accreditation status or been approved by a local authority.

This includes written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e**. staff changes**), so that the commissioning school can ensure itself that appropriate safeguarding checks have been carried out on new staff.

We will request a letter of assurance from any alternative provider that all safeguarding checks have been completed to the right standard including appropriate level of DBS certificate, barring information (if appropriate) and two satisfactory references obtained to evidence that they are deemed suitable and safe to work with children and young persons.

LPEBL will seek clarification that those same persons have self-declared that they know of no reason why they would not be deemed to work with children and young people and that they are also medically (physically and mentally fit) to work. Records of any alternative providers will include all the address of the subcontracted provision and satellite sites.

Any placements will be reviewed at least half-termly and any safeguarding concerns will trigger an immediate review and where necessary termination. In all cases where there is doubt about

the risk of welfare or safety to any young person, we will immediately remove them from the setting.

The Proprietor will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of our premises; and that failure to comply with this would lead to termination of the agreement. The guidance on Keeping children safe in out-of-school settings details the safeguarding arrangements that our organisations should expect these providers to have in place is as below:
https://www.gov.uk/government/publications/alternative-provision

8.30 Adults who supervise children on Work Experience

Safer Recruitment Consortium '*Guidance for safe working practice for those working with children and young people in education settings*' (**Feb 2022**)

LPEBL will ensure that the placement provider has policies and procedures in place to protect children from harm. Children's barred list checks via the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement. The School will consider the specific circumstances of the work experience.

Consideration must be given in particular to the nature of the supervision and the frequency of the activity being supervised, to determine what, if any, checks are necessary. These considerations would include whether the person providing the teaching / training / instruction / supervision to the child on work experience will be:

- unsupervised themselves, and
- providing the teaching/training/instruction frequently (more than three days in a 30-day period, or overnight).

If the person working with the child is unsupervised and the same person is in frequent contact with the child, the work is likely to be regulated activity relating to children. If so, the School will ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person. Whilst it is acknowledged that the School is not able to request that an employer obtains an enhanced DBS check with children's barred list information for staff supervising children aged 16 to 17 on work experience, it will still make enquiries with that work placement provider to seek assurances on what checks are completed on their staff.

If the activity undertaken by the child on work experience takes place in a 'specified place, such as in a nursery, school or sixth form college environment, and gives the opportunity for contact with children / young people, this may itself be considered to be regulated activity relating to children.

In these cases, and where the child doing the work experience is 16 years of age or over, the work experience provider e.g. nursery, school or sixth form college should consider whether a DBS enhanced check should be requested for the child in question. DBS checks cannot be requested for children under the age of 16.
LPEBL will ensure that all health and safety considerations have been taken into account including appropriate risk assessments in place to reduce the risk of harm to our pupils with the activities they intend to carry out as well as appropriate training, instruction and supervision.

Advice on work experience can be found on the Health and Safety Executive website:
Young people at work: Work experience - HSE

8.31 Other documents informing the policy

Safer Recruitment Consortium '*Guidance for safe working practice for those working with children and young people in education settings*' (**Feb 2022**)
https://saferrecruitmentconsortium.org/

DfE guidance '***Teaching online safety in school'*** (January 2023)
Teaching online safety in schools

Promoting and Supporting *Mental health and behaviour in schools*: departmental advice (**July 2025**)
https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges

DFE Behaviour in Schools Guidance 2024
Behaviour in Schools - Advice for headteachers and school staff Feb 2024

***When to call the police*, non-statutory guidance from the National Police Chiefs' Council**
https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20police%20guidance%20for%20schools%20and%20colleges.pdf

DfE *Searching Screening and Confiscation Advice for schools* - (July 2023)
https://www.gov.uk/government/publications/searching-screening-and-confiscation

DfE advice '***Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers* (May 2024)**
https://assets.publishing.service.gov.uk/media/66320b06c084007696fca731/Info_sharing_advice_content_May_2024.pdf

Filtering and Monitoring Standards in Schools 2025

Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK

Plan technology for your school - GOV.UK

UKCIS Education Group: *Sharing nudes and semi-nudes: advice for education settings working with children and young people* **(March 2024)**
https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

Designated teacher for looked after children (February 2018)
https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children

Counselling in schools: *a blueprint for the future* (February 2016)
https://assets.publishing.service.gov.uk/media/5a74ba8640f0b619c8659f41/Counselling_in_schools.pdf

UK Council for Internet Safety (UKCIS) guidance: *Education for a connected World* – **updated 2020**
https://www.gov.uk/government/publications/education-for-a-connected-world

The UKCIS ***external visitors' guidance*** **October 2022** will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors
https://www.gov.uk/government/publications/using-external-visitors-to-support-online-safety-education-guidance-for-educational-settings

National Crime Agency's CEOP education programme: Thinkuknow has now been retired as at Sept 25) New guidance can be found at:
CEOP Education

Public Health England: ***Every Mind Matters*** – Sept 2020

Harmful online challenges and online hoaxes - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support. **Feb 2021**
Harmful online challenges and online hoaxes - GOV.UK (www.gov.uk)
London Grid for Learning – undressed guidance,
Undressed (lgfl.net)

Force Marriage Unit resources
Forced marriage - GOV.UK (www.gov.uk)

Forced Marriage – The Right to Choose – 28th July 2022 updated guidance.

The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk)

County Lines – disruption toolkit – 19th July 2022

Child exploitation disruption toolkit - GOV.UK (www.gov.uk)

Operation Encompass

The helpline is available 8AM to 1PM, Monday to Friday on **0204 513 9990** (charged at local rate).

Home : Operation Encompass

9. SAFER RECRUITMENT AND SUITABILITY OF STAFF, INCLUDING VISITORS AND VOLUNTEERS

9.1 Safer recruitment - Staff

The school follows statutory guidance for the safer recruitment and employment of staff who work with children as set out in Part Three of KCSIE and Disqualification under the Childcare Act 2006 (September 2018). .See our ***Safer Recruitment Policy***. All staff on the Senior Management Team and any staff responsible for recruitment have been trained in Safer Recruitment. When recruiting a new member of staff there will always be at least one member of the interview panel who has been trained in Safer Recruitment. Training in safer recruitment is updated no less than every five years.

All staff are checked as to their suitability. These checks include

(a) The taking up of references

(b) Verification of identity

(c) Verification of right to work in the UK

(d) Where appropriate, verification of qualifications

(e) Where appropriate, overseas police checks

(f) A satisfactory enhanced check with the Disclosure & Barring Service (DBS), including a Barred List check for staff engaged in regulated activity

(g) A self-declaration to ensure compliance with disqualification regulations made under the Childcare Act 2006

(h) For teachers, verification of Qualified Teacher Status (QTS), and the completion of teacher induction or probation.

(i) For staff engaged in teaching duties, a check that the teacher is not subject to a prohibition order issued by the Secretary of State.

Checks for h) and I) can be completed at: Check a teacher's record - GOV.UK

(j) Where appropriate, a check that there is no teacher prohibition order issued by any **overseas professional** authority.

Further guidance can be found at: Criminal records checks for overseas applicants - GOV.UK

(k) Where appropriate, an overseas criminal record check(s)

(l) Where appropriate, a check to ensure the person is not barred from taking part in the management of an independent school – also known as a Section 128 / S128, using the link: Individuals prohibited from managing or governing schools - GOV.UK

UK schools can check if a person they propose to recruit as a governor is barred as a result of being subject to a section 128 direction. There is no requirement for schools to record this information on the single central record, but our organisation will do.

(m) A medical fitness questionnaire and / or medical self-declaration.

In some circumstances, and as long as specific criteria are met, a newly recruited member of staff may, if closely supervised, begin work without an enhanced DBS certificate or overseas police clearance. The conditions applicable are set out in the Safer Recruitment Policy and include a requirement for all other checks to be completed, including a Barred List check. The Head will also complete a DBS Risk Assessment reviewed fortnightly until the DBS certificate is received and, if applicable, the overseas police clearance is also received. This does not apply to staff working with EYFS children.

In addition, as part of the shortlisting process LPEBL **will carry out** an **online search** as part of their due diligence on any shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which our school might want to explore with the applicant at interview. (KCSIE **2026**).

Our human resources department will make known of this due diligence by letting the candidate know of this intention to research publicly available online material during the pre-interview call so that it is well known before any short-listing takes place that this will occur.

9.2 Safer recruitment – Contractors and Self-Employed Staff

Our organisation will always ensure a service level agreement is in place to ensure expectations on both sides are known including the requirement for undertaking safer recruitment checks. We will ensure that any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check so long as it is compliant with KCSIE 26.

Contractors engaging in regulated activity relating to children will require an enhanced DBS check (including children's barred list information).

For all other contractors who are not engaging in regulated activity relating to children, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including children's barred list information) will be required.

Under no circumstances should a contractor on whom no checks have been obtained be allowed to work unsupervised or engage in regulated activity relating to children. Where contractors attend the site outside of term time and no young people are present then supervision may be deemed as not required.

Self-Employed Persons

The headteacher will decide either to obtain the DBS check, or request to see the certificate if the self-employed person has obtained their own check and ensure that the DBS check is at the level required by the school.
Where using a third party / employment agency, the HR Manager will ensure a DBS with barred list information is obtained for those engaging in regulated activity.
We will still check the identity of contractors on arrival at the school.

9.3 Safer Recruitment: Visitors and Visiting Speakers

There are a range of visitors who attend our establishment at different times during the academic year. These include professionals such as educational psychologists, social workers, and other education-related practitioners, as well as educational visitors like guest speakers or performers.

LPEBL may host individuals connected to the site, including contractors working on the building or grounds, children's family members, or others attending school events such as sports days.
LPEBL will not request DBS checks or barred list checks, or ask to see existing DBS certificates, for visitors such as children's relatives or other visitors attending a sports day.

These visitors will be escorted or supervised and relevant staff members will be informed accordingly. For visitors who are there in a professional capacity, it is required that their identity is checked and gain assurance that the visitor has had the appropriate DBS check depending on the activity they are there to carry out (or that the visitor's employers have confirmed that their staff have appropriate checks).

We are not to ask to see the certificate in these circumstances but if required under a service level agreement then details will be logged. Where a visitor will have no contact with children, it is unlikely that a DBS check will be required.

Visiting Speakers
Visiting speakers are always vetted and staff must obtain permission from the **Head** for any speakers to visit the school. The DSL should be informed.

On arrival, all visitors will be welcomed into the school and asked to sign in on our visitors sign-in book. They will be issued with a visitors' badge and they will be asked to present a valid form of identification.

All requests for outside speakers (be this from a pupil or school staff) must be made via the online Visiting Speaker Form, which will be reviewed by one of the DSL or DDSL. Information on this form will provide a record of speakers, and will be retained in line with GDPR regulations.

The person inviting the speaker should carry out checks before agreeing to a Visiting Speaker attending the School to assess the speaker's suitability, in line with our duties under KCSIE and the Prevent strategy (Please see Visiting Speaker Policy for the list of checks to be undertaken). These checks are detailed in the Visiting Speaker Form. In particular, the member of staff arranging the talk must obtain an outline of what the speaker intends to cover in advance of their visit. In some cases, it may also be appropriate to request a copy of the Visiting Speaker's presentation in advance of the session to ensure it is appropriate to the age and maturity of the pupils to be in attendance and does not undermine British values or the ethos and values of the School.

A review of the presentation or workshop material planned to be delivered will be undertaken to ensure it is stage and age appropriate and does not contain any disinformation or misinformation (including Fake news and conspiracy theories). KCSIE 2026

On arrival at the School, Visiting Speakers will follow the same procedures as all other visitors, as detailed above. All identity checks will be recorded on the Visiting Speaker spreadsheet linked to the Visiting Speaker Form. The member of staff who has arranged the visit will then ensure that ID is confirmed.

A member of school staff will be present throughout the speaker's talk, and should monitor what is being said during the speaker's presentation to ensure that it aligns with the values and ethos of the school and British values. In the unlikely event that the talk/presentation does not meet this requirement, the member of staff present should discreetly and respectfully bring the talk to a conclusion, and then alert the DSL and Headteacher to what has happened.

9.4 Staff Recruitment: Volunteers

All volunteer roles will be assessed before the individual begins work. The Head Teacher in liaison with the and DSL will determine whether the role amounts to regulated activity and what checks are required.

From **1st September 2026**, a volunteer who teaches, trains, instructs or supervises children frequently, on **more than three days** in **any 30-day period** (either at our school or in any other organisation), or **overnight**, will be regarded as engaging in ***regulated activity***, even where they are supervised (***KCSIE 2026***). In these circumstances, an enhanced DBS check with Children's Barred-List information will be obtained **before the volunteer begins the role.**
A volunteer will not undertake regulated activity until their Children's Barred-List status has been confirmed, this includes volunteers who are moving from non-regulated to regulated activity roles.

Our organisation will review the roles of **existing volunteers** to identify any individual who becomes engaged in regulated activity because of the changes introduced from **1 September**

2026. Where this applies, we will check the individual's Children's Barred-List status and obtain the appropriate DBS check.

Where a volunteer is not engaged in regulated activity ***(less than 3 days in any 30-day period)*** we will undertake and record a written risk assessment to determine what checks, if any, are appropriate.

The assessment will take account of:

- the nature of the work with children.
- the level and frequency of contact with children.
- what is known about the volunteer, including information provided by staff, parents, referees or other volunteers.
- whether the individual undertakes other paid or voluntary work where a referee can comment on their suitability; and
- whether an enhanced DBS check without barred-list information, or another level of check, is appropriate.

Under no circumstances will a volunteer on whom no checks have been obtained be left unsupervised or permitted to undertake regulated activity.

Where the statutory criteria are met and there are safeguarding concerns, the **Head** will make a referral to the ***Disclosure and Barring Service* as soon as possible** in relation to a volunteer who is removed from regulated activity (dismissal, redeployment outside regulated activity or suspension), or who ceases volunteering before they can be removed or resignation.

10. MONITORING AND EVALUATING

Our Safeguarding Policy and procedures will be monitored and evaluated by:

- Proprietor termly visits to the school
- SLT 'drop-ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of attendance and behaviour data
- Scrutiny of range of risk assessments
- Scrutiny of minutes of staff meetings, records of concerns and safeguarding records
- Logs of bullying/racist/behaviour incidents for SLT and proprietor to monitor
- Termly reviews of procedures aimed at safeguarding children in various circumstances
- Review of parental concerns and parent questionnaires
- Annual full safeguarding audits by the proprietor
- The SLT will also undertake an annual review of its approach to online safety and filtering and monitoring provision, supported by an annual risk assessment that considers and reflects the risks its pupils face.

11. LEGAL FRAMEWORK AND REFERENCES

This policy has been informed by and complies with:

- DfE statutory guidance Keeping Children Safe in Education (2026),
- Government advice for schools June 2015 The Prevent Duty and The Counter-Terrorism and Security Act (2015)
- DfE 'What to do if you're worried a child is being abused' (March 2015)
- DfE guidance 'Working Together to Safeguard Children' (2026).
- DfE guidance 'Multi-agency statutory guidance on female genital mutilation' (2018)
- Children missing education September 2016
- UKCCIS Sexting in schools and colleges: responding to incidents and safeguarding young people, August 2016
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education 2015
- The use of social media for online radicalisation (July 2015)
- Disqualification under the Childcare Act 2006

- Relationships and Sex Education (RSE) and Health Education" (DfE, 2019, updated September 2021)

- Ofsted Inspecting safeguarding in early years, education and skills settings.

See also: Anti-bullying Policy, Behaviour Policy, Complaints Policy, E-Safety/Acceptable use Policy, Whistleblowing Policy, Safe Recruitment Policy, Code of Conduct for Staff, First Aid, Health and Safety and EYFS-specific policies and procedures, PSHCE policy, Prevent Risk Assessment Action Plan and Prevent Risk Assessment, Mental Health and Wellbeing Policy.

Review date: September 2027

Signatures Headteacher: DSLs

12. APPENDIX A - CATEGORIES OF ABUSE AND SPECIFIC SAFEGUARDING ISSUES

I. Definitions of Abuse

All LPEBL School staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. Some staff may feel that the content of this appendix does not apply to them due to the age - range and nature of activity described. However, all staff must be prepared to act on disclosures from any child or parent / carer which may be occurring or witnessed outside of their organisation. Adults or young people from within or outside of their organisation may also commit inappropriate acts which are or can cause risk of harm to young people. Therefore, information in this section is deemed relevant to be read and understood by all. It is therefore essential that all staff are familiar with the rest of the information contained in this policy and assume it would never occur in their establishment and if any doubt refer anything reported to the DSL in the first instance.

Staff of La Petite Ecole Bilingue are continuously reminded of the importance of reporting and keeping record of any concerns during the year, during induction, inset days, various trainings, including online trainings and quizzes.

Staff in schools are uniquely placed to observe outward signs of abuse, unexplained changes in behaviour or failure to develop. Children who are victims of abuse often display emotional and behavioural difficulties. Staff must be familiar with the types and signs of abuse, described in *What to do if you are worried a child is being abused-Advice for practitioners and in KCSIE 2026.* Staff should also be aware that children with special educational needs may be especially vulnerable to abuse and, therefore, extra care should be taken to correctly interpret apparent signs of abuse or neglect.

KCSIE 2026 provides an updated definition of abuse as:

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm.

Safeguarding is also defined as protecting children from maltreatment inside or outside of the home including online.

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

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 by another child or children.

KCSIE 2026 also states the following:
All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.

The DSL will ensure that all staff are aware of the signs of abuse. The following information on signs of abuse is intended as a guide only; signs listed in one category may apply equally to another, as behaviours can be very interlinked.

Any concerns, whether they are listed below or not, should be brought to the attention of the DSL immediately. The following signs are not conclusive evidence but may be a warning, particularly if a pupil exhibits several signs or a pattern emerges. It is important to remember that there may also be explanations, other than abuse, for a pupil showing such signs.

Categories of Abuse
The main categories of abuse outlined in KCSIE, are

(a) Physical abuse
(b) Emotional abuse (including domestic abuse)
(c) Sexual abuse
(d) Neglect

II. Risk factors

In an abusive relationship the child may

(a) appear frightened or wary of the parent/s or other adult

(b) act in a way that is inappropriate to her/his age and development, although full account needs to be taken of different patterns of development and different ethnic groups.

The parent or carer may

(a) persistently avoid child health promotion services and treatment of the child's episodic illnesses

(b) have unrealistic expectations of the child

(c) frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)

(d) be absent or misusing substances

(e) persistently refuse to allow access on home visits

(f) be involved in domestic violence.

Staff should be alert to changes in a pupil's behaviour if there is a new carer (e.g., nanny or au pair) in the pupil's home.

III. Recognising signs of physical abuse

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

The following are often regarded as indicators of concern:

a) an explanation which is inconsistent with an injury
b) several different explanations provided for an injury
c) unexplained delay in seeking treatment
d) the parents/carers are uninterested or undisturbed by an accident or injury
e) parents are absent without good reason when their child is presented for treatment
f) repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
g) family use of different doctors and A&E departments
h) reluctance to give information or mention previous injuries
i) two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)
j) repeated or multiple bruising on the Head or on parts of the body unlikely to be injured accidentally
k) variation in colour, possibly indicating injuries caused at different times
l) the outline of an object used, e.g., marks from a belt or a hairbrush, or of a handprint
m) bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
n) bruising around the face
o) grasp marks on small children
p) bruising on the arms, buttocks and thighs may be an indicator of sexual abuse
q) bite marks
r) circular burns from cigarettes (but may be friction burns if along the bony

protuberance of the spine)

s) scalds that have a line indicating immersion or poured liquid (a child getting into hot water of his/her own accord will struggle to get out and cause splash marks)

t) scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath

u) medical attention is sought after a period of delay when a fracture has caused symptoms such as swelling, pain or loss of movement.

IV. Recognising signs of emotional abuse

Another form of abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that he or she is worthless or unloved, inadequate, persistent criticism, belittling and name-calling or valued only insofar as meeting the needs of another person. It may include not giving the child opportunities to express his or her views, deliberately silencing the child or 'making fun' of what he or she says or how the child communicates. It may feature age or developmentally inappropriate expectations being imposed on the 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, including domestic violence.

It may involve serious bullying (including cyberbullying), causing the child frequently to feel frightened or in danger, or the exploitation or corruption of the child. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse may also indicate the presence of other forms of abuse.

The following may be indicators of emotional abuse:

a) developmental delay

b) abnormal attachment between a child and parent/carer, e.g., excessive anxiety on the part of either

c) indiscriminate attachment or failure to attach

d) aggressive behaviour towards others

e) scape-goateed within the family

f) frozen watchfulness, particularly in pre-school children

g) low self-esteem and lack of confidence

h) withdrawn or seen as a "loner" – difficulty relating to others

i) reverting to younger behaviour

j) depression, withdrawal

k) fear of academic failure or 'getting things wrong'.

For further information on bullying, including cyber bullying, please see the School's Anti-bullying Policy.

V. Recognising signs of sexual abuse

Sexual abuse (KCSIE **2026)**, involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. It refers also to specific sexual offences under the Sexual Offences Act 2003, activities that involve physical contact, including assault by penetration (for example, rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching the outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse can take place online, and technology can be used to facilitate offline abuse.
Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (see KCSIE **2026,** Part Five).

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about, and full account should be taken of the cultural sensitivities of any individual child/family. Children are more likely to be sexually abused by someone they know than by a stranger. Recognition can be difficult, unless the child makes a disclosure. There may be no physical signs and indications are more likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are

(a) inappropriate sexualised conduct
(b) sexually explicit behaviour, play or conversation, inappropriate to the pupil's age
(c) continual and inappropriate or excessive masturbation
(d) self-harm (including eating disorders), self-mutilation and suicide attempts
(e) involvement in prostitution or indiscriminate choice of sexual partners
(f) an anxious unwillingness to remove clothes, e.g. for sports events (but this may be related to cultural norms or physical difficulties).

Some physical indicators associated with this form of abuse are:

(a) pain or itching of genital area
(b) blood on underclothes
(c) pregnancy in a younger girl where the identity of the father is not disclosed
(d) physical symptoms such as injuries to the genital or anal area, bruising to buttocks,

abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

Staff should also be aware of the possibility of sexual exploitation.

VI. Signs of neglect

Neglect may be defined as 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.
(e) be responsive to a child's basic emotional needs.

The following may be indicative of neglect of a child:
(a) the child is dirty, smelly, poorly clothed or appears underfed
(b) the child has lingering illnesses which are not attended to
(c) there is a marked deterioration in schoolwork
(d) the child exhibits significant changes in behaviour, aggressive behaviour, severe tantrums
(e) an air of 'detachment' or a 'don't care' attitude
(f) overly compliant behaviour
(g) a child who is reluctant to go home or is kept away from school for no apparent reason
(h) 'tummy pains' with no medical reason
(i) running away from home, suicide attempts
(j) extreme anger, sadness or depression
(k) child left with adults who are intoxicated or violent
(l) child left alone for excessive periods
(m) child thrives away from home environment.

VII. Affluent neglect

Staff should also be aware of the impact of affluent neglect, which refers to the neglect experienced by children in more wealthy families. This can be difficult to identify, as the type of neglect experienced by children in these circumstances is often emotional. Parents may work very long hours or be absent for extended periods, leaving children in the care of paid carers. This can create an emotional disconnect and leave children feeling isolated and lonely, with

their emotional needs unfulfilled by their parents. Affluent parents may also subject their children to a high amount of pressure to succeed academically, or in other pursuits such as sport or music, which can lead to psychological and emotional problems.

Absent parents may also have little knowledge of what their children are doing. This can lead to increased risks with children who may spend long periods online or at an older age have the financial means to facilitate drug abuse and the independence to engage in harmful sexual activity.

VIII. Specific safeguarding issues

Further safeguarding issues of which staff should be aware are detailed below.

Extensive guidance on a wide variety of specific issues can be found in **Annex C of KCSIE 26** and in other guidance listed at the end of this policy.

- Child abduction and community safety incidents
- children missing from education – also see Attendance Policy
- children and the court system
- Children with family members in prison
- child criminal exploitation (CCE) (including county lines/gangs) & child sexual exploitation (CSE)
- domestic abuse
- fabricated or induced illness
- Homelessness
- so-called 'honour based' abuse, female genital mutilation (FGM) and forced marriage
- mental health
- child-on-child abuse including: Nudes/semi-nudes, youth produced sexual imagery partly or wholly generated through artificial intelligence (AI) sometimes known as "deep fakes" or "deep nudes".
- Child to parent or carer giver abuse; recognising that abuse can occur to other family members or carers in a household.
- sexual harassment and sexual violence
- up-skirting
- Online behaviour and cybercrime
- private fostering
- Preventing radicalisation (including Channel)

Guidance and practical support on specific safeguarding issues or concerns will be sought where necessary by the DSL.

The DSL will ensure that staff are aware of specific issues including, but not limited to: **child-on-child** abuse; sexual harassment and sexual violence; harassment of any kind, serious violence including use of weapons, misogyny, online abuse, including imagery; domestic abuse; child to parent or care giver abuse; parents affected by drug or alcohol abuse; child sexual exploitation, female genital mutilation; fabricated or induced illness; children missing education; preventing radicalisation; mental health.

IX. Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

X. Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5-11year olds and 12-17 year olds available on the gov.uk website. The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. The school may refer some parents and carers to this service where appropriate.

XI. Children Absent from Education / Children who go missing from education.

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines.

Our school's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Further information and support which our organisation draws upon, includes:

• Statutory Guidance on school attendance '*Working together to improve school attendance*' **updated July 2026-** including information on how schools should work with local authority children's services where school absence indicates safeguarding concerns.

Working together to improve school attendance - GOV.UK

Children missing education - DfE statutory guidance – **September 2025**

Guidance for Local Authorities

Children missing education - GOV.UK

Child missing from home or care - DfE statutory guidance 2014

Children and adults missing strategy - Home Office strategy – 2011

All pupils are recorded on the school's admission register and their attendance is recorded in the daily attendance register. We place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, we will follow the procedure set out in our Children who go Missing Education Policy.

Staff must be aware that repeated absence can be a potential indicator of abuse or neglect and repeated absence must be brought to the attention of the DSL.

All unexplained absences will be followed up in accordance with the **Attendance Policy**.

The local authority is informed of any child whose name is added to or deleted from the admission register at a non-standard transition point, i.e. joining the school other than in the Nursery in September or leaving at any time other than the end of the summer term of Year 6 in accordance with the requirements of the ***Education (Pupil Registration) (England) Regulations 2006 (as amended).***

If a pupil leaves LPEBL whether there are any concerns about that child / pupil or not, the school will seek to obtain, for inclusion in the return the name of the future school, the expected date of the child's first day there, and, if applicable, the family's new home address and the date on which the family will be moving to it.

LPEBL will also follow up directly by phone call or email with any future school to establish that the leaver has indeed turned up on day one at their intended destination.

If there are concerns about a pupil and a parent refuses to supply the information this may also result in a report to Children's Services.

LPEBL will inform the local authority of any pupil who fails to attend school regularly or who has been absent without the school's permission for a continuous **period of ten days or more.** However, our school will endeavour to deal with any unexplained or unusual patterns of attendance or absence well before this statutory requirement and on most occasions before a **continuous period of 5 days.**

The School will make a sickness return to the local authority if a pupil is recorded in the attendance register as absent using the national absence code I (unable to attend because of sickness) and **there are reasonable grounds to believe that the pupil will have to miss 15 consecutive or cumulative school days or more for illness or the pupil's total number of school days missed during the current school year because of illness (whether consecutive or cumulative) will reach or exceed 15 school days.**

If a pupil who has current involvement with Children's Services is absent from the school the normal procedure of a first day call to the home will be followed. The pupil's social worker must be informed of all absences promptly, and immediately, if no response is received or if no adequate or credible reason is given for the absence.

When a pupil moves to another school, the DSL must inform the receiving school without delay of the child protection records. Within 5 days the original records must be passed on either by hand or sent by Royal Mail Special Delivery Guaranteed or Royal Mail Signed For post and a receipt obtained at the post office at which the letter with the records is handed in. Duplicate records must be retained. Duplicate records should be kept securely until the pupil reaches the age of 25 years.

The school holds contact details for both parents (unless a parent is deceased, or a parent has no contact with the child) and at least two emergency contact numbers.

Please refer to our school's Attendance Policy and Children Missing Education Policy for further details.

XII. Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

XIII. Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child / pupil into sexual activity in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. Victims can be exploited even when the sexual activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online. Child Sexual Exploitation can be committed or facilitated by an organised network or gang, and victims may identify as part of this group. This may constitute modern slavery. Child Sexual Exploitation can be committed by an individual or an organised network and most sexual abuse is committed by individuals known to the victim.

LPEBL is aware that often any young person is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. Victims of CSE can be criminalised for actions taken under coercion. However, staff must act on their concerns as they would for any other type of abuse.

Children also rarely self-report CSE so staff must be particularly vigilant to potential indicators of risk.

There are three main types of child sexual exploitation:

- Inappropriate relationships:

  Usually involves just one abuser who has inappropriate power –physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

- Boyfriend:

  Abuser grooms the victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims are required to attend parties and sleep with multiple men and threatened with violence if they try to seek help.

- Organised exploitation and trafficking:

  Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims.

  This serious organised activity can involve the buying and selling of young people.

Any concerns that a child is being or is at risk of being sexually exploited should be passed immediately to the DSL. If a child is in immediate danger the police should be called on 999.

Further advice and guidance on child sexual abuse can be found at:
Resources for education settings | CSA Centre

XIV. Child Criminal Exploitation (CCE) including gangs and County Lines

CCE is also a form of abuse and involves taking advantage of an imbalance in power to coerce, manipulate or deceive a child into criminal activity. Staff will be aware that exploitation may be committed or facilitated by organised networks or gangs, that children may identify as belonging to those groups, and that exploitation may also constitute modern slavery.
Criminal exploitation of children is a typical feature of county lines criminal activity where children and young people are recruited to transport drugs. Key identifying features of involvement in county lines are when children are missing.
Children may be forced or manipulated into transporting drugs or money, working in cannabis factories, shoplifting, pickpocketing, committing vehicle crime or threatening or committing serious violence.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile telephone lines or another form of "deal line".
This activity may take place locally or across the UK. Children and vulnerable adults may be exploited to move, store or sell drugs and money.
Gangs may establish a base within the home of a vulnerable person through force or coercion. This is commonly referred to as "**cuckooing"**. Children may also be recruited and exploited online through social media and other digital platforms.
Children may become trapped through threats of violence, intimidation, manufactured drug debts or threats against their families. They may be coerced into carrying weapons or may begin carrying a weapon because they believe it will protect them from harm.

A child cannot consent to being exploited, abused or trafficked. Children may not understand that exploitation is happening to them. Criminal exploitation may have occurred even where the activity **appears voluntary** or the child identifies as belonging to the group involved. Children who are criminally exploited must be recognised and treated as victims, including where they have committed offences as a result of coercion.

CCE may involve **trafficking** and constitute **modern slavery**. Where a potential victim is identified, the school will follow its child protection procedures and consider a referral through the **National Referral Mechanism**, alongside any referral to children's social care or the police.

Staff will remain alert to indicators of CCE and county lines and must report any concerns immediately to the DSL.

Staff will ensure that any exploited children should be treated as victims and recognise that these children may be criminalised for actions undertaken under coercion.

Staff should be aware of the key indicators of children being sexually or criminally exploited which can include:

- going missing for periods of time or regularly coming home late,
- regularly missing school or education or not taking part in education, appearing with unexplained gifts or new possessions,
- associating with other young people involved in exploitation,
- associating with or identifying as belonging to gangs or groups / networks intent on carrying out criminal activities.
- having older boyfriends or girlfriends,
- suffering from sexually transmitted infections,
- mood swings or changes in emotional wellbeing,
- drug and alcohol misuse,
- displaying inappropriate sexualised behaviour.

XV. Domestic abuse

Domestic abuse includes any incident or pattern of incidents of controlling, coercive, threatening behaviours, violence, or abuse.
Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected". In other words, they are or must have been intimate partners or family members regardless of gender or sexuality.
The abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidences. The abuse can be but not limited to, psychological, physical, sexual, financial, emotional **as well as in the form of child to parent or caregiver abuse.**
Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and / or suffer domestic abuse in their own intimate relationships **(teenage relationship abuse).** All of which can have a detrimental long-term impact on their health, well-being, development, and ability to learn.
All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.
LPEBL will be mindful that children can often blame themselves for the abuse or may have had to leave the family home because of the abuse.
Domestic abuse may lead to other safeguarding concerns and should therefore be managed under this policy.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as '***teenage relationship abuse'***.
Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures will be followed and both young victims and young perpetrators will be offered support.

XVI. Extra-familial Harms

All our staff, but especially the designated safeguarding lead (and deputies) will consider whether children are at risk of abuse or exploitation in situations **outside their families**. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) **sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships** (teenage relationship abuse including physical, sexual, emotional abuse, and stalking), criminal exploitation (including financial exploitation), serious youth violence, county lines, and radicalisation. (KCSIE **2026)**.
Multi-agency practice principles for responding to child exploitation and extra-familial harm – non-statutory guidance for local areas, developed by the Tackling Child Exploitation (TCE) Support Programme, funded by the Department for Education and supported by the Home Office, the Department for Health and Social Care and the Ministry of Justice can be found at:
https://tce.researchinpractice.org.uk/
https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners

XVII. Operation Encompass

- *Operation Encompass* is an information-sharing scheme between the police and relevant education settings operating in all police forces across England and Wales. In **November 2025**, a new statutory duty was placed on the police to notify a child's education setting, and where relevant, local authorities, if they have *reasonable grounds to believe* a child may be a victim of domestic abuse.
- This includes all children connected to a household where they have attended a domestic abuse incident; children who are physically present at the incident, children not physically present during the incident, and situations where a child might reside in another household temporarily or permanently.
- The aim of the duty is to support education settings to provide timely, informed support to children affected by domestic abuse, to ensure the school has up to date information about the child's circumstances and enable immediate support to be put in place according to the child's needs. This places no new responsibilities on education settings. When police are called to an incident of domestic abuse and there is a child(ren) in the

household the police will usually inform the DSL in nursery/ school / college before the child(ren) arrives at nursery/ school / college the following day. This ensures that LPEBL has up to date relevant information about the child's circumstances and can enable appropriate support to be given to the child.

- *Operation Encompass* does not replace statutory safeguarding procedures or referrals and applies solely to domestic abuse incidents.
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- Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare.
- The police and educational settings should have an open communication process to determine where a safeguarding referral should be made in accordance with local thresholds. If an officer makes a referral alongside issuing an *Operation Encompass* notification, they should tell the child's education setting.
- The duty applies to all children in education from reception (typically aged 4/5) up to the age of 17, and who are enrolled within a school or college setting.
- Police forces must notify the local authority if the child is electively home educated or missing from education. Police forces may also make notifications to other settings, for example early years settings although this is not a requirement under the duty.

To get in touch and for any queries, the school can write at info@operationencompass.org. Further details can be found on the Operation Encompass website:
Home : Operation Encompass

XVIII. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.
Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

XIX. Honour or faith based abuse (HBA)

HBA is a collection of practices, which are used to control behaviour and exert power within families to protect perceived cultural and religious beliefs and/or honour. Abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. This also encompasses incidents or crimes committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.
There is a statutory duty on teachers to personally report to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate.
If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or it involves a pupil over 18, teachers should follow the **school's** local safeguarding procedures.

XX. Female Genital Mutilation

Female genital mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is a form of child abuse and is illegal in the UK. A pupil may have difficulty walking, sitting or standing and may even look uncomfortable. A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating. There may be prolonged or repeated absences from school and/or noticeable behaviour changes (e.g. withdrawal or depression) on the pupil's return.
FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHCE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

XXI. Mandatory Reporting of FGM

- The FGM mandatory reporting duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:
    - are informed by a girl under 18 that an act of FGM has been carried out on her; or

  - observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.
- Under no circumstances should any staff physically examine pupils.
- The duty applies to the individual who becomes aware of the case to make a report directly to the Police by dialling 101. The report should be made immediately.
- **The duty to report should not be transferred to the DSL**, however the DSL **must be informed**. Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including by dialling 999 if appropriate.

XXII. Forced Marriage

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales, the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age, and well below the age of consent in England. Staff will receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not being allowed to return to England.

The Forced Marriage Unit (FMU) has created: multi-agency practice guidelines: handling cases of forced marriage (of which focus on the role of schools and colleges) and, multi-agency statutory guidance for dealing with forced marriage, which can both be found at The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk)

Staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk

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In addition, **since February 2023** it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

XXIII. Mental health

Schools and colleges have an important role to play in supporting the mental health and wellbeing of pupils including promoting wellbeing; early identification; targeted support; and liaison and referral with local partners.

Mental health problems can also, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
Mental health problems may themselves develop into safeguarding concerns, this could include self-harm, suicidal ideation or eating disorder.
Early intervention to identify issues and provide effective support is crucial.

The school's role in supporting and promoting mental health and wellbeing can be summarised as:

- **Prevention:**
  a) the creation of a safe, calm school environment where mental health problems are less likely,
  b) improving the mental health and wellbeing of the whole school population,
  c) equipping pupils to be resilient so that they can manage the normal stresses of life effectively.
  d) Teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities.
    - Identification: recognising emerging issues as early and accurately as possible
    - Signs of potentially someone suffering with mental health problems could include:
      - significant changes in behaviour,
      - persistent sadness - two or more weeks,
      - talking about death or suicide
      - ongoing difficulty sleeping,
      - withdrawing from social situations,
      - not wanting to do things they usually like,
      - physical signs of self-harm or neglecting themselves,
      - eating disorder
      - avoiding or missing school (change in attendance)
      - changes in wellbeing
      - changes in presentation
    - Early support: helping pupils to access early support and intervention
    - Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

When LPEBL suspects that a pupil is having mental health difficulties, support will be put in place, using a graduated response process.

1. an assessment to establish a clear analysis of the pupil's needs.

2. a plan to set out how the pupil will be supported.
3. action to provide that support, including following local referral and emergency pathways, where appropriate.
4. regular reviews to assess the effectiveness of the provision.

Adverse Childhood Experiences (ACEs) and other events may also have an impact on pupils. These include:

- **loss or separation** – resulting from death, parental separation, divorce, hospitalization
- **loss of friendships** (especially in adolescence)
- **family conflict** or breakdown that may result in the child having to live elsewhere, being taken into care or adopted, deployment of parents in armed forces families
- **life changes** – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school
- **traumatic experiences** such as abuse, neglect, domestic violence, bullying, violence, accidents or injuries.
- other **traumatic incidents** such as a natural disasters or terrorist attacks - Where children experience a range of emotional and behavioural problems that are outside the normal range for their age, they might be described as experiencing mental health problems or disorders.

Mental health professionals have classified these as:

i) **emotional disorders** - phobias, anxiety states and depression
ii) **conduct disorders** - stealing, defiance, fire-setting, aggression and antisocial behaviour
iii) **hyperkinetic disorders** - disturbance of activity and attention
iv) **developmental disorders** - delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders.
v) **attachment disorders** - children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers
vi) **Trauma disorders**, such as post-traumatic stress disorder, as a result of traumatic experiences or persistent periods of abuse and neglect
vii) **other mental health problems** including self-harm, eating disorders, habit disorders, somatic disorders; and psychotic disorders such as schizophrenia and manic-depressive disorder, suicide ideation and suicide risk.

Only appropriately trained professionals can make a diagnosis of a mental health problem. Our staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have any concerns about the mental health of a child, they should report this to the DSL immediately following the procedures outlined in this **safeguarding** policy.

If a child is considered to be in **immediate danger, then the DSL may call 999 or arrange immediate A&E attendance.**

For urgent but **non-emergency help can use the NHS 111 mental health** option.

More information can be found in the DfE 'Mental Health and Behaviour in Schools' guidance.

Please refer to our **Mental Health and Wellbeing Policy** for further details.

XXIV. Child-on-Child Abuse (Formerly known as peer-on-peer abuse).

Please see later for guidance on harmful sexual behaviours (HSBs), sexual harassment and sexual violence.

Children are also vulnerable to abuse by their peers. All staff working or volunteers working in our organisation have been advised to maintain an attitude of "it could happen here".

Staff have been trained to be aware of and respond to ALL reports and concerns relating to Child-On-Child Abuse including sexual harassment and / or sexual violence both online and offline, including those which might be happening outside the school / college.

Our DSL will immediately take charge of procedures following any reports of child-on-child abuse including sexual harassment / sexual violence. (KCSIE 2026)

Child-on-Child abuse is a safeguarding concern for both victim and alleged perpetrator. Any child can be vulnerable to **child-on-child** abuse and staff should be alert to signs of such abuse amongst all children.

However, individual, and situational factors can increase a child's vulnerability to abuse by their peers. For example, children who are more likely to follow others and/or who are socially isolated from their peers may be more vulnerable as may pupils with SEND or certain medical conditions. Children who are LGBT can also be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Our staff will not wait for any social care investigation before safeguarding children and taking action if staff suspect or know there is risk of immediate harm to a child.

The school recognises the gendered nature of **child-on-child** abuse and that it is more likely that girls will be victims and that boys will be perpetrators, but all **child-on-child** abuse is unacceptable and will be taken seriously.

Staff are made aware that **child-on-child** abuse may happen inside or outside school or online and that that even if there are no reports in the school it does not mean **child-on- child** abuse is not happening, it may be the case that it is just not being reported. A member of staff receiving an allegation of abuse by a pupil, or with concerns about a pupil, should report this immediately to the DSL following the reporting procedures outlined above.

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual harassment and sexual violence (see below and Part five of KCSIE)
- Harassment of any kind.
- Misogyny
- Serious violence which may involve serious physical harm or threats involving weapons. Examples of serious violence can be found in Annex A of KCSIE 2026
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery partly or wholly generated using artificial intelligence (AI) sometimes also known as "deep fakes or deep nudes". Often shared through chat groups and the sharing of abusive images and pornography to those who do not want to receive such content. Consensual sharing between children of a similar age may not, in itself, constitute abusive behaviour, although the creation or sharing of such imagery remains illegal and requires a safeguarding response. Non-consensual sharing is both illegal and abusive. The DSL in liaison with the pastoral team will ensure that every incident involving nudes or semi-nudes requires a safeguarding response, whether consensual or non-consensual. The DLS will also make sure the response should remain proportionate to age, development, coercion, exploitation and vulnerability.
- 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
- up-skirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission
- initiation/hazing type violence and rituals.
- racist and discriminatory abuse/harassment

- where a child or young person may be asked to perform an act or series of inappropriate acts to gain membership to a group or partake in the wearing of a plastic bag over their head to allegedly heighten sexual experience before they pass out.

Through safeguarding training and anti-bullying training, staff will be made aware of the harm caused by **child-on-child** abuse and will follow the LPEBL Behaviour Policy, Dealing with Anti Bulying Policy and safeguarding procedures as appropriate. It may be appropriate to regard a young person's behaviour as abusive if:

- there is a large difference in power (for example age, size, ability, development) between the young people concerned.
- the perpetrator has repeatedly tried to harm one or more other children.
- there are concerns about the intention of the alleged perpetrator.
- there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm

XXV. Responding and Reporting Child-on-Child Abuse (non -sexual in nature)

The DSL will not undertake any enquiry or investigation where a case is referred to Children's Services or the police.

The initial assessment of any allegation will be made by Children's Services and the DSL to judge whether there is a need for immediate action to protect the pupils involved, whether the allegation is demonstrably false or whether there has been inappropriate behaviour that can be dealt with through LPEBL usual disciplinary procedures.
The DSL will lead enquiries at school level if agreed with the relevant investigating agencies. The DSL will inform the parents of the pupil making the allegation and explain the likely course of action. The DSL will also ensure the parents of the pupil who is the alleged perpetrator are informed about the allegation and the likely course of action. If Children's Services or the police have been informed the school will follow the relevant agency's guidance about what information may be disclosed and to whom.

The necessary support and any required sanctions following **child-on-child** abuse will be determined on a case-by-case basis.

The **Head** will make the decision whether or not to suspend or exclude the pupil(s) involved. The DSL will keep a written record of all conversations with parents and other professionals and any decisions made.

The management of pupils with harmful behaviour (including sexually harmful behaviour) can be complex. LPEBL will follow guidance and work with other relevant agencies to support perpetrators and to maintain the safety of the whole school community.

Appropriate support from within our own pastoral team and from outside agencies if applicable, will also be put in place for any victims or any other pupil affected. The support offered in these circumstances will be determined on a case-by-case basis depending on the circumstances.

If pupils are found to have made malicious allegations, appropriate sanctions will be applied, which could include temporary or permanent exclusion.

XXVI. Strategies to reduce the risk of child-on-child abuse

Preventative strategies for **child-on-child** abuse are regularly considered. LPEBL has an ethos where pupils feel safe to share information about anything that is upsetting them and any derogatory language or behaviour is always by staff. Child-on-child abuse can be preventable and timely, evidence-based support may prevent children progressing to abuse or violence in the first place.

There is a strong and positive PHSE and RSE curriculum and pastoral care system, which gives pupils an open forum to talk things through and explore disputes or difficulties.

Topics will include but not limited to:

i. sexism,
ii. homophobia,
iii. sexual violence and harassment,
iv. racism,
v. misogyny and misandry,
vi. derogatory behaviour,
vii. physical violence and conflict,
viii. deepfakes,
ix. misogynistic online influencers.

The PHSCE curriculum also teaches pupils about acceptable online behaviour.

The School Council provides a 'pupil voice' and encourages pupils to develop the rules and boundaries of acceptable behaviour.

XXVII. Prejudiced Behaviour

Racism and discrimination are safeguarding issues where they cause or contribute to harm, affect a child's welfare, or create barriers to a child seeking help or reporting concerns. Staff

must recognise and respond to racist and discriminatory behaviour as a potential safeguarding concern, and not solely as a behaviour or equality issue.

Pupils may also display hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities, special educational needs, medical conditions, ethnic, cultural and religious backgrounds, gender, home life and sexual identity. These factors can make it more difficult for a child to report abuse.

XXVIII. Children who are lesbian, gay, bi, or trans (LGBT) or gender questioning

The Government has added guidance on gender questioning into Keeping Children Safe in Education 2026, (**KCSIE 26**).

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children.
In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. Our staff will therefore endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns whenever needed.
LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and staff will be made aware of the range of support available to help schools counter homophobic, biphobia and transphobic bullying and abuse from the statutory guidance available. **(KCSIE 2026)**

Gender Questioning
The Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs and in some cases additional diagnoses of **autism** and/or attention deficit hyperactivity disorder.
Our staff will work with families of those young persons who may be questioning their own gender and encourage them to seek clinic help and advice from a clinical professional with relevant experience.
Staff will be made aware not to initiate any action in this area but will be provided support and advice about responding to circumstances where a child or their parent has raised a request relating to social transition.
Our staff will remain aware of the potential vulnerabilities of children who are questioning their gender, including the possibility of ***complex mental health*** and ***psychosocial needs***, for

example relating to relationships with family, peers or their broader social environment, including discriminatory bullying. We will aim to adopt policies that maintain flexibility and avoid rigid rules based on gender stereotypes to ensure an equal opportunity for all.

Children living in stealth

Our staff will be particularly conscious of the vulnerabilities of children who have fully socially transitioned from an early age and may be living in stealth (that is, school friends/staff may be unaware of their biological sex). The Cass Review emphasised that these children are likely to approach puberty in a fearful and anxious state. Staff will involve the designated safeguarding lead in these cases.

Support for children who wish to detransition

There may be circumstances where a child wants to fully or partially reverse a request that has previously been agreed. The Cass Review highlighted the importance of maintaining flexibility and keeping options open for children who have socially transitioned and recommended that support should be provided to children who wish to de-transition.

Our staff will work closely with parents or carers and relevant experts to ensure that children in this position are supported.

Our staff, when supporting a gender questioning child, will take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying.

All children involved whether victim or perpetrator will be treated as "at risk" and supported.

XXIX. Child-on-child Abuse – harmful sexual behaviour (HSB), sexual harassment and sexual violence

Harmful sexual behaviour exists on a continuum, ranging from developmentally expected behaviour through inappropriate and problematic behaviour to sexual harassment or sexual violence. It can occur online or face-to-face (both physically and verbally) and is never acceptable.

The child's age, developmental stage, understanding, vulnerability, any difference in age or power and the context of the behaviour will be considered.

Staff are aware of our organisation's policy that there is a **zero-tolerance approach** to sexual harassment and sexual violence that it is never acceptable, and it will not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys".

Failure to do so can lead to a culture of unacceptable behaviour, misogyny, misandry, an unsafe environment and in worst case scenarios, a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

Our staff will remain alert to recognise, acknowledge and understand the scale of HSB, sexual harassment and sexual violence and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.

Our staff also recognises the escalatory nature of misogyny and the benefits of early identification to support their approach to minimising the risk of HSB, sexual harassment and sexual violence,

Staff will always challenge behaviours, potentially criminal in nature, such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

HSB, Sexual harassment and sexual violence can occur between children or groups of children of any age and sex (primary through to 6th form) and within intimate personal relationships between peers. This can also include misogyny and misandry.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

A victim must never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, or any other form of abuse. Nor should a victim ever be made to feel ashamed for making a report.

However, it should be made clear to any alleged victim that their information stated may have to be passed onto relevant people to help support them with their disclosure.

Staff should follow the processes outlined in this policy when dealing with any report of any *harmful sexual behaviours* including those that have happened outside the school and/or online.

Staff are made aware that the School's initial response to a report from a child is extremely important and can encourage or undermine the confidence of future victims of sexual harassment and sexual violence to report or come forward. **A supportive and respectful response can empower victims to come forward, whilst a poor response may discourage further disclosures.** Staff recognise the significance of being chosen as a confidant and will always respond with empathy.

A child displaying harmful sexual behaviour (HSB) may also be an indication that they are a victim of abuse themselves or experienced trauma or exploitation.

Safeguarding procedures will therefore consider the needs and welfare of both the child who has experienced harm and the child displaying the behaviour and provide appropriate support.

Staff who are concerned about a pupil's sexual behaviour, including behaviour occurring online, are required to speak to the DSL **without delay** or a DDSL in their absence.

Any reports of harmful sexual behaviour, sexual harassment and sexual violence will require the immediate consideration of the victim, alleged perpetrator, other directly involved children and the wider **school** population.

Part Five of KCSIE **2026** provides detailed guidance on harmful sexual behaviour, sexual harassment and sexual violence.

Staff have been trained to be aware of and respond to ALL reports and concerns relating to Child-On-Child Abuse including HSB, sexual harassment and / or sexual violence both online and offline, including those which might be happening outside the school / college.

Our DSL will take charge of procedures following a report on sexual violence / sexual harassment. (KCSIE **2026**)

XXX. Thresholds of Sexual behaviour by children

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate, or abusive will hinge around the related concepts of true consent, power imbalance and exploitation.

Additional guidance can be found on the NSPCC website at: Responding to children who display sexualised behaviour

Developmental sexual activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional, and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.
Children's sexual behaviour is usually categorised by professionals using the following **'traffic light' approach:**

Green behaviours reflect safe and healthy sexual development. They are:

i. Displayed between children or young people of similar age or developmental ability
ii. Reflective of natural curiosity, experimentation, consensual activities, and positive choices

Amber behaviours have the potential to be outside safe and healthy development. They may be:

i. Unusual for that particular child or young person
ii. Of potential concern due to age or developmental differences
iii. Of potential concern due to activity type, frequency, duration or the context in which they occur.

Amber behaviours signal the need to make a report to the DSL.

Red behaviours are outside safe and healthy behaviour. They may be:

i. Excessive, secretive, compulsive, coercive, degrading or threatening
ii. Involving significant age, developmental or power differences
iii. Of concern due to the activity type, frequency, duration or the context in which they occur.

Red behaviours would indicate a need for referral to Children's Services.

XXXI. Misogyny and Misandry

Misogyny can be defined as: The hatred, prejudice or devaluation of women and girls which creates risk of harm, normalises abuse or impairs a child's welfare and safety.

Misandry can be defined as: The hatred of, prejudice against, or deep-seated bias directed towards males. It involves the systematic or interpersonal attitudes that stereotype boys or men as inherently harmful, abusive or deficient in caregiving capacity which can impact equitable risk assessment, emotional support and behavioural management. This bias can include general assumptions about male aggression or predation or dismissing the vulnerability, emotional trauma or emotional distress experienced by boys under the assumption that they are naturally resilient or less deserving of empathy.

XXXII. Sexual Assault and Consent

Staff will be trained to recognise the possibility that a younger child could also harm an older child.

Sexual assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents. A single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault).

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

Consent: is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity, and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice:

- a child under the age of 13 can never consent to any sexual activity,
- the age of consent is 16, and
- sexual intercourse without consent is rape.

Whilst the age of criminal responsibility is **ten,** if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

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

XXXIII. Responding and Reporting of Harmful Sexual Behaviours

If the designated safeguarding lead (or a deputy) decide to go ahead and make a referral to local authority children's social care and/or a report to the police against the victim's wishes, this will be handled extremely carefully, and the reasons will be explained to the victim and appropriate specialist support will be offered to the **child / young person. (KCSIE 2026)**

When responding to a report of **HSB, Sexual Harassment** or ***Sexual violence*** the DSL will decide on the response following the advice in Section 5 of KCSIE **2026.**

This will include

- Initial response - considering the needs of both victim(s) and alleged perpetrator(s).

The victim will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support they will be offered. This however will be balanced against the school's duty and responsibilities to protect other children and the following factors below:

- The nature of the alleged incident(s), including whether a crime may have been committed and /or whether Harmful Sexual Behaviour (HSB) has been displayed.
- The ages of children involved.
- The developmental stages / puberty of the children involved.
- Any power imbalance between the children – are alleged perpetrators significantly older, more mature, confident and well-known social standing? Does the victim have a disability or learning difficulty?
- Is the incident a one-off or sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- Has the sexual violence / harassment taken place within an intimate personal relationship?
- Importance of understanding intra familial harms and any necessary support for siblings following incidents.
- Any on-going risks to the victim, other children, adult students or school or college staff?
- Other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation? **(KSCIE 2026)**

The DSL will also review the following when responding to a report of sexual violence in order to make sure the right procedures are carried out

- Record Keeping
- Risk and needs assessment of the disclosure / event.
- Consideration of most appropriate response: internal management, early help, referral to Children's Social Care and/or referral to the Police.
- Ongoing response – safeguarding and support for all parties

The DSL will not undertake any investigation where it is decided a case must be referred to Children's Services or the police.

The initial assessment will be made by Children's Services and the DSL to judge whether there is a need for immediate action to protect the pupils involved. The DSL will lead enquiries at school level if agreed with the relevant investigating agencies.

The DSL will inform the parents of the pupil making the allegation and the alleged perpetrator and will explain the course of action, unless this is considered to place either of them at further harm.

If Children's Services or the police have been informed the school will follow the relevant agency's guidance about what information may be disclosed and to whom.

The DSL will keep a written record of all conversations with parents and other professionals and any decisions made.

All staff working or volunteers or trainee teachers working in our organisation have been advised to maintain an attitude of "*it could happen here*".

Any child can be vulnerable to child-on-child abuse and staff should be alert to signs of such abuse amongst all children.

However, individual, and situational factors can increase a child's vulnerability to abuse by their peers. For example, children who are more likely to follow others and/or who are socially isolated from their peers may be more vulnerable as may pupils with SEND or certain medical conditions. Children who are LGBT can also be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

XXXIV. Reporting: Confidentiality and Anonymity Confidentiality

Staff taking a report should never promise confidentiality as it is very likely that it will be in the best interest of the victim to seek advice and guidance from others to provide support and engage appropriate agencies.

LPEBL will only engage staff and agencies who are required to support the children involved and/or be involved in any investigation.

The victim may ask LPEBL not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies.

For example, the public task basis may apply, where the overall purpose is to perform a public interest task or exercise official authority, and the task or authority has a clear basis in law.

Staff MUST seek advice from the designated safeguarding lead (or deputy), who will consider the following:

- parents or carers should normally be informed (unless this would put the victim at greater risk)
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and the police.

Rape, assault by penetration and sexual assaults are crimes.

Where a report of rape, assault by penetration or sexual assault is made, this will be referred to the police.

Anonymity

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

We will do all we can as an organisation to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved. We will also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

The management of pupils with harmful behaviour (including sexually harmful behaviour) can be complex. LPEBL will follow guidance and work with other relevant agencies to support perpetrators and to maintain the safety of the whole school community.

Any sanctions required following a report of **child-on-child** abuse will be determined on a case-by-case basis.

XXXV. Risk and needs assessment

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

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

Risk and needs assessments should be recorded (paper or electronic) and will be kept under review. At all times, we will be actively considering the risks posed to all our children and young people and put adequate measures in place to protect and keep the child safe. **(KCSIE 2026)**

XXXVI. Appropriate Support for Victim and Perpetrator

Appropriate support in school, and from outside agencies if applicable, will also be put in place for any victims or any other pupil affected. The support offered in these circumstances will be determined on a case-by-case basis depending on the circumstances.

This will include pastoral support for both perpetrator and / or victim, through in-house counselling, reflection or behaviour modification support which may also be sought from external specialist agencies.

In all cases LPEBL will monitor the progress of both perpetrator and victim to ensure that this type of behaviour does not occur again.

XXXVII. E-safety and online behaviour.

The school recognises that children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites.

The breadth of issues classified within online safety is considerable, but can be categorised into four main areas of risk (the 4 Cs):

(a) content: being exposed to illegal, inappropriate, or harmful material

(b) contact: being subjected to harmful online interaction with other users

(c) conduct: personal online behaviour that increases the likelihood of, or causes, harm.

(d) commerce: - risks such as online gambling, inappropriate advertising, phishing and or financial scams

Our internet safety policy is a separate document that recognises the need to have strategies to protect children in the digital world.

All staff have received specific Online Safety training (which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring). This includes times when children may be remote learning at home. LPEBL's Staff Code of Conduct and Acceptable Use Agreement explains the responsibilities of staff in relation to keeping pupils safe online.

LPEBL does all it reasonably can to limit the pupil's exposure to the above risks in our organisation. La Petite Ecole Bilingue is a screen-free school and children do not have access to the internet during school hours. Pupils have no access to screens other than during ICT lessons, where the devices provided are not connected to the internet.

The school has sophisticated filters and monitoring systems in place, which are designed to protect them from online abuse without imposing unreasonable restrictions and preventing pupils benefitting from the wealth of resources available online.

Pupils also receive guidance on the safe use of the internet and are educated about the risk of online harm (including anti-bullying) primarily through PSHE lessons.

Cyber-bullying by pupils, via texts, direct messages, social media or email, will be treated as seriously as any other type of bullying and will be managed through the school's anti-bullying policy and procedures.

Social networking sites and other apps can be sources of risk of inappropriate and harmful behaviour. If staff suspect that a pupil may be at risk of or suffering from online harm, they should follow the reporting procedures set out in this policy.

LPEBL will work closely with parents and carers and provide up to date information regarding the safe use of the internet for their child including signposting to guidance on the impact of ***screentime*** on their child's welfare and academic performance in lessons.

Help for early years providers : Screen use
New guidance on screen use for children aged 5–16 - GOV.UK

XXXVIII. Remote Education

Where national or local restrictions require the whole school to close, La Petite Ecole Bilingue will teach remotely using the Google Classroom platform.

All parents at the school digitally signed a consent form. They undertake not to disclose the access password of their child's Google class in order to comply with Data Protection regulations and work together towards the protection of all the pupils in the school. At the beginning of the school year, Parents are provided with a code to access their child's Google classroom. Classes are renewed every year and content is archived at the end of the school year.
Pupils will be expected to log in daily to Google Classroom under the supervision of their parents.
For live teaching sessions, La Petite Ecole Bilingue uses the platform Zoom or Teams with a unique password for each lesson.

Remote learning is classed by our organisation as ***lone working*** if only one tutor is working with one pupil over the internet e.g. holding a tutorial or an online peripatetic lesson. **Therefore, specific arrangements must be in place to safeguard both parties involved in the session. All our staff who deliver online learning will be appropriately trained to do so.**

LPEBL will ensure that those communications will be used to reinforce the importance of children being safe online and enable parents and carers to understand what systems LPEBL uses to filter and monitor online use.

Parents and / or carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school their child is going to be interacting online.

In the case of the school being closed due to a compulsory full or partial closure, the school will follow the protocols outlined to ensure that our high level of vigilance and surveillance continues to safeguard our pupils.

XXXIX. Filters and monitoring

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, our Proprietor and SLT will do all they can to limit our children's exposure to the above risks from LPEBL's IT system.

XL. Making or sharing of nudes or semi-nudes, sexting, up-skirting

For the purposes of this guidance, the term '***making or sharing nudes and semi-nudes'*** refers to the creation, sending or posting of nude or semi-nude images by young people **under the age of 18. (previously known as "sexting" or "youth produced sexual imagery").** Taking and sharing nude photographs including those generated using AI of those aged under 18 is a criminal offence.
Where sharing is consensual and between children of a similar age, it may not necessarily constitute abuse, but it remains illegal (and children should be made aware of this) and requires a safeguarding response. Non- consensual sharing is both illegal and abusive.
The term 'images' includes all visual content, such as photographs, videos and livestreams. The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute inappropriate imagery (nudes, semi-nudes, sexting) in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

KCSIE 26 provides further clarity in this area:
All incidents involving the making or sharing of nudes and semi-nudes require a safeguarding response, whether apparently consensual or non-consensual. This includes photographs, videos, livestreams, digitally altered images and wholly content generated using artificial intelligence sometimes described as deepfakes or "deep nudes".
Images may be taken by the child themselves (sometimes referred to as 'self-generated imagery') or taken or created by another person.
All such incidents require a safeguarding response, with a proportionate approach that considers the age, development, and circumstances of the children involved, as well as any elements of coercion, exploitation or vulnerability.

Up-skirting is also a criminal offence and typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of

viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.

Anyone of any gender can be a victim.

If a member of staff becomes aware of an incident involving inappropriate material (whether this has taken place in or out of school) they should follow the safeguarding procedures and report it to the DSL immediately.

The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view images, delete images or look for further images. They should not copy or print images, nor forward images by email or any other electronic means.

Parents / carers will be informed at an early stage of inappropriate online behaviour, unless there is reason to believe that involving parents would put the pupil at risk of harm.

If there is concern a young person has been harmed or is at risk of harm a referral will be made to Children's Services, or the police following the procedures as outlined above.

XLI. Preventing Radicalisation

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This is known as the **'Prevent Duty'**. Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of LPEBL's safeguarding approach. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

Serious violence can be defined as specific offences of severe physical harm or weaponed enabled crimes involving children and teenagers (1-19 years), commonly encompassing homicide, grievous bodily harm (GBB), knife or weapon attacks.

Weapon enabled crime is defined as any threatening behaviour, possession, or actual use of knives, wounding, firearms, or offensive weapons regardless of initial intent.

XLII. Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures

- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- Sudden unexplained absences, possession of unexplained cash or multiple phones, physical injuries or carrying weapons "for protection".
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, artwork or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Visiting speakers are always vetted and staff must obtain permission from the Head for any speakers to visit the School. Information on any online research undertaken, references received (written or verbal on their suitability) etc must be recorded in the school's visitor file which must be a separate document from the signing in process.

XLIII. Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.
A representative from LPEBL may be asked to attend the Channel panel to help with this assessment.

XLIV. Martyn's Law – Terrorism (Protection of Premises) Act 2025 - Unwanted Visitors / Lockdown procedures

Martyn's Law – **The Terrorism (Protection of Premises) act 2025** became law on **3rd April 2025.** Named after Martyn Hett who was sadly killed in the Manchester Arena bombing on **22nd May 2017.**
Whilst this policy has been written taking into account child protection guidance provided from the Prevent Duty, our organisation will be working towards achieving the **STANDARD TIER** recommendations for venues who can hold between (100 799 persons) as laid out in **Martyn's Law.**

LPEBL will ensure steps have been taken to prepare for any potential terrorist attack and be ready to help keep our young people, staff and anyone else on the premises in the event of any attack or unwanted intruder on the premises.
LPEBL has a member of the senior leadership who has been appointed to oversee the roll out of security procedures to meet our duty under the new Act:
Natasha Henderson-Stewart – Headteacher
Please refer to our school's **Critical Incident Policy** for further information.

XLV. Private Fostering

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 years old or 18 years old if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. However, where a member of staff becomes aware that a child may be in a private fostering arrangement, they must notify the DSL immediately.

XLVI. Fabricated Illness

Fabricated or induced illness is a condition whereby a child has suffered, or is likely to suffer, significant harm through the deliberate action of their parent and which is attributed by the parent to another cause.
There are three main ways of the parent fabricating (making up or lying about) or inducing illness in a child:

- Fabrication of signs and symptoms, including fabrication of past medical history.
- Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluid.
- Induction of illness by a variety of means

Further information may be found at :-
https://www.londoncp.co.uk/fab_ind_ill.htm

XLVII. Human Rights Act

The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK.
It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.

Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention.

The specific convention rights applying to schools and colleges are:

- **Article 2**: protects the right to education.
- **Article 3**: the right to freedom from inhuman and degrading treatment (an absolute right)
- **Article 8**: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- **Article 14**: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances. Further information (including on absolute and qualified rights) can be found at Human Rights | Equality and Human Rights Commission (equalityhumanrights.com).

XLVIII. Equality Act 2010

Schools and colleges have obligations under the Equality Act 2010 (the Equality Act 2010).
According to the Equality Act, schools and colleges must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).
Whilst all of the above protections are important, in the context of safeguarding and the legal duties placed on schools and colleges in relation to safeguarding and promoting the welfare of children, the Proprietor will carefully consider how they are supporting their pupils and students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.
Provisions within the Equality Act allow schools and colleges to take positive action, where it can be shown that it is proportionate, to deal with disadvantages affecting pupils or students with a particular protected characteristic to meet their specific need, this includes a duty to make reasonable adjustments for disabled children and young people, including those with long term conditions. A school or college, could, for example, consider taking positive action to support girls if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment.
Guidance to help schools understand how the Equality Act affects them and how to fulfil their duties under the act can be found at Equality Act 2010: advice for schools -GOV.UK. For further information Equality Act guidance | Equality and Human Rights Commission (equalityhumanrights.com).

The Equality Act 2010 and Residential Accommodation

Part 6 of the ***Equality Act 2010*** sets out clear guidelines for educational providers which states they:

- must not allow a child to share overnight accommodation with a child of the opposite biological sex
- must consider their duties under the ***Equality Act 2010***, their safeguarding obligations and other relevant regulations and standards when allocating sleeping arrangements such as dormitories, tents or shared rooms
- should make alternative arrangements if a child does not want to share a room with another child of the same biological sex
- should consider the section in this guidance on 'considering requests for support with social transition' where a child's concern reflects a request for support with social transition.

XLIX. Management of Safeguarding - Sport

Schools and colleges have obligations under the Equality Act 2010 (the Equality Act 2010) and Human Rights Act 1998.

As children get older, some sports are typically taught and played in single sex groups. The Equality Act 2010 contains an exception in relation to single-sex sport. It applies to participation in any sport or game, or activity of a competitive nature, where the physical strength, stamina or physique of the average girl would put her at a disadvantage in competition with the average boy (or vice versa).

This means that schools can separate children according to their biological sex in these circumstances without discriminating unlawfully against them on the basis of their sex.

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

Where there are no safety concerns and a child makes a request relating to how they participate, schools and colleges will need to consider the request in light of the advice on "considering requests for support with social transition".

This means that the school or college would need to take into account all the relevant factors, including whether supporting social transition is overall in the best interests of the child, as well as considering the impact on other children and the aim of creating safe and fair environments for children to participate in PE.

At LPEBL PE sessions are always mixed for boys and girls together.

L. Management of Safeguarding - Toilets

LPEBL will not allow children aged 8 and over into toilets designated for the opposite biological sex or residential accommodation designated for the opposite sex, with no exceptions. This

includes where schools are responding to requests to support social transition for children who are questioning their gender.

• We will provide separate toilets for boys and girls aged 8 and over, apart from where a mixed-sex toilet is in a room intended for use by one pupil at a time and is lockable from the inside.
The DSL will assess the safeguarding risks of mixed-sex toilets and plan accordingly.

• If a gender-questioning child does not want to use the toilet designated for their biological sex, then LPEBL will consider whether they can provide an alternative toilet facility, without compromising the safety, privacy, comfort or dignity of that pupil or any other child.
A clear record of these situations will be kept and any decisions will be communicated to appropriate parties and regularly reviewed.

LI. Management of Safeguarding – Changing rooms and showers

LPEBL will not allow children into changing rooms or showers of the opposite sex.
Pupils aged 11 or over at the start of the academic year will not be required or permitted to undress in front of pupils of the opposite biological sex and will not use changing or shower facilities designated for the opposite sex.
Where necessary, LPEBL will also consider an alternative fully enclosed facility or use of the facilities at a different time.
Any individual arrangements will be clearly recorded, communicated to relevant staff on a need-to-know basis and reviewed regularly.

LII. Management of Safeguarding – Support Children with Medical Conditions

The fact that there has been an incident relating to the management of a child or young person's medical condition (including allergies) would not in and of itself warrant a referral to local safeguarding partners. In all cases of concern the DSL will be immediately informed for further advice.
A safeguarding referral would only be needed where an incident highlighted concern that the child or young person might be at an **increased risk** of being neglected, abused or exploited by persons inside or outside of their family unit because of their **medical condition**.
This might occur where relevant information about a child or young person's medical condition is not provided to a school, college or setting, or where they are repeatedly sent without essential medication, thereby putting the individual at risk.
Our organisation will adhere to the statutory guidance issued by the DfE in June 2026 regarding allergy management in schools.

Please see our ***Policy for Allergy and Anaphylaxis*** for our procedures regarding pupils with allergies.

LIII. Mobile Phones and Generative Artificial Intelligence (AI)

Our organisation operates as a mobile phone-free environment by default. Pupils do not have access to their mobile phones during the school day; they hand them in at the Office at the beginning of the day and collect them when leaving at the end of the day. Any exception must be authorised and documented, for example where access is required because of a medical need, disability or other exceptional circumstance.

The school has strict rules governing staff use of mobile phones by staff, contained in the Code of Conduct.

The private use of personal mobile phones by staff is only permitted at staff break times and in areas in which children are not present. Mobile phones should never be used for personal reasons by staff while teaching or supervising children. Some staff will be informed that during an emergency situation such as a lock down or on a school trip their phone will need to be turned on but on silent mode.

Staff are not allowed to take pictures with their personal cameras or mobile phones. All types of pictures and video recordings for educational purpose should be done with the School camera or I-pad. In no circumstances should pictures of pupils be used for other purposes than those authorised by the School.

Safeguarding concerns involving mobile phones, personal devices, mobile data, messaging applications, image sharing, online harassment or access to harmful content will be reported to the DSL and managed under this policy.

Only approved generative artificial intelligence systems may be used for educational purposes. Their use will be subject to appropriate safeguarding, data-protection, confidentiality, ethical and intellectual-property controls. Staff and pupils must not enter confidential or identifiable information about a child into a generative AI system unless its use has been expressly authorised and the DSL, the Head is satisfied that appropriate data-protection safeguards are in place. Harmful interactions with generative AI applications, AI-generated explicit imagery, deepfakes, manipulation, bullying or any other AI-related safeguarding concern will be reported to the DSL without delay.

The use of Apple watches/smart watches etc, is only permitted if they are unable to take or share images. Any external electronic device with imaging and sharing capabilities is not permitted in School. The exception with this is during school performances, where parents are able to take photographs of their children. Parents are asked not to share images of any other child on social networks. Failure to comply will result in this permission being removed.

It is the responsibility of all members of staff to be vigilant and to report any concerns to the Head (See Whistleblowing policy)

The use of mobile phones and devices by parents and visitors is forbidden within the School (including EYFS). Parents or visitors who either arrive using a mobile phone or take a call on a mobile should be immediately told to end their phone call or leave the premises.

LIV. Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber-dependent crime continues to represent one of the most significant and rapidly evolving threats within the United Kingdom's (UK) crime landscape. Offences under the Computer Misuse Act 1990 **(CMA)** have risen substantially. Young people across the UK experiment with illegal online activity, often without understanding the legal or ethical implications. The impact of cybercrime extends well beyond immediate financial losses, with scope to cause disruption to national infrastructure.

Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded,
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the ***Cyber Choices programme***. This is a nationwide preventative police programme supported by the Home Office and led by the ***National Crime Agency,*** (NCA),working with regional and local policing.
More detail can be found on the NCA website: Cyber Choices - National Crime Agency

It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

LV. Restrictive Interventions – including use of Reasonable Force

The Schools (Recording and Reporting of Seclusion and Restraint) (No.2) (England) Regulations 2025 and amendments to the Education and Inspections Act 2026 came into force on 1st April 2026.

There are limited circumstances when it is appropriate for key staff in schools to use 'reasonable force' to safeguard children. Please refer to our school's Restrictive Intervention (Positive Handling) Policy for more guidance on restrictive interventions and use of force.

Physical contact for the purpose of punishment is never allowed.

LVI. Management of Safeguarding: Children from Social Care

The DSL will work with the Headteacher to promote the educational outcomes of children who have, or have had, a social worker. The DSL will understand the welfare, safeguarding and child protection issues affecting these children and consider the impact that these experiences may have on their attendance, engagement, behaviour, progress and achievement.

This will include:

- maintaining an up-to-date overview of children who have, or have had, a social worker, including their attendance, progress and attainment.
- promoting a culture of high aspirations and expectations for these children.
- supporting staff to provide appropriate academic support, pastoral intervention and reasonable adjustments.
- recognising that the impact of abuse, neglect or other adverse experiences may continue after statutory social care involvement has ended; and
- working with children's social care, the Virtual School Head and other relevant professionals, where appropriate, to improve attendance, engagement and educational outcomes.

LVII. Management of Safeguarding: Young Carers

Our staff will be alert to the needs of young carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing.

Staff will attempt to identify any issues early on so that they receive the support and the right time and by the appropriate services including additional support from external partners, or local authority and health services where appropriate.

LVIII. Use of image

La Petite Ecole Bilingue operates the following policy on its website regarding the use of photographs, to ensure the privacy and safety of children at the school:

- Where children are named, only their first names are given
- Where a child is named, no photograph of that child is displayed.
- Where a photograph is used which shows a child, no name is displayed

By observing these points, the school ensures that visitors to the website cannot link images of children to names of children.
When choosing photographs for the website, the school is mindful of the way children may appear in them and will not include images that are in any way inappropriate.

Parental permission with regard to the use of images is obtained from the parent/carer in the Back to School questionnaire at the start of each school year. No other private information about children is ever published on the website such as surnames or contact details.

Photographs taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements is an effective form of recording their progression in the Early Years Foundation Stage. However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care. Photographs taken in School are deleted from devices once shared with parents.

The school requires all parents using cameras to undertake that images are for private use only and are not shared in public arenas such as social network sites.

In the Early Years classes, parents and carers are reminded that any photography or videos of the children on personal devices are discouraged. If they still wish to photograph their child in a school event, then they are reminded that these photos are not to be shared on social media.

13. APPENDIX B - SAFEGUARDING FORMS

13.1 Recording a Safeguarding Concern form

Reporting a Safeguarding concern form can be found in the school office.

Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to the DSL (Marie-Joelle Deschamps) if they have a safeguarding concern about a child in our school.

Information Required	Enter Information Here
Full name of child	
Date of birth	
Class/tutor group/form group	
Your name and position in the school	

Nature of concern/disclosure *Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.* *[Ensure that if there is an injury this is recorded (size and shape) and a body map is completed]* *[Make it clear if you have a raised a concern about a similar issue previously]*	
Time & date of incident:	
Name and position of the person you passing this information to?	
Your Signature	
Time and date form completed	
Time form received by DSL	
Action Taken by DSL	
Referral made to External Agency [yes/no, date and time]	
Referral made to police [yes/no, date and time]	

arents Informed [yes/no, date and time]	
Feedback given to teacher [yes/no, date and time]	
Feedback given to child [yes/no, date and time]	
Feedback given to person who recorded disclosure [yes/no, date and time]	
Further Action Agreed	
Full Name of DSL	
Signature of DSL	
Date of Signature	

13.2 Safeguarding forms for staff and visitors

Confidentiality Agreement Form

As a member of staff or volunteer it is important that you are aware of essential safeguarding procedures. **The named Designated Safeguarding lead (DSL) is Marie-Joelle Deschamps, the English Deputy Head, and the Deputy Designated Safeguarding Leads are Julie Bonaz, the French Deputy Head and Cecile Lemenager, the Office Manager.** Please inform the DSL or the DDSL immediately if you have any Safeguarding or Child Protection concerns. If you are a member of staff or volunteering in school on a regular basis (more than three days in a month) you must attend a formal safeguarding induction with a DSL or DDSL before you start.

The Agreement

This confidentiality agreement applies to all persons working directly/indirectly with children at LPEBL.

The Terms of Agreement

- All information I might hear or read in school regarding a child, or their family must be kept confidential
- I will notify a member of the Senior Management Team if I have any concerns regarding this information, or indeed the manner in which it has been disclosed
- I will not post any information regarding children, parents or staff on social networking sites
- I will contact a DSL or DDSL if I have any safeguarding or child protection concerns
- I understand that, where appropriate, my sessions should actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these.
- I understand that it is the School's intention for all who study and work at the School, regardless of their age, race, social and cultural background, linguistic background, gender, Special Educational Needs and Disability (SEND), religious views and beliefs, marital status, sexual orientation, pregnancy or maternity, gender reassignment, political views or trade union membership to have equality of opportunity.

Signature: _____

Date_____

Print name: _____

Safeguarding Induction

Please write your initials in the boxes to confirm that you have read, understood and will abide by the following:

- LPEBL Code of Conduct
- LPEBL Safeguarding Policy
- LPEBL Whistleblowing Policy
- Keeping Children Safe in Education (Part 1)
- what to do if you're worried a child is being abused (March 2015)

Please initial if you agree with the following:

I have been given and have read the LPEBL Safeguarding Policy

I have attended Child Protection Training (tick as appropriate):

- with an external body _____on_____ (date).
- Internally at LPEBL with _____(DSL) on _____(date).
- I know where all the LPEBL policies are kept and that I can request a hard copy from the DSL.
- I will use my professional judgement and understanding of safeguarding, if living with a person barred from working with children
- As a result of the documents I have read and the induction, I understand the safeguarding policy and procedures, the Behaviour Policy, methods of making referrals, policy and procedures for 'children missing from education'.
- I have been given and have read the Playground Risk Assessment

Print name: _____

Role: _____

Signed: _____

Date:_____

Visiting Speaker Self-Declaration Form

Individuals who are invited to speak at LPEBL are asked to complete this Self-Declaration Form to ensure a safe learning environment for our pupils. This form should be completed and signed on arrival at the School. If you are not already directly known at LPEBL, then on the day that you are engaged to speak at school please bring an original, current photo document confirming your identity and show this on arrival. Examples of documents that may be provided are a passport or a photo-card driving licence. (Please note: parents, ex-pupils or ex-staff known to the school do not have to provide this.)

To be completed by the visiting speaker

- I am not banned or disqualified from working with children nor subject to any sanctions or conditions on my employment imposed by the Disclosure and Barring Service, the Secretary of State or regulatory body.
- I am not currently undergoing any criminal investigation or Safeguarding enquiry involving children.
- I understand that, where appropriate, my sessions should actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these.
- I understand that it is the School's intention for all who study and work at the School, regardless of their age, race, social and cultural background, linguistic background, gender, Special Educational Needs and Disability (SEND), religious views and beliefs, marital status, sexual orientation, pregnancy or maternity, gender reassignment, political views or trade union membership to have equality of opportunity.
- I understand that while on the School site I must be supervised by an employee of the School.
- I declare that the information I have given on this form is complete and accurate.

Name:……

Date:……..

Signed:……

LPEBL is committed to safeguarding and promoting the welfare of children.

Visiting Speaker Vetting Form

(To be completed by LPEBL host and signed by DSL prior to speaker's visit)

Name of Speaker:

Subject of Talk and age range Date of Talk:

Name of Host Member of Staff:

How Speaker is known to Host:

Reason for Talk:

Have you carried out an internet Search? Yes/No

Have you carried out other investigations (e.g. references)? Yes/No

Results of search and other information known about speaker:

Signed:

Date:

Confirmed by DSL and signed:

Date:

LPEBL is committed to safeguarding and promoting the welfare of children