SOLIHULL

Safeguarding and Child Protection Policy

Owner:	Pastoral Support Manager & DSL
Reviewer:	Head of the Senior School & Head of the Preparatory School
Last Reviewed:	September 2026

Version 9

Policy Statement

Safeguarding and promoting the welfare of children is defined as: Protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and Effective care; and taking action to enable all children to have the best outcomes.

Our Policy and our commitment at Solihull School is that everyone in the school takes reasonable measures to safeguard and promote the welfare of each pupil in our care (including children in the EYFS), to create a culture of safety, equality and protection.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy and should be read in conjunction with KCSIE 2026 as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development
- 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.'
- To record the relevant information in the school's safeguarding repository: The Watch List, Solihull Pastoral Online Management System (SPOMS) and in confidential pupil files.
- To have regard to DfE and Charity Commission guidance:
    - *Keeping Children Safe in Education (KCSIE,* 2026) which incorporates the additional statutory guidance, *Disqualification under the Childcare Act 2006* (September 2018) and the non-statutory advice for practitioners: *What to do if you're worried a child is being abused* (March 2015).
    - Safeguarding and protecting people for charities and trustees (October 2019)
    - *Prevent Duty Guidance: for England and Wales* (July 2015, updated 2026) (Prevent), supplemented by non-statutory advice and a briefing note:
        - Prevent duty guidance - GOV.UK
        - *The use of social media for on-line radicalisation (July 2015)*
    - Working together to safeguard children 2026
    - Working together to improve school attendance: July 2026
    - Relationships and sex education (RSE) and health education - GOV.UK

1. Aims of this Policy

- To raise awareness of child protection.
- To set clear expectations of how we expect all staff, supply staff, agency staff, Governors and volunteers to respond in the event of a concern about a child or young person, including their responsibilities in identifying and reporting possible cases of abuse, in order to safeguard children and young people.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured, confidential, internal procedure to be followed by all members of the school community in cases of suspected abuse.
- To promote understanding and sensitivity towards child protection.
- To support the child's development in ways which will foster security, confidence and independence.

2. Principles

All staff and Governors are in a unique position to identify abuse in children and to provide information for the Designated Safeguarding Leads (DSL) of the school.

All staff and Governors have the responsibility for the moral, social, cultural, and spiritual welfare of the children in our care.

Pupils' concerns, wishes and feelings should always be taken seriously, and systems of Pastoral Care are in place for children to confidently report abuse.

This school recognises its responsibility to communicate with the 'Education and Children's Services' Referral Team (0121 788 4333) whenever an allegation or disclosure of physical abuse, emotional abuse, sexual abuse or neglect, has been made, within 24 hrs of a disclosure or allegation of abuse, in accordance with the Solihull Local Safeguarding Children Partnership (within Solihull, the partners are: Solihull Metropolitan Borough Council, Birmingham & Solihull Clinical Commissioning Group and West Midlands Police). If at any time there is a risk of immediate, serious harm to a child, a referral should be made to Children's Social Care immediately. If a criminal offence may have been committed, the police will be contacted immediately.

This school recognises its duty to work with other agencies in protecting children from harm and in responding appropriately to abuse.

The protection of the child is the over-riding aim of any intervention. Children should be seen as individuals and their rights, needs and welfare must remain paramount. In any conflict of interest this principle must be upheld.

3. Management of Safeguarding

Governors

Whilst all members of the Governing Body have collective responsibility for all the matters referred to them, the Board has considered it appropriate to nominate two individual governors specifically to liaise with the DSL and the deputies to oversee matters concerning safeguarding & child protection. The Governing Body ensures that an appropriate senior member of staff from the School Leadership Team is appointed to the role of Designated Safeguarding Lead.

The School Leadership Team and Governing Body read KCSIE on an annual basis and sign off for the record doing so. All members of the Governing Body receive reports, presentations and appropriate training in order to understand and fulfil their obligations in this area, ensuring that the school has a safeguarding and child protection policy that is reviewed at least annually, and that safeguarding and child protection matters are on the agenda of every full meeting of the Governing Body.

The Designated Governor and/or the Deputy Designated Governor meet more regularly with the DSL and deputies and other senior leaders of the school, receiving more advanced training and reporting back on safeguarding and child protection matters to the Governing Body as a whole.

The Governor review relates to both policy and procedures (effectiveness and implementation) and to the efficiency with which the related duties have been discharged. After any Governor review, any deficiencies or weaknesses in safeguarding and child

protection arrangements are to be remedied without delay and reported to the Governing Body.

The Chairman of Governors (or in his absence, a delegate thereof) has the Governing Body's authority to liaise directly with the LADO and Children's Services should it be so required.

- Chairman of Governors: Mr DJ Kelly (clerk@solsch.org.uk) (Mr Currie from January 2027).
- Designated Governor for Safeguarding: Mrs GE Tillman
- Deputy Designated Governor for Safeguarding: Rev Nick Parker

Designated and Deputy Safeguarding Leads

The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads (DDSLs) are trained to the same level regarding the managing of referrals and raising awareness of safeguarding amongst the staff and parents. They have a responsibility for dealing with safeguarding issues, providing advice and support to staff, liaising with the local authority and working with a wide range of other external agencies. The DSL need not be a teacher but must have the status and authority within the management structure to carry out the duties of the post.

The DSL and Deputies will co-ordinate action on child abuse within the school, ensuring that all staff (including supply staff, agency staff and volunteers) are aware of their responsibilities in relation to child protection.

- They will liaise with all appropriate authorities (including the Police, in cases of serious harm) and be aware of the requirement for children (investigated by police) to have an Appropriate Adult alongside them.
- They will be the first point of contact for parents, pupils, teaching and non-teaching staff, external agencies, and any other matters of child protection.
- They will advise and act upon all suspicion, belief and evidence of abuse reported to him/her.
- They will keep the Executive Headmaster informed of all actions unless the Executive Headmaster is the subject of a complaint.

More details on the role of the Designated Safeguarding Lead can be found in KCSIE (2026) Annex C and Appendix 2.

The Designated Safeguarding Lead is:

Ms Sarah Hardy *(Pastoral Support Manager and DSL Mental Health Lead & Designated Member of staff for Looked After Children and the Prevent Duty) Attendance Champion hardys@solsch.org.uk (Telephone – Ext 459 or 0121 703 2922)*
Available during school hours and Holidays.

*The **Deputy Designated Safeguarding Leads** are:*

Senior and Prep School

Mrs Helen King (Lead Nurse)
kingh@solsch.org.uk (Telephone – Ext 222 or 0121 703 2901)

Prep School

Mrs Liz Munro (School Nurse)
Munrol@solsch.org.uk (Telephone – Ext 311 or 0121 705 0165)

Mrs Michelle Bradshaw (Deputy Head Pastoral)
bradshawm@solsch.org.uk (Telephone – Ext 303 or 0121 705 1265)

Mrs Julie Litwinko (Head of EYFS) is designated to take lead responsibility for safeguarding children in the early years setting
Litwinkoj@solsch.org.uk (Telephone – 0121 705 1265)

Mrs Suzannah Farnan (Assistant Head Juniors)
farnans@solsch.org.uk (Telephone – Ext 300 or 0121 705 1265)

Mrs Amanda O'Leary (Wrap Around Care Manager)
Olearya@solch.org.uk (Telephone 0121 705 1265)

Senior School

Mrs Natasha Evans (Deputy Head Pastoral, Allergy Lead)
evansn@solsch.org.uk (Telephone Ext 420)

Ms Rachael Speirs (Deputy Head, Co-Curricular and Operations, Anti-Discrimination)
speirsr@solsch.org.uk (Telephone – Ext 239 or 0121 703 2901)

*Mr James Brown (*Deputy Head of Section, Lower School)
brownj2@solsch.org.uk (Telephone – 0121 705 0958)

*Miss Claire Bednall (*Deputy Head of Section, Middle School)
bednallc@solsch.org.uk (Telephone – 0121 705 0958)

Mrs Laura Spratley (Deputy Head of the Sixth Form)
spratleyl@solsch.org.uk (Telephone – Ext 471 *or 0121 703 2964)*

Whilst the DDSLs are attached to differing sections of the school, if, in the event that one is unavailable, any one of the others should then become the point of contact. If none of the appointed persons are available, the Executive Headmaster would become the person to contact. If the Executive Headmaster is also unavailable, a member of the Senior Leadership Team (e.g. Head of Senior School or Head of Prep School) should be contacted – the important issue is that there is always a person with relevant training and status on site and that a concern should be raised without delay.

In the event of a school closure, local or national lockdown specific contact details and arrangements for the Designated Safeguarding Leads will be communicated to all staff the same working day.

Solihull Safeguarding Children's Partnership and Referrals

The Solihull Safeguarding Children Partnership's thresholds are adhered to and acted upon:

- Universal
- Universal Plus
- Early Help
- Statutory Services .

Solihull threshold guidance can be found by following this link: Threshold Document.

Guidance on other regional West Midland's (e.g. Birmingham and Warwickshire) child protection referrals and procedures can be found by accessing West Midlands Procedures.

Whilst the DSL (or Deputy) would usually make the referral by following guidance set out by the relevant local authorities, it is important to note that ANY member of staff can refer their concerns to children's social care directly if desired or if the child's situation does not appear to be improving and/or the staff member is not satisfied with the DSL's (or Deputy's) handling of the matter.

Even so, normally after such a referral, the DSL (or Deputy) would be informed unless they are the subject of the concern in which case the Executive Headmaster must be informed.

To report an emergency always call 999

Designated Safeguarding Lead Training

When new to the role the DSL and all deputies will undertake child protection training and training in inter-agency working including:

- Solihull SSCP Module 1 (Early Help)
- Solihull SSCP Module 2 (Introduction to Multi-Agency Working)

A DSL/DDSL will also complete at least 3-6 hours of SSCP training annually (one SSCP module), attend refresher training at two-yearly intervals (e.g. SSCP DSL Conference) and complete training as determined by national, local authority and/or school priorities as appropriate.

A DSL/DDSL reads KCSIE updates on an annual basis and signs off to confirm doing so.

In addition to this formal training, the DSL and deputies will also update their skills and knowledge continually, and at least annually, through studying appropriate guidance from ISI, the local authority, the DfE and others with an interest in maintaining the highest possible standards of safeguarding, and through meeting with other DSLs and members of the local safeguarding community.

The DSLs' training will enable them to fulfil their roles and responsibilities as Designated Safeguarding Lead. The Job Description of a DSL/DDSL (including roles and responsibilities related to Attendance, Children Missing from Education and Elective Home Education**)** can be found in Appendix 2 of this policy.

Any member of staff or volunteer who has concerns about poor or unsafe practice either in general or in any specific case should follow the guidance given in the school's Public Interest Disclosure (Whistleblowing) Policy.

4. Duty of Employees

Every employee of the school, including the Executive Headmaster, supply staff, agency staff and volunteers at the school has a general moral and professional duty to:

- Recognise that any child may benefit from **early help assessments**, but all school staff should be particularly alert to the potential need for early help for a child who:
    - is disabled or has certain health conditions and has specific additional needs

- has a mental health need
- has involvement or association with organised crime groups or county lines
- has been subject to sexual or criminal exploitation
- has special educational needs (i.e. they have a statutory education, health and care plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour including gang involvement and association with organised crime groups
- has a family member in prison
- is at risk of 'honour' based abuse such as FGM or Forced Marriage
- is frequently missing/goes missing from care or from home
- is misusing drugs or alcohol themselves
- is at risk of modern slavery, trafficking or exploitation
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care
- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited
- is a privately fostered child
- is persistently absent from school, including persistent absence for part of the school day

- Ensure that children receive the right help, at the right time to address risk and prevent issues escalating.
- Ensure that staff should not assume that somebody else will take action and share information that might be critical in keeping children safe.
- Listen to the views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.
- Be aware of the school's child protection procedures and follow them.
- Know how to access and implement the procedures, independently, if necessary.
- Keep a sufficient record of any significant complaint, conversation or event which should be dealt with as set out below (in Record Keeping).
- Report any matters of concern to a DSL. Undertake appropriate safeguarding and child protection training, which is regularly updated, no less infrequently than every three years. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, staff meetings and briefings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The specific training will include online safety including the dangers of grooming, cyber-bullying and social media, child-on-child abuse and dealing with harmful behaviours such as drug taking, alcohol abuse, and youth-produced sexual imagery/sexting (advice about sexting can be found in *Advice About Sexting in Schools and Colleges* - UK Council for Child Internet Safety, August 2016).
- Be fully aware of the detail in this policy and will also have read (at least) Part 1, Part 5 and Annex B of: *Keeping Children Safe in Education (2026).*
- Adhere to the Disqualification under Childcare Act 2006 (March 2015) and Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018, which concerns how people can be disqualified and explains the effect of the Childcare (Disqualification) Regulations 2009. In our environment, this includes staff involved before/after school wraparound

childcare for those children under the age of 8. The relevant staff are required to complete a self-certification form.

- Be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.
- Adhere to the contents of the Public Interest Disclosure (Whistleblowing) Policy. Members of staff should raise all/any concerns in line with the Policy. The promotion of the importance of raising concerns is everyone's responsibility.
- Understand that Safeguarding incidents and/or behaviours can be associated with factors and contexts outside the school (e.g. local parks, international transport links and a multi-cultural city) and/or can occur between children. All staff, but especially the DSL (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harm takes 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), criminal exploitation, and serious youth violence, county lines, and radicalisation This is known as <u>contextual safeguarding,</u> which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety/welfare. Children's social care assessments should consider such factors, so it is important that the school provides as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.
- Read and sign-off (on an annual basis):

    - Safeguarding & Child Protection Policy:
    - KCSIE (2026) Part one, five and Annex B;
    - Attendance and Children Missing Education Policy;
    - ICT Acceptable Use Policy;
    - Online safety & Curriculum Policy;
    - Social Media and Social Networking Policy;
    - Staff Mobile Telephone and Photography Protocols
    - Public Interest Disclosure Policy (Whistleblowing);
    - Pupil Behaviour and Discipline Policy;
    - Anti-Bullying Policy;
    - Staff Behaviour and Code of Conduct Policy;
    - Restrictive Interventions (incl. Use of Reasonable Force) Policy.
    - Diversity, Equity & Inclusion Policy
    - Fire Safety Policy;
    - Prevention of Sexual Harassment Policy;
    - Allergy Safety Policy

Members of non-teaching staff should also report any matters of concern to the DSL (or Deputy), their Line Manager or member of the School Leadership Team who would then signpost the relevant employee to a DSL or Deputy:

- Grounds Staff, Maintenance Teams, Marshal Team/Site Management Teams, Transport Team, Admin/Bursarial Staff, HR, IT, External Relations Team, Library staff and External Contractors e.g. Catering or Cleaning Team - The Bursar or Assistant Bursars.
- Visiting and Employed Music Teachers – Director of Music.

- Language Assistants – Relevant Head of Department.
- Visiting Sports Coaches –Directors of Sport (Prep/Senior).
- Technicians – relevant Academic Head of Department.
- Lunchtime Supervisors/Wraparound Club – Deputy Head of the Prep School.
- Teaching Assistants – relevant Class Teacher.
- Nurses/School Counsellor- direct to the DSL

Members of school staff (including supply teachers, agency staff, external contractors, and volunteers) should always ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. For example, particular care should be taken with regard to one-to-one tuition, sports coaching, performing arts, conveying a pupil in a car, or engaging in inappropriate electronic communication.

5. Signs of Abuse

Whilst no list can be comprehensive and vigilance is always required; the following may be signs of abuse (refer also to KCSIE 2026):

- The pupil says they have been abused or asks a question which gives rise to that inference.
- There is no reasonable or consistent explanation for a pupil's injury (e.g. unexplained bruising); the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries.
- The pupil's behaviour stands out from the group as being either extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour (e.g., Youth-produced sexual imagery/sexting).
- The pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons.
- The pupil's development is unexpectedly delayed.
- The pupil inexplicably loses or gains weight.
- The pupil appears neglected, e.g., dirty, hungry, inadequately clothed.
- The pupil is reluctant to go home or has been openly rejected by his/her parents or carers.
- Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

N.B. The above concerns could also be relevant when there are concerns about children who may be at risk of being drawn into terrorism. Advice can also be sought from the Channel Programme or Children's Social Care.

Further guidance and advice can be found in 'What to do if you're worried a child is being abused: Advice for practitioners' helpful.

6. Children in Need

The school is committed to providing additional support to those children who need it. The possible needs are many and various and include cases in which there is for example: children with social workers; a child with mental health concerns; a child missing in education; a child who is self-harming; a child who has an eating disorder. Children with special educational needs and/or disabilities (SEND) are particularly vulnerable (and can be more prone to peer group isolation and bullying than other children) and additional pastoral support is available and provided.

There are many other possible situations, and professional guidance is always sought in such cases. The school aims to address, alleviate and resolve such matters alongside appropriate external agencies.

The school demonstrates this through the strong pastoral support available, engaging external professionals and agencies as required and maintaining a log of ongoing concerns. Where it is recognised that a child needs specialist support, the school will work with agencies.

All staff should be aware of the early help process to support children in need and understand their role in it.

Referrals are normally managed by the DSL (or Deputy) who will contact the relevant local agencies when a child is identified as being in need of additional support. However, anyone may make a referral, informing the DSL (or Deputy) as soon as possible. Wherever possible, and dependent upon the guidance received from local children's services, the parents, carers or guardians of the child concerned will be involved in the referral and the resolution of any concerns.

The school recognises that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. A named DSL (or Deputy) will normally oversee a pupil's progress (attainment, attendance, academic effort) and be a named contact within school (through the Watch List).

7. Procedures for dealing with Disclosures or Concerns

If a child makes an allegation or discloses information which raises concern about actual or potential significant harm, the initial response should be limited to listening carefully to what the child says so as to:

- clarify the concerns;
- confirm who the child has already told, if anyone;
- make a full written record of what is being said by the child in their words.

If a child is freely recalling events, the response should be to listen, rather than stop the child; questioning of the information being given must be limited to confirming factual accuracy required to provide a quality referral, e.g. who are the people involved, what has actually happened and when and where did any incident occur.

If the child has an injury but no explanation is volunteered, it is acceptable to enquire how the injury was sustained.

However, the child must not be pressed for information, led or cross-examined or given false assurances of absolute confidentiality. Such well-intentioned actions could prejudice Police investigations.

It is important that the child should not be asked to repeat the information to a colleague or write the information down. Making an accurate and verbatim record of what the child has said (disclosure), (or evidence that has led to the concerns) recording the child's own words, is the responsibility of the person to whom the child has disclosed. This is recorded through SPOMS (see Appendix 4 for guidance).

The DSL (or Deputy) should be informed of the concerns immediately and given the completed concerns form as soon as possible afterwards.

A record of all conversations (including the timings, the setting, those present, as well as what was said by all parties) and actions must be kept. These should be recorded on the concerns form.

Staff should refer to appendix 2 for guidance on effectively handling a disclosure (the 7 R's).

8. Record Keeping and Information Sharing

Any member of staff who has a concern about the safeguarding or welfare of a child must share this information with the DSL/DDSLs.

- The report is given immediately to the DSL/DDSLs, who will analyse risk and refer onwards as necessary and appropriate.
- Referrals where urgent action is required should never be delayed in order for a full record to be written.
- Written records should include:
    - A clear and comprehensive summary of the concern;
    - Details of how the concern was followed up and resolved;
    - A note of any action taken, decision reached and the outcomes.
- Verbal conversations should be promptly recorded in writing.
- Safeguarding and child protection information may be shared without consent where there is good reason to do so, and that sharing of information will enhance the safeguarding of a 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 put the child at risk.
- Child Protection records will be stored securely and confidentially within SPOMS and and/or in pupils' individual files in the Head's Wing in accordance with the school's Privacy Notice

Where children leave the school, the DSL (or Deputy) should ensure that their child protection files are transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of the new term.

Note: Early Years registered providers (including school-run early years providers) must notify Solihull multi-agency safeguarding hub (MASH) of any serious accident, illness or injury to, or death of, any child while in their care, and of the action taken. Notification must be made as soon as reasonably practicable, but in any event within 14 days of the incident occurring.

9. Safe Recruitment Procedures

The school operates safe recruitment procedures including Disclosure and Barring Service (DBS) checks and compliance with the Independent Schools Standards Regulations), the details of which are contained in the Recruitment & Selection Policy in the Vacancies section on the website, which also houses the Recruitment of ex-offenders policy. Shortlisted candidates will be informed that online searches may be done as part of pre-recruitment checks. As a school we conduct section 128 checks for all relevant positions.

At least one person on every recruitment panel will have received Safer Recruitment Training.

The school is fully aware of the requirement to report to the DBS (PO Box 181, Darlington DL1 9FA, Tel. No. 01325 953795), as soon as is reasonably possible of leaving the school, any person (whether employed, contracted a volunteer or student) who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- The harm test is satisfied in respect of that individual;
- The individual has received a caution or conviction for a relevant offence, or if there is a reason to believe that the individual has committed a listed relevant offence; and
- The individual has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left.

A referral will be considered to the Teaching Regulations Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate.

The reasons for such a referral would be: 'unacceptable professional conduct'/'conduct that may bring the profession into disrepute' or 'a conviction at any time for a relevant offence'.

Confirmation is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on either the school site or another site.

10. Allegations Against Staff

The school has procedures for dealing with allegations against staff (including Governors, supply staff, agency staff and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. KCSIE 2026 sets out definitions for: substantiated, malicious, false, unsubstantiated and unfounded. Records of allegations remain on file for 10 years.

Allegations that may meet the harm threshold

These procedures should be used in respect of all cases in which it is alleged that anyone working in the school, including supply teachers or volunteers has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she **may** pose a risk of harm to children, or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children (e.g. domestic abuse of a partner)

The last bullet point above includes behaviour that may have happened outside of school, which might make that individual unsuitable to work with children, this is known as transferable risk. When making an assessment of transferable risk the school should consider consulting the LADO.

Allegations against staff, supply staff, contractors, volunteers or the DSLs should be reported to the Executive Headmaster without discussing or otherwise notifying the matter with any other person including the person against whom the allegation is made. The matter must then be reported to the LADO by the Executive Headmaster. If the Executive Headmaster is absent, the allegation should be passed to the Chairman of Governors (or designate thereof).

If an allegation concerns the Executive Headmaster, the person receiving the allegation should immediately inform the Chairman of Governors (or designate thereof), who has the responsibility to liaise with the LADO, without discussing with or otherwise notifying the matter to any other person including the Executive Headmaster.

In cases of serious harm and/or a crime being committed, the Police should be informed from the outset.

All allegations should be referred to the LADO for advice before any investigation takes place (and within 1 working day). In borderline cases, these discussions can be held informally and without naming the school or individual.

Suspension will not be an automatic response to an allegation. Full consideration will be given to all options, subject to the need to ensure:

- The safety and welfare of the pupil or pupils concerned.
- The need for a full and fair investigation.
- Support is provided for the individual accused as appropriate.

All cases of suspected abuse should be referred to the local authority children's social care and:

- The local authority designated officer (LADO) for child protection concerns (all cases which concern a member of staff);
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed).

Details of allegations following an investigation that are found to be malicious or false should be removed from personnel records. However, for all other allegations, the following information is kept on file: a clear and comprehensive *summary* of the allegation, details of how the allegation was followed up and resolved, a note of any action taken, and decision reached, a copy provided to the person concerned (where agreed by the Police and children's social care) and a declaration on whether the information will be referred to in any future reference.

Cases in which an allegation was found to be false, unfounded, unsubstantiated, or malicious should not be included in any reference. Substantiated allegations are included in references as factual statements.

If a report/allegation is determined to be unsubstantiated, unfounded, false, or malicious, the DSL will consider whether the child or person making the allegation is in need of further help or may have been abused by someone else.

If it is determined that the allegation has been deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate.

Allegations that do not meet the harm threshold

The school has procedures for dealing with allegations against staff (including Governors, supply staff, agency staff and volunteers who work with children) that do not meet the harm threshold set out above.

A low-level concern is any concern – no matter how small, and even if it is no more than causing a sense of unease or a 'nagging doubt' - that any adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the Staff Behaviour and Code of Conduct Policy, including inappropriate conduct outside of work and,
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.
- Example of low-level concerns could include, but are not limited to:

    - being over friendly with children
    - having favourites
    - **taking photographs of children on their mobile phone, contrary to school policy***
    - engaging with a child on a **one-to-one basis in a secluded area or behind a closed door**
    - humiliating pupils.

(*) Staff should refer to the Taking, Storing, & Using Images of Children Policy, Mobile Devices and Photography Protocols that include EYFS specific guidance that does not allow the use of personal mobile phones, devices or cameras in the EYFS setting and outlines the school's photo and filming exclusion zones.

All staff are encouraged 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.

Low level concerns about staff (inc. supply staff, agency staff and contractors) should be reported to the Executive Headmaster, Head of Senior School or Head of Prep School who will determine whether the harm threshold has been met. The Executive Headmaster may share the concern with the Designated Safeguarding Lead and/or appropriate member of staff. Reports about agency staff or contractors will be passed onto their employers. Where the concern is raised about the Executive Headmaster, the concern should be shared with the Chairman of the Governors.

Procedures of managing low level concerns about staff behaviour are set out in Staff Behaviour and Code of Conduct Policy.

All low-level concerns are recorded in writing and stored securely with details of who raised the concern, details of the concern, context and actions taken. Records are reviewed regularly so that patterns of concerning, problematic or inappropriate behaviour can be identified, with consideration to the culture within the school. If a pattern of low-level concerns reaches the harm threshold, the school will follow procedures associated with allegations that meet the harm threshold. The Executive Headmaster stores these records securely and confidentially.

Low level concerns will only be reported in references when they are linked to issues that would normally be recorded in a reference (e.g. misconduct or poor performance). However, low level concerns (or a pattern of concerns) that meet the harm threshold, referred to the LADO and subsequently substantiated should be referred to in a reference.

The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised, or extra training delivered to minimise the risk of it happening again.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

11. Abuse of Trust

The Sexual Offences Act 2003 established a criminal offence of the abuse of trust affecting teachers and others who are in a relationship of trust with 16-18 year olds. A relationship of trust is one where a teacher, member of education staff, sports coach, faith leader or volunteer is in a position of power or influence over a pupil or student by virtue of the work or nature of the activity being undertaken.

The legislation is intended to protect young people in education who are over the age of consent but less than 18 years of age.

The principle of equality embedded in the legislation applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. Any concern raised by a parent, child or young person will be listened to and taken seriously in accordance with the school's procedures for those working with children and Allegations Against Staff (Section 10) and the Staff Behaviour and Conduct Policy

'Grooming' a child or person under 18 with a view to a future sexual relationship is an offence.

12. Child-on-Child Abuse

Children can abuse other children, inside and outside of school and online. ALL child-on-child abuse is unacceptable, and all staff should recognise the signs and indicators of abuse. Victims will be taken seriously, kept safe and never made to feel like they are creating a problem for reporting abuse, sexual violence, or sexual harassment.

It is recognised that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place but isn't being reported. Pupils can report incidents of child-on-child abuse to their circles of support, including, but not limited to the Pastoral Team, School Nurses, confidential counselling (e.g. Listening Service, CHAT) and Pastoral Support Manager.

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- the use of technology (e.g. mobile devices) to sexually harass another child
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)

- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Children with SEND and LGBTQI+ pupils might be at greater risk of child-on-child abuse (including bullying).

In circumstances where there is an allegation of abuse including bullying, sexual violence, sexual harassment, physical abuse, sexting, youth-produced sexual imagery, banter (abuse is abuse and should never be tolerated as 'banter' or 'having a laugh), gender based violence/issues and upskirting by one or more pupils against another pupil - all children involved, whether alleged perpetrator or victim, will be treated as being 'at risk' and the protocols set down in this policy will be followed. This would also include initiation/hazing and any related rituals. Abuse can be confined to the online world and/or used to promote offline abuse.

A pupil against whom an allegation of abuse has been made may be excluded from the school during any investigation and the school's policy on behaviour, discipline and sanctions will apply.

13. Child-on-Child Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two or more children of any age and sex, including Prep and Senior aged children. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally).

All staff should maintain an attitude of 'it could happen here' with regard to child-on-child sexual violence and sexual harassment and have a 'zero tolerance' approach.

Sexual Violence

It is important that staff are aware of sexual violence and the face that children can, and sometimes do, abuse other children in this way and it can happen inside and outside of school.

The school follows the definitions and guidance laid out in the Sexual Offences Act 2003: Sexual Offences Act 2003 (legislation.gov.uk)

Consent is about having the freedom and capacity to choose. Consent can be withdrawn at anytime during sexual activity and each time activity occurs.

- A child under the age of 13 can never consent to any sexual activity
- The age of consent is 16
- Sexual intercourse without consent is rape.

More information about consent can be found by following this link: Rape Crisis England & Wales Sexual consent.

Sexual Harassment

Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment can include:

- sexual comments,
- sexual 'jokes' or taunting,
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes. Schools and colleges should be considering when any of this crosses a line into sexual violence and it is important to talk and consider the experience of the victim.
- Displaying pictures, photos or drawing of a sexual nature
- Upskirting (this is a criminal offence)

Online sexual harassment, which may include:

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

The school considers sexual harassment in broad terms. Sexual harassment creates a culture that, if not challenged, can normalise inappropriate behaviour and provide an environment that may lead to sexual violence.

Harmful Sexual Behaviour

Harmful sexual behaviour can occur online and/or face-to-face and can also occur simultaneously between two individuals. Harmful sexual behaviour should be considered in a children protection context.

Report of Sexual Violence and Sexual Harassment

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made. In recognition of this, the DfE Sexual violence and sexual harassment between children in schools and colleges has been incorporated into KCSIE (2026). KCSIE 2026 (part 5) and this Safeguarding and Child Protection Policy should be read by all staff as it contains further detailed advice on how to support victims and perpetrators of sexual violence and sexual harassment between children.

All staff are to be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBTQI+ children are at greater risk. Staff should also be aware of the importance of the following:

- Risks of harm may be compounded where LGBTQI+ children and children with SEND lack a trusted adult with whom they can be open. All staff should endeavour to reduce the additional barriers faced by these children and provide a safe space for children to speak out or share their concerns.

- Sexual violence and harassment can happen inside or outside of school and online.
- Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim might not make a direct report (e.g. a friend might overhear a conversation).
- The importance of taking reports seriously and not be made to feel that they are causing a problem.
- Sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up.
- Sexual violence and harassment should not be tolerated or dismissed as 'banter,' 'part of growing up', 'just having a laugh' or 'boys being boys'.
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

N.B. Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm, is a criminal offence.

Immediate response to a report

Where possible, two members of staff will be present when managing a report. Ultimately, any decisions are for the school to make on a case-by-case basis with the DSL (or a Deputy) taking a lead role and using their professional judgement, supported by other agencies, such as children's social care and the police if required.

The member of staff should not promise confidentiality but should only share on a need-to-know basis (e.g. with a DSL and/or children's social service). They should follow guidance (Appendix 2) on how to respond, record and report a child protection and safeguarding concern. **A written record must be made.**

Managing the report

Considering confidentiality and sharing information:
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 in order to provide support and engage appropriate agencies.

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

If the victim asks the school not to tell anyone about the sexual violence or sexual harassment and/or doesn't give consent to share information, if there is a legal basis under the UK GDPR that applies, the DSL (or Deputy) should consider the following:

- Parents or carers should normally be informed (unless it would put the victim at greater risk.
- If the 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
- Rape and assault by penetration or sexual assault are crimes. Where a report of rape, sexual assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is ten, if the

alleged perpetrator is under ten, the starting principle of referring to the police remains.

The DSL (or Deputy) will balance the victim's wishes against the duty to protect the victim and other children. If the DSL (or Deputy) decides to go ahead and made a referral to local authority children's social care and/or report to the police against the victims wishes, this should be handed extremely carefully, the reasons should be explained to the victim and appropriate professional support should be offered.

Additional information on confidentiality and information sharing is available here: Safeguarding Practitioners Information Sharing Advice.

Risk Assessments

When there has been a report of sexual violence, the DSL (or Deputy) should make an immediate risk and assessment of needs. Where there had been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis.

The risk assessment for a report of sexual violence will be recorded electronically, kept under review and consider:

- The victim, especially their protection and support
- Whether there may be other victims
- The alleged perpetrator(s)
- All other children and staff at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harm, and
- The time and location of the incident, and any action required to make the location safer

The school will liaise and engage with the relevant local authorities and external agencies to inform the risk assessment as required.

School Actions, External Referrals and Reporting

Every report will be considered on a case-by-case basis. When to inform the alleged perpetrator(s) will be a decision that will be carefully considered and supervision from the Local Authority and/or the Police will be taken where required. The school will not wait for a response from the Local Authority and/or the Police before taking immediate action to safeguard the children.

There are 5 likely outcomes and referrals for the school to consider when managing any reports of sexual violence/harassment and all are underpinned by a zero-tolerance approach.

- Managing internally

The school may take the view that the children are not in need of early help or that referrals to statutory services are not required (e.g. for one off incidents). The school might take the view that the incident can be managed internally in line with the Behaviour and Discipline Policy and pupil supported through the schools' circles of support.

- Early help

Alongside the school managing the incident internally, the school might feel that the children and or family might benefit from early help.

- Referral to Local Authority Children's Care

Where a school has been harmed, is at risk of harm, or is in immediate danger, the school will make a referral into the Local Authority Children's Services. Parents will be informed of the referrals, unless there is a compelling reason not to (e.g. it will put the child at more risk).

After the referral, the school will work in partnership with the Local Authority to support the children.

If a referral isn't required and/or the Local Authority decide that statutory intervention is not required, the school will re-refer again if the local thresholds have been subsequently met.

- Reporting to the Police

Any report to the police will generally be in parallel with a referral to the local authority.

- Consulting with the NSPCC

The school will also consider seeking advice from the NSPCC using their teacher helpline (0808 800 5000 or help@nspcc.org.uk)

Where a report of rape, assault by penetration or sexual assault is make, the starting point is that this should be passed to the Police. It the alleged perpetrator is under ten, the starting principle of reporting to the Police is the same.

The school will follow guidance set out in When to call the police.

The school will work closely with the Police to determine what can be disclosed to staff and the alleged perpetrators and parents. The school will ask the Police if they have any questions about the investigation.

If the Police don't take any further action, the school will continue to engage with specialist support for the victim and alleged perpetrator as required.

Sharing nudes and semi-nudes

In cases where nudes or semi-nudes or inappropriate images have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020)

Actions following the report

Relevant information can be found in: CPS: Safeguarding Children as Victims and Witnesses.

Discipline: Safeguarding and supporting the alleged perpetrator

The school need to balance the need to safeguard the victim and wider community and provide the alleged perpetrator with an education safeguarding support and implement any disciplinary sanctions. Support will be considered on a case-by-case basis.

The following principles should be considered:

- Age, development, nature of allegations (including power imbalance), potential further risk and needs/wishes of the victim.
- Balance (safeguarding victim/others against providing the alleged perpetrator with an education).
- Proportionality of the response (advice to be taken from children's social care, specialist sexual violence services and the police).
- The importance of liaising with another educational establishment where appropriate.
- Following external guidance and advice.

Disciplinary action can be taken while other investigations by the Police and/or Local Authority children's services are ongoing. The fact that another body is investigating or had investigate an incident does not in itself prevent the school from coming to its own conclusion, on the balance of probabilities, about what happened, and imposing a sanction in line with the Behaviour and Discipline Policy.

The school will liaise with the Police and/or Local Authority Children's Services if by taking any action it would prejudice an investigation and/or subsequent prosecution.

Anonymity

As a matter of effective safeguarding practice, the school should do all it reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. This will mean considering carefully which staff should know about the report and any support that will be put in place for all children involved.

The school should consider the potential impact of social media in facilitating and spreading rumours and exposing victims' identities. Further guidance is available in KCSIE 2026 (paragraph 469) and in Childnet's cyberbullying guidance.

Criminal Process

The school will not wait for the outcome (or start) of a police investigation before protecting the victim, alleged perpetrator(s), and other children in the school.

The school will liaise carefully with police investigators to ensure a balanced approach and consider the impact of the use of bail with conditions, bail without conditions and people released under investigation on children in school. In particular, the school will give regard to the additional stress and trauma caused to a victim within school; the potential for the suspected person to intimidate the victim or a witness; the need to ensure that measures strike a balance between the management of risk and the rights of an unconvicted person (e.g., rights to privacy, family life).

At the end of the criminal process, if a child is convicted or received a caution for a sexual offence, the school will update the risk assessment, ensure relevant protections are in place, consider any action in line with the Behaviour and Discipline Policy and further support for the victim, alleged perpetrator, and other children.

Unsubstantiated, Unfounded, False or Malicious Reports

If a report/allegation is determined to be unsubstantiated, unfounded, false, or malicious, the DSL (or Deputy) will consider whether the child or person making the allegation is in need of further help or may have been abused by someone else.

If it is determined that the allegation has been deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate in line with the Behaviour and Discipline Policy.

Working with parents

The school or college will, in most instances, engage with both the victim's and the alleged perpetrator's parents or carers when there has been a report of sexual violence and sexual harassment. The exception to this rule is if there is reason to believe that informing a parent or carer will put a child at additional risk.

14. Suspected Harm from Outside School

A member of staff who suspects that a pupil has been suffering harm from outside the school should seek information from the child with tact and sympathy using 'open' and not leading questioning. A sufficient record should be made of the conversation (as previously outlined) and he or she should refer the matter immediately to the DSL (or deputy).

15. Use of Restricted Interventions (incl Use of Reasonable Force)

Teachers and other staff in schools have the right to use reasonable force to control or restrain pupils in certain circumstances: Section 550A of the Education Act 1996. Members of staff should refer to the Restrictive Interventions (incl. Use of Reasonable Force) Policy.

If a pupil requires intimate care, a member of staff should follow the Intimate Care Policy.

16. Searching, Screening and Confiscation

Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

The Executive Headmaster, Head of the Senior School or Head of the Prep School, or a member of staff authorised by them, can carry out a search. The member of staff should follow guidance set out in Searching, Screening and Confiscation Advice for Schools (DfE, July 2022) and the Pupil Behaviour and Discipline Policy. Accurate records are kept, including consent, rationale of the search and details of what was found, on the pupil's file.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the pupil).

- an article specified in regulations, including mobile phones and vapes;
- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

The DSL (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above. The staff member should also involve the DSL (or deputy) without delay if they believe that a search has revealed a safeguarding concern. If the DSL (or deputy) finds evidence that any child is at risk of harm, they should make a referral to children's social care services as set out in this policy. The DSL (or deputy) should then consider the circumstances of the pupil who has been searched to assess the incident against potential wider safeguarding concerns.

17. The Teaching of Safeguarding

Through effective age-appropriate curriculum, its delivery, and a child centric ethos, we are continually preparing pupils to take care of themselves and develop the necessary skills that will eventually enable them to grow into responsible members of the community and aware of safeguarding issues. Children are taught about safeguarding, including online safety, through teaching and learning opportunities, as part of a broad and balanced curriculum; the principles embedded in this policy link into other policies and curricula including, but not limited to: Assemblies, Wellbeing & Personal Development (inc. Relationships and Sex Education), Health & Safety, Anti-Bullying, Diversity, Equality and Inclusion Policy and Equal Opportunities.

18. Assistance for Pupils

Pupils in the school are regularly made aware of their Circles of Support and those members of staff who may be of particular help to them. Of course, a pupil may choose to contact any member of staff about an issue pertaining to themselves, or another pupil. Further support can be offered including a school counsellor and/or helplines (Childline and Samaritans), which are advertised around the school and on the Pupil Portal.

19. Online Safety

The school recognises that it is essential that children are safeguarded from potentially harmful and inappropriate online material and issues associated with the four areas of online risk: **content, contact, conduct and commerce**.

The school is committed to promoting online safety through the curriculum (inc. Computer Science, Wellbeing and Personal Development / Relationships and Sex Education) and advice and guidance for parents, which is supported by staff CEOPS ambassadors.

Please refer to the Policies Folder in 'Staff Only' where the following policies are available:

- Online Safety Policy and Curriculum Document
- Social Networking Policy.
- Mobile Telephone and Photography Policy.
- Taking, Storage & Using Images Policy.
- ICT – Acceptable Use Policy.

Filtering and monitoring.

An IT filtering system (Smoothwall/SENSO) is in place to keep children safe when accessing the school's network and/or using a school device. The system also filters on search terms and also allows for terms to be added to block harmful and inappropriate content and for filtration purposes, e.g., the words/terms used in ISIL propaganda (which have been added)

in line with the Prevent Duty requirements. Smoothwall/SENSO is updated daily and the school logs incidents/concerns on SPOMS and maintains summative data to inform annual review. The DSL takes lead responsibility for filtering and monitoring and will work closely with the Head of ICT Services to ensure that standards set out within 'Meeting digital and technology standards in schools and colleges' are carried out and staff are trained. See Link to gov.uk guidance

The school recognises that children might try and access the internet via their personal mobile network (inc. tethering) and this might bypass the IT filtering system. Therefore, pupils below Sixth Form age are not allowed to use their phone between 08:40 and 16:10 on site unless directed otherwise by a member of staff. The school recognises that the filtering system should block harmful and inappropriate content without unreasonably impacting teaching and learning.

For more information see the Behaviour and Discipline Policy, ICT Acceptable Use Policy, Online Safety Policy and Curriculum Document and Mobile Telephone and Photography Protocols.

20. Mobile Phones, Devices and Cameras

Policies and protocols related to the use of mobile phones, devices and cameras in school can be found in our Taking, Storing, & Using Images of Children Policy, ICT Acceptable Use Policy, Mobile Devices and Photography Protocols, the HR Handbook and Acceptable use of Mobile Phones for Pupils.

There is EYFS specific guidance that does not allow the use of personal mobile phones, devices or cameras in the EYFS setting and outlines the school's photo and filming exclusion zones (e.g. Alice House, changing rooms).

21. Training / Induction

The school is committed to supporting and training all staff in matters of child protection. The DSL/DDSLs will liaise with the appropriate person in the Local Authority with respect to ensuring that all staff have access to appropriate training.

- The DSL/DDSLs will attend training at least every two years in child protection and inter-agency work.
- All staff (including the Executive Headmaster, and volunteers in regulated activity) will receive training regarding the school's safeguarding and child protection procedures at least every two years, in addition to annual safeguarding updates and awareness briefings.
- All Governors will complete safeguarding and child protection training (including the main points of online safety), Prevent training, the governance of safeguarding training, and managing allegations of abuse against staff training upon commencement of their role. Governors will also receive annual safeguarding and child protection updates, will be regularly updated of any changes to statutory and non-statutory safeguarding and child protection guidance, and will receive Child Protection Training at least every three years.
- All newly appointed members of staff and volunteers receive induction training regarding the school's safeguarding and child protection procedures. Training will take the form of a online courses/videos presentations, PowerPoint,

instructions on Policy reading and implementation as well as wider safeguarding responsibilities and specific reference to the following:

- The Safeguarding & Child Protection Policy
- Attendance and Children Missing in Education Policy
- The Staff Behaviour/Code of Conduct Policy
- The Pupil Behaviour and Discipline Policy
- ICT Acceptable Use Policy
- Online Safety Policy, and Curriculum Document
- Mobile Telephone and Photography Protocols
- Restricted Interventions (incl Use of Reasonable Force) Policy
- Anti-Bullying Policy
- Public Interest Disclosure Policy (Whistleblowing)
- The identity and responsibilities of the DSL and Deputy DSLs
- The latest edition of KCSIE (Part 1, 5 & Annex B)

Training and induction cover the main points of:

- Prevent Duty (risk assessment and identifying pupils at risk)
- Online Safety
- Local safeguarding procedures as laid down by SSCP.

22. Visitors and Visiting Speakers

The school has a separate Visitor and Visiting Speaker Policy that outlines procedures that staff should follow when organising visitors and visiting speakers. The school undertakes risk assessments and research into the visiting speaker and their linked to external organisations. The school will not use a visiting speaker where any link is found to extremism, such as extremist groups and movements

23. Facilities Hire

When activities are directly supervised the school's Safeguarding and Child Protection Policy will apply, regardless of whether or not the children attending any of these services or activities are on the school roll.

If services or activities are provided by another body (e.g. sports organisations or community groups), they will be required to have their own child protection procedures in place and liaise with the school regarding safeguarding and child protection matters. If an outside body fails to comply, any agreement will be terminated. If an allegation or concern is reported directly to the school, school will follow its policy.

24. Supporting Documents

- Local Safeguarding Children Board Child Protection Procedures 2015
- Local Safeguarding Children Partnership (Arrangements for Safeguarding Children and Young People in Solihull (May 2019)
- What to do if you are worried that a child is being abused (March 2015)
- Managing Allegations against teachers and other staff (KCSIE 2026, Part 4)
- Working together to safeguard children 2026
- Keeping Children Safe in Education (September 2026)
- SEND Code 2015
- Mental Health and Behaviour in Schools (November 2018)
- Counselling in Schools: a blueprint for the future (March 2015)

- UKCIS guidance: Sharing nudes and semi-nudes: advice for education setting working with children and young people (2020)
- Sexual violence and sexual harassment between children in schools and colleges (September 2021)
- Teaching Online Safety in School, D for E June 2019
- Elective Home Education (2019)
- Preventing and tackling bullying (2017)
- Children Missing Education (2016)
- Working together to improve school attendance: July 2026
- Information sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers (2018).
- Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)
- NPCC: When to Call the Police
- Searching Screening and Confiscation (2022)

25. Purpose, Monitoring and Availability

Safeguarding is everyone's responsibility and everyone who comes into contact with children and their families has a role to play in a child-centred school. The purpose of this policy is to communicate to all those working in school, their responsibilities, to ensure that they consider what is in the best interests of the child. It is in accordance with locally agreed inter-agency procedures and is made available to parents on the school website. Hard copies are also available on request. It is to be reviewed annually during term 1 of the academic year to ensure it complies with recent legislation and a report presented to the Governing Body.

26. Types of Abuse, Neglect and Exploitation and their Signs and Symptoms

Definitions and further information on types of abuse are available in KCSIE 2026.

27. Mental Health

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

- Significant changes in behaviour
- Ongoing difficulty sleeping
- Withdrawing from social situations
- Not wanting to do things they usually like
- Self-harm or neglecting themselves

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a DDSL.

28. Attendance and Children Missing Education

Attendance and knowing where children are during school hours is an extremely important aspect of safeguarding. Pupils missing or being absent from school can be an indicator of abuse, neglect and exploitation and may also raise concerns about others safeguarding issues, including criminal and sexual exploitation of children.
We monitor attendance carefully and address poor or irregular attendance without delay.

We always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contact numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

Following guidance in Working together to improve School Attendance 2026 we will ensure that relevant authorities are advised of pupil's who have been removed from role.

Start and End of School Arrangements

The school has procedures in place for pupils' arrival, departure and supervision as set out in the school's Supervision Policies and Wraparound Care Policy. This includes procedures that the school will follow if Prep school aged children (inc. EYFS) are not collected by 6 pm from Wraparound Care.

29. Further Safeguarding Issues

More information on further safeguarding issues can be found in KCSIE Annex B and issues are outlined below:

- Private Fostering
- Child abduction and community safety incidents
- Children and the court system
- Children with family members in prison
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- County Lines
- Modern Slavery and the National Referral Mechanism
- Cybercrime
- Domestic Abuse (Inc. Operation Encompass)
- Homelessness
- So called 'honour-based' abuse (including Female Genital mutilation and Forced Marriage)
- Preventing radicalisation
- Child on Child abuse
- Upskirting
- Bullying
- Drugs and Alcohol Misuse
- Health and Well-being
- Serious Violence

Toolkits

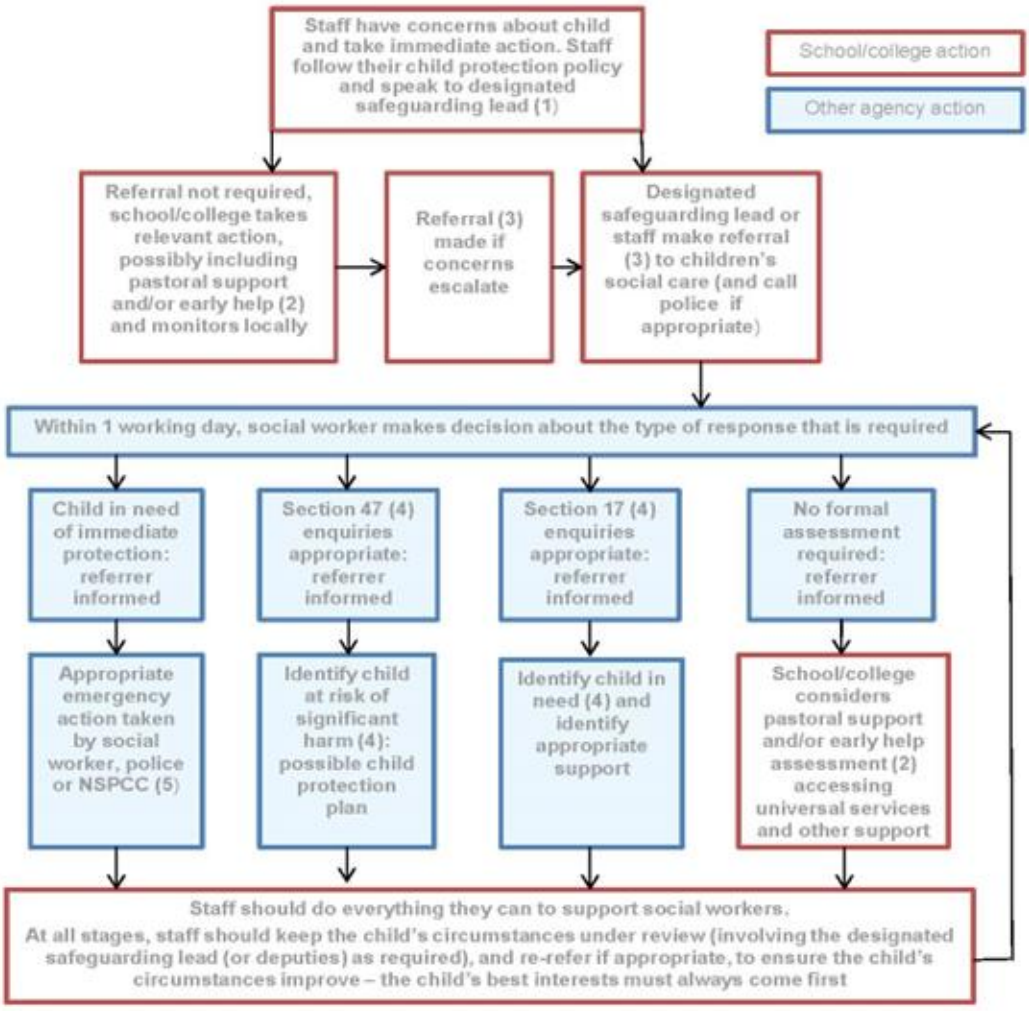
There is a toolkit available to support decision making in KCSIE Annex B on:

- Special education needs
- Online sexual behaviour
- Sexual harassment
- Harmful sexual behaviour
- Contextual safeguarding

Policy approved by the Board of Governors on *Tuesday 6th October 2026.*

APPENDIX 1

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

(4) Under the Children Act 1989, local authorities 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. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children

(5) This could include applying for an Emergency Protection Order (EPO).

APPENDIX 2

What staff should do in the event of a concern or disclosure: The 'Seven Rs'

'The Seven Rs' provides staff with clear guidance on how to act in the event of a concern or disclosure: Receive, Reassure, Respond, Report, Record, Remember, Review.

Receive

- A child might report abuse directly to a member of staff or peer in person or on-line (e.g. email or Microsoft Teams), a member of staff might overhear a conversation or there might be an observed change in behaviour;
- Listen to what is being said, without displaying shock or disbelief;
- Accept what is said and take it seriously;
- Make a note of what has been said or observed as soon as practicable.

Reassure

- Reassure the pupil, but only as far as is honest and reliable;
- Do not make promises you may not be able to keep, e.g.: "I'll stay with you", or "everything will be alright now" or "I'll keep this confidential";
- Do reassure, e.g., you could say "I believe you," "I am glad you came to me," "I am sorry this has happened," "We are going to do something together to get help."

Respond

- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details;
- Do not ask 'leading' questions, i.e.: "did he touch your private parts?" or "did she hurt you?". Such questions may invalidate your evidence (and the child's) in any later court proceedings;
- Instead, make use of open-ended questions which offers the child the opportunity to provide more information about an event in a way that is not leading, suggestive or putting them under pressure. Open questions may use how? When? Who? Where?
- Questions beginning with the phrases "tell me", "describe" or "explain" are useful:
- Tell me what happened, tell me who was there;
- Explain what you mean when you say;
- Describe the place to me;
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible.
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff.

Report (and Refer)

- Share concerns with the designated safeguarding lead (DSL) as soon as possible**.**
- **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 ***(see when to call the police: guidance for schools and colleges (npcc.police.uk))*** **. Referrals should follow the local referral process.**

- If you are unable to contact your designated safeguarding lead, deputy designated safeguarding lead, or most senior member of staff, and the child is at risk of immediate harm, contact:

Solihull Metropolitan Borough Council / Solihull Safeguarding Children Partnership:

Contact Solihull MASH (**link** to MASH referral form) on **0121 788 4300** (Monday to Thursday 8.45am - 5.20pm, Friday 8.45am - 4.30pm or 0121 605 6060 (out of hours)

And or, as required:

Birmingham City Council:

Contact Birmingham Children's Trust, Children's Advice and Support Service (CASS) (link to CASS referral form) on 0121 303 1888 (Monday to Thursday: 8:45am to 5:15pm, Friday: 8:45am to 4:15pm) or 0121 675 4806 (out of hours)

To make referrals to other West Midlands local authority or view policies and procedures use this link and choose the corresponding area.

Police and Emergency Services:

In an emergency always call 999.

For further guidance on when to call the Police refer to the National Police Chief's Council guidance: When to Call the Police Guidance for Schools and Colleges

To report an incident or concern to the West Midland Police use this link or call 101
If information is gathered by staff that might be important and relevant for the police to analyse and build information, staff should also complete a West Midlands Police Force Intelligence Bureau (FIB) form and emailed to fib@west-midlands.pnn.police.uk.

- If you are dissatisfied with the response from a DSL or children's social work, you should ask for the decision to be reconsidered, giving your reasons for this.
- A formal referral or any urgent medical treatment **must not** be delayed by the unavailability of designated staff.
- The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. More information and guidance can be found within Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers (2018).

If the suspicions in any way involve another member of staff (including supply teachers, agency staff and volunteers), the matter needs to be brought to the attention of the Executive Headmaster who will act in accordance with Managing Allegation procedures (see Staff Behaviour and Code of Conduct Policy and Section 11 of this policy).

If the suspicions in any way involve the Executive Headmaster, The Chair of Governors is to be informed immediately, and advice needs to be sought from the Solihull Local Authority

Designated Officer (LADO) as per procedures (see Staff Behaviour and Code of Conduct Policy and Section 11 of this policy).

The Solihull Local Authority Designated Officer (who should be contacted using the details below when there has been an allegation against a member of staff in relation to a child) role is currently undertaken by Kate Davies (LADO).

The Solihull LADO service is based at:

Child Protection and Review Unit
Bluebell Centre
Chelmsley Wood
B37 5TN
B37 5EX (Sat Nav)
LADO referrals: should be made via

Telephone: 07795128638

Email: lado@solihull.gov.uk (please put 'LADO referral' in subject line)

Whilst the LADO will oversee the process, the day-to-day work will be undertaken by the Independent Review Officers (IROs) within the Child Protection and Review Unit. The IROs have a duty system which should ensure that any enquiries will still be answered speedily.

N.B. (1) The above processes are also relevant when there are concerns about children who may be at risk of being drawn into terrorism. Advice can also be sought from the Channel Programme (a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism) or Children's Social Care.

N.B. (2) Whilst all staff should speak to the DSL or Deputy with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers (Serious Crime Act 2015). If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must personally report this to the police (see KCSIE, 2023, Annex B for further details).

Record

(See Appendix 3 – for guidance.)

- If possible, make some very brief notes at the time and write them up as soon as possible. Keep your original notes on file.
- Any member of staff receiving a disclosure of abuse from a child or young person or noticing signs or symptoms of possible abuse in a child or young person, will make a written record in a timely manner recording the disclosure using the child's own words, what was said or seen and the location both of the abuse and the disclosure.
- Record the date, time, place, persons present and noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into proper words.
- A record of a concern, suspicion or allegation should be made at the time of, or as soon as possible after the event. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made.
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'.

- A record should be made of any visible marks, bruising or injuries to a child that give cause for concern. This may be completed on a body map. The child should not be examined intimately, or pictures taken of any injuries / marks.
- All records must be signed and dated clearly with the name of the signatory clearly printed.
- Children **MUST NOT** be asked to make a written statement themselves or to sign any records.
- All records of a child protection nature (handwritten or typed) should be marked as confidential and passed to the DSL and Deputy through SPOMS and/or forms available in Reception (Appendix 3)

Remember

- Support the child: listen, reassure, and be available.
- Complete confidentiality is essential**.** Share your knowledge only with appropriate professional colleagues.
- Try to get some support for yourself if you need it.

Review

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

APPENDIX 3

DSL Job Description

This Job Description for the DSL can be found in full in KCSIE Annex C: Role of the designated safeguarding lead. A specific job description for the school's DSL is agreed with the DSL upon appointment.

Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety, filtering and monitoring). This should be explicit in the role holder's job description.

The designated safeguarding lead should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or a deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Manage referrals

The designated safeguarding lead is expected to refer cases:

- of suspected abuse, neglect and exploitation to the local authority children's social care as required and support staff who make referrals to local authority children's social care
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme

- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and
- where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.

Working with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.
- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCO's), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:
- ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
- supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

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

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of this guidance. Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO's) or the named person with oversight for SEND in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school or college in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements, and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

Training, knowledge and skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead (and any deputies) should also undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- obtain access to resources and attend any relevant or refresher training courses, and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes, and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

It is important that all children feel heard and understood. Therefore, designated safeguarding leads (and deputies) should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them, and,
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this document, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping

<u>Attendance, Missing from Education and Elective Home Education</u>

The DSL/DDSLs also have specific responsibilities related to Attendance, Children Missing from Education and Elective Home Education.

The DSL will ensure that the appropriate local agencies are notified if a child is missing from education, absent without explanation for a period of two days or more and when any child moves to a new school at any point during their time at the school.

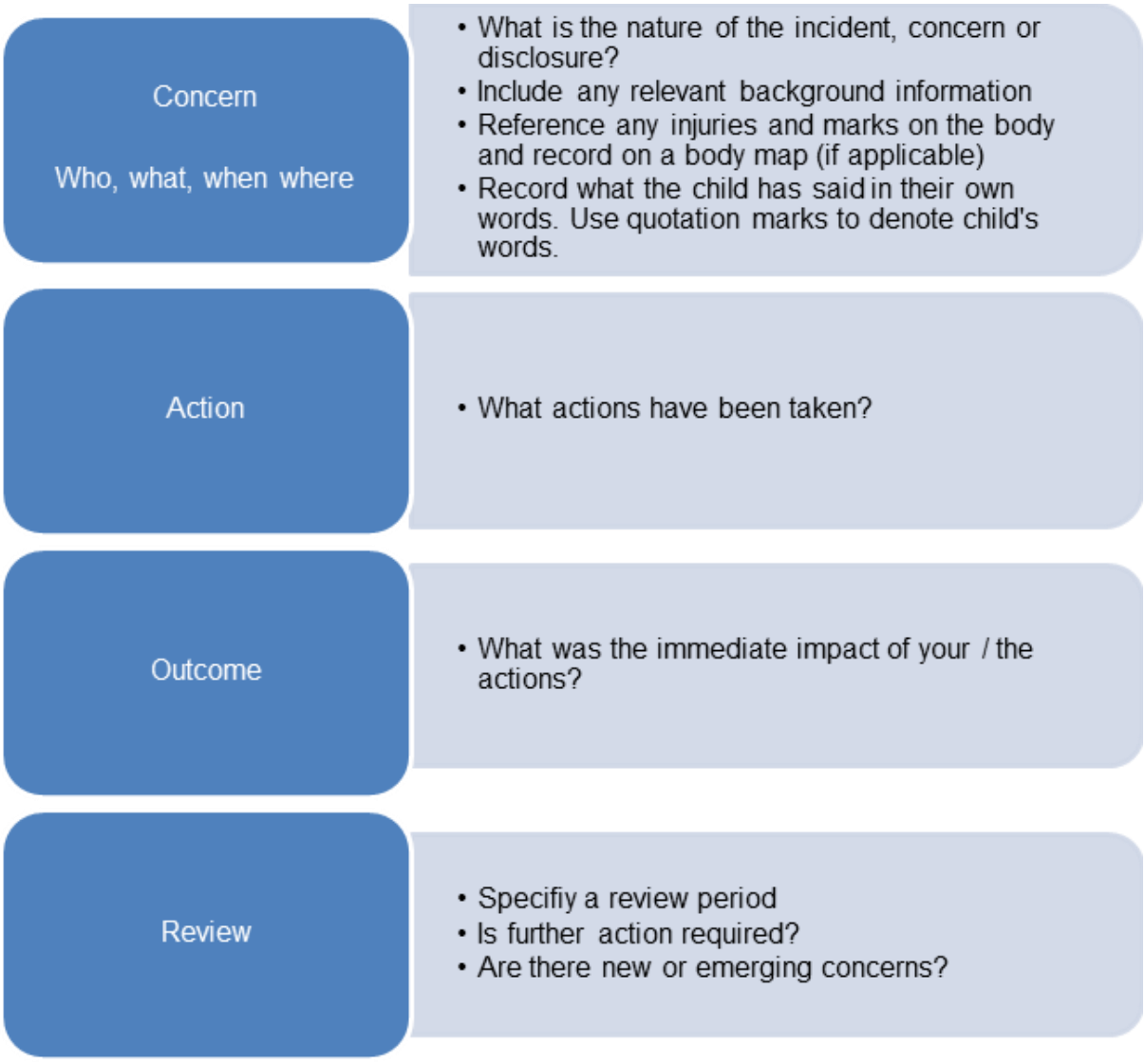
The school will work closely with Local Authorities and other professionals in the event of a parent expressing their intention to remove a child from school with a view to educating them at home.

APPENDIX 4

Stage 1 – Recording and Logging a Child Welfare, Wellbeing or Child Protection Concerns and / or Incident

a. Staff with access to SPOMS

When you become aware of any child welfare or child protection concern you should log a new incident on SPOMS against the pupil(s) you have concern for. Your concern should be recorded and logged **without delay** and follow the guidance below.



b. Staff with no access to SPOMS

If you do not have access to SPOMS, you should contact the DSL or a DDSL directly via Reception / Administration without delay. You should follow up any call with a written account of your safeguarding or child protection concern and email it to dsl@solsch.org.uk You might be asked to complete a Logging a Concern Proforma, which are kept in Receptions in the Head's Wing, Malvern Hall and Alice House. The form will then be logged on SPOMS by a DSL, DDSL or an appropriate Pastoral Lead or member of the School Leadership Team.

You can also / might be asked to complete a proforma form on the next page.

S Hardy (Pastoral Support Manager & Designated Safeguarding Lead)

extn 459 hardys@solsch.org.uk

LOGGING A CONCERN
SOLIHULL SCHOOL

Only to be used to log a concern about a pupil, if you are unable to access SPOMS

Names *of person causing concern:*	**Year and Form Group(s)**	**Time and date:**
Form completed by:	**Handed to:**	**For the attention of:**

Why are you recording this issue/incident/concern?	
Please annotate the following *(facts only)*: **-** **Who?** **What?** **Where?** **When (re: incident)?** **Witnesses?** *See body map on the reverse*	
Background information that you think may be relevant to how and why this incident/concern has arisen?	
What actions have you taken? **Please identify anyone else informed as part of this concern?**	

Please return this form to Warwick Road, Prep School Main Reception or Health Centre before you leave the campus

Forms should be passed onto a Form Tutor, DDSL and or DSL in an envelope before the end of the same school day.

The concern should be logged on SPOMS as soon as possible after receipt.

If additional space needed, please write on the reverse of this page – date, time and sign the additional information

Stage 2 - Information reviewed by a DSL or DDSL and actions and rationale documented

The following actions should be considered and documented with rationale:

Discuss with child	• Discuss with child • Ascertain child's wishes and feelings where appropriate
Check records	• Check health, attendance, behaviour and SEND records for any relevant information
Supervision	• Take supervision where appropriate (e.g. DSL, DDSL, MASH, SOLAR)
Contact parents	• Contact and discuss concerns with parents where appropriate
Refer to MASH Children's Social Care and or Solar	• Referral to MASH and or Solar
Other	• Any other appropriate action (e.g. Internal Monitoring, WatchList)

Stage 3 – Outcomes and reflection are documented

Final outcomes	• Document final outcomes, planned (and scheduled) reviews and further actions. • Identify success criteria if appropriate
Feedback to member of staff raising orginal concerns	• Give and record feedback to staff raising orginal concern (including rational for information sharing) • Sign post member of staff to further support
Reflect and review	• Refect and review as part of internal supervision • Reflect and review as part of external supervision • Share best practice • Review policy and procedures

APPENDIX 5

Useful Contacts

- Children's Services 0121 788 4300
- Child Protection Unit 0121 788 4310
- LADO Referrals 0121 788 4310
- Police Family Protection Unit 0121 712 6143
- NSPCC Young Person's Centre 0121 770 3000
- NSPCC Child Protection Helpline: 0808 800 5000
- LA Prevent Lead 0121 704 8282
- NSPCC website: www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect.
- West Midland Anti-Terrorist Hotline 0800 789 321

- Senior Education Improvement Officer: Natasha Chamberlain
Senior Education Improvement Adviser
Early Years and Education Improvement Service
Learning and Skills
Council House, Manor Square
Solihull B91 3QB
Office: 0121 704 6620

- Local Police 101 (999 for emergencies)
- DfE helpline for staff and governors
(non emergency) 0207 3407264
- Counter-extremism@education.gsi.gov.uk
- Childline: www.childline.org.uk 0800 1111