HERSCHEL GRAMMAR SCHOOL

Safeguarding and Child Protection Policy

Date approved by LGB: **October 2026**

***Date for revision:** **September 2027**

Approved by: **LGB**

*subject to any relevant changes in legislation or other appropriate guidelines

Herschel Grammar School
Northampton Avenue
Slough
SL1 3BW

01753 520950

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1. The school's safeguarding team should be contacted via the safeguarding email address: safeguarding@herschel.slough.sch.uk

The safeguarding team for 2026-27 is:

Headteacher	Ms Jo Rockall
Designated Safeguarding Lead	Mrs Katrina Rodriguez
Deputy DSL	Mr Graham Parsons
Deputy DSL	Mrs Taniya Malik
Deputy DSL	Ms Jo Rockall
Deputy DSL	Mr Michael Bourne
Deputy DSL	Mrs Baljinder Chall
Deputy DSL	Ms Emma Wood

Safeguarding Governor Mrs Alison Oxley

We are committed to safeguarding our pupils and promoting the welfare of our pupils and all staff and volunteers are expected to share this commitment.

Keeping Children Safe in Education 2026 (KCSIE 2026)

All members of staff must read Keeping Children Safe in Education 2026 Part One. All governors should read Part One, Part Two and Annex A.

2 Herschel Grammar School Definition of Safeguarding

2.1 At Herschel Grammar School, safeguarding has two clear dimensions:

1. Ensuring Child Protection policies are in place to protect pupils from identified risk(s), and that Child Protection procedures are known and followed by all staff.

   Although we cannot fully guarantee the safety of any pupil; we can do our best to look out for warning signs that a pupil is at risk, and we need to know how then to respond. We need to be aware of the potential pitfalls and to know and understand our professional responsibilities towards the pupils in our care.

2. Providing safe and effective care and guidance to prevent any pupil coming to harm and to promote the well-being of all pupils.

Equally we cannot guarantee all pupils' present or future well-being; but we should be aware of all the strategies in place at this school to promote pupils' well-being. We have professional responsibilities to promote the wellbeing of pupils.

2.2 KCSIE 2026 definition of Safeguarding

Safeguarding and promoting the welfare of children is defined as:

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

3 Herschel Grammar School Roles and Responsibilities for Safeguarding

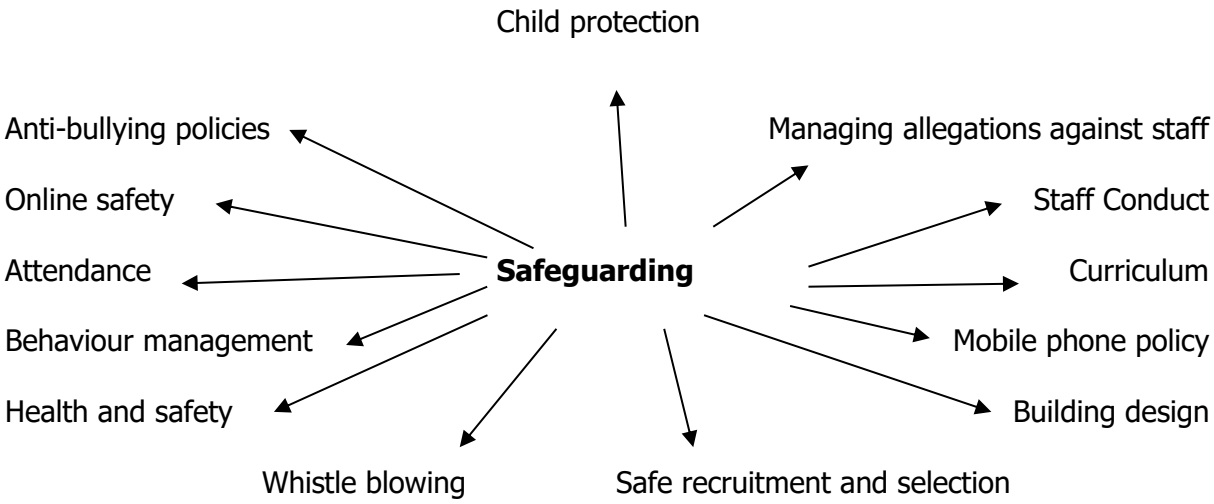
3.1 This Safeguarding Policy applies to all adults, including volunteers, working in our school. It is an overarching policy which demonstrates how we are working to provide a safe, caring and supportive environment for all pupils. The policies, procedures and protocols supporting safeguarding at HGS are detailed in the Appendix.

3.2 Safeguarding and promoting the wellbeing of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively all staff will ensure that

their approach is child centred. At all times they consider what is in the best interests of the child.

3.3 No single professional can have a full picture of a child's needs and circumstances. To ensure that children and families receive the right help at the right time, **everyone** who comes into contact with them has a role to play identifying concerns, sharing information and taking prompt action.

3.4 The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children. They are all trained to undertake their safeguarding responsibilities effectively, with access to further CPD.



There is a range of other safeguarding policies which should be read in conjunction with this and this includes the policies for online safety. See Appendix.

3.5 Roles and Responsibilities

- the school has a Safeguarding and Child Protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available on the school website.
- the school has procedures for dealing with allegations of abuse against staff (including supply staff) and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- the DSL is a senior member of staff from the school leadership team and staff are aware of who this is.
- deputies are appointed to ensure availability of appropriate staff for school staff to discuss any safeguarding concerns with.
- during term time, during school hours, the DSL or a deputy are always available.
- adequate and appropriate cover arrangements are made for out of hours and out of term activities.
- staff undertake appropriate safeguarding training.
- staff remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements.
- a governor is nominated to be responsible for Safeguarding, and in the event of allegations of abuse being made against the Headteacher, or safeguarding concerns raised, the situation must be reported to the Assistant Headteacher (DSL) or a Deputy Headteacher who will inform the Chair of Governors.

- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate as well as providing evidence if so requested.
- their policies and procedures are reviewed annually.

3.6 The Headteacher will ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- staff have the opportunity to contribute to safeguarding and child protection arrangements and policy due to their experience in managing safeguarding concerns on a daily basis
- sufficient resources and time are allocated to enable the DSL, deputies and other staff to discharge their responsibilities.
- liaise with the DSL to produce an annual report to the Governing Body on Safeguarding children and liaise with the Safeguarding Governor on this report;

3.7 The DSL will:

In addition to formal training, keep their basic skills and knowledge updated, for example via online bulletins and meeting with other safeguarding leads, at least annually

- oversee referral of cases of suspected abuse or allegations to the relevant investigating agencies within 24 hours and generally on the same day.
- retain ultimate lead responsibility for child protection when activity is delegated to deputies
- act as a source of support, advice and expertise within the educational establishment.
- ensure that all staff members receive safeguarding and child protection updates, at least annually, via email and staff briefings.
- provide basic safeguarding and child protection information to all staff on induction.
- ensure the Headteacher is informed as appropriate of issues and on-going investigations.
- ensure the child protection policy is updated and reviewed annually and work with the headteacher/governing body regarding this.
- where a child leaves the establishment, ensure the child protection file is copied for the new establishment asap and transferred to the new school separately from the main pupil file.
- liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children.
- Use the NSPCC guidance to understand when they should consider calling the police.
- ensure that school staff know 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, will support 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.

4 Statutory Framework

4.1 "Working Together to Safeguard Children 2026" requires all schools to follow the procedures for protecting children from abuse which are established by the Area Child Protection Committee. Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or is at risk of abuse. These procedures should also cover circumstances in which a member of staff is accused or suspected of abuse.

4.2 This policy also reflects and is compliant with the following publications

Keeping children safe in education 2026: September 2026

https://berks.trixonline.co.uk

Working together to safeguard children 2026

Working together to improve school attendance: July 2026

5 Safer Recruitment and Selection

5.1 The school pays full regard to current DFE guidance 'Keeping Children Safe in Education' 2026.

Key members of staff have attended a Safer Recruitment Course based on the National Programme sponsored by the DfE and the National College for Teaching and Leadership. All interview panels include at least one person who has successfully completed the above course. An aspect of this is to ensure that the Single Central Register is kept up to date including the completion of all DBS checks.

5.2 We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, Disclosure and Barring Service checks. Online searches may also be carried out as part of our due diligence checks.

5.3 In line with statutory changes, underpinned by regulations, the following will apply for all regulated activity:

- a DBS enhanced disclosure with barred list information is obtained for **all** new appointments to our school's workforce.
- all governors have an enhanced DBS check.
- the school keeps an up to date single central record detailing the range of checks carried out on our staff.
- all new appointments to our school workforce who have lived outside the UK immediately prior to appointment will be subject to additional checks as appropriate.
- any new appointments to the teaching staff are not subject to a prohibition order.
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy. All new supply staff provide current photographic ID evidence that they are the same person that the agency has provided vetting checks for
  identity and proof of address checks must be carried out on all appointments to our school workforce before the appointment is made, preferably from current photographic ID.
- for every appointment made there will be at least one member of SLT or Governor involved who has undertaken the accredited Safer Recruitment training.
- Section 128 checks are completed for all members of SLT.

There are limited circumstances where schools and colleges will need to carry out new checks on existing staff or volunteers. These are when:

- an individual working or volunteering at the school moves from a post that was not regulated activity with children into work which is considered to be regulated activity with children. In such circumstances, the relevant checks for that regulated activity must be carried out,
- there has been a break in service of 12 weeks or more, or

- there are concerns about an individual's suitability to work with children.

5.4 Anyone involved in unregulated activity in the school will either be supervised by a member of staff or we will obtain an enhanced DBS.

Use of volunteers
Any person volunteering in a school or college in a role that involves teaching, training, instructing or supervising children frequently or on more than 3 days in a 30-day period or overnight is now in regulated activity. Where this applies, schools or colleges should obtain an enhanced DBS check with children's barred list information.

6 Safe Practice

6.1 Safe working practice will help keep pupils safe and will require all staff to:

- be responsible for their own actions and behaviour and avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- be aware of the school's confidentiality policy.
- be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.
- know the Safeguarding and Child Protection policy.
- have read part one of Keeping Children Safe in Education 2026
- sign the staff code of conduct.
- **be confident about reporting any safeguarding concerns and know that any staff member must refer their concerns directly to Children's Services if they feel their concerns are not acted on appropriately within the school setting.**
- be confident in contributing to safeguarding arrangements and policy if they are aware of potential improvements to safe practice.

7 Prevention of harm

7.1 We recognise that the school plays a significant part in the prevention of harm to pupils by providing them with a protective environment and open communication with trusted adults and supportive friends.

7.2 Staff and pupils are therefore encouraged to:

- work to establish and maintain an ethos where pupils feel secure and are encouraged to talk and are always listened to;
- include regular consultation with pupils to check that they are feeling safe and happy
- ensure that all pupils know there are adults in the school who they can approach if they are worried or in difficulty;
- include the teaching of safeguarding within the curriculum and provide opportunities to equip students with the skills they need to stay safe from harm and to know to whom they should turn for help.

7.3 The school educates pupils about key safeguarding and well-being issues in many ways. We are committed to providing a school where pupils can flourish within a caring environment.

7.4 Our aims are supported by our Behaviour and Attendance Policy which promotes a climate of mutual respect and understanding. We encourage pupils to feel confident to talk to adults in our school knowing that they will be listened to and taken seriously. We work to ensure pupils feel safe in a secure environment where they do not endure bullying, racism or sexual harassment and where their medical needs are met.

7.5 In PSHCE, pupils are encouraged to discuss related issues. Topics include themes such as online safety, mental health, drugs, alcohol, relationships and sex education, sexual harassment and abuse, bullying, domestic abuse, female genital mutilation, exploitation, sexting, pornography and radicalisation. Pupils learn to look after themselves physically, emotionally and to be aware of mental health issues. These themes are also addressed in assemblies and relevant websites referred to in the pupil planner and through school displays and on Teams.

7.6 Pupils are encouraged to become independent self-managers through formal learning and the wider school ethos. They learn how to make informed and sensible choices, enabling them to stay safe and promote their own well-being. They are trusted to behave in school, and given many opportunities to make a positive contribution to the school community e.g. pupils inform the Pupil Voice about concerns, and suggest solutions.

7.7 Personal safety and well-being are discussed and explained, and safe practices adopted in subject areas such as in PE, Science, DT, Art and ICT. The school ensures appropriate and agreed staff/pupil ratios are maintained and where necessary risk assessments are carried out for on-site and off-site learning.

7.8 Dissemination and promotion of the school safeguarding messages is through posters around the school for pupils and school staff, via the school website for pupils, through newsletters and on Teams. The Safeguarding policy is available on the school website.

8 Online safety

8.1 This section summarises our approach; for further details about our school's policy on online safety, please refer to our Online Safety policy, pupil acceptable use of ICT policy and Student Use of Artificial Intelligence Guide.

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

8.2 Appropriate filters and monitoring systems are in place which also apply to the use of generative AI and the school ensures that online safety is included in relevant lessons. A review of our filtering and monitoring system is carried out at least once every academic year.

The school does not excessively filter online content so that there are not unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

8.3 The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

● Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism, misinformation, disinformation (including fake news) and conspiracy theories

● Contact – being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example: peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

● Conduct – online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images including those generated using AI and online bullying; and

● Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

8.4 Pupils should not use their mobile phones during the school day when they are on the school site, including before school, during lessons, in the time between lessons, at breaktimes and at lunchtimes. Sixth Form pupils are allowed to use their mobile phones when in the 6th form block only. On all off site visits the default position remains that phones must not be used or seen, including during coach travel. Any change from this position is at the discretion of the lead teacher on the activity.

8.5 Users must not view, upload or download any material which is likely to be unsuitable for children. This applies to any material of a violent, dangerous or inappropriate context including images of a sexual nature. Any concern about a pupil accessing inappropriate material on their own device must be referred to the DSL.

9 Site Security

9.1 There are electronic gates to the main car park which are opened by interphone. There are electronic gates to the pedestrian and visitors' gates which are opened for visitors by interphone during the school day.

9.2 All visitors arriving on the school site are directed to Reception by clear signposting.

All visitors sign in electronically and their safeguarding responsibilities are explicit in the signing in process. In addition, all visitors receive a safeguarding leaflet and a visitors' pass and lanyard. Visitors are accompanied by staff at all times, unless they have DBS clearance.

9.3 Visitors for whom we have confirmed DBS clearance, receive a yellow lanyard. Visitors for whom we do not have confirmed DBS clearance, receive a red lanyard. Visitors with a red lanyard are accompanied by staff at all times.

9.4 Contractors are predominantly booked to complete their services during school breaks.

9.5 Safeguarding posters are displayed in reception and in classrooms.

9.6 Pupils and staff are asked to notify teachers or school office of any possible unauthorised visitors.

9.7 School staff wear identity lanyards on the school site.

10 Partnership with Parents

10.1 The school shares a purpose with parents to educate and keep children safe from harm and to have their wellbeing promoted.

10.2 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission

or it is necessary to do so in order to protect a child.

10.3 Herschel Grammar School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm. We encourage parents to discuss any concerns they may have with their son/ daughters' Head of Learning or Form Tutor in the first instance.

10.4 All parents are required to provide the school with at least two emergency contact numbers and to make the school aware of any changes to these.

11 Partnerships with others

11.1 The school recognises that it is essential to establish positive and effective working relationships with our safeguarding partners: the Local Authority, the CCG and the police and there is a joint responsibility on all these partners to share information to promote the wellbeing of children and protect them from harm.

11.2 This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide support to children subject to child protection plans.

11.3 Data protection fears and fears about sharing information will not be allowed to stand in the way of the need to promote the wellbeing of children and protect their safety.

11.4 In particular, it is recognised that inter- agency working and information sharing, is particularly important to identify and prevent CCE and CSE.

12 School Training and Staff Induction

12.1 The school's Designated Safeguarding Lead, (DSL), and Deputy Designated Safeguarding Leads, undertake child protection training and other refresher training at 2 yearly intervals. In addition to formal training their knowledge and skills will be refreshed at regular intervals, at least annually.

12.2 All other school staff, including non-teaching staff, undertake appropriate online training every two years to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training.

12.3 In addition, staff receive updates and reminders via email, staff briefings and Inset sessions to ensure their skills and knowledge to safeguard children effectively are up to date.

12.4 All training includes training on Prevent and Online safety. Staff receive training on their roles and responsibilities in relation to filtering and monitoring.

12.5 All permanent staff, including supply teachers have a copy of the Safeguarding Policy. The same applies to all temporary staff and volunteers who may work with the school for a period of time. All staff will be supported by induction training when they are first appointed. This includes all systems which support safeguarding

- the Safeguarding and Child Protection policy;
- the Behaviour policy;
- the Attendance policy;
- the acceptable use of ICT policy;
- the staff code of conduct;
- the safeguarding response to children who go missing from education; and

- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

12.6 Safeguarding covers more than the contribution made to child protection in relation to individual children. It encompasses a wide range of issues and reference to the policies, procedures and protocols can be found in the Appendix.

13 Attendance

13.1 All staff are aware that children being absent from school, particularly repeatedly and/or for prolonged periods, and children missing from education can act as a vital warning sign of a range of safeguarding possibilities.

13.2 The school places a high emphasis on attendance. Parents are expected to telephone the school on the first day of absence. We monitor attendance carefully and address poor or irregular attendance without delay. Should attendance give cause for concern the Head of Learning will meet with parents and if there is no improvement the school liaises with the Local Authority Attendance Team. See Attendance Policy.

13.3 When a student fails to attend school without satisfactory explanation, we will:

- Endeavour to contact the parent on the first day of absence by telephone call or text; if contact cannot be made another call will be made on day two and if by day 3 no contact has been made all contact numbers will be called and an email sent.
- A further phone call be made and a further letter/email sent to the parent/carer or a home visit may be made if there has been no response and the unauthorised absence has exceeded three school days
- If the non-attendance continues beyond nine days or if the student fails to attend for three complete weeks in any six-week period, a further attempt will be made to telephone the parent/carer and another letter/email sent and a home visit made.
- We will notify the local authority of any pupil who fails to attend regularly or who have missed 10 school days or more without permission.
- If the student or parent/carer fails to respond to a Fixed Penalty notice will be completed by the school and passed onto the local authority.

13.4 Knowing where pupils are during school hours is an important aspect of safeguarding and pupils in Years 7 – 11 are registered lesson by lesson.

14 Confidentiality

14.1 We recognise that all matters relating to child protection are confidential. The designated teacher will only disclose any information about a child to other members of staff on a "need to know" basis.

14.2 A teacher can never guarantee confidentiality to a child. If a child suggests to a staff member that what they are saying is a secret, then that staff member needs to advise the child that it may be necessary to share this information with others.

15 Pupil Information

15.1 We will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them, the school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives.
- names and contact details of all persons with parental responsibility (if different from above).

- emergency contact details (if different from above). The school requires at least two contact numbers available during the day.
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.).
- if the child has, or has had, a Child Protection Plan or a care plan.
- contact detail of GP surgery.
- any other factors which may impact on the safety and wellbeing of the child.

15.2 The school will collate, store and agree access to this information which is normally kept on the students' file. Confidential files are kept in a signed and sealed envelope in the pupil file and have limited access.

16 Record Keeping and Information Sharing

16.1 Records from May 2022 are stored electronically using CPOMS – Child Protection Online Monitoring and Safeguarding system. Safeguarding files prior to this are kept in a locked cupboard in the DSL office. Deputy DSL have a key to the office and to the locked cupboard.

16.2 Where safeguarding files are on paper, individual records are stored with a chronology of events, actions and review dates.

16.3 Child protection records are retained for 25 years.

16.4 All safeguarding records are retained for 7 years after a pupil has left the school.

17 Children Looked After (CLA)

17.1 Children who are looked after require additional measures to ensure they are safeguarded. The designated teacher for looked after children is the DSL. The school holds details of a looked after child's legal status and arrangements for carer / parental responsibility, the name of the child's social worker and the name of the virtual head in the area in which they are residing.
The designated teacher is responsible for promoting the educational achievement of the child within the school, supported by the virtual head.

17.2 The designated teacher should work with the virtual head to ensure that funding is appropriately deployed to support the progress of the child within the school and to meet the needs identified in their PEP.

18 Children potentially at greater risk of harm

18.1 We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. The DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. Where children need a social worker (on Child in Need and Child Protection Plans), this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

18.2 Children with SEND are additionally vulnerable and can face additional safeguarding challenges.

18.3 We recognise that children with SEND

- can be disproportionately impacted by bullying without necessarily showing any outward signs.

- may experience communication barriers and difficulties in expressing their concerns.
- may be more prone to peer group isolation than other children.

18.4 Indicators of possible abuse such as behaviour, mood and injury should not be assumed to relate to the child's disability without further exploration.

18.5 We identify pupils who might need more support to be kept safe or to keep themselves safe by sharing the names of all pupils with SEND.

18.6 To address these additional challenges, extra pastoral support for children with SEN and disabilities is provided through the SENCO, and through the SEN mentoring scheme.

18.7 Use of reasonable force

There are rare circumstances when it may be appropriate for staff to use reasonable force to safeguard children and young people. The school will always try to take remedial action to ensure that situations do not escalate to a level that requires force. However, where force is necessary, the school will have due regard to its legal duty to make reasonable adjustments for SEND pupils. Staff will use no more force than is absolutely necessary to stop the behaviour and will always try to avoid acting in a way that might cause injury.

19. Children who are questioning their gender

Schools have a statutory duty to safeguard and promote the welfare of all children. We will consider how best to fulfil that duty towards a child who is questioning their gender, as well as their peers, ensuring that any agreed course of action takes account of the impact on all of those affected. This means that the first step when considering a child's request for support with social transition will be to consider what is in the best interests of the child and other children, and a decision relating to social transition may not be the same as a child's wishes.

In the vast majority of cases we will strive to work with parents or carers to determine what is in the best interests of the child as well as considering any clinical evidence or advice and seeking any additional non-clinical professional advice where relevant (for example from the SENCO), including involving the designated safeguarding lead. We will consider everything that could be affecting a child, including whether they have any wider health issues or neurodiversity.

Parents and carers have the leading role in the lives of their children, and this area should be no exception. Therefore, where a child who is questioning their gender asks for support from a school we will strive to engage parents/carers. It is important that the views of the child's parents or carers should carry great weight and be properly considered. However, in the rare circumstances where involving parents or carers would constitute a greater risk to the child than not involving them, the designated safeguarding will lead on the matter to determine what action is needed to safeguard the child, before the parents or carers are contacted or any decisions are taken.
The advice above applies in cases where a child has requested support with social transition. In cases where a child confides in a member of staff about their feelings but does not ask the school or college to make changes to how they are treated, there is no reason to break any confidence unless there is a related safeguarding risk. We will follow out usual procedures where a conversation with a child raises concerns about the child's wellbeing or safety, including involving parents or carers where appropriate. All requests and actions will be carefully documented.

20 Alternative Provision

20.1 If a pupil is placed in alternative provision the school will obtain written confirmation from the provider that they have completed all safeguarding checks that are necessary on their staff.

The school must also;

- Be informed of any staff changes that could affect pupil safety
- Keep accurate records of the child's location (address and any satellite sites)
- Review placements regularly to ensure the child is attending and the environment is safe

If concerns arise, the school must immediately review and, if necessary, terminate the placement.

21 Support before statutory intervention

21.1 Any child may benefit from support before statutory intervention, including from universal services and community-based Early Help, or the targeted early help level of Family Help

All school and college staff should be particularly alert to the potential need for additional support for a child who

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- has a mental health need;
- is a young carer;
- is pregnant and/or is a parent themselves;
- has exhibited early signs of abusive, violent and/or harmful behaviours
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from education, home or care;
- has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral;
- is misusing drugs or alcohol themselves;
- Is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation;
- is at risk of being radicalised into terrorism
- has a parent or carer in custody, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- is at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child.

22 Supporting Mental Health

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. It is important, however, that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.

Education staff, however, still have an important role to play. Specifically, they can support the fulfilment of 4 key roles:

• promoting good mental wellbeing and preventing the onset of mental illness,
• observing pupils and identifying early those who may be experiencing mental health problems or being at risk of developing one,
• ensuring early targeted support is provided, and
• liaison with/referral to specialist services where needed.

Staff should be aware that mental health problems can, in some cases, develop into safeguarding concerns This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken in speaking to the designated safeguarding lead or a deputy. The Senior Mental Health Lead is the DSL.

If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which education staff are well placed to recognise. These could include:

• significant changes in behaviour,
• ongoing difficulty sleeping,
• withdrawing from social situations,
• not wanting to do things they usually like, and
• physical signs of self-harm or neglecting themselves.

Not every child who exhibits these behaviours is suicidal or has a mental health concern. However, by identifying these and other potential warning signs, education staff can identify children who may be struggling with their mental health and contemplating suicide and offer support and vital early intervention.

If staff feel that a child is in danger, they should call 999 or arrange for them to be taken to A&E immediately by a parent/carer or other suitable person. If a child needs help urgently for their mental health, but it's not an emergency, staff can get help from NHS 111 online or call 111 and select the mental health option.

23 Identifying Children and Young People who may be suffering significant harm

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be likely to suffer significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/ or school staff being alerted to concerns.
Safeguarding incidents can happen anywhere and all staff should be alert to possible concerns being raised.

When concerned about the wellbeing of a child, staff members should always act in the best interests of the child.

It is the responsibility of all members of staff to be aware of signs – physical, emotional or in terms of progress and development – which might indicate abuse, or that the child is in need of support and protection, and share their concerns with the DSL.

Disclosure of abuse by a pupil to any member of staff or suspicion of abuse must be dealt with immediately. There are strict procedures to be followed and the time element is important. Where possible, the DSL, Mrs Rodriguez, should be informed immediately. She will co-ordinate action within the school and liaise with external agencies. If Mrs Rodriguez is unavailable, staff

should go directly to Mr Parsons, Mrs Malik, Ms Wood, Mr Bourne, Mrs Chall or if they are also unavailable, to Ms Rockall.

All staff should have an awareness of safeguarding issues that often overlap and can put children at risk of harm (including but not limited to those listed below).
The following behaviours and indicators can be signs that children are at risk:

- drug taking and/or alcohol misuse;
- unexplainable and/or persistent absences from education;
- serious violence, criminal exploitation (including that linked to county lines),

radicalisation,

- and consensual and non-consensual making or sharing of nudes or semi nudes.

If a child is in immediate danger or at immediate risk of harm, then any member of staff can make a referral to children's social care and/or the police. In this case, Mrs Rodriguez should be informed as soon as possible.

If any **teacher**, in the course of their work discovers that an act of FGM appears to have been carried out on a girl under the age of 18, then this must be reported to the police.

It is *not* the responsibility of school staff to investigate wellbeing concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to be vigilant, to recognise concerns and maintain an open mind.

Abuse as a complex issue
All staff should be aware that abuse, neglect, exploitation and safeguarding issues are rarely standalone events. In most cases multiple issues will overlap with one another.

A person may abuse, neglect a child by inflicting harm or by failing to prevent harm.

They may be abused by adults or another child or children.

Staff should be aware that that behaviours linked to drug taking, alcohol abuse, truanting and the making or sharing of nudes or semi-nudes can put children in danger.

24 Contextualised Safeguarding

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

25 Child-on-child abuse

We believe that all pupils have a right to attend school and learn in a safe environment. Pupils should be free from harm by other pupils. All staff should be aware that safeguarding issues can manifest themselves via **child-on-child abuse**. This is most likely to include, but not limited to, bullying (including cyber bullying), gender-based violence, sexual harassment or sexual violence and the consensual and non-consensual sharing of nudes and semi-nude images and/or videos.

This can occur within the school or outside school and online.

Allegations of child-on-child abuse are serious and should never be tolerated and passed off as banter. Any concerns regarding possible child-on-child abuse should be discussed with the DSL or a deputy.
The school recognises that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place but not being reported.

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

All staff should be aware that child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator. As well as knowing how to respond to concerns, all staff should know that child-on-child abuse is preventable. As well as knowing how to recognise behaviours and indicators of risk early, staff should know that timely, evidence based support can be key to preventing children from going on to commit abuse or violence.

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);
- serious physical assault and harm, or the threat of harm with a weapon

26 Sexual violence and sexual harassment

Sexual violence and sexual harassment come under child-on-child abuse and:

- 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;
- consensual and non-consensual making or sharing of nudes and semi-nudes;
- 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).

Pupils being touched / assaulted sexually or being subjected to initiation violence will be dealt with as child-on-child abuse. We recognise the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but all child-on-child abuse is unacceptable and will be taken seriously.

Child-on-child abuse may also occur online. This can take the form of abusive, harassing and misogynistic messages, making or sharing of nudes or semi-nudes.
All incidents involving the sharing of nude or semi-nude images require a safeguarding response, whether they are consensual or non-consensual.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more appropriately dealt with as bullying, fighting or sexual experimentation. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others. If a pupil causes harm to another it is not necessarily a safeguarding concern and may be dealt with in line with the school's behaviour policy.

When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, development) between the young people concerned.
- Whether the perpetrator has repeatedly tried to harm one or more children.
- Whether there are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause significant harm to the victim, this should be regarded as abusive even if harm was not actually caused.

The safeguarding implications of sexual activity between young people
A child under the age of 13 cannot consent to sexual activity and school staff must report such activity, or suspected activity to the DSL.

It will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving young people below the age of legal consent (16 years) comes to notice. It is important to distinguish between consensual sexual activity between young people of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation. Key specific considerations will include:

- The age, maturity and understanding of the pupils.
- Any evidence of pressure to engage in sexual activity.
- Any indication of sexual exploitation.

27 Our preventative approach to child-on-child abuse

As a school we will minimise the risk of allegations against other pupils by:-

- Providing a developmentally appropriate PSHCE syllabus which develops pupils understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk
- Providing targeted work and risk assessments for pupils identified as being a potential risk to other pupils.

28 Procedure: managing allegations of child-on-child abuse

When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

If safeguarding thresholds are met, the DSL will contact the Children's Services duty team to discuss the case. The DSL will follow through the outcomes of the discussion and make a referral where appropriate.

Parents, of both the pupil being complained about and the alleged victim, should be informed and kept updated on the progress of the referral.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

29 Children who are absent from education

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

We will follow our procedures for unauthorised absence, for dealing with persistently absent pupils and pupils missing education to help identify the risk of abuse and neglect and to help prevent the risk of pupils becoming a child missing education in the future. This includes informing the local authority when a child leaves the school, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.
Staff are trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.
See Attendance Policy

30 Child Protection

Staff must immediately report

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- any explanation given which appears inconsistent or suspicious;
- any behaviours which give rise to suspicions that a child may have suffered harm and any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- any concerns that a child is presenting signs or symptoms of abuse or neglect;
- any significant changes in a child's presentation, including non-attendance;
- any hint of or disclosure of abuse from any person;
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present);
- any concerns associated with self-harm;
- any concerns associated with child sexual exploitation, female genital mutilation, forced marriage or domestic violence.

31 Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. The school recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the DSL.

Principles
Staff will not investigate but will, wherever possible, elicit only enough information to pass on to the designated person in order that she can make an informed decision of what to do next. If appropriate, staff should ask the pupil if he/ she will accompany them to meet with Mrs Rodriguez immediately.

If not, staff will:

Receive and React

- listen to and take seriously any disclosure or information that a child may be at risk of harm;
- clarify the information;
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?' Leading questions may invalidate your (and the pupil's) evidence;
- try not to show signs of shock, horror or surprise;
- not criticise the perpetrator; the pupil may love him/ her and reconciliation may be possible;
- explain sensitively to the person that they have a responsibility to refer the information to the designated person;
- reassure and support the person as far as possible;
- explain that only those who 'need to know' will be told;
- explain what will happen next and that the person will be involved as appropriate.

Record

- Make some very brief notes at the time on any paper that comes to hand and write them up as soon as possible.
- Do not destroy your original notes in case they are required, for example, by a court.
- Record the time, date, place, any noticeable non- verbal behaviour and the words used by the child.
- Draw a diagram to indicate the position of any bruising.
- Record statements rather than your interpretations or assumptions.

Record information regarding the concerns on **the same day**. The recording must be a **clear, precise, factual** account of the observations. The aim should be to record the interview verbatim without changing the child's language at all. **This record must be given to the DSL.** For an audit trail, staff should also email the DSL, and say that notes will follow.

Afterwards

- The DSL or a deputy will decide whether to make a referral to children's social care **but it is important to note that any staff member can refer their concerns to children's social care directly.**
- The DSL or a deputy will make referrals to the Social Care Department or occasionally the police, in line with the Slough Child Protection Procedures. If it is decided to make a referral to Social Services, parents or guardians will be informed unless they are implicated in the case. They will always be informed following discussions with social services/police.
- If a referral is made to Social Services, the DSL will ensure that a written report of the concerns is sent to the Local Duty Social Worker/Care Manager of the Children and Families Team dealing with the case immediately or with an outside limit of 3 days.
- The DSL will consider if urgent medical advice or treatment is needed:
  The person accompanying the pupil will take an explanatory letter and referral will not be delayed if the parent/guardian and/or social worker cannot be contacted.

Relax

- Try to get some support yourself.
- You need not handle the situation yourself.

32 Allegations against staff (including supply staff and volunteers)

In KCSiE Part four contains comprehensive guidance covering the two levels of allegations/concern:

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

32.1 Allegations that may meet the harm threshold

This section applies to all cases in which it is alleged that a member of staff (including supply staff trainee teachers, volunteers and contractors) has;

- Behaved in a way that has harmed a child, or may have harmed a child, and/or
- Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place inside or outside of school

Should a pupil disclose abuse by a member of staff (including supply staff, trainee teachers, volunteers and contractors) the situation must be reported to the Headteacher immediately. Should the allegation be made against the Headteacher, the situation must be reported to the Assistant Headteacher (DSL) or a deputy Headteacher, who will inform the Chair of Governors

Any safeguarding concerns about adults in the school (including supply staff, trainee teachers, volunteers and contractors) should be discussed with the Headteacher. This may include the actions or attitude of colleagues.

Any concerns that any member of staff (including supply teachers, trainee teachers and volunteers) may have behaved in a way that has or may have harmed a child, behaved towards a child in a way that indicates they may pose a risk of harm to children; or may have behaved in a way that indicates they may not be suitable to work with children, must be referred to the Headteacher who will consider whether an onward referral to the LADO is required.
Never think abuse is impossible in the school, or that an accusation against someone you know well and trust is bound to be wrong.
If there is a concern/allegation about the headteacher, this should be referred to the chair of governors.

32.2 Low-level concerns about the behaviour of another member of staff

Staff who are concerned about the behaviour of a colleague towards a pupil or pupils, are undoubtedly placed in a very difficult situation. You may worry that you have misunderstood the situation and you will wonder whether a report could jeopardise a colleague's career.

All concerns should be discussed with the Headteacher.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that is inconsistent with the staff code of conduct. This may include inappropriate conduct outside of work, or inappropriate sexualised, intimidating or offensive language.
We wish to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour which are set out in the staff code of conduct are constantly lived, monitored and reinforced by all staff.
The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour does not meet the allegations threshold and is not considered serious enough to consider a referral to the LADO.

Staff are encouraged to self-refer if they are aware that their conduct may have been inappropriate.

You must remember that the welfare of the child is paramount.
If a child or parent makes a complaint of abuse against a member of staff (including supply staff trainee teachers and volunteers) the person receiving the complaint must take it seriously and immediately inform the Headteacher.

Any member of staff who has reason to suspect that a pupil may have been abused by another member of staff, must immediately inform the Headteacher.

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

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

The school will ensure feedback is provided to the LADO about the outcome of any internal investigations.

33 Whistleblowing

If members of staff ever have any concerns about the behaviour or intentions of any person within the building, school grounds or within proximity of children, they have a professional duty to inform management accordingly. This can be done in writing or verbally but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality. See Whistleblowing Policy.
Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them.
General advice can be found at Whistleblowing Advice Line | NSPCC

The NSPCC whistleblowing helpline number is 0800 028 0285.

34 Preventing and Tackling Radicalisation and Extremism

34.1 Background

Safeguarding children from all risks of harm is an important part of our work and protecting them from extremism and radicalisation is one aspect of that.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others.

These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the schools core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Prejudice, discrimination or extremist views, including derogatory language, will always be challenged.
http://www.gov.uk/government/publications/prevent-duty-guidance

34.2 Statutory Duties

The statutory duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2026)
- Prevent Duty Guidance (2023)
- Working Together to Safeguard Children (2026)

Extremism is defined in the Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
Radicalisation refers to the process of a person legitimising support for, or use of, terrorist violence'
British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

34.3 Role of the Headteacher

It is the role of the headteacher to:

- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis
- ensure that the school's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation

34.4 Role of Designated Safeguarding Lead

It is the role of the designated safeguarding lead to:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs that a child or young person may be susceptible to radicalisation and know how to refer their concerns
- receive safeguarding concerns about children and young people who may be susceptible to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with safeguarding partners, including the local authority and the police
- report to the governing body on these matters

34.5 Role of staff

It is the role of staff to understand the issues of radicalisation, are able to recognise the signs that a child or young person may be susceptible to radicalisation and know how to refer their concerns.

34.6 Internet Safety

The filtering systems used in our school blocks inappropriate content, including extremist content. Our filtering system also applies to the use of generative AI.

We also filter out social media. Searches and web addresses are monitored and the network manager will alert the designated teacher where there are concerns and prevent further access when new sites that are unblocked are found.

Staff are aware of their roles and responsibilities in relation to filtering and monitoring.

Filtering and monitoring standards

Where staff, students or visitors find unblocked extremist content they must report it to the network manager or a member of the senior leadership team.

We are aware that children and young people have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance when pupils are using their phones.

We support parents on the topic of Online Safety, through regular updates on our Online safety website page, the school newsletter and Online safety videos. Guidance to parents on the home monitoring and control of internet use is given regularly.

34.7 Staff Training

Staff will be given training to help them understand the issues of radicalisation, are able to recognise the signs that a child or young person may be susceptible to radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training.

34.8 Visitors

We take care to ensure that visiting speakers are appropriate and any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals. Staff are always present to monitor content.

We recognise, however, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

If staff have any concerns about the suitability of a visiting speaker, they should discuss these with a member of SLT.

34.9 Signs of susceptibility

There are no known definitive indicators that a young person may be susceptible to radicalisation, but there are number of signs that together increase the risk. Signs that a child or young person may be susceptible include:

- being in possession of extremist literature
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle

- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

34.10 Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- repeatedly verbalising anti-Western or anti-British views
- advocating violence towards others

34.11 Referral Process

Staff and visitors to the school must refer all concerns about children and young people to the Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns.

When there are significant concerns about a pupil, the Designated Safeguarding Lead will make a referral to Children's Services and Prevent.

Staff should be assured that a referral to Prevent does not suggest involvement in any criminal activity but is a safeguarding responsibility.

APPENDIX A

TYPES OF ABUSE AND NEGLECT

All staff should be aware of the indicators of abuse, neglect, exploitation and modern slavery, understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection. All staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including when they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities,

such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff should be aware that child sexual and child criminal exploitation are forms of child abuse.

All staff should have an awareness of safeguarding issues that often overlap and can put children at risk of harm (including but not limited to those listed below). The following behaviours and indicators can be signs that children are at risk:
• drug taking and/or alcohol misuse
• unexplainable and/or persistent absences from education
• serious violence, criminal exploitation (including that linked to county lines), radicalisation, and
• consensual and non-consensual making or sharing of nudes or semi nudes.

Specific safeguarding issues

Staff should discuss any concerns with the DSL

Child abduction and community safety incidents
Child Criminal Exploitation (CCE)
Children and the court system
Children with family members in prison
Child Sexual Exploitation (CSE)
County Lines
Cybercrime
Domestic Abuse
Fabricated or induced illness

Faith Abuse
Female Genital Mutilation (FGM)
Forced marriage
Gangs and Youth Violence
Homelessness
So-called 'honour-based' abuse
Parental mental health
Parental Substance misuse
Private Fostering
Serious Violence
Sexual violence and sexual harassment between children
Upskirting
Sharing nudes and semi-nudes
Teenage Relationship Abuse
Trafficked Children and Modern-Day Slavery

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents.

Child criminal exploitation (CCE)

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

This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. CCE and CSE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery.

Children and the court system

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. Children are recognised to be vulnerable at this time and will be flagged as such.

Children with family members in prison
Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. When the school are made aware that a family member is in prison the Head of learning will usually be made aware, and teaching staff asked to monitor the pupil as more vulnerable.

Child Sexual Exploitation (CSE)
CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.
CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example through others sharing videos or images of them on social media.

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. This can be committed by an individual or an organised network and most sexual abuse is committed by those previously known to the victim. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship. As with CCE, victims are not always recognised and can be criminalised for actions they take whilst under coercion. This remains a significant concern, as professionals continue to encounter cases where children are manipulated, groomed, and exploited without fully understanding the abuse they are experiencing.

County lines
County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Cybercrime

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

Domestic Abuse
Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.
We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.
Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse.
If staff believe that a child is living with domestic abuse, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.
If Police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. Thames Valley Police use Operation Encompass to inform us of such incidents. The DSL will provide support according to the child's needs and update records about their circumstances.

Fabricated or induced illness
Fabricated or induced illness is a condition whereby a child suffers harm through the deliberate action of her/his main carer and which is attributed by the adult to another cause.
It is a relatively rare but potentially lethal form of abuse.
- Fabrication of signs and symptoms, including fabrication of past medical history;
- Exaggeration of symptoms/real problems. This may lead to unnecessary investigations, treatment and/or special equipment being provided;
- Induction of illness by a variety of means.

Harm to the child may be caused through unnecessary or invasive medical treatment, which may be harmful and possibly dangerous, based on symptoms that are falsely described or deliberately manufactured by the carer, and lack independent corroboration.

Faith Abuse
The belief that an evil force has entered a child and is controlling him or her. Sometimes the term 'witch' is used and is the belief that a child is able to use an evil force to harm others. In all these cases, genuine beliefs can be held by families, carers, religious leaders, congregations, and the children themselves that evil forces are at work. Families and children can be deeply worried by the evil that they believe is threatening them, and abuse often occurs when an attempt is made to 'exorcise', or 'deliver' the child. Any concerns about a child which arise in this context must be taken seriously.
Children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem. Such abuse generally occurs when a carer views a child as being 'different', attributes this difference to the child being 'possessed' or involved in 'witchcraft' and attempts to exorcise him or her.

A child could be viewed as 'different' for a variety of reasons such as, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child.

The attempt to 'exorcise' may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the child lives.

Female Genital Mutilation (FGM)
FGM involves cutting, and sometimes sewing the girl's genitalia, normally without anaesthetic, and can take place at any time from birth onwards.
There may be indicators that may point to FGM happening

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

The indicators of FGM may initially mirror those of sexual abuse. You may notice, for example, that a girl or young woman shows signs of pain or discomfort, needs to visit the toilet constantly, has vaginal blood loss or is unable to sit comfortably. She may make excuses to avoid PE and other physical activity. She may also become evasive or fearful if you enquire if she is unwell, and assure you that she is fine when she clearly is not. If she is a BME child, has recently arrived back from a 'holiday' abroad or a period of absence from school, seems to be in pain and has not been taken by her family to see a doctor, you should consider FGM, alongside other possible explanations.
http://www.gov.uk/government/publications/female-genital-mutilation-guidelines
Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college's designated safeguarding lead (or a deputy) and involve local authority children's social care as appropriate

Forced marriage
This is an entirely separate issue from arranged marriage**.**
A forced marriage is where one or both people do not consent to the marriage and pressure or abuse is used. The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel they are bringing shame on their family). Financial abuse (withholding of money) can also be a factor.
https://www.gov.uk/guidance/forced-marriage
Any form of marriage for someone under 18 is illegal, even where violence, threats or another form of coercion are not used.

The 'One Chance' rule
With FGM and forced marriage there is the 'One Chance' rule. It is essential that staff report any concerns without delay.
Remember for FGM, if any teacher, in the course of their work discovers that an act of FGM appears to have been carried out on a girl under the age of 18, then this must be reported to the police.

Gangs and Youth Violence
Slough and some of the surrounding area is affected by gangs and youth violence. Our safeguarding should focus on young people who are vulnerable of making the transition to gang involvement as well as those already involved in gangs. The risk or potential risk of harm to the pupil may be as a victim, a perpetrator or both - in relation to their peers or to a gang-involved adult in their household. Teenagers can be particularly vulnerable to recruitment into gangs and involvement in gang violence. This vulnerability may be exacerbated by risk factors in an individual's background, including violence in the family, involvement of siblings in gangs, poor motivation and educational attainment, or mental health problems.

A pupil who is affected by gang activity or serious youth violence can be at risk of significant harm through physical, sexual and emotional abuse. Girls may be particularly at risk of sexual exploitation.
http://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence

Homelessness
Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Discussion with the Local Housing Authority will be progressed as appropriate, but this does not replace a referral into children's social care where a child has been harmed or is at risk of harm. In most cases school will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it is also recognised in some cases 16- and 17-year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support.

Honour or faith-based abuse
Honour or faith-based abuse encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

Parental mental health
Parental mental illness does not necessarily have an adverse impact on a pupil's developmental needs, but it is essential to assess its implications for each child in the family. The diagnosis of a parent/carer's mental health is not seen as defining the level of risk. Similarly, the absence of a diagnosis does not equate to there being little or no risk.

The impact of parental mental health can include:
- The parent / carer's needs or illnesses taking precedence over the child's needs
- Child's physical and emotional needs neglected
- A child acting as a young carer for a parent or a sibling
- Child having restricted social and recreational activities
- Child finds it difficult to concentrate- impacting on educational achievement
- A child missing school regularly as (s)he is being kept home as a companion for a parent / carer
- Adopt paranoid or suspicious behaviour as they believe their parent's delusions.
- Witnessing self-harming behaviour and suicide attempts (including attempts that involve the child)
- Obsessional compulsive behaviours involving the child

If staff become aware of any of the above indicators, or others that suggest a child is suffering due to parental mental health, the information should be shared with the DSL to consider a referral to children's social care.

Parental Substance misuse
Parental substance misuse of drugs or alcohol becomes relevant to child protection when substance misuse and personal circumstances indicate that their parenting capacity is likely to be seriously impaired or that undue caring responsibilities are likely to be falling on a child in the family.

For children the impact of parental substance misuse can include:

- Inadequate food, heat and clothing for children (family finances used to fund adult's dependency)
- Lack of engagement or interest from parents in their development, education or wellbeing
- Behavioural difficulties- inappropriate display of sexual and/or aggressive behaviour
- Bullying (including due to poor physical appearance)
- Isolation – finding it hard to socialise, make friends or invite them home
- Tiredness or lack of concentration
- Child talking of or bringing into school drugs or related paraphernalia
- Injuries /accidents (due to inadequate adult supervision)
- Taking on a caring role
- Continued poor academic performance including difficulties completing homework on time
- Poor attendance or late arrival

These behaviours themselves do not indicate that a child's parent is misusing substances, but should be considered as indicators that this may be the case.

If staff believe that a child is living with parental substance misuse, this should be reported to the DSL.

Private Fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for, for 28 days or more by someone who is not their parent or a close relative. Close relatives are defined as grandparents, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage) or step-parent (a parent's unmarried partner is not a step-parent in this context). It is a private arrangement between a parent and the carer. Private fostering is an arrangement that is made *privately* and does not involve the local authority. For example, parents may arrange for their child to be cared for by an extended member of their family, a neighbour, friend or even someone unknown to the child. Many private foster carers and parents are not aware of the requirement to notify the local authority and as a result, a significant number of these care arrangements remain hidden. Private fostering can be helpful for a child but may leave some children vulnerable to abuse or neglect.

There is a legal requirement for private foster carers and parents to notify the local authority of all private fostering arrangements. If we are aware of a child in any private fostering situation – whether proposed or where the placement has begun – we will advise the private fostering carer, the parents and any other person involved in making the arrangements to contact the local authority.

If any member of staff becomes aware that a pupil may be living in a private fostering arrangement this should be reported to the DSL who will inform the local authority.

Private fostering situations can include:
- Children or young people who are sent to this country for education by their birth parents from overseas.
- Teenagers living with a friend's family because they have fallen out with their parents.
- Children staying with another family because their parent has been hospitalised.
- A child from overseas staying with a host family while attending school, or overseas students at boarding school who stay with a host family over the holidays – for more than 28 days. https://www.gov.uk/government/publications/children-act-1989-private-fostering

Serious Violence

Serious violence is a continuing safeguarding concern. It may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying,

and it can also be associated with criminal exploitation. Staff should report any concerns about a child carrying or using a weapon (or expressing intent to do so) immediately to the designated safeguarding lead (or a deputy). The designated safeguarding lead should assess the risk to both the individual pupil and others in the school, considering wider information or concerns, and take appropriate action. Depending on the risk, they should put in place a safety and support plan, and where relevant, consider action to de-escalate peer conflict.

There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:

- increased absence from school
- disrupted education (e.g. suspensions, permanent exclusions, time in alternative provision) or a history of offending
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- unexplained gifts or new possessions could also indicate that children could have been approached by, or are involved with, individuals associated with criminal networks or gangs or may be at risk of criminal exploitation.

Sexual violence and sexual harassment between children

Sexual violence and sexual harassment can occur between two children of any age and gender. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- 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.

Sexual violence

It is important that staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003, Rape, Assault by Penetration or Sexual Assault

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. 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. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;

- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment, this may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. This may include, non-consensual sharing of sexual images and videos; sexualised online bullying; unwanted sexual comments and messages, including, on social media; and sexual exploitation; coercion and threats.

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. If staff have a concern about a child or a child makes a report to them, this should be referred to the DSL.

Upskirting

The Voyeurism (Offences) Act, (Upskirting Act), came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence and will be reported accordingly.

Anyone of any gender can be a victim.

Sharing nudes and semi-nudes

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

When an incident involving the consensual and non-consensual making or sharing of nudes and semi nudes comes to the school's attention:

- The incident should be referred to the DSL as soon as possible.
- The DSL should hold an initial review meeting with appropriate school staff.
- There should be subsequent interviews with the young people involved (if appropriate).
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

Disclosures about the consensual and non-consensual sharing of nudes and semi nudes can happen in a variety of ways. The young person may inform a class teacher, the DSL in school, or any member of the school staff They may report through an existing reporting structure, or a friend or parent may inform someone in school, or inform the police directly.

Any direct disclosure by a young person should be taken very seriously. A young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

An immediate referral to police and/or children's social care should be made if at this initial stage:

- The incident involves an adult.
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs).
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent.
- The imagery involves sexual acts and any pupil in the imagery is under 13.

- You have reason to believe a pupil or pupil is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming.

If none of the above apply, then a school may decide to respond to the incident without involving the police or children's social care (the school can choose to escalate the incident at any time if further information/concerns come to light).

The decision to respond to the incident without involving the police or children's social care would be made in cases when the DSL is confident that they have enough information to assess the risks to pupils involved and the risks can be managed. The decision should be in line with the school's child protection procedures and should be based on consideration of the best interests of the young people involved. This should take into account proportionality as well as the wellbeing and protection of the young people. The decision should be reviewed throughout the process of responding to the incident.

All incidents relating to the consensual and non-consensual sharing of nudes and semi nude images and/or videos need to be recorded. This includes incidents that have been referred to external agencies and those that have not.

Teenage Relationship Abuse
Controlling behaviours, which could escalate to physical abuse, e.g. checking someone's phone, telling them what to wear, who they can/can't see or speak to can occur within teen relationships. Young people also need an understanding of consent within a relationship. Sometimes this abusive behaviour can be considered normal and therefore left unchallenged
Our SRE programme provides education to help prevent to prevent teenagers from becoming victims and perpetrators of abusive relationships by encouraging them to rethink their views of violence, abuse and controlling behaviours, and understand what consent means within their relationships.
Disrespect NoBody campaign - GOV.UK

Trafficked Children and Modern-Day Slavery
Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. Any suspicion of trafficking / exploitation must be reported to the DSL.
www.gov.uk/government/publications/human-trafficking-victims-referral-and-assessment-forms

Teaching about safeguarding issues in the classroom can prevent harm by providing young people with skills, attributes and knowledge to help them navigate risks.
Sexting is a key safeguarding issue in the PSHCE curriculum.

APPENDIX B

Policies, procedures and protocols supporting safeguarding at Herschel Grammar School

Document	Lead
Anti-Bullying Policy	CBA
Attendance Policy	CBA
Behaviour Policy	CBA
Confidentiality Statement	JRO
CPD Policy	MBO
Drugs Policy	CBA
First Aid and administration of medicines	MSM
Health & Safety Policy	JVU
Intimate Care Policy	KRO
Off-site Activities Policy	MBO
Special Educational Needs Policy	CBA
Online safety policy	SDE
Promoting British Values	JRO
PSHCE Policy	GPR/SRU
Pupil Acceptable Use ICT Policy	SDE
Mobile phone policy	CBA
Student use of AI Policy	SDE
Role of form tutor	CBA
RSE Policy	GPR/SRU
Safer Recruitment	JRO
Site security (visitors)	JVU
Staff Acceptable use ICT policy	SDE
Staff Code of Conduct	JRO
Staff Handbook	MBO
Supply staff guidance	GWH
Supporting Pupils with Medical Conditions Policy	CBA
Whistleblowing Policy	JRO

Safeguarding

Everyone's responsibility

The school's designated safeguarding lead is KRO.
Deputy safeguarding leads are GPR, TMA, EWD, BCH, MBO and JRO

Keeping Children safe in Education 2026 is statutory guidance for all schools and states that all staff must read at least Part one of this guidance.

KRO is available to assist staff to understand and discharge their role and responsibilities as set out in Part one.

Know the safeguarding policy
Know the staff code of conduct

Early help provides support as soon as a problem emerges at any point in a child's life. Discuss early help requirements with KRO.

Disclosure of abuse
Listen, no leading questions, no confidentiality promises, written record asap, tell KRO, GPR, TMA, EWD, BCH, MBO or JRO in her absence.
If a child is in immediate danger or at immediate risk of harm, then any member of staff can make a referral to children's social care and / or the police. Inform KRO asap.

If any teacher, in the course of their work discovers that an act of FGM appears to have been carried out on a girl under the age of 18, then this must be reported to the police.

Allegations of child-on-child abuse are serious : never tolerate or pass off as banter.
Pupils being touched / assaulted sexually or pupils being subjected to initiation violence is child-on-child abuse. Bullying (including cyber bullying), gender-based violence, sexual assault and the consensual and non-consensual sharing of nudes and semi-nudes.

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

APPENDIX C: Local Contacts

Service	Contact details
Family Information Service Directory of all local services and agencies which may be useful in supporting families and young people who may need early help support.	https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/home.page
Early Help Hub and Getting Help Schools are able seek advice from Early Help Hub about services available to support pupils in need of additional support and also to refer pupils and families deemed to be at Level 2 to Early Help	Contact can be made at 01753 476 589 or using a MARF to sloughchildren.referrals@sloughchildrenfirst.co.uk.
Children's Social Care: Slough Children First	If your concern is regarding the harm of a child or young person please immediately contact: **01753 875362** and email a MARF to sloughchildren.referrals@sloughchildrenfirst.co.uk.
Social Care out of hours service Thames Valley Police	**01344 351999** 101 www.thamesvalley.police.uk
Slough child protection Procedures: Supports multi agency work and outlines the process and procedures around a range of safeguarding areas.	https://berks.trixonline.co.uk
NSPCC Child line	0800 800 5000 0800 11 11
Slough Safeguarding Partnership Board	safeguardingboards@slough.gov.uk Slough Safeguarding Partnership
Whistleblowing and Local Authority Designated Officer (LADO):	LADO@sloughchildrenfirst.co.uk 07927 681858 | 01753 690906
NSPCC Whistleblowing advice line	0800 028 0285 www.nspcc.org.uk/whistleblowing
Education Safeguarding Officer	Zarine Power 01753 875068/07561 116580 Zarine.power@slough.gov.uk
Prevent Pathway	For Prevent referrals please submit the referral using the National Referral Form and referral pathway: **01865 555618** **preventreferralsslough@thamesvalley.pnn.police.uk**