



# Safeguarding and Child Protection Policy and Procedures

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**This policy also applies to the EYFS**

<b>Related documents</b>	Employment Manual
	Anti-Bullying Policy
	Behaviour Policy
	Special Educational Needs and Disability Policy
	Safer Recruitment Policy
	Health and Safety Policy
	E-Safety Policy
	Equal Opportunities and Anti-Prejudicial Discrimination Policy
	Complaints Procedure for Parents
	Code of Conduct for Staff
	Low Level Concerns Policy
	Medical Policy

<b>Updated</b>	<b>Reviewed By</b>	<b>Review Date</b>	<b>Version</b>
September 2025	R Gaynor	September 2026	2025.02

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## 1 Policy Notes

### 1.1 Statutory guidance, overall aims and EYFS

The aim of this policy is to provide all staff, including supply staff, governors, and volunteers with the framework they need to keep children in Maltman's Green School safe and secure, and to provide parents and carers with the information about how we will safeguard their children whilst in our care.

These documents are written with regard to the key statutory and non-statutory guidance:

- Keeping Children Safe in Education (2025) [KCSIE]
- Working Together to Safeguard Children (2023) [WT]
- Prevent Duty (2023)
- Disqualification under the Childcare Act 2006 (2018)
- The Children Act (1989, amended 2004)
- The Education Act (2002)
- What to do if you're worried a child is being abused: advice for practitioners (2015)
- Sexual Violence and Harassment Between Children in Schools and Colleges (September 2021)
- Information Sharing Guidance for Safeguarding Practitioners (2018)
- Children Missing Education: Statutory Guidance for Local Authorities (2024)
- The Equality Act (2010)
- Statutory Guidance on FGM
- Generative Artificial Intelligence in Education (2025)

The School ensures that all EYFS practitioners, and the School's Designated Lead are trained in line with the criteria set out in Annex C of the EYFS Statutory Framework, 2025.

The DSL provides support, advice and guidance to all EYFS staff on an ongoing basis, and on any specific safeguarding issue as required.

Training for all EYFS staff is renewed at least every two years.

Detail of how safeguarding training for EYFS staff is delivered and how staff are supported to put this into practice.

Procedures are followed to check the suitability of new recruit (see 3.6, bullet point 4 of the new EYFS Framework, September 2025).

### 1.2 Safeguarding team

**Designated Safeguarding Lead (DSL):** a member of the Senior Leadership Team with appropriate authority, responsible for dealing with safeguarding issues, providing advice and support to other staff, liaising with the local authority, and working with other agencies. This is a post which requires assessment of children.

Name:      Rachel Gaynor

**Deputy Designated Safeguarding Lead (DDSL), with responsibility for Early Years:** a member of staff with appropriate authority, responsible for dealing with safeguarding issues, providing advice and support to other staff, liaising with the local authority, and working with other agencies regarding Early Years and out of School care.

Name: Lynn Pearce

**Deputy Designated Safeguarding Lead (DDSL), with responsibility for Little Malties:** a member of staff with appropriate authority, responsible for dealing with safeguarding issues, primarily in Little Malties, providing advice and support to other staff, liaising with the local authority, and working with other agencies regarding Early Years and out of School care.

Name: Debbie Thompson

**Deputy Designated Safeguarding Lead (DDSL), with responsibility for Little Malties:** a member of staff with appropriate authority, responsible for dealing with safeguarding issues, primarily in Little Malties, providing advice and support to other staff, liaising with the local authority, and working with other agencies regarding Early Years and out of School care.

Name: Laura Draper

**Deputy Designated Safeguarding Lead (DDSL), with responsibility for Little Malties:** a member of staff with appropriate authority, responsible for dealing with safeguarding issues, primarily in Little Malties, providing advice and support to other staff, liaising with the local authority, and working with other agencies regarding Early Years and out of School care.

Name: Charmaine May

**Deputy Designated Safeguarding Lead (DDSL), with responsibility for Little Malties:** a member of staff with appropriate authority, responsible for dealing with safeguarding issues, primarily in Little Malties, providing advice and support to other staff, liaising with the local authority, and working with other agencies regarding Early Years and out of School care.

Name: Patricia Sewell

**Deputy Designated Safeguarding Lead (DDSL) for KS1:** a member of staff with appropriate authority, responsible for dealing with safeguarding issues, providing advice and support to other staff, liaising with the local authority, and working with other agencies regarding Early Years and out of School care.

Name: Emma Button

**Deputy Designated Safeguarding Lead (DDSL) for KS1 and KS2:** a member of staff, offering teaching, support, or pastoral staff support. The DDSL will, with sufficient status and authority, effectively deputise for the DSL role.

Name: Lindsay Pollicott

**Deputy Designated Safeguarding Lead (DDSL) for KS2:** a member of staff, offering teaching, support, or pastoral staff support. The DDSL will, with sufficient status and authority, effectively deputise for the DSL role.

Name: Paul Kalyan

**Deputy Designated Safeguarding Lead (DDSL) for KS2:** a member of staff, offering teaching, support, or pastoral staff support. The DDSL will, with sufficient status and authority, effectively deputise for the DSL role.

Name: Catherine Dass

**Deputy Designated Safeguarding Lead (DDSL) for KS2:** a member of staff, offering teaching, support, or pastoral staff support. The DDSL will, with sufficient status and authority, effectively deputise for the DSL role.

Name: Elizabeth Ullstein

**Headmistress:** works in collaboration with the Safeguarding Team to ensure staff and Governors follow correct policies and procedures with relation to child protection.

Name: Jill Walker

### 1.3 The Safeguarding team also link with

**Safeguarding Governor:** ensures there are appropriate safeguarding children's policies and procedures in place, monitors whether they are followed and, together with the rest of the Governing Body, remedies deficiencies and weaknesses that are identified.

Name: Katie Paynter

**Chair of Governors:** takes the lead in dealing with allegations of abuse made against the Headmistress and other members of staff when the Headmistress is not available, in liaison with the Local Authority; and on safe recruitment practices and effective implementation of child protection procedures.

Name: Diana Honey

We believe clear governance and leadership is central to embedding a safeguarding culture. The Governing Body takes its responsibility seriously under **section 175 of the Education Act 2002** to safeguard and promote the welfare of children; working together with other agencies to ensure effective and robust arrangements are in place within our School to identify and support those children who are suffering harm or whom may be at risk of harm. The Governing Body will ensure all staff at the School have read and understood their responsibilities pertaining to **Part 1, Part 5 and Annexe B of Keeping Children Safe in Education, Sept 2025.**

### 1.4 Education Safeguarding Advisory Service

Tel: 01296 387981

**1.5 Local Authority Designated Officer (LADO) for Buckinghamshire County Council**

**LADO:** 01296 382070  
**Email:** [secure-LADO@buckinghamshire.gov.uk](mailto:secure-LADO@buckinghamshire.gov.uk)

**1.6 Buckinghamshire County Council's First Response Team (Including Early Help and Channel):**

**First Response:** 01296 383962  
**Out of hours:** 0800 9997677  
**Email:** [secure-cypfirstresponse@buckinghamshire.gov.uk](mailto:secure-cypfirstresponse@buckinghamshire.gov.uk)

**1.7 Bucks Family Information Service**

**Tel:** 01296 383065

**1.8 Buckinghamshire Safeguarding Children Partnership (BSCP)**

Mr Francis Habgood – Independent Chair of the BSCP  
(The Chair can be contacted via the BSCP Board Administrators)  
**Website:** <https://www.buckssafeguarding.org.uk/childrenpartnership/>  
**Tel:** (01296) 383485

**1.9 Buckinghamshire Council Equalities and School Improvement Manager**

**Tel:** 01296 382461

**1.10 Buckinghamshire Council Prevent Co-ordinator**

**Tel:** 01296 674784

**1.11 Police**

**Emergency tel:** 999  
**Non-emergency tel:** 101

**1.12 Other useful contacts:**

- Crimestoppers: 0800 555 111
- NSPCC: 0800 800 500
- Anti-terrorism hotline: 0800 789 321
- Childline: 0800 111 111
- Kidscape Bullying Helpline: 0207 730 3300
- Kidscape Parent Advice Line 020 7823 5430
- Samaritans: 0845 790 9090
- CEOP (Child Exploitation and Online Protection Centre): [www.ceop.gov.uk](http://www.ceop.gov.uk)
- Female Genital Mutilation Helpline 0800 028 3550
- NSPCC FGM Helpline [fgm.help@nspcc.org.uk](mailto:fgm.help@nspcc.org.uk)
- Forced Marriages Unit 020 7008 0151
- Forced Marriage – GOV.UK [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk)
- R-U Safe? (Barnardos Children/Young People Sexual Exploitation Service) 01494 785 552

**1.13 School staff and governor contact details**

**Tel:** (01753) 883022  
**Email:** [office@maltmansgreen.com](mailto:office@maltmansgreen.com)  
**Address:** Maltman's Green School, Maltman's Lane, Gerrards Cross, Buckinghamshire, SL9 8RR

For advice or to report Female Genital Mutilation [FGM], Child Sexual Exploitation [CSE] or Radicalisation [Prevent Duty], contact the local Police and the DSL. The Lead DSL is also the named Prevent and CSE Lead.

Maltman's Green is registered with the local police force, Thames Valley Police, as an Operation Encompass School. The DSL has been trained and is the named Key Adult for Operation Encompass in the school.

The DSL is also the named 'Attendance Champion' for Maltman's Green, and is responsible for leading, improving and championing attendance throughout the school.

This policy and its associated procedures address the Independent Schools' Standards Requirements [ISSRs] Part 3, and are in accordance with locally agreed inter-agency procedures.

The School safeguards and promotes the welfare of all pupils.

## 2 Introduction

**Safeguarding** 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 and physical health and/or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- promoting the upbringing of children with their birth parents, or otherwise their family;
- taking action to enable all children to have the best outcomes.

Child protection is part of the safeguarding and promoting the welfare of children and it refers to the procedures undertaken to protect individual children who have been identified as suffering or likely to suffer significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Further information regarding the categories of abuse can be found later in this document.

Children includes everyone under the age of 18.

We believe that all children, without exception, have the right to protection from abuse regardless of disability, sex, gender reassignment, race, religion or belief, or sexual orientation (Equality Act 2010). At Maltman's Green School, our **Safeguarding and Child Protection Policy and Procedures** are founded upon these rights, along with the right of all children to be safe. We expect all members of the School community including staff, governors, supply staff and volunteers to share this commitment. Every member of the School community is responsible for contributing to a positive culture of safeguarding.

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

For the purposes of this policy, we, in places, use the term 'victim'. It is a widely recognised and understood term. However, here at Maltman's Green School we recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way, and we are conscious of this when managing any incident, and we are prepared to use any term with which the individual child is most comfortable.

For the purpose of this policy, we, in places, use the term 'alleged perpetrator(s)' and where appropriate 'perpetrator(s)'. These are widely used and recognised terms and the most appropriate to aid effective drafting of policies. However, here at Maltman's Green School

we think very carefully about terminology, especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well.

**Everyone in the School shares an objective to help keep children and young people safe by:**

- ensuring **everybody** in the School community is aware of the need to safeguard and promote the wellbeing of children;
- ensuring that all staff appointed have been through the safer recruitment process to prevent unsuitable people from working with children and young people;
- to ensure all staff understand the principles of safer working practices as set out in our **Code of Conduct for Staff**;
- creating and maintaining a safe learning environment, where children feel secure, valued and respected;
- promoting safe practice and eliminating any unsafe practice;
- identifying where there are child welfare concerns, taking action to address these by providing early support in partnership with other agencies if required;
- promptly reporting and recording concerns, in line with guidance from the Buckinghamshire Continuum of Need while following the School's robust reporting procedures;
- systematically monitoring children known to be, or thought to be at risk of harm and ensure contribution to assessments of need and support plans for these children;
- contributing to effective partnership between all those involved with providing services for children;
- developing children's understanding, awareness, and resilience developing a culture of listening;
- creating a 'listening culture' where the views of the children are valued and pupils have ample opportunities to share any thoughts or concerns;
- ensuring any community users of our facilities have due regard to expectations of how they should maintain a safe environment, which supports children's wellbeing.

The **Safeguarding and Child Protection Policy and Procedures** form part of a set of documents which relate to the safeguarding responsibilities of the School.

This policy is available through our parent portal and is published on our website [www.maltmansgreen.com](http://www.maltmansgreen.com). Hard copies are available on request from the School Office.

**This policy must be read in conjunction with:**

- **Employment Manual**
- **Anti-Bullying Policy**
- **Behaviour Policy**
- **Special Educational Needs and Disability Policy**
- **Safer Recruitment Policy**
- **Health and Safety Policy**
- **E-Safety Policy**
- **Equal Opportunities and Anti-Prejudicial Discrimination Policy**
- **Complaints Procedure for Parents**
- **Code of Conduct for Staff**
- **Low Level Concerns Policy**
- **Medical Policy**

The policy and procedures apply to **all** staff working in our School, and volunteers. The **Safeguarding and Child Protection Policy and Procedures** are reviewed at regular intervals by the DSL and Senior Management. The implementation and effectiveness of the **Safeguarding and Child Protection Policy and Procedures** are reviewed and endorsed annually by the Governing Body. In addition, any updates are reported to the Safeguarding Governor by the DSL via termly meetings and governors' reports. The roles of the DSL, DDSLs and DSG are outlined in Section 15.12.

The Governing Body, teaching and support staff and volunteers take all concerns and allegations most seriously and will respond appropriately. This will normally involve immediate, informal, confidential referral to the Buckinghamshire Safeguarding Children Partnership [BSCP] and in emergencies the Police or, in the case of allegations of abuse against teachers and other staff, the LADO. **Anyone can refer a child to children's social care if necessary.**

The School does not use corporal punishment. Any form of physical punishment of pupils is unlawful as is any form of physical response to misbehaviour unless it is by way of restraint. There may be occasions where it is necessary for staff to restrain a pupil physically to prevent them from inflicting injury to others, self-injury, damaging property, or causing disruption. In such cases only the minimum force necessary may be used and any action taken must be solely to restrain the pupil. If a member of staff takes such action a written report is made, as soon as practical, and sent to the Headmistress or Deputy Head Pastoral (See the **Code of Conduct for Staff**).

The Early Years team aims to provide particularly strong care and nurture, recognising the needs and vulnerability of our youngest charges. As a result, we set out to offer appropriate physical contact when this is judged necessary by our professional and experienced staff. Further details are available in the **Code of Conduct for Staff**. This has been written to help ensure that behaviour and actions do not place pupils or staff at risk of harm or of allegations of harm.

The School is committed to the safe recruitment, including the selection and vetting, of all staff and volunteers. The School takes all possible steps to ensure that unsuitable people are prevented from working with children through its recruitment practices, Disclosure and Barring Service [DBS] checks and induction procedures. In addition, as part of the shortlisting process a member of our HR department will carry out an online search as part of our due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school might want to explore with the applicant at interview. We inform shortlisted candidates that online searches will be done as part of due diligence checks when we notify them that they have been shortlisted. For further information, see Part two of KCSIE (2025) - Legislation and the Law for information on data protection and UK GDPR.

The School is aware that the DBS does not charge for checks on volunteers, however, in circumstances where the School uses an external organisation to carry out the checks, there may be an administration charge.

Our **Lettings Policy** reflects the ongoing responsibility the School has for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with children on school sites at any time. We ensure that we have sight of the up-to-date **Child Protection Policy** of any organisation hiring the school's facilities.

### 3 Local Safeguarding Partnership

We follow the procedures set out by the BSCP and also have regard to the guidance 'Keeping Children Safe in Education' (2025) [KCSIE] and 'Working Together to Safeguard Children' (2023) [WT].

We recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and for some, a sense of blame. School may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn.

**The School will endeavour to support all its pupils through:**

- Provision of a curriculum that assists pupils to make good choices about safe and healthy lifestyles and informs them who to approach if their health or safety is threatened.
- The School ethos which promotes a positive, supportive, secure environment, gives pupils a sense of being valued, helping them to fulfil their potential, regardless of their background or circumstances.
- A safe learning environment where pupils are listened to, feel safe and secure, do not experience bullying, racism, homophobia or other types of discrimination and where medical needs are met.
- The early identification of pupils with additional needs, liaison and intervention with other agencies such as Children's Social Care, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service.
- The School's **Behaviour Policy** and **Anti-Bullying Policy** which support all pupils.
- Ensuring that when a pupil who is the subject of a Child Protection Plan (formerly referred to as the Child Protection Register) leaves, their details are transferred to the new school immediately and the child's social worker is informed.
- The School's pastoral care system ensures pupils' self-awareness of safeguarding and welfare matters is developed at levels appropriate to their maturity, through curricular and extracurricular activities. These include, for example, PSHE, circle times and Form times, where a trusting climate is established, and pupils talk and share their thoughts and feelings.
- Provision of guidance on the safe use of electronic equipment, including access to the internet, in accordance with the **E-Safety Policy**.
- Year 3 to Year 6 pupils sign the Maltman's Green School Student Safe Use of Computers Agreement at the start of each academic year.
- Staff sign the Maltman's Green School Staff IT **Acceptable User Policy** at the start of each academic year.
- Encouraging amongst all staff a culture of listening to children and taking account of their wishes and feelings.
- Developing positive partnerships and nurturing a commitment to an open and honest relationship with parents and carers at all stages of a pupils' education.

For guidance on staff taking photographs and making videos of pupils please see the **Code of Conduct for Staff**. Pupils are only allowed to take pictures/film each other, for example on the School iPads, when permission is given by a member of staff when the pictures are necessary for a supervised class-based activity, such as completing a project. Pupils are not permitted to bring cameras on school trips, instead with parental consent, staff members

take pictures of the children using school cameras during outings/residential trips and these images are shared with parents after the trip.

## 4 Early help

Early help, also known as early intervention, is support given to a family when a problem first emerges. The service works with children, young people and families where there are indicators of emerging difficulties or additional needs.

**Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately. Referrals will follow the local referral process for the relevant borough.**

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

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from education, home or care;
- has experienced multiple suspensions, is at risk of being permanently excluded from school;
- is at risk of modern slavery, trafficking or sexual and/or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a parent or carer in custody, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing alcohol and other drugs themselves;
- is at risk of so-called honour-based violence, such as FGM and forced marriage;
- is part of an LGBTQ group or who is exploring gender identification;
- is at risk of discrimination due to faith and belief, race or ethnicity;
- is an asylum seeker;
- has a social worker;
- is a looked after child or previously looked after child;
- has returned home to their family from care; and
- is a privately fostered child.

Where a child has reported sexual violence and/or sexual harassment involving pupils from the school, as this report is managed internally, the school may decide that the children involved do not require referral to statutory services but may benefit from early help. In this instance the aim of offering early help would be to support the children and to improve the family's resilience and outcomes or reduces the chance of a problem getting worse. For further information, please see Part Four of KCSIE, 2025.

## 5 Recognition of Abuse, Neglect and Exploitation

Exercising professional curiosity and knowing what to look for is vital to the early identification of abuse, neglect and exploitation, so that staff are able to identify cases of children who may be in need of help or protection. Staff understand that children can be at risk of harm inside and outside of school, inside and outside of home and online. If staff are unsure, they should **always** speak to the Designated Safeguarding Lead (or Deputy).

Child abuse can and does occur both within a child's family and in institutional or community settings. School staff are in contact with children all day and are in a strong position to detect possible abuse. They must not think that by voicing concern they are necessarily starting procedures. The criteria should be that they have 'reasonable suspicion' and under the Children Act 1989, this definition has been extended to include 'or may suffer in future'. (Appendix 4: Indicators of Harm provides further guidance and information.)

All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with each other. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication. Detailed information on statutory assessments can be found in Chapter 1 of Working Together to Safeguard Children.

**All staff need to note that generally, in an abusive relationship, the child may begin to:**

- appear frightened of the parent/s or other household members e.g. siblings or others outside of the home;
- act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic, cultural and religious groups); and/or
- display insufficient sense of 'boundaries', lack stranger awareness. Appear wary of adults and display 'frozen watchfulness'.

**All staff and volunteers should be aware that the main categories of abuse, neglect and exploitation are:**

- physical abuse (including hitting, kicking, shaking, biting and hair pulling),
- emotional abuse,
- sexual abuse,
- neglect,
- bullying (including cyberbullying).

Neglect, physical abuse, sexual abuse or emotional abuse can be inflicted or knowingly not prevented, usually by adults (but not always, please see child-on-child abuse (formerly peer on peer) below and further guidance in Appendix) towards children. In the majority of cases, the adult is usually known and trusted by the child, for example, a relative or close friend of the family. Some individuals seek to use voluntary and community organisations to gain access to children. Abuse may also take place online or technology may be used to facilitate abuse (please see **E-Safety Policy**). It is necessary to have an open mind when the possibility arises that a member of the School is suspected of abuse or inappropriate activity.

### 5.1 Physical abuse

**Physical abuse:** can include physical harm caused by hitting, shaking, burning, biting, suffocating or drowning, poisoning or giving a child alcohol or drugs without care and consideration for the child's health. It can also include not acting to prevent injuries, by intentionally putting the child at risk or by not paying reasonable attention to the child's care and safety. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

### 5.2 Emotional abuse

**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 not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

### 5.3 Sexual abuse

**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 oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education see section on child-on-child abuse).

[Supporting practice in tackling child sexual abuse - CSA Centre - Centre of Expertise on Child Sexual Abuse has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse.](#)

#### **5.4 Neglect**

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

### **6 Safeguarding Issues**

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Other safeguarding issues that all staff should be aware of are detailed below.

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

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

##### ***6.1.1 Child Criminal Exploitation (CCE)***

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally

exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of children who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that children are at risk of criminal exploitation too. It is also important to note that both boys and children being criminally exploited may be at higher risk of sexual exploitation.

Further information about CCE including definitions and indicators is included in Annex B of KCSIE (2025).

#### **6.1.2 *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 oral sex) or nonpenetrative 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 e.g., 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. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Further information about CSE including definitions and indicators is included in Annex B of KCSIE (2025).

#### **Some of the following can be indicators of CSE and/or CCE:**

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late;
- children who regularly miss school or education or do not take part in education;
- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

Our CSE Lead for the School is our Lead DSL.

#### **6.2 Child-on-Child Abuse**

**All** staff should be aware that children can abuse other children (often referred to as child-on-child abuse). And that it can happen both inside and outside of School and

online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports

**All** staff understand, that even if there are no reports in our School it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding child-on-child abuse they should speak to their DSL (or a DDSL).

It is essential that **all** staff understand the importance of challenging inappropriate behaviours between peers, 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, 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. While it is more likely that children will be victims and boys will be perpetrators, all peer-on-peer abuse is unacceptable and will be taken seriously. The School has a zero tolerance approach to child-on-child abuse.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

**All children are capable of abusing their peers. This can manifest itself in a whole spectrum of behaviours including:**

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- racial abuse;
- emotional abuse;
- abuse within intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse. (Part Five of KCSIE 2025 has more information, along with how we will respond to all reports and concerns. The DFE have also published a document entitled Sexual Violence and Sexual Harassment between children in schools and colleges);
- 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;
- abuse related to sexual orientation or identity;
- sending consensual & non-consensual nude or semi-nude images and videos (also known as sexting or youth produced sexual imagery) The DFE provides Searching Screening and Confiscation Advice for Schools. The UKCIS Education Group has published a document entitled 'Sharing nude and semi-nude called Advice for education settings working with children and young people', which outlines how to respond to an incident of nude and semi-nude images being shared;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;

- sexting (also known as youth produced sexual imagery);
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in a sexual activity with a third party;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff have an attitude that any of behaviours listed above '**could happen here**'.

#### 6.2.1 *Procedures to Minimise the Risk of Child-on-Child Abuse*

We are committed to a whole School approach to ensure the prevention, early identification and appropriate management of child-on-child abuse within our School and beyond. Wherever possible, we promote positive relationships between the children. For example, our take on the national 'Anti-Bullying Week' is to hold a whole School 'Friendship Week' instead, where being kind and tips for how to be a good friend are shared and promoted throughout the whole School. Assemblies regularly cover these topics.

Across the School we promote a caring, safe and positive environment (for example through PSHE, Circle Time, our Golden Rules, Guide to Good Behaviour, assemblies, support of Head Girl Team and Prefects, School Council). Furthermore, twice daily dedicated form times, the availability of worry boxes in all classrooms as well as always giving our pupils the time and privacy should they wish to talk to an adult, means that our children can confidently report abuse, knowing their concerns will be treated seriously.

Every two years we invite the NSPCC into School to talk with the children about the importance of sharing **any** concerns that they have.

Staff are given regular training on child-on-child abuse during termly Safeguarding updates given by the Lead DSL. As part of this education, staff at Maltman's Green will challenge the attitudes that underlie such abuse (both inside and outside the classroom). This includes an understanding that child-on-child abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up" and that all child-on-child abuse is unacceptable and will be taken seriously. The DfE has also worked with the NSPCC to set up a dedicated helpline to support anyone who has experienced sexual abuse in educational settings. The dedicated NSPCC helpline number is 0800 136 663. The helpline is free and anonymous and will be open Monday to Friday 8am – 10pm and Saturday to Sunday 9am – 6pm. The following guidance and advice for schools is also available:

- <https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/addressing-child-on-child-abuse.pdf>
- [Sexual violence and sexual harassment between children in schools and colleges - GOV.UK](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)
- [Part 5 of Keeping children safe in education on 'Child on Child Sexual Violence and Sexual Harassment'](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)
- <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

- [Behaviour in schools guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Staff also complete regular online training. Staff are alerted to the fact that certain groups of children, such as those with SEND, are more at risk from and vulnerable to child-on-child abuse, isolation or bullying (including prejudice-based bullying), than other children, and may not exhibit any outward signs of this abuse. Staff also recognise there may be additional barriers for children with SEND, such as communication, which can act as a barrier to reporting abuse.

#### 6.2.2 *Procedures for Reporting and Dealing with Child-on-Child Abuse*

The DSL will discuss the concerns or allegations with the member of staff who has reported them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected. The DSL (or DDSL) should always use their professional judgement to determine whether it is appropriate for alleged behaviour to be to be dealt with internally and, if so, whether any external specialist support is required. In borderline cases the DSL may wish to consult with children's social care and/or any other external agencies on a no-names basis to determine the most appropriate response. Where the DSL considers or suspects that the behaviour in question might be abusive or violent on a spectrum (as opposed to inappropriate or problematic), the DSL should contact the Bucks LSCP, and in any event within 24 hours of the DSL becoming aware of it. In these cases, the Buckinghamshire Continuum of Need, which incorporates Threshold Guidance, should be used. This document can be found here [The Continuum of Need - Buckinghamshire Safeguarding Children Partnership \(buckssafeguarding.org.uk\)](https://buckssafeguarding.org.uk/childrenpartnership/parent-and-carers/bullying/) Buckinghamshire also recommend use of resources from the NSPCC, and they also give guidance on bullying, which can be found here <https://www.buckssafeguarding.org.uk/childrenpartnership/parent-and-carers/bullying/>.

The DSL will discuss the allegations/concerns and agree on a course of action, which may include:

- a. Manage internally with help from external specialists where appropriate and possible. Where behaviour between peers is abusive or violent (as opposed to inappropriate or problematic), scenarios B or C should ordinarily apply. However, where support from local agencies is not suitable, the School may handle allegations/concerns internally. In these cases, the School may engage and seek advice from external specialists (either in the private and/or voluntary sector) or use internal support.
- b. Undertake/contribute to an inter-agency early help assessment, with targeted early help services provided to address the assessed needs of a child/children and their family. These services may, for example, include CAMHS, a specialist harmful sexual behaviour team, and/or youth offending services.
- c. Refer child/children to children's social care for a section 17 and/or 47 statutory assessment. Depending on the circumstance, the Police may be involved e.g. section 47

In all of the scenarios, the School, along with the relevant agencies or specialists will support both the child who has experienced the abuse, ensuring that further abuse does not take place as well as helping children overcome any difficulties arising from the original situation.

#### *6.2.3 Support for Victims, Perpetrators and Other Children Affected*

What support the victim requires depends on the individual child and their parents or carers and they will also be consulted, and a support plan will be drawn up. It may be that they wish to seek counselling or 1:1 support from a member of staff. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends; in which case it is necessary that the child continues to be monitored and offered support should they require it in the future. If the incidents are also of a bullying nature, the child may need support in improving relationships amongst their peer group or with other young people, or some restorative justice work with all those involved may be required.

The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. They may therefore be suffering or be at risk of suffering significant harm and need protection. A long-term plan will be drawn up by the School to reduce the risk posed by the alleged perpetrator(s), which also addresses their needs.

Other interventions for wider groups of children that may be considered could target a whole class or year group or example.

For further information, advice and links to resources on Support for Victims, Perpetrators and Other Children Affected, refer to Part 5 of KCSIE, 2025, paragraphs 545-562.

### **6.3 Sexual violence and sexual harassment between children in schools and colleges**

#### **6.3.1 Context**

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. 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 and will be exacerbated if the alleged perpetrator(s) attends the same school. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable. It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the School will not be downplayed and will be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in

place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

Staff should be aware that some groups are potentially more at risk. Evidence shows children, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk. Staff are aware of the importance of:

- challenging inappropriate behaviours;
- 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 physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

### 6.3.2 *Online Sexual Violence and Sexual Harassment*

At Maltman's Green School we recognise that sexual violence and sexual harassment occurring online (either in isolation or in connection with face-to-face incidents) can introduce a number of complex factors. Amongst other things, this can include widespread abuse or harm across a number of social media platforms that leads to repeat victimisation. Online concerns can be especially complicated and support is available from:

- [The UK Safer Internet Centre](#) provides an online safety helpline for professionals at 0344 381 4772 and [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk). The helpline provides expert advice and support for school staff with regard to online safety issues
- [Internet Watch Foundation](#): If the incident/report involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed by the Internet Watch Foundation (IWF)
- Childline/[IWF Report Remove](#) is a free tool that allows children to report nude or sexual images and/or videos of themselves that they think might have been shared online
- [UKCIS Sharing nudes and semi-nudes advice: Advice for education settings working with children and young people](#) on responding to reports of children sharing non-consensual nude and semi-nude images and/or videos (also known as sexting and youth produced sexual imagery). Please see footnote 8 for further information
- Thinkuknow from NCA-CEOP provides support for the [children's workforce, parents and carers](#) on staying safe online
- [LGFL 'Undressed'](#) provided schools advice about how to teach young children in a fun way without scaring them or explaining the motives of sex offenders, about being tricked into getting undressed online.
- [Behaviour in schools guidance \(publishing.service.gov.uk\)](#) provides guidance for schools about behavioural incidents online.

### 6.3.3 *What is sexual violence and sexual harassment?*

#### **Sexual violence**

It is important that School staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of School. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003, please see [legislation.gov.uk](http://legislation.gov.uk) for further details.

#### **Sexual consent**

A child under the age of 13 can never consent to any sexual activity. It is important School staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped or sexually assaulted in any way. More information can be found at [www.gov.uk](http://www.gov.uk)

### 6.3.4 *Sexual harassment*

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of School. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. 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 (schools should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment.

This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- consensual and non-consensual sharing of nude and semi-nude images and/or videos.

As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence. It is important to differentiate between consensual sexual activity between children of a similar age and that which involves any power imbalance, coercion or exploitation. Due to their additional training, the designated safeguarding lead (or deputy) should be involved and generally speaking, leading the School's response. If in any doubt, they should seek expert advice.

Project deSHAME from Childnet provides useful research, advice and resources regarding online sexual harassment.

Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal - whilst non-consensual is illegal and abusive.

#### *6.3.4.1 Our Response to reports of sexual violence and sexual harassment*

We understand that the initial response to a report from a child is incredibly important. How we respond to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. We understand that by not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can actually lead to a culture of unacceptable behaviour. Here at Maltman's Green School we recognise that it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. We will never give the impression that a victim is creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Guidance from the DfE is clear that it does not attempt to provide (nor would it be possible to provide) detailed advice on what we should do in any or every particular case; it provides effective safeguarding practice and principles for us to consider in our decision-making process. Ultimately, all decisions at Maltman's Green School will be made on a case-by-case basis.

Some situations are statutorily clear:

- A child under the age of 13 can never consent to any sexual activity
- The age of consent is 16
- Sexual intercourse without consent is rape
- Rape, assault by penetration and sexual assault are defined in law
- Creating and sharing sexual photos and videos of under-18s is illegal

Our basic safeguarding principle is: if a child has been harmed, is in immediate danger, or is at risk of harm a referral should be made to children's social care. A social worker should respond to the referrer within one working day to explain what action they will be taking.

If a member of staff has a concern about a child or a child makes a report to them, they should follow our safeguarding reporting procedures as outlined in section 6.22 of this policy. As is always the case, if a member of staff is in any doubt as to what to do, they should speak to the DSL or a DDSL. Our DSL will investigate and use their professional judgement in determining next steps, supported by other agencies, such as children's social care and the police as required.

We will usually inform parents that we are making a referral to children's social care; however, this too is on a case-by-case basis. It may be that we have assessed the situation and believe that a referral is needed without parental knowledge in order to safeguard the child/children involved.

Once a referral is processed, children's social care will consider if early help, section 17 and/or 47 statutory assessments are appropriate.

We will support in an early help assessment, child protection enquiry, strategy discussion and child protection conference. We will be part of discussions with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as part of the local arrangements with Buckinghamshire's social care. Where appropriate, we will refer to the local threshold document which includes the process for the local early help assessment and the type and level of early help services to be provided. Our DSLs (and their deputies) are familiar with this document.

We will work closely with the police as rape, assault by penetration and sexual assaults are crimes. Where there is a report of a rape, assault by penetration or sexual assault, the starting point is it should be passed to the police who will advise and log according to their own guidelines.

We have a zero-tolerance approach to sexual violence and sexual harassment. Staff receive regular training on how to manage a report of sexual violence and sexual harassment via termly updates from the DSL at INSET.

#### *6.3.4.2 Action following a report of sexual violence and/or sexual harassment*

##### **What to consider**

As set out above, sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of 'it could happen here'. The School is aware of and will respond appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the School. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the initial response by the School. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the School's duty and responsibilities to protect other children
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed
- the ages of the children involved
- the developmental stages of the children involved
- any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older, more mature, confident and well-

known social standing? Does the victim have a disability or learning difficulty?

- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- that sexual violence and sexual harassment can take place within intimate personal relationships between children
- importance of understanding intra familial harms and any necessary support for siblings following incidents
- are there ongoing risks to the victim, other children, adult students or School or staff, and
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

### Support for Schools

We are aware that as a School we are not alone in dealing with sexual violence and sexual harassment. Local authority children's social care and the police will be important partners where a crime might have been committed. Referrals to the police will often be a natural progression of making a referral to local authority children's social care. The Designated Safeguarding Lead (or a Deputy) will lead the School's response and is aware of the local process for referrals to children's social care and making referrals to the police (also see the section "reporting to the police" on page 128 of KCSIE, 2025 for further information). The following resources may also be helpful:

- [Child Exploitation and Online Protection command](#): CEOP is a law enforcement agency which aims to keep children and young people safe from sexual exploitation and abuse. Online sexual abuse can be reported on their website and a report made to one of its Child Protection Advisors
- [The NSPCC](#) provides a helpline for professionals at 0808 800 5000 and [help@nspcc.org.uk](mailto:help@nspcc.org.uk). The helpline provides expert advice and support for school staff and will be especially useful for the designated safeguarding lead (and their deputies)
- Support from specialist sexual violence sector organisations such as [Rape Crisis](#) or [The Survivors Trust](#)
- [The Anti-Bullying Alliance](#) has developed guidance for schools about Sexual and sexist bullying.

### 6.4 Serious Violence

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

**All** staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently

absent or permanently excluded from School, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

## 6.5 So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or 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. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of these dynamics and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA. We recognise both male and female children may be subject to honour-based abuse. We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff.

### 6.5.1 Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the Designated Safeguarding Lead (or Deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach.

### 6.5.2 Female Genital Mutilation (FGM)

Whilst all staff should speak to the Designated Safeguarding Lead (or Deputy) with regard to **any** concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A of KCSIE for further details.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining

pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at:  
<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>.

### 6.5.3 *Forced marriage*

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance (<https://www.gov.uk/guidance/forced-marriage>) and Multi-agency guidelines ([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/322307/HMG\\_MULTI\\_AGENCY\\_PRACTICE\\_GUIDELINES\\_v1\\_180614\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf)), pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmu@fcdo.gov.uk](mailto:fmu@fcdo.gov.uk).

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of Schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at [The right to choose: government guidance on forced marriage - GOV.UK](https://www.gov.uk/government/guidance/the-right-to-choose-government-guidance-on-forced-marriage). School staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmu@fcdo.gov.uk](mailto:fmu@fcdo.gov.uk).

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

## 6.6 Mental health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

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

Where children have suffered abuse, neglect and exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

More information can be found in the [Mental health and behaviour in schools guidance](#).

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this **Safeguarding and Child Protection Policy and Procedures** and speaking to the Designated Safeguarding Lead or a Deputy. At Maltman's Green School, this concern must be raised immediately using the Incident Form on CPOMS and reported to a member of the safeguarding team. Section 6.22 gives full details on accessing and using CPOMS. The DSL will escalate and refer mental health concerns as per the School's safeguarding systems which include working with external agencies.

Further advice and guidance can be found as follows:

- Preventing and tackling bullying, Mental Health and Behaviour in Schools: Advice for Headteachers, staff and governing bodies (DfE):  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)
- Mental health and behaviour in schools (DfE):  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/755135/Mental\\_health\\_and\\_behaviour\\_in\\_schools\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf)
- [Promoting children and young people's emotional health and wellbeing: A whole school and college approach](#) (Public Health England):
- Rise Above: <https://riseabove.org.uk/>

The DSL is the Senior Mental Health Lead for the School and all phase leaders, as well as the Early Years Co-ordinator are trained as Mental Health Champions.

## 6.7 County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required.

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, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. 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.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and School), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism (<https://www.gov.uk/government/publications/human-trafficking-victims-referral-and-assessment-forms/guidance-on-the-national-referral-mechanism-for-potential-adult-victims-of-modern-slavery-england-and-wales>) should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation. Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office (<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>).

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office and [The Children's Society County Lines Toolkit For Professionals](#)

## 6.8 Domestic Abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

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

All staff recognise that some groups of children are potentially at greater risk of harm.

### 6.8.1 *Operation Encompass*

Operation Encompass operates in the majority of police forces across England, including Thames Valley Police, which is the local police force, covering Maltman's Green. The School is registered as an Operation Encompass school. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the Designated Safeguarding Lead) in School before the child or children arrive at School the following day. This ensures that the School has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to Operation Encompass will have their own arrangements in place.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children

who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

#### 6.8.2 *National Domestic Abuse Helpline*

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a call from a team can be booked for a safe time.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/>
- [Support for children – Refuge](#)
- <http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>

#### 6.9 **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Designated Safeguarding Lead (and any Deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties:

<https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets> The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases School and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be 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. Children's services will be the lead agency for these young people and the Designated Safeguarding Lead (or a Deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless

and/or require accommodation:

[https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets.](https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets)

## **6.10 Sending nude or semi-nude images (previously known as sexting)**

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

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

[Sharing nudes and semi-nudes](#)

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

Any youth produced sexual imagery disclosures will follow the normal safeguarding practices and protocols for our School. We will also use the guidelines for responding to incidents, as set out in:

[https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people.](https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)

If the incident meets the threshold, it may be necessary to refer to the police in a timely manner.

Maltman's Green School does not allow pupils to bring devices into School. The exception is Year 6 children who have permission to walk to or from School. Should their parents wish them to have a mobile phone, they must hand their device in at main Reception upon their arrival at School, and collect it at the end of the School day. It is always possible that a pupil may bring a mobile phone into School without permission, therefore, staff and pupils should remain vigilant.

It is important to be aware that young people involved in sharing sexual videos and pictures may be committing a criminal offence. Specifically, crimes involving indecent photographs (including pseudo images) of a person under 18 years of age fall under Section 1 of the Protection of Children Act 1978 and Section 160 Criminal Justice Act 1998. Under this legislation it is a crime to:

- take an indecent photograph or allow an indecent photograph to be taken;
- make an indecent photograph;
- download or opening an image that has been sent via email;
- distribute or show such an email;
- possess with the intention of distributing images; and
- advertise and possess such images.

Staff should respond to any disclosure relating to nude or semi-nude images in the same way they would in any other safeguarding disclosure, however, the following points should also be noted:

- Staff may confiscate an electronic device if they think there is good reason for doing so. However, any search of that device should be conducted by a member of Senior Management and another DSL/DDSL. Material should not be moved from one device to another (e.g. via email), printed out, saved etc.
- An image that has been shared across a personal mobile device should not be viewed unless there is a clear reason to do so (such as a belief that a young person is at risk of physical or emotional harm); an image that has been shared across a School network, a website or a social network should only be viewed within the protocols outlined herein.

If indecent images of a child are found, the relevant DSL and DDSLs will agree a course of action, which will include some or all of the following:

- Store the device securely.
- Carry out a risk assessment in relation to the young person.
- Contact the LADO for advice and police if the allegation is against a member of staff or another pupil.
- Make a referral if needed.
- Put the necessary safeguards in place for the student.
- Inform parents and/or carers about the incident and how it is being managed, although this will depend on the nature of the image and the family circumstances of the young person.

## 6.11 Cultural Issues

- As a School we are aware of the cultural diversity of the community around us and work sensitively to address the unique culture of our pupils and their families as they relate to safeguarding and child protection. This includes children at risk of harm from abuse arising from culture, ethnicity, faith and belief on the part of their parent, carer or wider community.
- Staff must report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns.

## 6.12 Contextual Safeguarding

- Contextual Safeguarding is an approach to understanding, and responding to, children's experiences of significant harm beyond their families. It recognises that the different relationships that children form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers may have little influence over these contexts, and children's experiences of extra-familial abuse can undermine parent/carer-children relationships.
- At Maltman's Green School, all staff recognise that pupils may encounter safeguarding incidents that happen outside of School and can occur between children outside of this environment. We will respond to such concerns, reporting to the appropriate agencies in order to support and protect the pupil.
- All staff and especially the DSLs, will consider the context of incidents that occur outside of School to establish if situations outside of their families may be putting the pupil's welfare and safety at risk of abuse or exploitation, including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.
- Children who may be alleged perpetrators will also be supported to understand the impact of contextual issues on their safety and welfare.
- In such cases the individual needs and vulnerabilities of each child will be considered.

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

## 6.13 Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of our safeguarding approach.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system.

The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff are alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include the Designated Safeguarding Lead (or Deputy) making a Prevent referral. The School's Designated Safeguarding Lead (and Deputies) are aware of local procedures for making a Prevent referral.

### 6.13.1 The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. The Prevent duty is seen as part of Schools' wider safeguarding obligations. Designated safeguarding leads and other senior leaders in schools have familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

### 6.13.2 Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to

determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the School may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. The Designated Safeguarding Lead will consider if it would be appropriate to share any information with the new School in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme, and have that support in place for when the child arrives. Statutory guidance on Channel is available at: [Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/Channel-Duty-Guidance-Protecting-people-vulnerable-to-being-drawn-into-terrorism)

#### 6.13.3 Additional support

The Department has published further advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

"Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

The Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the Prevent duty.
- Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.
- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Educate Against Hate, is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help School staff identify and address the risks, as well as build resilience to radicalisation. For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals. The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

For further details please see Appendix 6 and Annex B of KCSIE (2025).

## 6.14 Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. ([Modern Slavery: How to identify and support victims \(gov.uk\)](#)).

## 6.15 Cyber Crime

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

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

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the DSL (or a DDSL), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

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

Additional advice can be found at: Cyber Choices, [When to Call the Police](#) and National Cyber Security Centre – [www.ncsc.gov.uk](http://www.ncsc.gov.uk) School Safeguarding Procedures

## 6.16 Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a School can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to School on their own, which they can do from Year 6, with

written permission) it is important they are given practical advice on how to keep themselves safe. At Maltman's Green School we teach the children about road safety through assemblies, and children in Year 5 have a session devoted to road safety in the summer term, in readiness for Year 6 when they are allowed to walk to School unaccompanied if their parents wish them to. In addition to this, the children are regularly reminded about all aspects of safety both in and outside of the School community. For example, in addition to discussions about people that they do not know, before all School trips staff remind the children that if they become lost, they should seek out a staff member at the venue for help. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org) and further details of our procedures can be found in our **Supervision Policy**.

## 6.17 Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5-11-year olds, which can be accessed here [Young witness booklet for 5 to 11 year olds - GOV.UK \(www.gov.uk\)](http://www.gov.uk) and 12-17 year olds, which can be accessed here [Young witness booklet for 12 to 17 year olds - GOV.UK \(www.gov.uk\)](http://www.gov.uk). The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool, which can be found here [Get help with child arrangements - GOV.UK \(justice.gov.uk\)](http://justice.gov.uk) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

## 6.18 Children absent from education

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

Staff are aware of our unauthorised absence and children absent from education procedures, and are familiar with our **Admissions, Attendance and Children Missing and Absent from Education Policy**. Links to further information and resources can be found in Part 2 of KCSIE (2025).

## 6.19 Children with family members in prison

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

## 6.20 Children with special educational needs and disabilities or physical health issues

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Our Governing Body ensures that our **Safeguarding and Child Protection Policy and Procedures** reflects the fact that additional barriers can exist when recognising abuse, neglect and exploitation in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges; and
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or deputy) and the SENCO. We will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

Our Governing Body ensures that our **Safeguarding and Child Protection Policy and Procedures** reflects the above and to address these additional challenges, we will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

Further information can be found in the following places:

- DfE's SEND Code of Practice 0 to 25 and Supporting Pupils at School with Medical Conditions [SEND code of practice: 0-25 years - GOV.UK](#)
- [Behaviour in schools guidance \(publishing.service.gov.uk\)](#)

And from specialist organisations:

- [Mencap](#) - Represents people with learning disabilities, with specific advice and information for people who work with children and young people
- [Council for disabled children](#)
- [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](#)
- [NSPCC – Safeguarding children with special educational needs and disabilities \(SEND\) and NSPCC – Safeguarding child protection/deaf and disabled children and young people](#)

Our Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEND, and their parents, which can be found here [SEND and Inclusion | SchoolsWeb](#)

## 6.21 Children who are lesbian, gay, bi, or trans (LGBT)

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

However, the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism and/or attention deficit hyperactivity disorder.

It is recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience.

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

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

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum for secondary schools and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

## 6.22 Concerns about a child

The local Safeguarding Children Partnership [LSCP], which sets out the local procedures for this area, to 'Report a Concern', is Buckinghamshire Safeguarding Children Partnership [BSCP].

A copy of the BCSP procedures is held in the School and can be found in the School Policies file. The procedures to 'Report a Concern' are also within this policy. Appendix 1.1: Quick Reference Guide, covers safeguarding reminders for staff.

The full procedures are available on the BSCP website:

<https://www.buckssafeguarding.org.uk/childrenpartnership/reporting-a-concern/>

It is our aim that all pupils receive the right help at the right time. It is important to act upon early concerns swiftly so that they do not escalate. We consider it vital to keep clear and full records, to listen actively to pupils' views, to reassess the situation regularly and take further action when required.

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

**If any member of staff is concerned about a child, they must:**

1. Inform the School's DSL or in their absence a DDSL without delay using the online Incident form on the CPOMS safeguarding platform. In the absence of these members of staff, concerns will be brought to the most senior member of staff on site.
2. The member of staff must record information regarding the concerns within 24 hours. The recording must be a clear, precise, factual account of the observations. All staff with a school RM Unify account can access and log into CPOMS to complete the Incident Form via the relevant tile in their RM Unify Launch Pad. Peri staff including sports coaches and visitors and volunteers can also report concerns using CPOMS using the following link <https://maltmansgreenschool.cpoms.net/> The online form includes a body map to allow staff to record any injuries seen or reported by the child and a map of the school so any relevant locations can be highlighted and recorded in relation to the incident being reported.
3. If necessary, the DSL will contact First Response without delay. The DSL will then, under the guidance of First Response, decide what action will be taken, including whether a formal referral should be made. Consultation in this way is done as a first action, as soon as practicable and certainly within 24 hours of the disclosure or suspicion of abuse.
4. If there is an immediate risk of harm then any member of staff can contact the Police or First Response directly.
5. If it is decided to make a formal referral this will be done under advice from First Response (with reference to the BSCP Continuum of Need for accessing services for children) and normally with prior discussion with the parents, unless to do so would place the child at further risk of harm.
6. Children who have or are likely to suffer significant harm are reported to Children's Social Care immediately.
7. Children who are in need of additional support from one or more agencies will be reported to First Response for inter-agency assessment using local processes, including use of The Common Assessment Framework [CAF] and Team around the Child approaches [TAC]. Whilst the decision to seek support for a pupil will normally involve consultation with parents, parental consent is not required if the School believes a pupil to be at risk of significant harm.
8. Staff are aware that **anyone can make a referral**.
9. The School acts to ensure children receive the right help at the right time to prevent issues escalating.
10. Particular attention will be paid to the attendance and development of any child about whom The School has concerns, or who has been identified as being the subject of a Child Protection Plan (formerly referred to as the Child Protection Register) and a written record will be kept.

All staff and volunteers should be concerned about a child if they present with indicators of possible significant harm. (Appendix 3: Front Hall Notice and Appendix 3.1: Door Notice, identifies who to contact with a concern.)

### 6.22.1 Actions to be taken

**If a child discloses that they have been abused in some way, the member of staff/volunteer should raise the concern via completing the Incident Form on the online platform CPOMS.**

**School staff have been trained on how to complete the Incident Form and can access CPOMS by following these instructions:**

- Click on the CPOMS tile on the RM Unify launch page
- Enter individual School email address to log in and then add password when prompted (When logging in for the first time click on the 'Forgotten Password' button and follow the instructions to create a password. The same procedure should be followed if a password has been forgotten. Click on the Add Incident tab at the top of the page in the centre of the screen)
- Complete the Incident Form
- When the form has been completed click on the Submit Incident button. This sends all forms to the DSL, and the DDSL in the relevant section of the school.

Peripatetic Staff, visitors and volunteers need to follow these instructions:

- **Access CPOMS using this link <https://maltmansgreenschool.cpoms.net>**
- Enter a personal email address to establish an account
- Enter a password when prompted (When logging in for the first time click on the 'Forgotten Password' button and follow the instructions to create a password. The same procedure should be followed if a password has been forgotten).
- Click on the Add Incident tab at the top of the page in the centre of the screen
- Complete the Incident Form
- When the incident form has been completed, click on the Submit Incident button. This sends all forms to the DSL, and the DDSL in the relevant section of the school..
- While the child is making the disclosure, the guidance below must be followed:
  - *Listen to what is being said and accept it.*
  - *Allow the child to tell what has happened in their own way, and at their own pace. Staff must not interrupt a child who is freely recalling significant events.*
  - *Remain calm. Be reassuring and supportive, endeavouring to not respond emotionally.*
  - *Reassure the child that they did the right thing by telling somebody, but not make promises which they cannot keep.*
  - *Not promise confidentiality – it might be necessary to refer to others who will be able to help.*
  - *Reassure them that what has happened is not their fault.*
  - *Stress that it was the right thing to tell. Not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said or to gain sufficient information to know that this is a safeguarding concern. Staff are trained to use TED; Tell, Explain, Describe.*
  - *When recording what was said, use the child's own words – noting any names mentioned, and completing all the relevant sections of the Incident Form, including the body map to share the location of visible injuries, bruises, marks etc. and the school maps if the disclosure relates to an incident that occurred on the school site in either one or several locations. Use as many words and*

*expressions used by the child, as possible. Also record any noticeable non-verbal behaviour.*

- *Staff must not substitute anatomically correct names for body part names used by the child.*
- *Record statements and observations rather than interpretations or assumptions.*
- *Staff must explain to the child what will happen next and the need for the information to be shared with the DSL*
- *In the unlikely event the DSL or a DDSL is not available, staff are aware they must share concerns with the most senior member of staff.*
- ***If there is immediate risk of harm to a child, staff will NOT DELAY and will ring 999.***
- *The child will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded.*

• Any accompanying evidence, such as original notes, emails received and exchanged, documents shared by parents, professionals, the police, social workers etc. should be either attached electronically to the Incident Form on CPOMS, or printed, signed, dated, scanned and uploaded to CPOMS at the same time that the Incident Form is completed. Original hard copies must be passed to the DSL immediately and no copies should be retained by the member of staff or volunteer. This includes the original notes as these constitute *prima fascia* evidence and may be needed by a court. Such records are kept by the DSL in a secure, designated file separate from the child's academic records.

*It is important to remember that the person who first encounters a case of alleged abuse is not responsible for deciding whether abuse has occurred. That is a task for the professional team of DSL and child protection agencies, following a referral from the DSL.*

**Staff are aware that anyone can make a referral;** contact details to facilitate this can be found in section 1 of this policy. They are also printed on a double-sided insert that is placed in staff lanyards – see Appendix 9.

#### **Following a report of concerns the DSL or DDSL must:**

- Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to First Response and the police if it is appropriate, referring to the guidance, '[When to call the police](#)'. The rationale for this decision should be recorded by the DSL.
- The School will try to discuss **any** concerns about a child's welfare with parents/carers and, where possible, obtain consent before making a referral to First Response. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with First Response or the police whether the parents/carers should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views should also be taken into account.
- If there are grounds to suspect a child is suffering or is likely to suffer significant harm, the DSL (or DDSL) must contact First Response by

telephone immediately, in first instance and then complete the Multi Agency Referral Form (MARF).

- If the child is in immediate danger and urgent protective action is required, the police must be called. The DSL must then notify First Response of the occurrence and what action has been taken.
- If a child needs urgent medical attention, the DSL (or Deputy) should call an ambulance via 999. DSL to contact First Response; advice to be sought from First Response about informing parents/carers.

#### *6.22.2 Record Keeping*

**All** concerns, discussions and decisions made, and the reasons for those decisions, are to be recorded on CPOMS. Information should be kept confidential and stored securely. As it is good practice, concerns and referrals are kept in a separate child protection file for each child.

**Records should include:**

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

If in doubt about recording requirements, staff should discuss with the DSL (or DDSL).

#### *6.22.3 Support for Staff*

- We recognise that staff becoming involved with a child who has suffered harm, or appears to be likely to suffer harm, could find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support if necessary. This could be provided by the Headmistress or another trusted colleague, Occupational Health, and/or a representative of a professional body, Employee Assistance Programme (PAM) or trade union, as appropriate.

### **6.23 Confidentiality**

Staff understand that all matters relating to child protection are confidential.

**The following will apply with regards to handling concerns about a child:**

- The DSL will only disclose personal information about a pupil to other members of staff on a need-to-know basis.
- Staff must not keep duplicate or personal records of child protection concerns. All information must be reported to the DSL and securely stored in the designated location within the School, separate from the pupil records.
- All staff are aware they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another as they have a duty to share. Staff must, however, reassure the child that information will only be shared with those people who will be able to help them and therefore need to know.

- Staff will always undertake to share our intention to refer a child to Social Care (First Response) with their parent/carer's consent, unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with First Response on this point. We recognise that GDPR must not be a barrier for sharing information regarding safeguarding concerns in line with '**Working Together (2023)**'.

## 7 Safeguarding Concerns and Allegations involving School staff, including supply teachers, volunteers, and contractors

Here at Maltman's Green School we have our own procedures for dealing with concerns and/or allegations against those working in or on behalf of our School in a paid or unpaid capacity, this includes, members of staff, supply teachers, volunteers and contractors.

**There are two levels of allegation/concern:**

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

Our procedures are consistent with Buckinghamshire County Council's local safeguarding procedures and practice guidance.

### 7.1 Allegations that may meet the harms threshold

The information below details how we manage cases of allegations that might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in our School. This guidance will be followed where it is alleged that anyone working in our School that provides education for children under 18 years of age, including supply 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 he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. (This includes behaviour that may have happened outside of School, that might make an individual unsuitable to work with children, this is known as transferable risk)

The harm test is explained in further detail on the Disclosure and Barring service website on GOV.UK.

Where appropriate an assessment of transferable risk to children with whom the person works should be undertaken. If in doubt the School will seek advice from the local authority designated officer (LADO).

Allegations should be reported and that this should be done without delay. A "case manager", which is our Headmistress, will lead any investigation. Where the Headmistress is the subject of an allegation, the Chair of Governors will be the case manager.

## 7.2 The initial response to an allegation

Where the School identifies that a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, we will contact children's social care and as appropriate the police immediately as per the processes explained in Part One of KCSIE (2025).

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

- Looking after the welfare of the child - the DSL is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care as described in Part One of KCSIE (2025).
- Investigating and supporting the person subject to the allegation - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

### When dealing with allegations, the School will:

- apply common sense and judgement;
- deal with allegations quickly, fairly and consistently; and
- provide effective protection for the child and support the person subject to the allegation.

We understand the local authority arrangements for managing allegations, including the contact details and what information the LADO will require when an allegation is made.

Before contacting the LADO, we will conduct basic enquiries in line with local procedures for Buckinghamshire to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

For example:

- was the individual in School at the time of the allegations?
- did the individual, or could they have, come into contact with the child?
- are there any witnesses? and,
- was there any CCTV footage?

These are just a sample of example questions. We are familiar with what initial information the LADO will require. This information can be found in local policy and procedural guidance provided by the LADO service.

When to inform the individual of the allegation should be considered carefully on a case-by-case basis, with guidance as required from the LADO, and if appropriate children's social care and the police.

If there is cause to suspect a child is suffering, or is likely to suffer significant harm, a strategy discussion involving the police and/or children's social care will be convened in accordance with the statutory guidance Working Together to Safeguard Children (2023). If the allegation is about physical contact, for example restraint, the strategy discussion or initial evaluation with the LADO should take into account that teachers and other School staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour. Further information about the use of reasonable force can be found at paragraph 163-165 in

Part 2 of KCSIE (2025), as well as in the Behaviour in schools Guidance [Behaviour in schools guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) and on GOV.UK.

Where the case manager is concerned about the welfare of other children in the community or the member of staff's family, they should discuss these concerns with the DSL and make a risk assessment of the situation. It may be necessary for the DSL to make a referral to children's social care.

Where it is clear that an investigation by the police or children's social care is unnecessary, or the strategy discussion or initial assessment decides that is the case, the LADO should discuss the next steps with the case manager.

#### **7.2.1 *No further action***

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

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

#### **7.2.2 *Further enquiries***

Where further enquiries are required to enable a decision about how to proceed, the LADO and case manager should discuss how and by whom the investigation will be undertaken. In straightforward cases, the investigation should normally be undertaken by a senior member of the School's staff.

If there is a lack of appropriate resource within the School, or the nature or complexity of the allegation requires it, the allegation will require an independent investigator.

The case manager should monitor the progress of cases to ensure that they are dealt with as quickly as possible in a thorough and fair process. Reviews should be conducted at fortnightly or monthly intervals, depending on the complexity of the case.

Wherever possible, the first review should take place no later than four weeks after the initial assessment. Dates for subsequent reviews, ideally at fortnightly intervals, should be set at the review meeting if the investigation continues.

The LADO will provide advice and guidance to the School when considering allegations against adults working with children. The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the School, or a combination of these.

### **7.3 Supply teachers and all contracted staff**

In some circumstances the School will have to consider an allegation against an individual not directly employed by us. In these circumstances our disciplinary procedures may not fully apply because agencies will have their own policies and

procedures; for example, supply teachers or contracted staff provided by an employment agency or business.

Whilst we may not be the employer of supply teachers from agencies, we will still ensure that allegations are dealt with properly. In no circumstances will we decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. The Governing Body should discuss with the supply agency or agencies where the supply teacher is working across a number of other schools or colleges, whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the School, whilst they carry out their investigation.

Agencies should be fully involved and co-operate with any enquiries from the LADO, police and/or children's social care. The School will usually take the lead because agencies do not have direct access to children or other School staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers from agencies, whilst not employed by the School, are under the supervision, direction and control of the Senior Leadership Team, with oversight from the Governing Body, when they are working in the School. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency or agencies are taken into account by the School during the investigation.

When using a supply agency, the School will inform the agency of its process for managing allegations but also take account of the agency's policies and their duty to refer to the DBS as personnel suppliers. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

#### **7.4 Organisations or Individuals using school premises**

Maltman's Green School may receive an allegation relating to an incident that happened when an individual or organisation was using our school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, we will follow our safeguarding policies and procedures, including informing the LADO.

#### **7.5 Governors**

If an allegation is made against a governor, the School will follow our own local procedures for Buckinghamshire. Further information can be found in the Buckinghamshire LADO page, which can be found using the following link: [Safer Employment & the LADO \(Allegations\) - Buckinghamshire Safeguarding Children Partnership \(buckssafeguarding.org.uk\)](https://buckssafeguarding.org.uk/Safer_Employment_&_the_LADO_(Allegations)) Where an allegation is substantiated, we will follow the procedures to consider removing them from office.

#### **7.6 Suspension**

Suspension should not be an automatic response when an allegation is reported. All options to avoid suspension should be considered prior to taking that step. The case

manager must consider carefully whether the circumstances warrant suspension from contact with children at the School, or until the allegation is resolved. It should be considered only in cases where there is cause to suspect a child or other children at the School are at risk of harm, or the case is so serious that it might be grounds for dismissal. If in doubt, the case manager should seek views from their personnel adviser and the LADO, as well as the police and children's social care where they have been involved.

Where the School is made aware that the Secretary of State has made an interim prohibition order, in respect of an individual who works at a School, we will take immediate action to ensure the individual does not carry out work in contravention of the order. This means that pending the findings of the TRA investigation, the individual must not carry out teaching work. The School has clear policies on pay arrangements whilst the person is suspended or where there is an interim prohibition order in place.

In many cases, an inquiry can be resolved quickly and without the need for suspension. The employer will decide on whether the individual should continue to work at the School, based on consultation with the LADO who will provide relevant information they have received from the police or children's social care on whether they have any objections to the member of staff continuing to work during the investigation of the case. The case manager should be as inventive as possible to avoid suspension.

Based on advice from the School HR provider and/or a risk analysis drawn up with the LADO, the following alternatives should be considered by the case manager before suspending a member of staff:

- redeployment within the School so that the individual does not have direct contact with the child or children concerned;
- providing an assistant to be present when the individual has contact with children;
- redeploying to alternative work in the School so the individual does not have unsupervised access to children; moving the child or children to classes where they will not come into contact with the member of staff, but this decision should only be made if it is in the best interest of the child or children concerned and takes accounts of their views. It should be made making it clear that this is not a punishment, and parents have been consulted;
- or, temporarily redeploying the member of staff to another role

These alternatives allow time for an informed decision regarding the suspension, this will, however, depend upon the nature of the allegation. The case manager should consider the potential permanent professional reputational damage to employees that can result from suspension where an allegation is later found to be unfounded, unsubstantiated, malicious, or false.

If immediate suspension is considered necessary, the case manager should record the rationale and justification for such a course of action. This should also include what alternatives to suspension have been considered and why they were rejected.

Where it has been deemed appropriate to suspend the person, written confirmation should be given within one working day, giving as much detail as appropriate for the reasons for the suspension. It is not acceptable for an employer to leave a person who has been suspended without any support. The person should be informed at the point

of their suspension who their named contact is within the organisation and provided with their contact details.

Children's social care or the police may give their view to the LADO but they cannot require the case manager to suspend a member of staff or a volunteer, although the case manager should give appropriate weight to their views. The power to suspend is vested in the Governing Body. However, where a strategy discussion, or initial assessment, concludes that there should be enquiries by the children's social care, and/or an investigation by the police, the LADO should canvass police and children's social care for views about whether the accused member of staff should be suspended from contact with children. Police involvement does not make it mandatory to suspend a member of staff; this decision should be taken on a case-by-case basis having undertaken a risk assessment about whether the person poses a risk of harm to children.

## 7.7 Supporting those involved

### 7.7.1 *Duty of care*

The welfare of a child is paramount (how children should be protected and supported is set out throughout KCSIE 2025) and this will be the prime concern in terms of investigating an allegation against a person in a position of trust. However, when an allegation or safeguarding concern is being investigated it is likely to be a very stressful experience for the adult subject of the investigation, and potentially for their family members. It is important that an employer offers appropriate welfare support at such a time and recognises the sensitivity of the situation. Information is confidential and should not ordinarily be shared with other staff or with children or parents who are not directly involved in the investigation.

**Employers have a duty of care to their employees. They should:**

- manage and minimise the stress caused by the allegation;
- inform the individual as soon as possible, explaining the likely course of action, guided by the LADO, and the police where necessary;
- advise the individual to contact their trade union representative, or a colleague for support;
- appoint a named representative to keep the person informed about progress of the case;
- provide access to counselling or medical advice where appropriate.; and
- not prevent social contact with work colleagues and friends, when staff are suspended, unless there is evidence to suggest this may prejudice the gathering of evidence.

**Parents or carers of the child or children involved should be:**

- formally told about the allegation as soon as possible. The case manager should consult the LADO and where involved children's social care and/or the police on what information can be disclosed;
- kept informed about the progress of the case, only in relation to their child - no information can be shared regarding the staff member; and

- made aware of the requirement to maintain confidentiality and unwanted publicity about any allegations made against teachers in Schools whilst investigations are in progress as set out in section 141F of the Education Act 2002 (see paragraphs 372-380).

### *7.7.2 Confidentiality and Information sharing*

In an allegations management meeting or during the initial assessment of the case, the agencies involved should share all relevant information they have about the person who is the subject of the allegation, and about the alleged victim, see paragraphs 114-122 in Part two of KCSIE 2025 about information sharing.

Where the police are involved, wherever possible the School should ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the employer's disciplinary process. This should be done as their investigation proceeds and will enable the police to share relevant information without delaying the conclusion of their investigation or any court case.

Children's social care should adopt a similar procedure when making enquiries to determine whether the child or children named in the allegation are in need of protection or services, so that any information obtained in the course of those enquiries which is relevant to a disciplinary case can be passed to the employer without delay.

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

The Education Act 2011 (amended the Education Act 2002) made it an offence to introduce reporting restrictions. These provisions made it an offence (except in the limited circumstance expressly permitted by the legislation), for any person to publish any material that may lead to the identification of a teacher in a School who has been accused by, or on behalf of, a child from the same school (where that identification would identify the teacher as the subject of the allegation).

#### **The reporting restrictions apply until:**

- the point that the accused person is charged with a relevant offence; or
- the Secretary of State publishes information about an investigation or decision in a disciplinary case arising from the allegation.

The reporting restrictions are disapplied if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a court lifts the reporting restrictions in response to a request to do so.

The legislation prevents the "publication" of material by any person that may lead to the identification of the teacher who is the subject of the allegation. "Publication" includes "any speech, writing, relevant programme or other

communication in whatever form, which is addressed to the public at large or any section of the public." This means that a parent who, for example, published details of the allegation on a social networking site would be in breach of the reporting restrictions (if what was published could lead to the identification of the teacher by members of the public). In circumstances where the School needs to make parents aware about an allegation, they should make parents and others aware that there are restrictions on publishing information.

In accordance with the Authorised Professional Practice published by the College of Policing in May 2017, the police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence. In exceptional cases where the police wish to depart from that rule, for example an appeal to trace a suspect, they must apply to a magistrates' court to request that reporting restrictions be lifted.

The case manager should take advice from the LADO, police and children's social care to agree the following:

- who needs to know and exactly what information can be shared;
- how to manage speculation, leaks and gossip;
- what, if any, information can be reasonably given to the wider community to reduce speculation; and,
- how to manage press interest if, and when, it should arise.

## 7.8 Allegation outcomes

The definitions that should be used when the School determine the outcome of an allegation are set out below:

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

Ultimately the options open to the School depend on the nature and circumstances of the allegations and the evidence and information available. This will range from taking no further action, to dismissal or a decision not to use the person's services in future. Suspension should not be the default position; an individual should be suspended only if there is no reasonable alternative (see paragraphs 383-390 KCSIE 2025 on suspension).

If the allegation is substantiated and:

- the person is dismissed; resigns, or otherwise ceases to provide his or her services; or
- the employer ceases to use the person's services.

The employer has a legal duty to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

In the case of a member of teaching staff at our School, the case manager will consider whether to refer the matter to the TRA to consider prohibiting the individual from teaching (see paragraphs 354-355 Part 3 of KCSIE 2025 for further information).

There is a legal requirement for employers to make a referral to the DBS where they consider an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child (see paragraph 157 of KCSIE 2025 for further information).

### **7.9 Following a criminal investigation or a prosecution**

**The police should inform the LADO and the employer immediately when:**

- a criminal investigation and any subsequent trial is complete;
- it is decided to close an investigation without charge; or,
- it is decided not to continue to prosecute after the person has been charged.

In those circumstances, during the joint assessment meeting the LADO should discuss with the case manager whether any further action, including disciplinary action, is appropriate and, if so, how to proceed. The information provided by the police and/or children's social care should also inform that decision. The options will depend on the circumstances of the case and the consideration should take into account the result of the police investigation or the trial, as well as the different standard of proof required in disciplinary and criminal proceedings.

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

If an allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO and the case manager should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the School will consider whether any disciplinary action is appropriate against the individual who made it as per our **Behaviour Policy** and/or **Code of Conduct for Staff**.

### **7.11 Returning to work**

Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the case manager should consider how best to facilitate that. Guidance and advice are usually provided via HR or the LADO. Most people will benefit from some help and support to return to work after a stressful experience.

Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The case manager should also consider how the person's contact with the child or children who made the allegation can best be managed if they are still attending the School.

## **7.12 Managing the situation and exit arrangements**

### **7.12.1 Resignations and 'settlement agreements'**

'Settlement agreements' (sometimes referred to as compromise agreements), by which a person agrees to resign if the employer agrees not to pursue disciplinary action and both parties agree a form of words to be used in any future reference, should not be used, where there are allegations that indicate the person is a risk or poses a risk of harm to children or deemed not suitable to work with children. Such an agreement will not prevent a thorough police and/or School investigation where that is appropriate.

The School will not cease their investigations if the person leaves, resigns or ceases to provide their services. It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate.

Wherever possible, the accused should be given full opportunity to answer the allegation and make representations about it. The process of recording the allegation and any supporting evidence and reaching a judgement about whether it can be substantiated or otherwise on the basis of all the information available, should continue even if the accused does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but it is important to reach and record an outcome wherever possible. The person concerned should be notified of the conclusion of the allegations and sanctions that might be imposed.

Other than where allegations are false, malicious, unsubstantiated, or unfounded, the outcome should be made clear when providing references to prospective employers. This is particularly important where the person moves into another position involving working with children.

It is not appropriate to reach a settlement/compromise agreement if the person subject to the allegation resigns or their services cease to be used. However, in limited circumstances the School may sometimes use settlement agreements to end the employment relationship on agreed terms, but not where there is an allegation that the individual poses a risk to children.

Where a settlement/compromise agreement is used, this does not prevent the School from:

- fulfilling their legal duty to refer cases to the DBS where the referral criteria are met – see paragraph 350 onwards of KCSIE 2025. Non-compliance of this duty is a criminal offence; or
- providing a reference to potential employers when requested; or

- considering whether to make a referral to the Teaching Regulations Agency where the criteria are met - see paragraph 354 of KCSIE 2025.

### 7.13 Record keeping

Details of allegations following an investigation that are found to have been malicious or false should be removed from personnel records, unless the individual gives their consent for retention of the information. However, for all other allegations, it is important that the following information is kept on the file of the person accused:

- a clear and comprehensive summary of the allegation;
- details of how the allegation was followed up and resolved;
- a note of any action taken, decisions reached and the outcome as categorised above;
- a copy provided to the person concerned, where agreed by children's social care or the police; and,
- a declaration on whether the information will be referred to in any future reference.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time.

The School has an obligation to preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry (further information can be found on the IICSA website). All other records should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

The Information Commissioner has published guidance on employment records in its Employment Practices Code and supplementary guidance, which provides some practical advice on record retention. This can be found on the ICO website.

### 7.14 References

Cases in which an allegation was found to be false, unfounded, unsubstantiated or malicious should not be included in employer references. Any repeated concerns or allegations which have all been found to be false, unfounded, unsubstantiated or malicious should also not be included in any reference. See paragraphs 228 and 423 of KCSIE 2025 for further information on references. Substantiated allegations should be included in references, provided that the information is factual and does not include opinions.

### 7.15 Learning lessons

Throughout the process in handling allegations and at conclusion of a case in which an allegation is substantiated, the LADO should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the School's procedures to help prevent similar events in the future. This should include issues arising from any decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also

be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

For all other cases, where the allegation concluded to be either, unfounded, false, malicious or unsubstantiated the case manager (and if they have been involved the LADO) should consider the facts and determine whether any lessons can be learned and if improvements can be made.

## 7.16 Non-recent allegations

Where an adult makes an allegation to the School that they were abused as a child, the individual should be advised to report the allegation to the police. Non-recent allegations made by a child should be reported to the LADO in line with the local authority's procedures for dealing with non-recent allegations. The LADO will coordinate with children's social care and the police. Abuse can be reported no matter how long ago it happened.

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

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

## 7.17 Concerns that do not meet the harm threshold (Low Level Concerns)

Our Governing Body ensures there are procedures in place to manage any safeguarding concerns (no matter how small) or allegations that **do not** meet the harm threshold, about staff members (including supply staff, volunteers, and contractors).

Our Governing Body also ensures there are also procedures in place for staff to report such low level concerns or allegations.

The School promotes an open and transparent culture in which all concerns about any adults working in or on behalf of the School (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. As part of our whole School approach to safeguarding, we will still deal with **any** concerns (including allegations) that do not meet the harm threshold as detailed in Part Four, Section 2, of KCSIE (2025). These concerns (including allegations) are termed as 'low level' concerns. However, this does not mean that they are not significant. Indeed, the School recognises that in a low level concern, no matter how small and even if no more than causing a sense of unease or a 'nagging doubt', an adult working in or on behalf of the School may have acted in a way that:

- Is inconsistent with the **Code of Conduct for Staff**, including inappropriate conduct outside of work; and
- Does not meet the allegations threshold or is otherwise not considered serious enough to be considered for a referral to the LADO.

Low level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken. **Any** concerns which arise will be recorded and appropriate action will be taken to safeguard the children in our care.

Where a low level concern has been raised by a third party, the Headmistress will collect as much evidence as possible, speaking to the person who raised the concern (if possible), to any individuals involved and any witnesses.

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

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Staff are aware that any low level concern/s should be reported to the Headmistress, or in her absence, the DSL or a DDSL. If the concern/s is about the Headmistress, it should be shared with the Chair of Governors. Reports about supply staff and contractors should be raised with their employers, to allow potential patterns of inappropriate behaviour to be identified.

All low level concerns will be recorded in writing by the Headmistress. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

Records are kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

Any such records are regularly reviewed by the Headmistress so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of behaviour is identified, the School will decide on an appropriate course of action, which could include:

- internal disciplinary procedures;
- referral to the LADO (if the Harms Threshold is met).

In these circumstances, the School will consider if there were any wider contextual issues in School that enabled the behaviour to occur. If this is found to be the case, relevant policies will be reviewed, and extra training put in place to minimise the risk of recurrence. Detailed records will be kept of any Low Level Concern Record Reviews.

As well as what is outlined above, the School has a separate **Low Level Concerns Policy**, which contains a procedure for sharing confidentially such concerns which is clear, easy to understand and implement. If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers, or contractors) that does not meet the harm threshold, then this should be shared in accordance with the School's **Low Level Concerns Policy**. Further details can be found in Part four of KCSIE, 2025.

The Headmistress is the ultimate decision maker in respect of all low level concerns, although it is recognised that depending on the nature of some low level concerns, the Headmistress may wish to consult with the DSL and take a more collaborative decision-making approach.

Where there are low level concerns which are shared about supply staff and contractors, these will be passed on to their employers, so that any potential patterns of inappropriate behaviour can be identified.

If the School is in any doubt as to whether the information which has been shared about a member of staff as a low level concern in fact meets the harm threshold, the School will consult with our LADO.

Further details of how the School responds to low level concerns can be found in our **Code of Conduct for Staff** and in our separate **Low Level Concerns Policy**

## 8 Communication with Parents

The School's DSL will ensure that parents or carer of pupils have an understanding of the responsibilities placed on the School and staff for safeguarding children. This will generally be carried out through information given prior to pupils commencing at the School and at induction evenings.

The parents or carers of a pupils involved in a case of abuse will be told about the allegation as soon as possible if they do not already know of it.

Where a strategy discussion is required, or police or children's social care services need to be involved, the DSL or Headmistress will not contact parents until all agencies have been consulted and have agreed what information can be disclosed. Parental consent is not required for a referral where the DSL believes a pupil is at risk of significant harm.

Parents or carers will be informed about the progress of the case and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process.

**The only members of staff to make contact with parents in any instance of abuse are:**

- the DSL and Headmistress if dealing with the abuse of a child by another child, and if the case involves the pupils' safety, then the LADO may be involved.
- the DSL, Headmistress, Chair of Governors and LADO and in certain instances, the police, if allegations are made against a member of staff or the Headmistress.

## 9 The Management of Safeguarding

### 9.1 The Governing Body

Our Governing Body will ensure that we facilitate a whole School approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

The Governing Body has overall responsibility for ensuring that Safeguarding and Child Protection Policies and Procedures meet legal and regulatory requirements and that pupils are suitably safeguarded at all times. The Governing Body monitor the discharge of all statutory responsibilities regularly and robustly. The Governing Body understand and fulfil their safeguarding responsibilities.

The School will ensure that all governors receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole School approach to safeguarding. Their training should be regularly updated and they are given annual training on KCSIE and invited to any whole School safeguarding training throughout the year.

The Governing Body is aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty, PSED), and their local multi-agency safeguarding arrangements. Whilst we are a private educational establishment, the Governing Body is mindful of the PSED and its obligations.

### **Human Rights Act**

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

Under the HRA, it is unlawful for schools to act in a way that is incompatible with the Convention. The specific convention rights applying to schools are:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, and
- Protocol 1, Article 2: protects the right to education.

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

### **Equality Act 2010**

Schools have obligations under the Equality Act 2010. According to the Equality Act, schools must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

Whilst all of the above protections are important, in the context of safeguarding, this guidance, and the legal duties placed on us as a School in relation to safeguarding and promoting the welfare of children, our Governing Body will carefully consider how they are supporting their pupils with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.

Provisions within the Equality Act allow us as a School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils with a particular protected characteristic in order to meet their specific need, this includes a duty to make reasonable adjustments for disabled children and young people, including those with long term conditions. As a School, we could, for example, consider taking positive action to support our children if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment.

Guidance to help Schools understand how the Equality Act affects them and how to fulfil their duties under the act can be found at [The Equality Act 2010 and Schools](#) ([www.gov.uk](http://www.gov.uk)). For further information Equality Act guidance | [Equality and Human Rights Commission](#) ([equalityhumanrights.com](http://equalityhumanrights.com)).

### **Public Sector Equality Duty**

Whilst we are not a public body and we are a private institution, we are aware of the PSED, which is found in the Equality Act. Compliance with the PSED is a legal requirement for state-funded schools and colleges, advice on this, including on specific duties, is set out in the advice linked in paragraph 80 of KCSIE 2025 The PSED places a general duty on schools and colleges to have, in the exercise of their functions, due regard to the need to eliminate unlawful discrimination, harassment, and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, specific consideration must be given to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry and racism. This is one reason why good record-keeping and monitoring of all forms of abuse and harassment is essential.

The PSED helps Schools and colleges (which are subject to it) to focus on key issues of concern and how to improve pupil and student outcomes. Some pupils or students may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination. Such concerns will differ between education settings, but it is important schools and colleges are conscious of disproportionate vulnerabilities and integrate this into their safeguarding policies and procedures. For further information please see Technical Guidance on the Public Sector Equality Duty: England | Equality and Human Rights Commission ([equalityhumanrights.com](http://equalityhumanrights.com))

### **The Governing Body ensures that:**

- The DSL creates and maintains a strong, positive culture of safeguarding within the School.
- An effective **Safeguarding and Child Protection Policy and Procedures** document is in place and such arrangements are implemented fully in practice.
- The **Safeguarding and Child Protection Policy and Procedures** document reflects the unique features of the community we serve and the needs of the pupils attending our provision. These will be reviewed at least annually, and governors regularly monitor and evaluate their effectiveness.
- Governors ensure the School follows safer recruitment procedures (see **Recruitment, Selection and Disclosure Policy and Procedure**) and the Single

Central Register of staff is in order, ensuring provision meets statutory requirements and advice.

- School safeguarding policies are up to date, risks assessed at regular intervals and any areas requiring action are dealt with immediately.
- The DSL is a Senior Leader within the School and that DDSL's are also appointed within the School. The roles and responsibilities of these members of staff are detailed later within this policy.
- They recognise the importance of the role of the DSL, ensuring they have sufficient time, training, skills and resources to be effective. Refresher training must be attended every 2 years, in addition knowledge and skills must be refreshed at regular intervals, at least annually.
- Measures are in place for the Governing Body to have oversight of how the School's delivery against its safeguarding responsibilities are exercised and evidenced. Ensure robust structures are in place to challenge the Headmistress/DSL where there are any identified gaps in practice or procedures are not followed.
- They recognise the vital contribution that the School can make in helping children to keep safe, through incorporation of safeguarding within the curriculum. This will also be taught through the PSHE curriculum and relevant issues through the Relationship Education (primary schools) or Relationship Sex Education (secondary schools, mandatory from Sept. 2020). Ensure that through curriculum content and delivery children understand to keep themselves safe.
- The School is following the statutory RSE guidance –  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)
- Safe and effective recruitment policies and disciplinary procedures are in place.
- Resources are allocated to meet the needs of pupils requiring child protection or early intervention. It is the duty of the Chair of Governors, Diana Honey, to liaise with relevant agencies if any allegations are made against the Headmistress. If there are concerns that issues are not being progressed in an expedient manner, staff/pupils/parents/carers should escalate concerns to the Local Authority Designated Officer (LADO) via First Response.
- Procedures are in place to manage safeguarding concerns of allegations against staff, supply staff, governors, volunteers, visitors or contractors where they could pose a risk of harm to children. The guidance in Part four of Keeping Children Safe in Education 2025 must be followed if there were any such concerns.
- A named teacher is designated for Children Looked After and that an up-to-date list of children who are subject to a Care Order or are accommodated by the County Council is regularly reviewed and updated. The School must work with the Virtual Schools Team to support the educational attainment for those children who are Looked After.
- Staff follow requirements of the **Code of Conduct for Staff**. All governors must complete safeguarding training on appointment, to also include Prevent training.
- Relevant staff have due regard to the relevant data protection principles set out in the Data Protection Act 2018 and the GDPR, which allow them to share or withhold personal information when it is necessary to safeguard any child.
- Staff /volunteers attend relevant child protection training that is in line with local authority procedures.
- Safeguarding matters are placed on governors' agendas to ensure they are constantly informed of changes and concerns by the Head, the DSL and the DSG.
- Our Governing Body ensures that all staff undergo safeguarding and child protection training, including online safety which, amongst other things, includes at

induction an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. This training is regularly updated (for example via email, e-bulletins and staff meetings) Induction and training is in line with advice from the safeguarding partners. Our approach to online safety is integrated, aligned and considered as part of the whole School safeguarding approach and wider staff training and curriculum planning.

- As part of their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, our Governors do all that they reasonably can to limit our pupils' exposure to any risks online from the school's IT system. This includes ensuring Maltman's Green School has appropriate filtering and monitoring systems in place for its network and on school devices. The effectiveness of these systems are reviewed termly at our Full Governors' meetings as part of the Headmistress's report to the Governing Body (including reference to any incidents recorded on our E-Safety incident log), as well as when the Safeguarding Governor visits school as part of the annual audit of safeguarding practice and procedures. This means that Governors are able to ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. When reviewing the School's systems, the Governing Body considers the number and age range of our pupils, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.
- Whilst considering the above training requirements, the Governing Body has regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.
- As Maltman's Green School has charitable status, governors are aware of the Charity Commission guidance on charity and trustee duties to safeguard children. These are available at <https://www.gov.uk/guidance/charity-commission-guidance>
  - Where the Governing Body hire or rent out our School facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they should ensure that appropriate arrangements are in place to keep children safe.
  - When services or activities are provided by the Governing Body, under the direct supervision or management of our School staff, their arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. The Governing Body will therefore seek assurance that the Supplier has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the School on these matters where appropriate. The Governing Body will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. The guidance on Keeping children safe in out-of school settings details the safeguarding arrangements that schools and colleges should expect these providers to have in place. This can be found at <https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice>

- Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupils needs.
- The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to. Schools should obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e. those checks that schools would otherwise perform on their own staff). This includes written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that the commissioning school can ensure itself that appropriate safeguarding checks have been carried out on new staff.
- Schools should always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. They should regularly review the alternative provision placements they make. Reviews should be frequent enough (at least half termly) to provide assurance that the child is regularly attending and the placement continues to be safe and meets the child's needs. Where safeguarding concerns arise, the placement should be immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.
- The Department has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard:
  - Alternative provision - DfE Statutory Guidance; and
  - Education for children with health needs who cannot attend school - DfE Statutory Guidance
- Our governing body takes a proportionate risk-based approach to the level of information that is provided to temporary staff, volunteers and contractors.

## 9.2 The Role of the Designated Safeguarding Governor (DSG)

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

### **The Nominated Governor must:**

- Undertake appropriate safeguarding training, to include Prevent training.
- Meet regularly with the DSL, at least once a term to review and monitor the School's delivery on its safeguarding responsibilities and to review the Single Central Record with the HR manager.
- Work with the DSL to produce the **Safeguarding and Child Protection Policy and Procedures** annually.
- Conduct an annual review of staff knowledge and the efficiency and implementation of safeguarding procedures. This includes the review of training records of staff, safeguarding issues dealt with over the year, how they have been handled and the contribution the School has made to multi-agency working. Governing Body meeting minutes record the form and findings of the review fully.

For further details of the role of the DSG, please refer to section 15.11.

### 9.3 Multi agency working

- Maltman's Green School understands the role of the School, as a relevant agency, within the three safeguarding partner arrangements and as required, will contribute to multi-agency working, in line with the statutory guidance 'Working Together to Safeguard Children' (2023).
- When named as a relevant agency and involved in safeguarding arrangements, Maltman's Green School will co-operate alongside other agencies with the published arrangements.
- Maltman's Green School will contribute to inter-agency plans to offer children support of early help and those children supported through child protection plans.
- Maltman's Green School will allow access for and work with children's social care to conduct or consider whether to conduct as section 17 or section 47 assessment.
- Buckinghamshire County Council have a multi-agency safeguarding hub team (MASH), whose aim is to co-ordinate with key partners to improve the initial response to safeguarding concerns in relation to children and vulnerable adults. Contact is made through and co-ordinated by the Buckinghamshire First Response Team, who are part of the MASH Team. Their contact details are in section 1 of this policy.

### 9.4 Information sharing

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

As part of meeting a child's needs, it is important for our Governing Body to recognise the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that set out clearly the processes and principles for sharing information within the School and with children's social care, the safeguarding partners, other organisations, agencies, and practitioners as required.

School staff should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

Our Governing Body is aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. Schools can see ICO guidance for organisations, which includes information about our obligations and how to comply, including protecting personal information, and providing access to official information. This can be accessed here: [For organisations | ICO](#)

Governing Bodies should ensure that relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act (DPA) 2018 and the GDPR. However, staff must be aware that the DPA (2018) and GDPR **do not** prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. Further information can be found in the following places:

- Chapter One of **Working Together to Safeguard Children**:  
[https://assets.publishing.service.gov.uk/media/65803fe31c0c2a000d18cf40/Working\\_together\\_to\\_safeguard\\_children\\_2023\\_-\\_statutory\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/65803fe31c0c2a000d18cf40/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf)
- **Information Sharing: Advice for Practitioners Providing Safeguarding Services To Children, Young People, Parents and Carers**:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/721581/Information\\_sharing\\_advice\\_practitioners\\_safeguarding\\_services.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)
- **The Information Commissioners Office (ICO)**: <https://ico.org.uk/>
- **Data Protection: Toolkit for Schools**:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/747620/Data\\_Protection\\_Toolkit\\_for\\_Schools\\_OpenBeta.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/747620/Data_Protection_Toolkit_for_Schools_OpenBeta.pdf)
- **Seven Golden Rules for Information Sharing** (see Appendix 8)

## 9.5 Staff Training

### 9.5.1 Training for the DSL and the DDSLs

The DSL and DDSLs will receive appropriate training, in line with that of the BSCP. Training will meet current statutory inter-agency requirements, and take place at least every two years, in order to:

- Understand the assessment process for providing early help and intervention.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference.
- Be able to attend and contribute to the above effectively, when required.
- Know how to contact a range of local agencies and how to work with them in resolving issues.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be alert to child-on-child abuse including sexting, hazing and gang/youth violence.
- Understand how to maintain detailed, accurate, secure written records of concerns and referrals using CPOMS .
- Know how to access a range of resources.
- Attend any relevant or refresher training courses.
- Encourage staff to increase their skill in listening to children and taking account of their wishes and feelings.
- Ensure that all who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively and that training is updated at least every three years.
- Ensure that newly appointed staff receive child protection training as part of their induction prior to the commencement of their work with pupils. This includes Prevent, FGM, Anti-Bullying and E-Safety. This training is signed and recorded in School by the DSL, HR Department and the employee.
- Ensure that all staff and volunteers are aware of the BSCP Child Protection Procedures.
- Ensure that induction training for all staff, including temporary staff and volunteers includes:

- The School's **Safeguarding and Child Protection Policy and Procedures, Code of Conduct for Staff**, which includes
- The identity of the DSL and DDSL's
- Part 1 of KCSIE (2025), Annex A and Annex B.
- **Code of Conduct for Staff**
- E-Safety
- **Behaviour Policy**
- **Admissions, Attendance and Children Missing and Absent from Education Policy**
- **Anti-Bullying Policy**

#### 9.5.2 *Training for all staff:*

- All staff attend refresher training at least every three years.
- All staff training will be in line with advice from the BSCP.
- All staff, irrespective of their date of appointment, will be provided with, read and be familiar with Part 1 of KCSIE (2025) Annex A and Annex B. The School will ensure any staff who have difficulties with English will receive assistance to ensure they fully understand the text.
- All staff will receive support to understand the **Code of Conduct for Staff** and **Whistleblowing Policy**.
- All staff will be updated of changes, both formal and informal (staff meetings and INSET), in safeguarding requirements as and when they arise, by the DSL.
- All staff will be given details of where full local procedures are available (in DSL office and on the BSCP website).
- All staff receive training on the importance of reporting low level concerns about staff, as well as how to report these
- All staff are trained in E-Safety and are required to sign an acceptable user agreement annually.
- All staff are trained with regard to our communication procedures, including use of social media

**All new members of staff, including part-timers, temporary, volunteers, visiting and contract staff working in School, receive induction training that includes information on:**

- their responsibilities regarding safeguarding children and are given guidance to locate relevant School policies and procedures;
- the School **Safeguarding and Child Protection Policy and Procedures**, including the **Whistleblowing Policy** and **Code of Conduct for Staff** (for those in contact with children);
- the name of the DSL and DDSLs; and
- Part 1 of KCSIE (2025), Annex A and Annex B

**In addition, induction training for all new staff who have regular day to day contact with children, including part-time and supply staff, incorporates:**

- how to recognise the signs of abuse and bullying;
- the procedures for recording and referring **any** concerns to the DSL;

- discussion of the **Safeguarding and Child Protection Policy and Procedures**;
- discussion of the **Code of Conduct for Staff**;
- information on safeguarding personnel; and
- discussion of Part 1 of KCSIE (2024) Annex A and Annex B with a DSL

**All new staff who have regular day to day contact with children are given hard copies of a number of our School policies and procedures, including:**

- The School's **Safeguarding and Child Protection Policy and Procedures**, **Code of Conduct for Staff**, which includes the policy and procedures with how to deal with child-on-child abuse, our response to children who go missing from education and the roles of the DSL and DDSL's
- The identity of the DSL and DDSL's
- Part 1 of KCSIE (2025), Annex A and Annex B.
- The **Behaviour Policy** (which includes measures to prevent bullying, including cyber bullying, prejudice-based and discriminatory bullying)
- **Code of Conduct for Staff**

Safeguarding information leaflets, specific to Maltman's Green School, are made available at the start of each academic year for teaching staff (white), regular visitors and volunteers (green) non-teaching staff (pink) and peripatetic teachers (blue). Staff and visitors are also issued with a lanyard card guide at the start of the academic year which sets out clear guidelines.

New members of staff, governors and volunteers are given access to electronic copies of the **Safeguarding and Child Protection Policy and Procedures** and related policies, and pastoral care policies, **Behaviour Policy**, **Anti-Bullying Policy**, **Equal Opportunities and Anti-Prejudicial Discrimination Policy**, **Safer Recruitment Policy**, **Health and Safety Policy**, **E-Safety Policy** and **Special Educational Needs and Disability Policy**. Thorough discussion of the procedures set out in these documents form a vital part of our induction procedures in liaison with our HR Department.

All staff, including new appointees, sign to indicate they have read the document KCSIE (2025), Part 1, plus Annex A and B.

The following resources, plus many more listed in Annex B of KCSIE, 2025, may also help Schools understand and teach safeguarding:

- [Teaching online safety in Schools](#)
- [UK Council for Internet Safety \(UKCIS\) guidance: Education for a connected world](#)
- [UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [The UKCIS external visitors guidance](#) will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors
- [National Crime Agency's CEOP education programme: Thinkuknow](#)

- [Public Health England: Every Mind Matters](#)
- [Harmful online challenges and online hoaxes](#) - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support.
- [Behaviour in schools guidance \(publishing.service.gov.uk\)](#)

## 9.6 Teaching children how to keep safe

### 9.6.1 Online safety

As our School increasingly works online, it is essential that our children are safeguarded from potentially harmful and inappropriate material. We are aware of the risks posed by children in the online world; in particular non-age-appropriate content linked to self-harm, suicide, grooming and radicalisation.

An effective whole School approach to online safety empowers a School to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate **any** concerns where appropriate.

As a School, we are in regular contact with our parents and carers. Our communications are used to reinforce the importance of children being safe online and we also share with parents and carers what systems we use to filter and monitor online use. We also keep parents and carers up to date with what the children are being asked to do online. Where appropriate, this will include the sites they will be asked to access and be clear who from the School (if anyone) their child is going to be interacting with online. These communications include updates to parents from our Head of Digital Learning, or our Lead DSL and updates in our weekly bulletin to parents. In addition to this, details about E-Safety at a level appropriate to the child's age and stage can be found in the children's pupil planners/homework diaries. We also have a monthly E-Safety meeting between the Headmistress, the Head of Digital Education, and the DSL. E-Safety is also an agenda item at our monthly IT meetings.

The School has checked that its online filtering and monitoring systems in regard to our IT network and on school devices are appropriate, using the [South West Grid for Learning](#) (swgfl.org.uk) tool, which has confirmed that our filtering provider is signed up to relevant lists.

The School has also accessed and checked itself against the DfE's Generative AI guidance, which outlines product safety expectations to support schools to use generative artificial intelligence safely and explains how filtering and monitoring requirements apply to the use of generative AI in education.

The School also meets the standards set out in the following government document <https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/cyber-security-standards-for-schools-and-collegesMe>

Where appropriate for primary school aged children, pupils, staff and parents/carers are supported to understand the risks posed by categorising them into four areas of risk:

- The CONTENT accessed by pupils. They could be exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- their CONDUCT on-line, recognising that their personal online behaviour could increase the likelihood of, or cause harm. For example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nude and semi-nude and/or pornography, sharing other explicit images and online bullying).
- who they have CONTACT within the digital world. They could be subjected to harmful online interaction with other users, for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- COMMERCE - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If staff, parents/carers feel a child is at risk, please report it to the Anti-Phishing Working Group at [apwg.org/](http://apwg.org/)

We have an online filtering system in place to ensure that children are safeguarded from potentially harmful material online. The School also invests in a key-stroke monitoring system, which sends immediate alerts of any concerning activity to the DSL and DDSLs.

**Any** concerns are thoroughly investigated and reported to parents if necessary. E-Safety Logs detailing these concerns are kept by the DSL and DDSL Team, and are regularly reviewed with the wider Team, the Headmistress and the Designated Safeguarding Governor. In addition to this, the School maintains a variety of filtering systems to ensure that children can only access appropriate content. E-Safety also forms an agenda item at monthly ICT meetings, termly Curriculum Sub Committee meetings with relevant governors (including the Designated Safeguarding Governor) and during the Lead DSL's weekly meeting with the Headmistress.

If any issues arise through our Logs or our monitoring and filtering systems that we feel parents should be aware of, then we circulate information to our parent body. For example, as it becomes apparent that children are accessing a platform at home which they are not old enough to use, we alert our parent body to this and provide information and support.

For further details about how our mobile phone procedures and how we limit the possibility of a child accessing the Internet using 3G, 4G and 5G, please see sections 13.3 and 13.4.

Staff receive regular training on E-Safety during termly Safeguarding updates at the start of each term on the INSET days. In addition to this, staff guidance and resources to teach children are shared throughout the year by our Head of Digital Education.

At the start of every academic year, our E-Learning Codes of Conduct for different phases of the School are shared with the children and their parents.

Parents/children (age appropriate) sign to say that they have read and understood these documents. These documents can be viewed in appendix 1 and 7 of the **E-Safety Policy**. Staff also sign an annual Staff Acceptable User Agreement. Parental permission is also sought for the use of webcams during periods of Distance Learning from home. Guidance for parents on how to help keep their children safe online is also shared with parents at the same time. Please see appendix 8 for further information. Buckinghamshire County Council also provide information for professionals relating to E-Safety. This can be viewed via the following link  
<https://www.buckssafeguarding.org.uk/childrenpartnership/professionals/e-safety-advice-and-information/>

Our **E-Safety Policy** provides further details of the ways in which we can support and teach children about this aspect of modern life. Here at Maltman's Green School we also take part in the Safer Internet Day, making it into an E-Safety Week annually in February.

Additional information on E-Safety is also provided in Annex D of KCSIE 2025.

All staff are aware of the School's **E-Safety Policy** which sets out our expectations relating to:

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

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

#### 9.6.2 General Safety

**The following policies deal with ensuring pupils of all ages learn how to keep themselves safe in the School, the local community and the world around them:**

- **E-Safety Policy**,
- **PSHE Policy**, detailing the whole-School PSHE programme (Jigsaw, which includes RE and RSE Education,
- **Behaviour Policy**
- **Health and Safety Policy**.

Children also have visiting speakers (e.g. NSPCC) in addition to weekly assemblies following the PSHE scheme of work theme and discussions in Form time.

We are aware that we play a crucial role in preventative education by adopting a whole-School approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. We have a clear set of values and standards, upheld and demonstrated throughout all aspects of School life. These are underpinned by our behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Our programme is fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). This program will tackle at an age-appropriate stage issues such as:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to: sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

#### 9.6.3 *Relations and Sex Education (RSE)*

RSE has become statutory to teach from September 2020. Here at Maltman's Green it is already taught through our PSHE programme, Jigsaw. Further details can be found in our **RSE Policy**. Further information can be found within the statutory guidance **Relationships Education, Relationships and Sex Education (RSE) Education and Health Education** (found at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)) as well as at the following locations:

- [Teaching online safety in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/teaching-online-safety-in-schools)
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/896323/UKCIS\\_Education\\_for\\_a\\_Connected\\_World\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World_.pdf)
- <https://www.thinkuknow.co.uk/>
- <https://riseabove.org.uk/>

The DFE has produced a one-stop page for teachers entitled Teaching about Relationships, Sex and Health. This includes teacher training modules on the RSHE topics and non-statutory implementation guidance.

## 10 Children potentially at risk of greater harm

### 10.1 Children who may need a Social Worker

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

Local authorities should share the fact a child has a social worker, and the Designated Safeguarding Lead 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. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or 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).

Findings from the Children in Need review, 'Improving the educational outcomes of Children in Need of help and protection' contains further information; the conclusion of the review, 'Help, protection, education' sets out action Government is taking to support this.

### 10.2 Children requiring mental health support

We have an important role to play in supporting the mental health and wellbeing of our pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Here at Maltman's Green School, we follow a stepped approach to supporting the mental health and wellbeing of our children. This includes the following:

- **Prevention** – by creating a safe, calm and nurturing environment, mental health problems are less likely. We equip the children to be resilient so that they can manage the normal stresses of life effectively. This includes teaching the children about mental wellbeing through the curriculum and reinforcing this teaching through School activities and our ethos
- **Identification**: staff will recognise emerging issues as early and accurately as possible, raising and reporting these to the Head of Phase in the first instance or the DSL as appropriate so that support can be discussed and implemented. Liaison with parents is also essential at this stage.
- **Early Support**: supporting the children and their parents to access early support and interventions through Buckinghamshire's Family Support Service, details of which can be found in this link [Family support service | Family Information Service \(buckinghamshire.gov.uk\)](https://www.buckinghamshire.gov.uk/family-information-service) or through Bucks Mind, which can be accessed via this link [Buckinghamshire Mind - Children and Young People's Services \(bucksmind.org.uk\)](https://www.bucksmind.org.uk)

- **Access to specialist support:** working effectively with external agencies to provide swift access, either via a referral to Buckinghamshire Children's Social Care, or to specialist support and treatment. If a referral is made to children's social care, the DSL will follow this up within 24 hours of the referral being made.

Our Governing Body ensures that we have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

### 10.3 Looked after children and previously looked after children

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

In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead should have details of the child's social worker and the name of the virtual School head in the authority that looks after the child.

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

#### Further information can be found at:

- **Improving the Education outcomes of the Children In Need of Help and Protection: Interim Findings:**  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/762826/Children\\_in\\_Need\\_of\\_help\\_and\\_protection-Interim\\_findings.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/762826/Children_in_Need_of_help_and_protection-Interim_findings.pdf)
- **Help, Protection, Education: Concluding the Children in Need review:**  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/809236/190614\\_CHILDREN\\_IN\\_NEED\\_PUBLICATION\\_FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/809236/190614_CHILDREN_IN_NEED_PUBLICATION_FINAL.pdf)

#### Virtual School Heads

Where any looked-after child attends Maltman's Green School, the School will ensure that we liaise with the nominated Virtual School Head (VSH) for Buckinghamshire to draw up an educational plan that promotes the educational achievements of the child. The designated teacher here at Maltman's Green School who will work with the VSH is the DSL.

As with designated teachers, following the commencement of sections 4 to 6 of the Children and Social Work Act 2017, Virtual School Heads have responsibilities towards children who

have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England or Wales. Their primary role for this group will be the provision of information and advice to relevant parties.

Statutory guidance on promoting the education of looked-after and previously looked-after children contains further information on the roles and responsibilities of virtual school heads.

In addition to their statutory duties, the role of the VSH was extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker. 48 Section 20(3) of the Children and Young Persons Act 2008 and regulation 3 of the Designated Teacher (Looked-After Pupils etc) (England) Regulations 2009.

In offering advice and information to workforces that have relationships with children with social workers, the VSH should identify and engage with key professionals, helping them to understand the role they have in improving outcomes for children. This should include Designated Safeguarding Leads, social workers, Headmistress, governors, Special Educational Needs Co-ordinators, mental health leads, other local authority officers, including Designated Social Care Officers for SEND, where they exist.

In September 2024, the role of Virtual School Heads was further extended to include a non-statutory responsibility to promote the educational achievement of all children in kinship care. Non-statutory guidance on Promoting the education of children with a social worker and children in kinship care arrangements contains further information on the roles and responsibilities of Virtual School Heads and can be accessed using this link: [Children's social care: virtual school head role extension - GOV.UK](#)

Non-statutory guidance on promoting the education of children with a social worker contains further information on the roles and responsibilities of Virtual School Heads.

## 11 Children Absent from Education

Maltman's Green School refers to the statutory DfE guidance, Children Missing Education – Statutory guidance for local authorities September 2024, found at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550416/Children\\_Missing\\_Education\\_-\\_statutory\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf)

### 11.1 Parent responsibilities

Parents have a duty to ensure that their children of compulsory School age are receiving suitable full-time education. All children attending our School are required to have a minimum of two emergency contacts.

Parents/carers must inform School if there are any changes to a pupil's living arrangement. Maltman's Green School has a mandatory duty to inform the local authority, via the First Response Team, if a child under the age of 16 years old lives with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days. This is defined as being a private fostering arrangement.

## 11.2 School responsibilities

Maltman's Green School will enter pupils on the admissions and attendance register at the beginning of the first day on which the School has agreed, or been notified, that the pupil will attend the School. If a pupil fails to attend on the agreed or notified date, the School will undertake reasonable enquiries to establish the child's whereabouts and consider notifying the local authority at the earliest opportunity. Any pupil whose absence is causing concern and where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education (CME) using the **Buckinghamshire CME Protocol**. Any absence, of a pupil who is currently subject to a child protection or child in need plan is immediately referred to their social worker.

Maltman's Green School will notify the local authority when a pupil's name is to be removed from the admission register at a non-standard transition, as soon as the ground for removal is met and no later than the time at which the pupil's name is removed from the register. This duty does not apply at standard transition points – where the pupil has completed the School's final year – unless the local authority requests for such information to be provided.

Our School's admission register is accurate and kept up to date by our Registrar.

Maltman's Green School regularly encourages parents to inform them of any changes whenever they occur, through our existing communication channels such as email and newsletters. This will assist both Maltman's Green School and the local authority when making enquiries to locate children absent from education.

Maltman's Green School will monitor pupil attendance through their daily register. We advise the local authority of the details of pupils who fail to attend regularly, or have missed ten School days or more without permission. Maltman's Green School monitors attendance closely and we address poor or irregular attendance directly with parents. It is important that poor pupil attendance is referred to the local authority.

Where a pupil has not returned to School for ten days after an authorised absence or is absent from School without authorisation for twenty consecutive School days, the pupil may be removed from the admission register when the School and the local authority have failed, after jointly making reasonable enquiries, to establish the whereabouts of the child. This only applies if the School does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause. (See the **Admissions and Attendance Policy**).

Maltman's Green School will investigate any unexplained absence as part of our safeguarding duty.

## 11.3 Elective Home Education (EHE)

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

From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that Schools must inform their LA of all deletions from their admission register when a child is taken off roll.

Where a parent/carer has expressed their intention to remove a child from School with a view to educating at home, LAs, Schools, and other key professionals should work together to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

DfE guidance for local authorities on Elective home education sets out the role and responsibilities of LAs and their powers to engage with parents in relation to EHE. Although this is primarily aimed at LAs, Schools should also be familiar with this guidance.

## 12 Missing Child Procedure

The welfare of children in our care is paramount. Children may go missing and EVERY member of staff has equal responsibility in ensuring the safety of the children and knowing where they are.

In the event that a child goes missing from Maltman's Green School or on a School outing, the School puts into practice agreed procedures. These ensure the child is found as soon as possible and that the correct people are informed. This very rarely happens but complacency is a hazard we must avoid at all costs.

In the event that a child goes missing, we will ensure that the following procedures are followed. We inform parents/carers of our procedures so that, if a child does go missing we assure them that we are doing everything we are capable of to find them.

### 12.1 Procedure

#### **Systems in place to minimise the risk of children going missing:**

- Appropriate steps are taken to ensure that the premises and surrounding site is secure.
- Appropriate systems and rotas are drawn up on a weekly and daily basis to ensure that appropriate levels of supervision are in place at all times.
- The attendance register is taken twice a day, morning and afternoon and the registration details are held in the School information system.
- It is the responsibility of every member of staff to be aware of how many children are present at any time and a quick head count should be taken at regular intervals during the day.
- Staff should know the names of the children who are present at each session so that they are aware of who to expect and can therefore highlight any possible unexplained absence.
- Children who arrive late must be recorded in the register and those who leave early should be marked out accordingly.
- The whereabouts of new children should be noted with extra care.
- Steps must be taken to ensure that the children know the boundaries of where they can and cannot go at all times of the day.
- Parents should be given the opportunity to discuss **any** concerns, particularly if their child has an adventurous nature.
- Gates and doors are kept closed and where appropriate secured.
- Parents must be made aware of the need for supervision of children at all times.

- There is a direct handover of children at ADA by the Form Tutor or whoever this is delegated to. Parents must not collect their children from ADA until this direct handover has occurred.
- Any Year 6 pupils whose parents have given permission for them to walk home alone will either be dismissed from the classroom by a member of staff (if they have a mobile phone to collect from the front office, they can then exit the School via the front door to the School), or from ADA gate.
- Parents must inform the School in writing if they authorise any other adult to collect their child on their behalf. If an adult that we are not expecting arrives to collect a pupil, the School will telephone the child's parents and seek verbal permission for that adult to collect the child, before a direct handover occurs.
- In the Early Years and KS1, children should be counted when they are lining up outside to come back indoors. A member of staff should be at the back of a line to ensure that no children are left outside unsupervised. Once inside it must be ascertained that the correct number of children are still present.
- For all year groups, a member of staff should remain in the playground until all children have gone inside to ensure that no children are left outside unsupervised.
- Follow our Non-Collection Procedure, which is detailed in appendix 5.

**In the event of a child being found to be missing it is vital that prompt action is taken:**

1. The missing child (children) should be identified and the last known whereabouts recorded. (The chances of finding a missing child safe are greatest if the child's absence is noted as soon as possible. Staff must be vigilant in ensuring that all children are present at all times.)
2. The senior member of staff present will arrange for the other children to be satisfactorily and safely supervised. Without alarming them, the children should be asked if they have seen the missing child.
3. A message will be sent to the School Office who will check the registers, check for messages and locate and inform the Headmistress or the next appropriate person using the order of the School leadership structure. (Headmistress, Deputy Head, Head of Pre-Prep and Early Years Co-ordinators.)
4. An immediate systematic search will be carried out to see if the child can be located in the surrounding area and the Head of Maintenance will immediately initiate an external sweep of the School perimeter and check all climbing frames and wooden outside buildings.
5. A systematic search of the School buildings, co-ordinated (based in the front office/old library) by the Headmistress or the next appropriate person within the Senior Leadership Team, will take place. All staff searching an area will report back to the co-ordination team. The Office is our main point of contact, if the child is found, inform the office immediately. Staff who have searched each area will report to the office for further instructions. This will include anywhere a child might hide:
  - Within the classrooms, under tables etc.
  - Toilets, cloakrooms and cupboards.
  - Outside areas including play house, climbing frame, and outdoor classroom.
  - All exits where a child may have been able to leave the premises or site.
  - The car park, outdoor play areas and sports fields.
6. **The Headmistress or the next appropriate person within the Senior Leadership Team will then inform the parents/carers of the child – alarming them as little as possible.**
7. Contacting the parents:

- a. If they do not answer the phone a message must be left on any answering service before attempting alternative numbers.
- b. If contacted, parents should be advised to stay at home in case the child arrives there. They will be advised that we are contacting the emergency services and that a member of staff is searching the route the child may take home. (See point 8 below).
- c. Parents should be asked for information of anywhere else the child may make their way to. e.g. grandparents, other relatives, local park, etc.
- d. If the parents do not answer their own phone numbers, the Police must be called before attempting other child contact numbers.
- e. The Police and/or any other emergency services – The police have the resources to conduct a search and speed is important.
- f. It is important that the Headmistress or the next appropriate person within the Senior Leadership Team keeps a record of events.

8. Checking the route home:
  - a. If the child cannot be located a member of staff should search along a possible route that the child might take to get home.
  - b. They should take a mobile phone to keep in contact.
  - c. If a member of staff arrives at the house without finding the child, they should make contact with the School Office for further instructions.
9. Record of events: The following details will be noted in order to help as much as possible in the investigation and search.
  - Date time and location of disappearance
  - Who was responsible for the care of the child at the time
  - What was the child wearing?
  - Any distinguishing features
  - Circumstances surrounding disappearance
  - An accurate log of the times of significant events and when the parents and other agencies were contacted
  - A record of events should be logged in the Incident Book by the Headmistress or the next appropriate person within the Senior Leadership Team.
10. As soon as possible after the incident the following people should be notified:
  - the School's insurance company;
  - ALL parents;
  - for Early Years Children - Bucks County Council Early Years Team.Details of time and who was contacted will be recorded.
11. A full written report of the incident is recorded.

## **12.2 Dealing with reactions**

It is natural that the child's parents will be frightened, distressed and angry. Other parents will be rightly concerned for the safety of their own children. Maltman's Green School and its staff will also be shocked and upset at any lapse in security.

All emotions and reactions must be dealt with in a caring and understanding way. However, until the situation has been fully investigated by all parties, all staff must refer any parent and media enquiries to the Headmistress or the next appropriate person within the Senior Leadership Team.

## 13 Other Aspects of Safeguarding

### 13.1 Non-collection procedure for pupils

This is outlined in Appendix 5: Non-Collection Procedure.

### 13.2 Further guidance and safeguarding information

Guidance on Prevent is outlined in Appendix 6: Guidance on Prevent Duties.

### 13.3 Staff use of mobile and other electronic devices with imaging and sharing capabilities

The School recognises that ownership and use of mobile technology (Tablets, e-readers and other electronic devices) is increasing rapidly and we are happy to allow the use of this technology in School. The following applies when using mobile technologies:

- Members of staff are allowed to bring their personal mobile and other electronic devices with imaging and sharing capabilities into School. However, they are required to use their devices only in the designated areas authorised by the SLT, or in an area where no children are present.
- All members of School staff must not use their mobile/electronic devices with imaging and sharing capabilities for personal use in the Early Years Foundation Stage.
- They must only use and take pictures of pupils on School devices and the pictures that they take must remain in School and be deleted once used.
- Some members of staff have mobile phones for work use e.g. members of the SLT and caretakers (for making and receiving work calls) and Peris will have to take registers using a paper register. They can use an iPod or a school iPad, but not their mobile phone or other electronic device with imaging and sharing capabilities. The school reserves the right to check the contents of the mobile phones or other electronic device with imaging and sharing capabilities of any staff who may have used such items on the School site at any time. These staff are made aware of our procedures.
- As they sign in, visitors and volunteers are also requested to turn off their mobile phones or other electronic devices with imaging and sharing capabilities and to store them out of view from the children.
- We have signs around our School indicating that we are mobile phone free site. Our staff support and fully understand. Furthermore, we strongly encourage all visitors to refrain from mobile phone or other electronic device with imaging and sharing capabilities use on site. Staff are encouraged to challenge the use of unregulated mobile phone or electronic device with imaging and sharing capabilities use.
- In the case of an event, parents should not film or photograph their children during the event/performance, and any photos/film taken before or afterwards on the School site must not be shared on social media.

### 13.4 Children's use of personal mobile and electronic devices

Children are not permitted to bring a mobile phone or any other device into School (meaning that they would not be able to access 3G/4G/5G services) without written permission from the Headmistress. Smart watches are not permitted in School.

Children in Year 6 who have written permission to walk to/from School from their parents, may bring a mobile phone to School if written permission is obtained from the Headmistress in advance. However, in these circumstances the phone must be handed to the School Office immediately on arrival and can only be collected by the child at the end of the School day.

Please see the **E-Safety Policy**, the Staff Handbook and this whole School **Safeguarding and Child Protection Policy and Procedures** for further details.

### 13.5 Procedures for Visitors

An external visitor's checklist has been set up as an additional layer of safeguarding checks. Please see Appendix 7: External Visitors Checklist. In addition to this, visitors will be:

- Clearly identifiable with visitor passes on a red lanyard.
- Met, directed and supervised at all times by School staff.
- Signed in and out of the School by School staff.
- Directed to a poster informing them of how to report a concern.
- Given restricted access to only specific areas of the School, as appropriate.
- Given access to pupils restricted to the purpose of their visit.
- Verbally told about our expectations with regards to use of mobile phones and devices (see section 13.3 for further details).

## 14 Review of Policy and Procedures

The DSL is responsible for updating and reviewing safeguarding procedures and their implementation. The DSL works in collaboration with the DSG, reporting to them on issues with individual child referrals (anonymous), themes which have emerged in the School and details of how the School has handled such.

The DSG checks annually to ensure the School contributes to local inter-agency working and cooperates with various local agencies. The DSG undertakes an annual review of staff understanding and implementation of School safeguarding procedures. All procedures, including written reports and training records that are part of the annual review are recorded in detail and relayed to the full governors meeting.

# Appendices

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## 15 Appendix 1: The Management of Safeguarding

### 15.1 Role of the Designated Safeguarding Lead

Governing bodies, proprietors and management committees should ensure an appropriate **senior member** of staff, from the School or college leadership team, is appointed to the role of Designated Safeguarding Lead. The Designated Safeguarding Lead takes **lead responsibility** for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This is explicit in the role holder's job description. Our Designated Safeguarding Lead has the appropriate status and authority within the School to carry out the duties of the post and is a member of the School's Senior Leadership Team, being the Deputy Head with responsibility for Pastoral Care. They are given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

### 15.2 Deputy Designated Safeguarding Leads

It is a matter for individual Schools and colleges as to whether they choose to have one or more Deputy Designated Safeguarding Leads. Our Deputies are trained to the same standard as the Designated Safeguarding Lead and their role is explicit in their job description. Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained Deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the Designated Safeguarding Lead, this **lead responsibility** is not delegated.

### 15.3 Manage referrals

The Designated Safeguarding Lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

### 15.4 Work with others

The Designated Safeguarding Lead is expected to:

- act as a point of contact with the three safeguarding partners;
- liaise with the Headmistress to inform her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;

- as required, liaise with the “case manager” and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs, or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

## 15.5 Training

The Designated Safeguarding Lead (and Deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The Designated Safeguarding Lead should undertake Prevent awareness training. Training should provide Designated Safeguarding Leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children’s social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the School’s Child Protection Policy and Procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the School, and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the School with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at School;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them. In addition to the formal training set out above, their knowledge and skills

should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

## 15.6 Raise Awareness

The Designated Safeguarding Lead should:

- ensure the School's child protection policies are known, understood and used appropriately;
- ensure the School's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and SLT. Their role could include ensuring that the School, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

## 15.7 Child protection file

Where children leave the School (including for in-year transfers) the Designated Safeguarding Lead should ensure their child protection file is transferred to the new School or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new School or college to have support in place for when the child arrives.

File transfer takes place by hand if the School is local in Gerrards Cross, or via registered post if the School is further away. Child protection files are transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt is obtained via email. Receiving schools and colleges should ensure key staff such as Designated Safeguarding Leads and special educational needs co-ordinators SENCOs or the named person with oversight for special needs and disability SEND in colleges, are aware as required.

In addition to the child protection file, the Designated Safeguarding Lead also considers if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

## 15.8 Availability

During term time the Designated Safeguarding Lead (or a Deputy) should always be available (during School hours) for staff in the School or to discuss any safeguarding concerns. Whilst generally speaking the Designated Safeguarding Lead (or Deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the Designated Safeguarding Lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the Designated Safeguarding Lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Here at Maltman's Green School, members of the Senior Leadership Team (who are all trained DDSL's) provide Safeguarding cover on a rota basis during the school holidays.

**In addition to the above, the following applies to Maltman's Green School specifically:**

## 15.9 The role of the Designated Safeguarding Lead is to:

- Create a culture of safeguarding within the School, where children are protected from harm.
- Ensure all staff receive an effective induction and ongoing training to support them to recognise and report **any** concerns.
- Ensure children receive the right help at the right time using the Buckinghamshire Continuum of Need document.
- Oversee the records for staff safeguarding training.
- Ensure that the safeguarding team contact details and photos are displayed in prominent areas around the School and also on the website.
- Refer immediately to the Police, using the guidance, [When to Call the Police](#), for any cases where a criminal offence may have been committed or risk of harm is imminent.
- Maintain an overview of safeguarding within the School.
- Follow procedures accurately and make informed decisions.
- Act as a point of contact with the three safeguarding partners; open channels and communicate effectively with local statutory agencies.
- Present a calm and efficient disposition in a crisis.
- Adapt swiftly to changing regulations.
- Lead a staff team and monitor, evaluate and record their effectiveness in implementing safeguarding procedures.
- Train staff in safeguarding procedures, ensuring each member of staff has access to, and understands, the School's **Safeguarding and Child Protection Policy and Procedures**, especially new and part time staff.
- Ensure the School's child protection policies are known, understood and used appropriately.
- Ensure the School's **Safeguarding and Child Protection Policy and Procedures** is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.

- Ensure that this policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this.
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and School leadership staff. Their role could include ensuring that the School , and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- Listen objectively, actively and non-judgementally.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Submit clear, full and informative reports for external agencies, senior managers and governors.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- Understand the importance of information sharing, both within the School, and with the three safeguarding partners, other agencies, organisations and practitioners.
- Understand and support the School with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at School.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Obtain access to resources and attend any relevant or refresher training courses.
- Understand the assessment process for providing early help and intervention, including local criteria for action and local authority children's social care referral arrangements, and locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure that the School operates within legislative frameworks and recommended guidance.
- Liaise with the Headmistress, and keep her informed of all cases requiring referral, police involvement or reporting to Channel, and in other Child Protection matters as she sees fit – especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Liaise with parents, informing the Headmistress (and if appropriate the LADO, children's social care unit or police) of all meetings and discussions.
- Liaise with staff (especially pastoral support staff, Matron, IT Support, ICT teachers, and the SENCO) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.

- Cooperate with the designated safeguarding governor in the annual check of the safeguarding policy and procedures to ensure they are in line with statutory regulations and implemented correctly.
- As required liaise with the 'case manager' (as per Part four of KCSIE 2024) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member.
- Act as a source of support, advice and expertise to all pupils and staff, follow up and document progress regarding all concerns regularly.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.
- Support staff who make referrals to local authority children's social care
- Support staff who make referrals to the Channel programme
- Ensure the records of any pupil who leaves the School and has a child protection file are printed off and delivered to the new School and the child protection file is transferred separately from the main pupil file.
- Are able to keep detailed, accurate, secure written records of concerns and referrals, ensuring that child protection files are full, informative and contain all the information (duly dated) appertaining to the child in question, plus details of all communications with external agencies, parents and carers.
- Ensure that any relevant, accurate additional safeguarding paperwork and records are kept in a secure location, separate from pupils' academic files, and marked 'Strictly Confidential'.
- Ensure that where Maltman's Green School is the last statutory school attended by a child, any child protection files are stored securely until a pupil reaches the age of 25 years, therefore if the transfer school is unknown, or a pupil is going to be electively home educated, any child protection files will remain at our School in a secure location. Child protection files will only be destroyed when the pupil reaches their 25th birthday.
- Ensure that there is a robust system for reviewing our archived information held. Our files are stored and disposed of in line with GDPR protocols.
- Has overall responsibility for E-Safety.
- Ensure any actions to be taken regarding children on our Safeguarding list are performed efficiently and the results monitored, recorded and evaluated.
- Ensure safeguarding maintains a high profile at all staff meetings.
- Organise regular meetings of all involved in safeguarding within the School.
- liaise with the headmistress to inform her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the [Statutory guidance - PACE Code C 2019](#).

### **Holding and sharing information**

The designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This

should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

**The Designated Safeguarding Lead will refer all cases of suspected abuse to either/or:**

- The local authority children's social care unit – First Response.
- The local authority designated officer (LADO) for child protection concerns in all cases which concern a staff member.
- The Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child).
- In consultation with the Headmistress, and informing the designated safeguarding governor, consider making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate in circumstances such as "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence". Where a referral has been made to the DBS, it is unnecessary to contact TRA, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to a TRA referral.
- The police (cases where a crime may have been committed). The document from the NPCC '[When to call the police](#)' gives further guidance about when to call the police and what to expect.
- Channel in cases of suspected radicalisation (please see Annex A of KCSIE (2024) for further information about radicalisation and Channel)

The work of the designated safeguarding persons will be reviewed and evaluated annually by the designated safeguarding governor.

Further advice and information to support DSL's can be found in Annex C of KCSIE (2024)

**15.10 The role of the Deputy Designated Safeguarding Lead (DDSL):**

- The DDSL will be available to support the Designated Safeguarding Lead in whatever capacity is required and as outlined in the duties of the DSL.
- The DDSL will be fully conversant with the role and expectations of the Designated Safeguarding Person, including all matters appertaining to the Early Years.
- The DDSL will have the knowledge and skill to perform the duties of the DSL when requested.
- The DDSL will assume the role of DSL whenever requested and when the DSL is not on the premises.
- The DDSL will attend training in line with local authority requirements at least every two years, preferably the same training as the DSL.

**15.11 The role and responsibilities of the Designated Safeguarding Governor:**

- Attend training for nominated Safeguarding and Child Protection Governors.
- Ensure members of the Governing Body have completed the minimum level of training recommended.
- Be familiar with Local Authority policy relating to safeguarding and child protection and associated issues.

- Be familiar with the most recent ISI regulations regarding safeguarding, including safe recruitment of staff and the requirements for the central register of staff.
- The Designated Safeguarding Governor, alongside the lead DSL, is responsible for ensuring the School is effective in all matters of safeguarding, and its compliance with legislation and guidelines.
- Supporting the work of the DSL and meeting regularly at least termly.
- Monitoring consistency of safeguarding across the School.

**When ensuring School provision meets requirements, the Designated Safeguarding Governor will:**

- Ensure that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda and all statutory Governing Body responsibilities are met.
- Monitor appropriate policies and procedures, including the safeguarding and all attached policies, ensuring the **Safeguarding and Child Protection Policy and Procedures** document is in line with locally agreed inter-agency procedures.
- Ensure the School meets requirements advised by Keeping Children Safe in Education, Working Together and the ISI regulations regarding safeguarding.
- Monitor the School's **Code of Conduct for Staff**/behaviour policy and recruitment procedures.
- Be kept abreast of safeguarding training in liaison with the DSL ensure the Designated Safeguarding Lead is suitably qualified and trained.
- Ensure there is at least one Deputy Designated Safeguarding Lead who has responsibility for responding to and overseeing safeguarding issues as delegated by the DSL, and who is also suitably qualified and trained.
- Ensure there is at least one Designated or Deputy designated person to be responsible for the Early Years and Little Malties Pre School.
- Ensure the system for recording, storing and reviewing child welfare concerns is robust and secure.
- Recommend at least one governor, who may be called to sit on the recruitment and selection panel for staff, for instance in the appointment of senior leaders, has successfully completed accredited Safer Recruitment training or any future training that replaces this.
- Ensure the School constantly reviews and considers the entire curriculum in order that key safeguarding 'messages and lessons' are implemented across all their work and embedded into the School ethos.
- Work in liaison with the DSL to ensure all staff know:
  - who the Designated Safeguarding persons are;
  - what the **Safeguarding and Child Protection Policy and Procedures** contains how to identify a child protection concern; and
  - what they do if they have any child protection concerns.

The designated safeguarding governor should ensure that the Governing Body receives a report on the implementation of the School's **Safeguarding and Child Protection Policy and Procedures** termly, including:

- The arrangements that are in place for ensuring that the School's **Safeguarding and Child Protection Policy and Procedures** is communicated, understood and implemented.
- Information on the training attended by the DSL and DDSL over the year.
- Information on the training in safeguarding undertaken by all staff over the year.

- Information on the effectiveness of the child protection procedures in the induction programme for all new staff and volunteers in the School.
- The effectiveness of the arrangements for ensuring safe recruitment procedures and appropriate checks on new staff and volunteers are completed in the required time.
- The number of pupils currently on the Child Protection register.
- How effectively any issues linked to safeguarding and child protection have been dealt with.
- Information on how protection issues are addressed through the curriculum.
- The accuracy of the single central register and personnel files, in liaison with HR and the DSL, with regard to the most recent regulations. For example, the School is aware that we **do not have** to keep copies of DBS certificates, in order to fulfil our duty of maintaining the single central record.

## 15.12 Safeguarding and promoting the welfare of children: quick reference guide

**SAFEGUARDING & PROMOTING THE WELFARE OF CHILDREN: Quick Reference Guide**  
*As an adult working with children and young people you have a duty to act when you have a concern about a child's welfare*

1	2	3
<p><b>WHEN TO BE CONCERNED:</b></p> <p>When you become aware of information that leads you to be concerned about the physical, emotional or sexual wellbeing of a child</p> <p>The information you have may not be enough on its own for a child protection referral. However, it will help your <b>Designated Safeguarding Person</b> to build a picture of a child at risk</p> <p><b>ALERTS YOU MAY SEE PHYSICAL SIGNS:</b></p> <ul style="list-style-type: none"> <li>• You may hear worrying accounts</li> <li>• You may pick up on emotional distress</li> <li>• You may notice changes in a child's behaviour or presentation</li> <li>• Someone may disclose to you</li> </ul> <p><b>HARM TO A CHILD CAN BE CAUSED BY:</b></p> <ul style="list-style-type: none"> <li>• A parent / carer</li> <li>• Family member / friend</li> <li>• Another child</li> <li>• Stranger</li> <li>• Member of staff / volunteer*</li> </ul>	<p><b>DEALING WITH A CHILD'S DISCLOSURE</b></p> <p><b>Listen:</b>            Listen carefully to what is said to you. Don't interrupt or ask leading questions</p> <p><b>Reassure:</b>            Be calm, attentive and non-judgmental. Don't promise to keep what is said secret</p> <p><b>Respond:</b>            Tell your DSL without delay</p> <p><b>Record it!</b>            Use CPOMS            Use the child's own words            Note anything else that made you concerned</p>	<p><b>WHAT MUST I DO?</b></p> <ul style="list-style-type: none"> <li>• Know your role</li> <li>• Don't ignore</li> </ul> <p><b>Inform your DSL without delay (or Headmistress / Chair of Governors where appropriate)</b></p> <ul style="list-style-type: none"> <li>• DSL is Rachel Gaynor</li> <li>• DDSL for EYFS is Lynn Pearce</li> <li>• DDSLs for Little Malties are Debbie Thompson, Laura Draper, Charmaine May, Patricia Sewell</li> <li>• DDSL for KS1 is Emma Button</li> <li>• DDSLs for KS2 Elizabeth Ullstein, Paul Kalyan, Catherine Dass, Tim Paramour</li> </ul> <ul style="list-style-type: none"> <li>• Complete the Incident Form on CPOMS</li> </ul>
<p><b>REMEMBER!</b></p> <ul style="list-style-type: none"> <li>• Delay in reporting your concerns could cause the child greater harm – TALK to your DSL</li> <li>• School staff are often the first people to see a child after they have been abused</li> <li>• Not all abuse has physical signs</li> <li>• Do not promise to keep a child's secret – it is wise to say that the law obliges you to share things with responsible, caring people</li> </ul>		

**Buckinghamshire County Council First Response Team:**  
 (01296) 383962  
 Out of hours: 0800 9997677

## 16 Appendix 3: Front Hall Notice


  
**'Safeguarding children is everyone's responsibility'**  
*At Maltman's Green School, safeguarding the children in our care is of the utmost priority*

**Our Safeguarding Team are:**








**DSL, Prevent & CSE Lead**  
Mrs R Gaynor  
*Deputy Head Pastoral*

**DDSL (Little Malties)**  
Mrs D Thompson  
*Little Malties Manager*

**DDSL (Little Malties)**  
Mrs L Draper  
*Little Malties Deputy Manager*

**DDSL (Little Malties)**  
Mrs C May  
*Little Malties Teaching Assistant*

**DDSL (Little Malties)**  
Mrs P Sewell  
*Little Malties Assistant Deputy Manager*

**DDSL (Early Years)**  
Mrs L Pearce  
*EYFS Coordinator & Nursery Manager*








**DDSL (KS1)**  
Ms E Button  
*Head of Pre-Prep*

**DDSL (KS1 & KS2)**  
Mrs L Pollicott  
*Matron*

**DDSL (KS2)**  
Mr T Paramour  
*Deputy Head Academic*

**DDSL (KS2)**  
Mrs E Ullstein  
*Assistant Head*

**DDSL (KS2)**  
Mr P Kalyan  
*Head of Lower Prep*

**DDSL (KS2)**  
Mrs C Dass  
*Head of Upper Prep*

**Chair of Governors: Mrs Diana Honey**  
Contact: [office@maltmansgreen.com](mailto:office@maltmansgreen.com), (01753) 883022

**Designated Governor for Safeguarding: Ms Katie Paynter**  
Contact: [office@maltmansgreen.com](mailto:office@maltmansgreen.com), (01753) 883022

*Our Safeguarding Team also link with:*

**Buckinghamshire Council First Response Team**

Telephone: 01296 383962  
Out of hours contact: 08009 997 677  
Email: [secure-cypfirstresponse@buckinghamshire.gov.uk](mailto:secure-cypfirstresponse@buckinghamshire.gov.uk)

**Local Authority Designated Officer (LADO) for Buckinghamshire County Council**

Name: Nisha Sonoo  
Tel No: 01296 382070  
Email: [secure-LADO@buckinghamshire.gov.uk](mailto:secure-LADO@buckinghamshire.gov.uk)

**Slough Borough Council First Response Team**

Telephone: 01753 477321

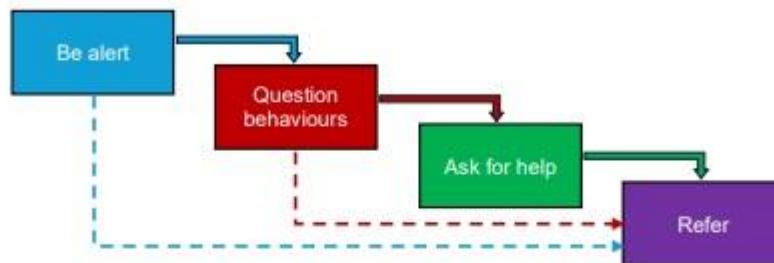
**Hillingdon First Response Team**

Telephone: 01895 556633

## 17 Appendix 3.1 Door Notice

### **Safeguarding children is everyone's responsibility**

**Safeguarding our pupils is our first priority**  
Here are some points of contact which you may find helpful



If you are concerned about a child, contact Maltman's DSLs or contact the first response team.

**First Response: 01296 383962**

**Out of hours: 0800 9997677**

**Email: [secure-cypfirstresponse@buckinghamshire.gov.uk](mailto:secure-cypfirstresponse@buckinghamshire.gov.uk)**

In case an allegation is made against a member of staff, contact the LADO to report or ask for advice.

**LADO: 01296 382070**

**Email: [secure-LADO@buckinghamshire.gov.uk](mailto:secure-LADO@buckinghamshire.gov.uk)**

**Police Dial: 999**

If there is an emergency, always call 999. For police purposes, an emergency is when:

- There is a danger to life
- There is a risk of serious injury
- A crime is in progress or about to happen
- An offender is still at the scene

**Non-emergency: 101**

- To report a crime or anti-social behaviour
- To contact your local police station
- To get police assistance in a non-emergency way
- For general queries

## 18 Appendix 4: Indicators of Harm

**Identification of child abuse is difficult. As well as the indicators given below, consider the following:**

- Always listen carefully to the child, particularly to what is said spontaneously.
- Record carefully what the child has said and how and when the account was given. If you need to ask questions use **TED: TELL, EXPLAIN, DESCRIBE**. Record them and any response. Retain original notes; they may be needed in court.
- Beware of any failure or delay by adults in seeking medical assistance for the child.
- Beware of vague explanations which are lacking in detail.
- Beware of explanations that are inconsistent with what you observe or know, especially of the child's development and mobility.
- Take note of any inappropriate responses from adults who are involved in the care of the child.
- Note if there is any history or pattern of unexplained injury, illness or absenteeism.
- Remember that when the care of an abused child has been shared between parents and others, the source of the abuse can be more difficult to determine.

*Indicators may include the following, however, this is not an exhaustive list and any concerns should be reported to a DSL.*

### 18.1 Indicators of PHYSICAL ABUSE

#### 18.1.1 Bruises:

- To the eyes, mouth or ears.
- Fingertip bruising (grasp mark).
- Bruises of different ages in the same place.
- Outline bruises (prints of hands, belts, shoes, etc.).
- Bruises without obvious and verifiable explanations.
- Bruises to non-mobile babies should always be referred to Children's Social Care.
- Unexplained bruising, e.g. where the skin does not cover a bony area i.e. stomach, back, under arms or inner thigh.

#### 18.1.2 Burns, bites and scars:

- Clear impressions of teeth (more than 3cms across unlikely to have been made by a child).
- Burns or scalds with clear outlines.
- Small round burns which may be from cigarettes.
- Large numbers of different aged scars.
- Unusual shaped scars.
- Scars that indicate the child did not receive medical treatment.

#### 18.1.3 Fractures:

Alleged unnoticed fractures – fractures cause pain and it would be difficult for a carer to be unaware of the child's distress at the time of injury – HOWEVER fractures in young children heal quickly and babies may be able to use a

fractured limb without pain within a few days, this may mask a healing fracture.

#### 18.1.4 Other injuries:

- Poisoning, injections, ingestion or other applications of damaging substances (including drugs and alcohol).
- Female genital mutilation, including female circumcision.
- Signs of shaking, including:
  - facial petechiae (small blood spots),
  - black eyes.

### 18.2 Indicators of NEGLECT

#### Children who are:

- not receiving adequate food consistent with their potential growth;
- exposed through lack of supervision to injuries, including ingestion of toxic substances;
- exposed to inadequate, dirty and/or cold environments;
- abandoned or left in circumstances without appropriate adult supervision which are likely to endanger them; and/or
- prevented by their carers from receiving appropriate medical advice or treatment.

### 18.3 Indicators of SEXUAL ABUSE:

- sexually transmitted diseases;
- recurrent urinary infections;
- genital and rectal itching and soreness;
- unexplained bleeding and discharges;
- bruising in the genital region;
- sexual play/masturbation that is judged to be inappropriate to a child's age, development and circumstances;
- sexually explicit behaviour;
- young children with an inappropriate level of sexual knowledge;
- sexually abusive behaviour towards other children, particularly those younger or more vulnerable than themselves; and/or
- unexplained pregnancy.

### 18.4 Indicators of EMOTIONAL ABUSE

- abnormally passive, lethargic or attention seeking behaviour;
- specific habit disorders e.g. faecal smearing, excessive drinking, eating unusual substances, and self-harm;
- severely delayed social development, poor language and speech development not otherwise explained;
- excessively nervous behaviour such as rocking or hair twisting;
- low self esteem;
- subjected to/viewing/hearing domestic violence; and/or
- demonstrate high levels of anxiety, unhappiness or withdrawn.

## 19 Appendix 5: Non-Collection Procedure

### 19.1 Statement of intent

In the event that a child is not collected by an authorised adult at the end of a School day, the School puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child.

### 19.2 Aim

In the event that a child is not collected by an authorised adult, we will ensure that the child receives a high standard of care in order to cause as little distress as possible. We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

### 19.3 Methods

Parents are asked to provide specific information which is recorded on our Registration Form and stored in our School Information system.

This includes:

- home address and telephone number;
- place of work, address and telephone number (if applicable);
- mobile telephone number (if applicable);
- information about any person who does not have legal access to the child;
- any person who has parental responsibility for the child.

Parents are asked to make the School aware that if they will not be at home or in their usual place of work, they provide the School with a set of alternative contact details. These will be held by the School office and/or the form teacher.

On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they must give the name of the person who will be collecting their child to the School office or to the class teacher who will dismiss the children. We will agree with parents how to verify the identity of the person who is to collect their child.

Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can initiate appropriate procedures. We also inform parents that in the event that their children are not collected from School by an authorised adult and that the staff can no longer supervise the child on our premises; we will apply our child protection procedures as set out in our **Safeguarding and Child Protection Policy and Procedures**.

**If a child is not collected at the expected time for their age group, the following procedures will be actioned:**

- The office staff will be asked if there is any information about changes to the normal collection routines.
- If no information is available, parents/carers will be contacted at home or at work.
- If this is unsuccessful, the adults who are authorised by the parents to collect their child from the School and whose telephone numbers are recorded on the School information system will be contacted.

- All reasonable attempts will be made to contact the parents or nominated carers. The child will not leave the premises with anyone other than those named on the system or who have been approved by direct contact with parents.
- If no-one collects the child after all reasonable attempts have been made, the staff on duty should stay with the child until the end of their duty time and contact a member of Senior Management. Once a Senior Manager is with the child, they will act in the most appropriate way including looking after the child until a carer has been contacted.

This may also include contacting the Bucks First Response Team.

A full report of the incident will be recorded in the child's file.

Depending on circumstances, we reserve the right to charge parents for the additional hours.

## 20 Appendix 6: Guidance on Prevent Duties

### 20.1 Prevent Policy

The National Prevent Strategy aims to stop people becoming terrorists or supporting terrorism. Maltman's Green School, working with other local partners, families and communities, seeks to play a key role in ensuring that the children and young people who attend the School/setting or use its services are safe from the threat of terrorism. Prevent is part of the School's wider responsibility for safeguarding and should be read in conjunction with the School's **Safeguarding and Child Protection policy and Procedures**.

The Prevent Strategy identifies that young people are more likely to be vulnerable to violent extremist or terrorist narratives, including non-violent extremism which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. The Government's Prevent Strategy defines extremism 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'.*

### 20.2 In order to fulfil our Prevent Duty, we undertake the following:

- Our Lead DSL is the Prevent Lead. They will ensure that staff are trained as well as act as a source of advice and support to other members of staff on protecting children from the risk of radicalisation;
- Actively promote Fundamental British Values, including mutual respect, tolerance and democratic participation, the rule of law and individual liberty, as part of our wider PSHCE programme (Jigsaw) as well as within other subject areas and assemblies;
- Teach children to learn what is right and wrong and why;
- Challenge negative attitudes and stereotypes;
- Respect learner and staff diversity, encouraging freedom and openness;
- Maintain robust safeguarding policies which take in to account the policies and procedures set out by Buckinghamshire Safeguarding Children Partnership and identify extremism/radicalisation as issues to be reported promptly to the Designated Safeguarding Lead or Police, where necessary.
- Train all staff and governors so that they have the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism;
- Conduct due diligence checks on groups/individuals seeking to hire or use School premises, on visitors to School, whether invited by children or staff, and on contractors working on the School site (the School also adheres to the guidance on Keeping Children Safe in out-of-school settings, which is available here [Keeping children safe in out-of-school settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings));
- Ensure children are safe from terrorist and extremist material when accessing the internet in School;
- Review our policies annually in accordance with Government updates.
- We have in place and monitor appropriate web filtering systems.

### 20.3 Possible indicators of risk

- Racist graffiti/symbols/comments made in School;
- Speaking out or writing in favour of extremist ideas in School work;

- Extreme comments shared on social media;
- Distribution of extreme or terrorist propaganda among other pupils;
- Vulnerable students being influenced by others, because of the existence of one or more factors, which may include:
  - An identity crisis, involving an individual's distance from their cultural/religious heritage, including peer/family/faith group rejection;
  - A personal crisis, including family tension/social isolation/friendship issues;
  - Personal circumstances, such as migration, experience of racism;
  - Un-met aspirations;
  - Criminality;
  - Experience of poverty, disadvantage, discrimination or social exclusion.
- Association with those known to be involved in extremism (including via the internet);
- A significant shift in the child/young person's behaviour or outward appearance, particularly involving conflict with his/her family and/or faith group;
- Travel for extended periods of time to international locations known to be associated with extremism;
- Disguising of a child's identity, e.g. in documentation;
- A simplistic or flawed understanding of religious/political/global issues;
- A significant adult or other in the child/ young person's life who has extremist views or sympathies;
- Critical risk factors, being:
  - Contact with extremist recruiters;
  - Articulation of support for extremist causes/leaders;
  - The possession of extremist literature;
  - Using extremist narratives and a global ideology to explain personal disadvantage;
  - Justifying the use of violence to solve societal issues;
  - Membership of extremist organisations.

## 20.4 Supportive interventions

- Channel is the multi-agency approach to protect people at risk from radicalisation and aims to: identify individuals at risk of being drawn into terrorism; assess the nature and extent of that risk; develop the most appropriate support plan for the individuals concerned.
- Should concerns require support from other agencies, the following are ways in which terrorism and extremism can be reported:
  - Anti terrorist hotline: 0800 789 321
  - Crime stoppers: 0800 555 111
  - Relevant police force: 101
- To report any online terrorist-related material: [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)
- Reporting information to MI5: <https://www.mi5.gov.uk/contact-us>
- Further information and guidance on the Prevent duty can be found here: [Revised Prevent duty guidance: for England and Wales - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

## 21 Appendix 7: External Visitors Checklist



### External visitors to School

Compulsory Checklist for ALL external visitors to School  
To be completed by person responsible for the activity / event

Visitor/s name		
Date/s of visit		
If for part of day, please indicate timings		
Contact details address & telephone		
Organisation if applicable		
Identification Visitor must be able to show photo I.D. to reception, either Company ID or Driving Licence	Seen by School Office: Y / N ID Provided:	
Purpose of visit List activity / event		
Where will the visitor be based		
Visit organiser The person responsible must tell the Office via this form, that they are expecting someone and confirm who will greet the visitor, as well as tell LB & SC for arrangements. They must also tell the visitor that they must bring photo ID to School. It is essential that the organiser ensure that the visitor signs out and returns the lanyard.		
Please indicate how Maltman's know this visitor	<input type="checkbox"/> Personal knowledge <input type="checkbox"/> Recommended by another staff member <input type="checkbox"/> Established trainer/speaker, etc. <input type="checkbox"/> Recommended by another body like Bucks CC, or another School <input type="checkbox"/> New to MGS (if so, see next question) <input type="checkbox"/> Other. If other, please state below:	
If new to MGS, what has been your 'due diligence'	<input type="checkbox"/> Website checked <input type="checkbox"/> Discussed content of talk or presentation with visitor <input type="checkbox"/> Positive feedback from recommended sources	
Method of contact telephone, email, letter...		
Where will the visitor/s park?		

Click on the check boxes to indicate to whom you have circulated this form:

- Clare Luckett (must always receive a copy)
- Lois Briant (must always receive a copy)
- Other -

\* where possible, please circulate this form electronically

## 22 Appendix 8: Seven Golden Rules for Information Sharing



## Seven golden rules for information sharing

- 1. Remember that the Data Protection Act is not a barrier to sharing information** but provides a framework to ensure that personal information about living persons is shared appropriately.
- 2. Be open and honest** with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- 3. Seek advice** if you are in any doubt, without disclosing the identity of the person where possible.
- 4. Share with consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
- 5. Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
- 6. Necessary, proportionate, relevant, accurate, timely and secure:** Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
- 7. Keep a record** of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

### Local contacts

Extract from HM Government *Information Sharing: Guidance for practitioners and managers*.  
Copies can be obtained from [www.ecm.gov.uk/informationsharing](http://www.ecm.gov.uk/informationsharing)

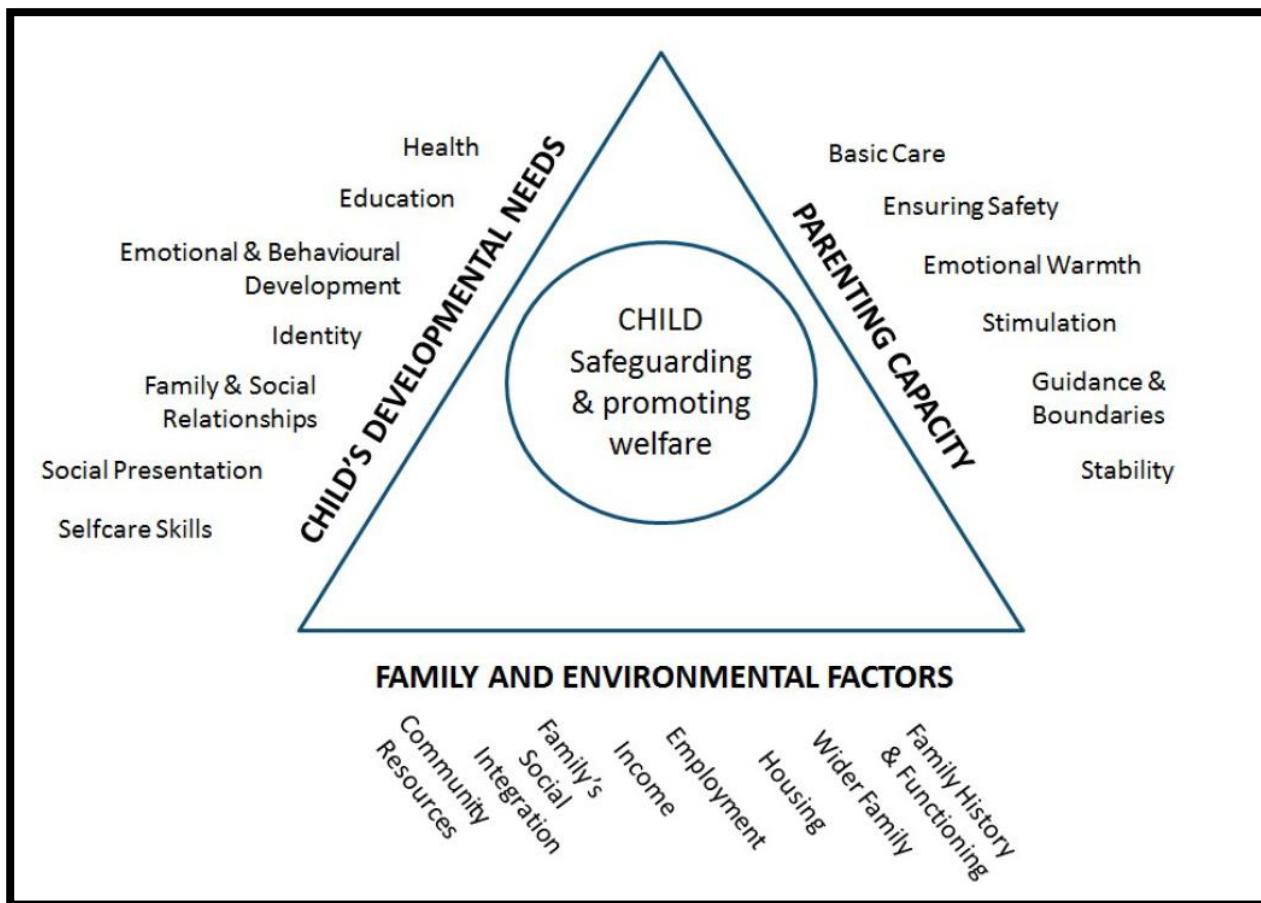
## 23 Appendix 9: Staff Lanyard Inserts

*Please note that the inserts below are for the 2025-2026 academic year.*

<p><b>MALTMAN'S GREEN SCHOOL</b></p> <p><b><u>CHILD PROTECTION</u></b></p> <p><b><u>DISCLOSURE PROCEDURE</u></b></p> <p>Child ↓ Teacher ↓ Member of Designated Safeguarding Team: RG/LP/DT/EB/PK/CD/LD/EU/CM/PS/TP ↓ Social Services / Police</p> <p><b>USEFUL CONTACTS:</b></p> <p>All School staff and Governors: 01753 883022 Bucks CC First Response Team: 01296 383362 Slough First Response Team: 01753 477321 Police: 999 (emergency calls) / 101 (non-emergency calls) / 01628 816935 (Child Abuse Investigation Unit) Out of Hours Emergency Social Work Team: 0800 3997677 Local Authority Designated Officer (LADO): 01296 382070</p> <p>Please also see Safeguarding and Child Protection Policy and Procedure for other welfare services' contact details, and for specific staff contact details</p>	<p><b>MALTMAN'S GREEN SCHOOL</b></p> <p><b><u>CHILD PROTECTION</u></b></p> <p><b>WHAT TO DO IF A DISCLOSURE IS MADE TO YOU:</b></p> <ol style="list-style-type: none"><li>1. Make notes on all that is said: include time, date, venue, observations of child's behaviour and use the child's exact words.</li><li>2. Listen to the child, find out what they want from you and don't interrupt them.</li><li>3. Assure the child, be supportive and reassure them that they will be kept safe.</li><li>4. Do not ask any leading questions.</li><li>5. Let the child know that you will have to inform the Headmistress and other action may well be taken.</li><li>6. Report immediately to a member of the Designated Safeguarding Team (see details overleaf) (even if offsite) and log your concerns on CPOMS.</li></ol> <p><b>REMEMBER THAT THE DISCLOSURE IS CONFIDENTIAL AND INFORMATION IS ONLY TO BE SHARED WITH THE DESIGNATED SAFEGUARDING TEAM</b></p>
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## 24 Appendix 10: Assessment Framework

(from *Working Together to Safeguard Children*, 2023)



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

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

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

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