

Child Protection and Safeguarding Policy



*With kindness we care, with respect we grow
and with perseverance we succeed.*

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DRAFT FOR GOVERNING BODY APPROVAL

Prepared to reflect Keeping Children Safe in Education 2026, effective from 1 September 2026.

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Deputy Designated Safeguarding Leads	Mrs Sophie Gough and Mr Jacob Boulton
Designated Teacher for Looked-After and Previously Looked-After Children	Mrs Joanna Green
Safeguarding Link Governor	Mr Geoff Young
Chair of Governors / case manager if allegation concerns the Headteacher	Mr Geoff Young
Policy approved	September 2026
Next scheduled review	September 2027, or sooner if guidance, legislation or local procedures change

With kindness we care, with respect we grow and with perseverance we succeed.



Document status and local contacts

This policy is a statement of Gateford Park Primary School's safeguarding arrangements. It applies to all employees, governors, agency and supply staff, trainee teachers, volunteers, contractors, visitors and any person working on behalf of the school. It should be read alongside the school's related policies and Nottinghamshire Safeguarding Children Partnership procedures.

Contact	Details
Immediate danger	Call 999. For a non-emergency crime, call 101.
Nottinghamshire MASH - practitioners	0300 500 80 90. Practitioners make child protection referrals by telephone.
MASH professional consultation line	0115 977 4247.
Emergency Duty Team	0300 456 4546 outside normal MASH opening hours.
Local Authority Designated Officer (LADO)	LADO@nottscc.gov.uk 0115 804 1272 Use the Nottinghamshire online LADO contact form where required.
NSPCC whistleblowing advice line	0800 028 0285 help@nspcc.org.uk.



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1. Purpose, scope and safeguarding ethos

Safeguarding and promoting the welfare of children is everyone's responsibility. At Gateford Park Primary School, the welfare and best interests of the child are central to every decision. We maintain an attitude that "it could happen here" and recognise that children may be harmed at home, in school, in the community or online.

Our PARK values - Perseverance, Aspiration, Respect and Kindness - support a culture in which children feel safe, known, listened to and able to ask for help. Staff are expected to act with professional curiosity, notice changes, share information and take prompt action rather than waiting for proof.

The aims of this policy are to:

- provide clear procedures for preventing, identifying, reporting and responding to safeguarding concerns;
- establish the responsibilities of the governing body, Headteacher, DSL, deputy DSLs and all adults working in school;
- ensure children receive help and protection at the earliest appropriate stage;
- promote a safe, inclusive and anti-discriminatory culture in which abuse, harassment, racism, misogyny, misandry and other harmful behaviour are challenged;
- ensure safeguarding is embedded in curriculum, attendance, behaviour, SEND, pastoral, online safety, recruitment and premises arrangements;
- support effective partnership with children, families and external agencies.

Safeguarding is not limited to child protection

Safeguarding includes early support, preventing harm, protecting children from maltreatment inside and outside the home and online, preventing impairment of health or development, ensuring safe and effective care, and taking action so children achieve the best outcomes.

Contextual safeguarding at Gateford Park

The school reviews safeguarding information, attendance, behaviour, online-safety incidents, pupil voice and local intelligence to identify patterns and emerging risks. Current contextual considerations include socio-economic disadvantage and associated pressures on some families; anti-social behaviour within parts of the local community; children's use of social media and group messaging; risks linked to online contact, content and conduct; and the increased vulnerability of some children during transitions.

The public policy does not include identifiable details about individual pupils. Individual risks, safety plans and support are recorded confidentially within the child's safeguarding file and shared only with those who need the information to keep the child or others safe.

- We adapt PSHE, Relationships and Health Education, computing, assemblies and pastoral work to local and emerging risks.
- We provide targeted support, reasonable adjustments and enrichment for children who face additional barriers.
- We work with families, the Virtual School, social care, health, police and community services where appropriate.
- The DSL reviews safeguarding patterns and reports anonymised themes to governors.



2. Legal and statutory framework

This policy has been prepared with regard to the legislation and guidance applicable to a maintained primary school in England, including:

- Keeping Children Safe in Education 2026 (KCSIE 2026);
- Working Together to Safeguard Children 2026;
- the Education Act 2002, particularly section 175;
- the Children Acts 1989 and 2004 and the Children and Social Work Act 2017;
- the Education and Training (Welfare of Children) Act 2021;
- the Counter-Terrorism and Security Act 2015 and Prevent duty guidance;
- the Human Rights Act 1998 and Equality Act 2010, including the Public Sector Equality Duty;
- the Data Protection Act 2018, UK GDPR and Data (Use and Access) Act 2025;
- the Childcare Act 2006 and Childcare (Disqualification) Regulations 2018;
- the Serious Crime Act 2015, including the mandatory reporting duty for known cases of FGM;
- the School Attendance (Pupil Registration) (England) Regulations 2024 and current statutory attendance and children missing education guidance;
- the EYFS statutory framework for children aged 0 to 5 in the school's nursery and reception provision;
- the Teachers' Standards and relevant statutory guidance on alternative provision, suspensions and exclusions, supporting pupils with medical conditions, and restrictive intervention.

The school follows Nottinghamshire Safeguarding Children Partnership procedures, local thresholds and escalation arrangements. Where national or local guidance changes during the life of this policy, the school will act in accordance with the current requirement and update this document as soon as practicable.



3. Definitions and guiding principles

Safeguarding and child protection

Safeguarding is the broad responsibility to help, support and protect children. Child protection is the action taken when there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

Abuse, neglect and exploitation

Abuse may be physical, emotional or sexual. Neglect is the persistent failure to meet a child's basic physical or psychological needs. Exploitation occurs when a child is used for another person's benefit, advantage or gratification and may be sexual, criminal, financial or labour-related. Harm can occur through acts or omissions, can be perpetrated by adults or children, and may take place offline, online or across both environments.

Child-centred practice

- Children's safety, welfare and educational outcomes are considered together.
- Children's wishes and feelings are heard and recorded, while adults retain responsibility for making safe decisions.
- Professionals remain curious where a child is unable, unwilling or not ready to disclose.
- Communication is adapted for children with SEND, speech and language needs, disabilities, English as an additional language or other barriers.
- No single practitioner has the complete picture; information is shared promptly and proportionately.

Equality, inclusion and anti-discriminatory practice

The school recognises that harassment, violence and abuse may engage children's human rights. We challenge racism, discrimination, prejudice, sexism, misogyny, misandry, homophobia, biphobia, transphobia and derogatory language. Safeguarding responses are not based on stereotypes. Reasonable adjustments and positive action are considered where needed to protect children and enable them to report concerns.



4. Roles and responsibilities

The governing body

- holds strategic leadership responsibility for safeguarding and ensures the school complies with legal duties and KCSIE 2026;
- appoints a senior board-level safeguarding lead and a trained safeguarding link governor;
- ensures all governors receive appropriate safeguarding and child-protection training, including online safety, at induction and that training is updated regularly;
- ensures this policy, the Staff Behaviour Policy, Behaviour Policy and safeguarding response to absence are effective, understood and reviewed at least annually;
- appoints a DSL from the senior leadership team and ensures robust, trained cover is available;
- ensures the DSL has sufficient authority, time, training, funding, resources, supervision and support;
- ensures safer recruitment, required checks, the Single Central Record and referral duties are fulfilled;
- ensures appropriate filtering and monitoring systems are in place and reviews their effectiveness at least once each academic year;
- receives suitable anonymised safeguarding information to test, challenge and assure itself that arrangements work in practice;
- ensures safeguarding arrangements apply to lettings, alternative provision and school-organised or commissioned activities.

The Headteacher

- implements the policies and procedures approved by governors and ensures all staff understand and follow them;
- promotes an open culture in which concerns about children or adults are raised promptly;
- ensures appropriate induction and ongoing training for staff, governors, volunteers and relevant contractors;
- acts as case manager for concerns or allegations about adults, unless the concern relates to the Headteacher;
- ensures immediate action is taken where there is risk of harm and liaises with the LADO, HR, police and social care as required;
- ensures safeguarding, attendance, behaviour, SEND, medical needs, online safety and curriculum systems work together;
- ensures the DSL and deputies can be contacted during school hours and that robust cover and escalation arrangements operate.

The Designated Safeguarding Lead and deputies

The Senior DSL takes lead responsibility for safeguarding and child protection. Deputy DSLs are trained to the same standard and carry out delegated activities, but the lead responsibility remains with the Senior DSL.

- manage referrals to children's social care, police, Channel, DBS and other agencies as appropriate;
- provide advice, support and challenge to staff and ensure actions are followed through;
- understand local Family Help, MASH, assessment, escalation and information-sharing procedures;



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- maintain accurate, secure safeguarding records, including decisions not to refer and the rationale;
 - listen to children and promote trusted relationships and accessible ways to report concerns;
 - work with the Designated Teacher, SENCO, attendance lead, mental health lead and relevant external professionals;
 - lead or support online safety and filtering and monitoring arrangements;
 - ensure child protection files are transferred securely and relevant information is shared in advance where needed to support safety and continuity;
 - review patterns, contextual risks, vulnerable groups and the effectiveness of safeguarding practice;
 - ensure confidential arrangements exist for DSL cover, including access to essential safeguarding information when appropriate.

All staff and adults working in school

- read and understand KCSIE 2026 Part One, this policy, the Behaviour Policy and the Staff Behaviour Policy/Code of Conduct;
- know the identity and role of the DSL and deputy DSLs and how to contact them;
- understand that safeguarding is everyone's responsibility and maintain professional curiosity;
- identify concerns early, respond appropriately to disclosures and report concerns without delay;
- record facts, observations, children's words and actions accurately on CPOMS or the required system;
- know that they may make a direct referral to children's social care if necessary and must act immediately in an emergency;
- challenge abusive, discriminatory, sexualised, violent or harmful behaviour rather than dismissing it as banter or part of growing up;
- report concerns about adults, including low-level concerns, through the school's StaffSafe and allegations procedures;
- understand online-safety, filtering and monitoring responsibilities and report system failures or harmful content;
- monitor patterns of absence and recognise attendance as a possible safeguarding indicator;
- work with social care and other agencies following referrals and assessments.



5. Induction, training and safeguarding updates

Staff induction

Before or at the start of work, every member of staff receives safeguarding and child-protection induction appropriate to their role. All staff, including those who do not work directly with children, must read KCSIE 2026 Part One in full. The separate Part One overview may be used as a quick reference but does not replace Part One.

Induction includes:

- a copy of this Child Protection and Safeguarding Policy;
- a copy of the Behaviour Policy, including anti-bullying measures;
- a copy of the Staff Behaviour Policy/Code of Conduct, including professional boundaries, low-level concerns, allegations and whistleblowing;
- Gateford Park's safeguarding response to children who are absent from education, especially repeat or prolonged absence;
- identity and role of the DSL and deputies, and how to obtain urgent support;
- how to report and record concerns on CPOMS and how to report adult concerns through StaffSafe;
- online safety, including staff responsibilities for filtering and monitoring;
- local emergency, MASH, LADO and escalation routes;
- relevant pupil-specific medical, allergy, SEND, behaviour, risk and safeguarding information shared on a need-to-know basis.

Ongoing training

- All staff receive safeguarding and child-protection training, including online safety, at induction. Training is regularly updated.
- All staff receive safeguarding and online-safety updates as required and at least annually through training, briefings, bulletins, meetings or other suitable methods.
- DSLs and deputies complete role-specific training at least every two years and refresh their knowledge and skills regularly and at least annually.
- Governors receive safeguarding and online-safety training at induction and this is updated regularly.
- Safer recruitment training is maintained by enough members of the recruitment panel to meet statutory requirements.
- The school keeps a training record and checks understanding and application, not merely attendance.

Change from KCSIE 2025

The shortened Annex A version of Part One has been removed. From September 2026, every member of staff reads Part One in full.



6. Responding to concerns, disclosures and allegations

Immediate principles

- Act immediately where a child may be in danger: call 999 where required.
- Report concerns to the DSL or a deputy without delay; do not wait until the end of the day if action may be needed sooner.
- If the DSL and deputies are unavailable, speak to the most senior leader on site and take any immediate action needed. A staff member may contact MASH directly.
- Do not assume someone else has reported or acted.
- Do not investigate, ask leading questions, confront an alleged perpetrator or delay action while trying to obtain proof.
- If a referral is made directly, inform the DSL as soon as it is safe and practicable to do so.

When a child discloses abuse, neglect or exploitation

- Listen carefully and allow the child to speak at their pace.
- Reassure them that they have done the right thing, are being taken seriously and will be supported.
- Do not promise secrecy. Explain that information will be shared only with people who need to help keep them safe.
- Use only open prompts needed to clarify what is being said; do not conduct an interview.
- Do not ask the child to write, sign or repeat a statement for different adults.
- Record the child's words as accurately as possible, including their wishes and feelings, and distinguish fact from opinion.
- Report verbally to the DSL or deputy immediately and complete the CPOMS record as soon as possible.
- Do not delay or interrupt a spontaneous disclosure in order to find a second adult. A second adult may be present only where this occurs naturally and does not inhibit the child.

Nudes and semi-nudes, including AI-generated images

Any incident involving making or sharing nudes or semi-nudes, including digitally altered or wholly AI-generated images, receives a safeguarding response. Staff must not view, copy, print, forward, save or ask a child to share such imagery. They report the concern immediately to the DSL, who follows current UKCIS and KCSIE guidance and considers police or social-care involvement. A device may be secured without searching its contents unless authorised under the school's searching procedures.

Action by the DSL

- assess immediate safety and whether emergency services are required;
- consider the child's wishes and feelings, developmental needs, communication needs and wider context;
- decide whether the response is internal support, universal/community-based early help, targeted Family Help, referral to MASH, police, Channel or another service;
- consider the safety of siblings, peers, other children and adults;
- inform parents or carers unless doing so may increase risk, prejudice an investigation or be contrary to agency advice;



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- record the decision, action, rationale and follow-up, including when no referral is made;
 - follow up referrals and use local escalation procedures where the response is delayed, insufficient or disputed.



7. Recording, confidentiality, information sharing and transfer

Recording

Safeguarding records are factual, timely, clear and secure. Staff record concerns as soon as possible, normally on the same working day, but recording must not delay an urgent response.

- date, time, context and people present;
- what was seen, heard or disclosed, using direct quotations where possible;
- non-verbal presentation and visible injuries without interpretation;
- action taken, people informed and any advice received;
- decisions, rationale and planned follow-up;
- full name and role of the recorder.

Confidentiality and information sharing

Safeguarding information is confidential but not secret. Data-protection law does not prevent information sharing for safeguarding. Information is shared lawfully, fairly, securely, proportionately and only with those who need it. Consent is not required where seeking it would place a child or another person at risk, cause unjustified delay or undermine prevention, detection or investigation of serious harm or crime.

- The DSL considers the purpose, relevance, accuracy, necessity, proportionality and security of a proposed disclosure.
- Risk is assessed both in sharing and in not sharing information.
- Staff do not use personal email, messaging or storage for safeguarding information.
- Non-routine sharing and the rationale are recorded.
- Children and parents are told how information may be used where it is safe and appropriate to do so.

Transfer and retention

When a child leaves, the child protection file is transferred securely and separately from the main pupil file as soon as possible and within the timescale required by local procedures. Receipt is obtained. The DSL considers what information should be shared in advance so the receiving school can prepare support and manage risk, including risks to other children. Records are retained and disposed of in line with the school's records-retention schedule, local authority guidance and data-protection law.

8. Family Help and multi-agency working

Staff identify children who may benefit from support before statutory intervention. Support may be available through universal services and community-based early help, or at the targeted early help level of Family Help. Some children require statutory services under sections 17, 20, 31 or 47 of the Children Act 1989.

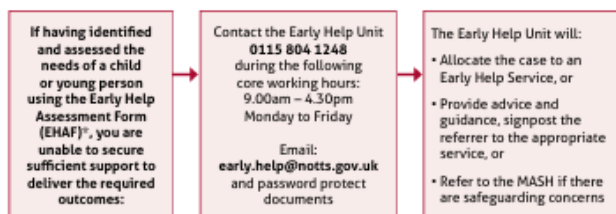
- Staff report emerging needs to the DSL and understand Nottinghamshire's Pathway to Provision and local criteria for action.
- The school works in partnership with children and families wherever this is safe and appropriate.
- The DSL may contribute to or lead an assessment or plan when this accords with local arrangements and the practitioner is suitably trained.
- The school supplies information requested by safeguarding partners and allows access for social-care assessments.
- Staff support children's social care, police, health and other agencies after a referral and contribute to meetings, plans and reviews.
- Where professional disagreement remains, the school uses NSCP escalation procedures and continues to advocate for the child.

Working Together to Safeguard Children 2026 strengthens expectations for joined-up Family Help, anti-racist and anti-discriminatory practice, attention to hidden and overlapping harms, and consistent relationships with families. Gateford Park will adapt local processes as Nottinghamshire implements the national reforms.

A3: Outline of the Pathway to Provision

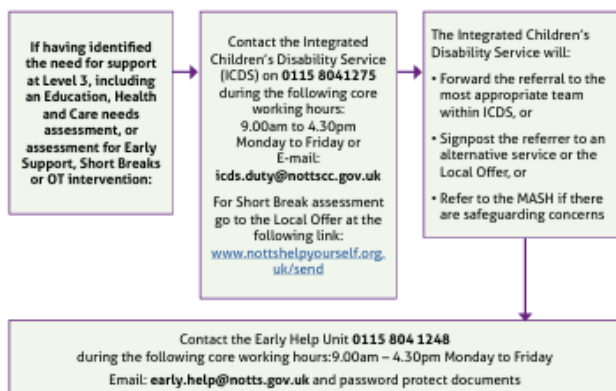
Early Help Pathway

For more detail on the Early Help Pathway see page 18



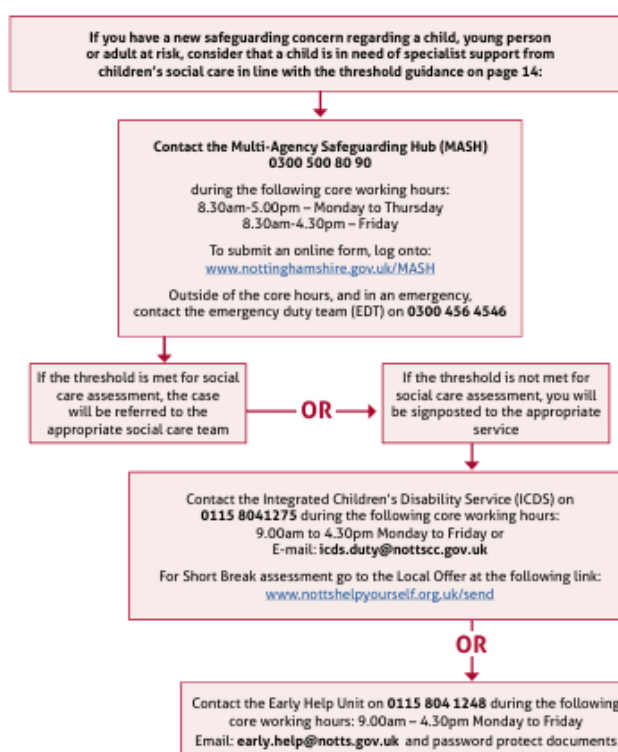
Children and Young People with Disabilities Pathway

For more detail on the Pathway for children and young people with disabilities see page 20



Safeguarding (Children's Social Care) Pathway

For more detail on the Safeguarding (Children's Social Care) Pathway see page 19





9. Children potentially at greater risk of harm

All children are entitled to protection. The school recognises that some children face additional risk, barriers to disclosure or reduced visibility. Inclusion in a group does not mean a child is experiencing harm, and staff avoid assumptions while remaining alert to individual needs.

Children with a social worker

The DSL holds and uses information that a child has or has had a social worker to inform decisions about safety, attendance, behaviour, learning, mental health and support. Relevant information is shared with staff on a need-to-know basis.

Children absent from education

Repeat or prolonged absence can be a warning sign of neglect, exploitation, domestic abuse, mental-health need, unsafe care or other harm. Staff follow the Attendance Policy, make first-day and subsequent enquiries, consider known risks, and involve the DSL early. The school works with the local authority and social care where absence indicates safeguarding concerns and fulfils duties concerning children missing education and removal from roll.

Looked-after, previously looked-after and kinship care

- The DSL holds appropriate information about care status, contact, delegated authority, social worker and Virtual School Head.
- The Designated Teacher and DSL work closely together and with the Virtual School to support safety, attendance and educational outcomes.
- Previously looked-after children and children in kinship care may continue to face vulnerability and receive appropriate support.
- Staff report suspected private fostering arrangements to the DSL for notification to the local authority.

SEND, communication needs and medical conditions

- Children with SEND may face additional barriers in recognising, resisting or reporting abuse and may be disproportionately affected by bullying without outwardly showing signs.
- Communication is adapted and behaviour is not automatically attributed to a diagnosis or disability.
- Safeguarding plans account for intimate care, personal care, transport, one-to-one work, online access, medication, allergies and medical needs.
- The DSL, SENCO and relevant health professionals coordinate support and reasonable adjustments.

Mental health and harmful behaviour

Mental-health difficulties can be an indicator that a child has experienced or is at risk of abuse, neglect or exploitation. Only appropriately trained professionals diagnose mental-health conditions. Staff report concerns, provide predictable and relational support and seek specialist help. Early signs of abusive, violent or harmful behaviour are also considered a safeguarding need requiring timely support and risk management.



Young carers, parental offending and family circumstances

Staff are alert to the impact of caring responsibilities, parental imprisonment or offending, domestic abuse, substance misuse, adult mental-health difficulties, housing insecurity and other family pressures. The school seeks support without blaming or stigmatising the child or family.

Children who are lesbian, gay or bisexual, or questioning their gender

A child being lesbian, gay or bisexual is not itself a safeguarding concern, but children may be targeted by peers or adults and may face bullying or barriers to disclosure. Staff provide a safe, respectful environment and challenge homophobic, biphobic or discriminatory behaviour.

Where a child is questioning their gender or requests support relating to social transition, the school takes a careful, child-centred and case-by-case approach. Decisions are documented and involve the DSL and parents or carers in the vast majority of cases, alongside relevant professional advice. Parents are not contacted first only where involving them may create a greater risk of harm. Decisions consider the best interests, safety, privacy and dignity of the child and other children, safeguarding duties, equality and human-rights obligations, age and developmental stage, SEND or neurodiversity, and any clinical or non-clinical advice. Staff do not make informal changes outside the agreed school process.



10. Child-on-child abuse, harassment and violence

Children can abuse other children inside or outside of school and online. Absence of reports does not mean abuse is not occurring. All child-on-child abuse is treated as a safeguarding matter for the child harmed, the child alleged to have caused harm and any other affected children. It is preventable, and timely support can reduce escalation.

Zero tolerance

Abuse is never dismissed as banter, “just having a laugh”, part of growing up or “boys being boys”. Staff challenge and report harmful behaviour. Zero tolerance means all concerns receive a proportionate response; it does not mean every incident receives the same sanction.

Child-on-child abuse may include:

- bullying, including cyberbullying and prejudice-based or discriminatory bullying;
- abuse in intimate personal relationships between children;
- physical abuse, assault or threats of harm, including threats involving a weapon;
- harmful sexual behaviour, sexual violence and sexual harassment, including misogyny or misandry;
- consensual or non-consensual making or sharing of nudes or semi-nudes, including AI-generated or altered images;
- causing someone to engage in sexual activity without consent;
- upskirting or other voyeuristic behaviour;
- initiation or hazing-type violence and rituals;
- controlling, coercive, stalking, intimidating, emotionally abusive or financially exploitative behaviour;
- online abuse, harassment, threats, impersonation, image-based abuse or sharing pornography with someone who does not wish to receive it.

Prevention and reporting systems

- Staff teach consent, boundaries, respectful relationships, discrimination, online safety and how to seek help.
- Children can report to any trusted adult. Reporting routes are explained regularly, accessible and adapted for communication needs.
- Staff supervise known hotspots and transition times and are alert to risk immediately before and after school.
- Pupil voice, behaviour, attendance and safeguarding data are reviewed for patterns, groups, locations and online contexts.
- Staff report all concerns to the DSL, even where conduct occurred off site or online.

Response

- The DSL assesses immediate risk, hears the child’s wishes and feelings and considers the needs of all involved.



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- Incidents, decisions and actions are recorded on safeguarding systems.
 - Parents or carers are involved unless this increases risk or conflicts with agency advice.
 - Referrals to social care, police or specialist services are made where thresholds are met.
 - A written risk and needs assessment is completed and reviewed where the nature of the concern requires it.
 - Safety plans, supervision, timetable or space adjustments, pastoral and specialist support are considered.
 - Restorative work is used only where safe, voluntary, developmentally appropriate and not a substitute for safeguarding or disciplinary action.
 - The school prevents retaliation, bullying or harassment following a report.



11. Harmful sexual behaviour, sexual harassment and sexual violence

The school follows Part Five of KCSIE 2026 for all signs, reports and concerns of harmful sexual behaviour, sexual harassment and sexual violence, whether occurring on site, off site or online. Behaviour is understood on a continuum from developmentally expected through inappropriate or problematic to abusive or violent. The child's age, development, SEND, context, consent, coercion, power imbalance, frequency and impact are considered.

Receiving a report

- Listen carefully, do not investigate and use the child's preferred terminology where possible.
- Reassure the child that they are being taken seriously and are not to blame.
- Make a written record and inform the DSL immediately.
- Do not view or forward imagery.
- Preserve evidence and avoid actions that may prejudice a police investigation.

Immediate and ongoing response

- The DSL completes or coordinates an immediate risk and needs assessment for the child harmed, alleged perpetrator and other children.
- Four broad response options are considered: manage internally; Family Help; referral to children's social care; report to police. Options may operate together.
- Where rape or assault by penetration is reported, it is passed to police and children's social care in line with KCSIE, and the alleged perpetrator is removed from shared classes while agencies establish the facts.
- For other reports, proximity, shared classes, transport and activities are considered immediately on a case-by-case basis.
- Support is child-centred, trauma-aware and reviewed over time. Educational access is maintained wherever safely possible.
- No further action by police or a not-guilty outcome does not mean the report was false. Safeguarding support and school action may still be necessary.
- All decisions and rationales are recorded.



12. Specific safeguarding risks

Domestic abuse and Operation Encompass

Children may see, hear or experience the effects of domestic abuse and may also experience abuse in their own intimate relationships. Operation Encompass notifications are handled confidentially so timely support can be provided.

Child criminal and sexual exploitation

Exploitation may be committed by an individual, group, gang or organised network. Children may identify with the group exploiting them, may receive something in exchange, and may be criminalised for actions taken under coercion. County lines, group-based exploitation, financial exploitation, trafficking and modern slavery are considered.

Serious violence, knives and weapons

Indicators can include increased absence, exclusion, friendship changes, declining attainment, unexplained injuries, gifts, money or signs of coercion. Threats, possession or use of weapons prompt immediate risk assessment and police/social-care consideration.

Radicalisation and extremism

The school fulfils the Prevent Duty through risk assessment, staff training, a safe curriculum and referral to Channel where appropriate. Staff report concerns to the DSL and do not attempt to assess ideology alone.

Female genital mutilation

All staff are alert to risk. A teacher who discovers through disclosure that an act of FGM appears to have been carried out on a girl under 18 must report this directly to police under the mandatory reporting duty, normally via 101, and also inform the DSL.

Forced marriage and honour- or faith-based abuse

Staff never approach family or community members where doing so may increase risk. Concerns are referred promptly to the DSL, police or social care.

Modern slavery and trafficking

Concerns may require referral to children's social care, police and the National Referral Mechanism through an authorised first responder.

Child-to-parent or caregiver abuse

Children can cause harm to family members. The response considers safety and support for the whole family while recognising the child may also have unmet safeguarding needs.

Online abuse and grooming

Technology may facilitate contact abuse, coercion, harassment, financial exploitation, radicalisation, sexual abuse, image-based abuse and harm that moves between online and offline contexts.



Private fostering

Any arrangement in which a child under 16, or under 18 if disabled, is cared for by someone who is not a parent or close relative for 28 days or more is reported to the DSL for local-authority notification.



13. Online safety, filtering and monitoring, AI and mobile technology

Online safety is integral to safeguarding and is addressed through policy, curriculum, staff training, technical controls, supervision and partnership with families. Risks are considered through the four broad areas of content, contact, conduct and commerce.

Filtering and monitoring

- The governing body ensures appropriate filtering and monitoring is in place on school networks and devices.
- The Headteacher designates an SLT lead responsible for filtering and monitoring, supported by the DSL and IT provider/support.
- The effectiveness of provision is reviewed at least once every academic year.
- Reviews include checks that filtering operates appropriately on all internet-connected devices in all relevant school locations, and a record of checks is retained.
- Roles, alert routes, escalation and response expectations are understood by relevant staff.
- Filtering blocks harmful content without unreasonably restricting teaching and learning; monitoring reflects the school's age range and vulnerable pupils.
- Staff report harmful content, suspicious activity, technical bypasses or failures immediately.

Generative artificial intelligence

Generative AI can support learning but may introduce safeguarding, privacy, bias, misinformation, intellectual-property and image-abuse risks. The school's acceptable-use arrangements apply to AI. Staff use only authorised tools, do not enter confidential or personally identifiable pupil information, check outputs for accuracy and bias, and teach children how AI content can be fabricated or manipulated. AI-generated nudes, deepfakes, sexualised content, impersonation or harmful material are treated as safeguarding concerns.

Mobile phones and smart technology

Gateford Park is a mobile-phone-free environment for pupils throughout the school day by default. Any exception is individually authorised for a clear educational, medical, disability or safeguarding reason and managed through the school's Mobile Phone/Acceptable Use arrangements. Staff use personal devices only in accordance with the Staff Behaviour Policy and never to photograph, record or communicate with pupils outside authorised systems.

Remote learning and communication

- Only approved platforms and school accounts are used.
- Professional boundaries, appropriate visibility and recording arrangements apply online as they do in person.
- Parents and carers are informed about platforms, interactions and the school's filtering and monitoring approach.
- Online concerns are recorded and responded to through the same safeguarding procedures.



14. Preventative education and the curriculum

Children are taught how to keep themselves and others safe, including online, through a planned, inclusive and age-appropriate programme. Teaching is adapted to needs and vulnerabilities, including SEND, and responds to local and national patterns.

- Relationships and Health Education, PSHE, computing, assemblies and the wider curriculum cover safe and respectful relationships, consent, bodily autonomy, privacy, online safety, bullying, discrimination, racism, misogyny, misandry, sexual harassment, exploitation, domestic abuse, radicalisation and how to seek help.
- Teaching promotes respectful disagreement and challenges derogatory behaviour, physical violence and conflict.
- Children learn that trusted adults will listen and that abuse is never their fault.
- External speakers and resources are checked for educational value, age appropriateness, accuracy and safeguarding suitability.
- Parents receive information and opportunities to support safeguarding education at home.
- Pupil voice and safeguarding data inform curriculum review.



15. Reasonable force and restrictive intervention

There are limited circumstances in which reasonable force may be used to safeguard a child or others. “Reasonable” means no more force than is necessary for the least amount of time, judged in the circumstances. The school does not operate a no-contact policy, as appropriate physical contact may be needed to guide a child to safety, break up a fight or prevent injury.

- De-escalation, prevention and positive behaviour support are prioritised.
- Additional vulnerability, SEND, mental-health need, medical condition, trauma and equality duties are considered.
- Individual behaviour, safety or risk plans are agreed with parents and professionals where foreseeable risk exists.
- Only trained staff use planned restrictive interventions, except in an unforeseen emergency where any staff member may take reasonable action to prevent immediate harm.
- Every use is recorded, reviewed and communicated to parents unless doing so would create a safeguarding risk.
- Any concern that force was unnecessary, excessive, punitive or caused harm is reported through safeguarding and allegations procedures.



16. Alternative provision, off-site education, sport and use of premises

Alternative provision and off-site education

Gateford Park retains safeguarding responsibility for pupils it places in alternative provision. Before placement, the school assesses suitability, obtains written assurance about safeguarding checks and policies, shares relevant information, records the provider and all sites, and agrees attendance, welfare and reporting arrangements. Placements are reviewed frequently and at least half-termly. Any safeguarding concern triggers immediate review and the placement is suspended or ended if safety cannot be assured.

Sport

Sport is organised to be safe, inclusive and fair. The school considers safeguarding, equality, age, development, physical differences, changing arrangements, supervision, transport, equipment, one-to-one coaching and guidance from relevant national governing bodies. Any individual adjustment is risk assessed and protects the safety, privacy and dignity of all children.

Use of school premises and external providers

- When the school directly provides and supervises an activity, this policy applies.
- When premises are hired or activities are delivered separately by another body, the school obtains assurance that appropriate safeguarding and child-protection policies, procedures and checks are in place and inspects evidence where needed.
- Contracts and lettings agreements set expectations for safeguarding, reporting allegations, responding to incidents and notifying the school.
- Where an allegation relates to an organisation or person using school premises, the school follows KCSIE and local LADO procedures and considers whether the letting or activity can continue safely.



17. Concerns or allegations about adults and low-level concerns

This section applies to employees, supply staff, trainee teachers, volunteers, contractors, governors, visitors and individuals or organisations using school premises. The welfare of children is protected while the person subject to a concern is treated fairly and supported.

Reporting route

- Any concern about an adult is reported immediately to the Headteacher through the school's allegations/StaffSafe process and directly where urgent.
- If the concern is about the Headteacher, it is reported to the Chair of Governors without informing the Headteacher first.
- If there is a conflict of interest or the normal route is unavailable, staff contact the LADO or use whistleblowing arrangements.
- The Headteacher/Chair acts as case manager and considers LADO consultation or referral before undertaking more than basic fact-establishing enquiries.
- Immediate child-safety measures are taken without prejudicing police, social-care or LADO processes.

Harm threshold

A concern may meet the harm threshold where an adult has behaved in a way that harmed or may have harmed a child; possibly committed a criminal offence against or related to a child; behaved towards a child in a way indicating they may pose a risk of harm; or behaved in a way indicating they may not be suitable to work with children. Suitability concerns may relate to behaviour outside work and to risk to children in the person's household or community.

Low-level concerns

A low-level concern is any concern, however small, that an adult may have acted inconsistently with the Staff Behaviour Policy but the behaviour does not meet the harm threshold. "Low-level" does not mean insignificant. Examples include over-familiarity, favouritism, inappropriate language, humiliating children, unnecessary one-to-one isolation, use of personal devices or accounts, boundary breaches or behaviour that creates an appearance of impropriety.

- Low-level concerns are reported promptly through StaffSafe and to the Headteacher.
- Self-referral is encouraged where an adult recognises they may have created a concern.
- Records include the concern, context, action, decision and rationale and are reviewed for patterns.
- Where a pattern, additional information or cumulative concern indicates risk, the harm-threshold and LADO route are reconsidered.
- The school does not use a low-level process to avoid making an allegation referral.

Supply and trainee teachers

The school remains responsible for ensuring allegations about supply or trainee teachers are managed properly. It does not simply stop using a person without establishing the facts and liaising with the LADO. The agency or training provider is involved and kept informed, while the school usually leads enquiries because it has access to children, staff and evidence.



Whistleblowing and referral duties

Staff may use the Whistleblowing Policy or NSPCC advice line where they believe safeguarding practice is unsafe or concerns are not being handled. The school makes required referrals to the DBS where a person is removed from regulated activity because of safeguarding concerns, or would have been removed had they not left, and considers referral to the Teaching Regulation Agency where applicable.



18. Safer recruitment, visitors, contractors and volunteers

Safer recruitment

- Recruitment materials state the school's safeguarding commitment, the responsibilities of the role, relevant checks and whether the post is exempt from the Rehabilitation of Offenders Act.
- The school uses an application form; a CV is accepted only alongside it.
- Employment history and gaps are explored, references are obtained and verified, and shortlisted candidates complete a suitability self-declaration.
- An online search is considered for shortlisted candidates as part of due diligence.
- Identity, right to work, qualifications, prohibition, barred-list, DBS, overseas and childcare-disqualification checks are completed as required before appointment.
- Checks and dates are recorded accurately on the Single Central Record.
- At least one panel member has completed safer-recruitment training.

Agency and third-party staff

The school obtains written confirmation that the agency has completed the checks the school would otherwise undertake and verifies identity on arrival. Where the DBS certificate contains information, the school obtains and considers it before work begins. Safeguarding induction is provided.

Visitors and contractors

- All visitors report to reception, show suitable identification, sign in, wear the appropriate badge and follow safeguarding instructions.
- The Headteacher uses professional judgement about supervision. Family members and ordinary visitors attending events such as sports day are not asked for DBS certificates solely because they are visiting.
- For professional visitors, the school checks identity and obtains assurance from the employer that appropriate checks have been completed; it does not routinely ask to see the DBS certificate itself.
- External organisations, speakers and performers are assessed for suitability, age appropriateness and educational value.
- Contractors are risk assessed, separated from pupils where possible and supervised unless appropriate checks and working arrangements allow otherwise.

Volunteers and the 2026 regulated-activity change

From 1 September 2026, the previous supervision exemption no longer applies. A volunteer teaching, training, instructing or supervising children frequently, on more than three days in a 30-day period, or overnight is in regulated activity and requires an enhanced DBS check with children's barred-list information. Existing volunteers whose role becomes regulated activity are rechecked as required. A volunteer with no appropriate checks is never left unsupervised or permitted to undertake regulated activity.

For volunteer roles that are not regulated activity, the school completes and records a written risk assessment considering the activity, frequency, opportunity for contact, what is known about the volunteer, available references and the level of supervision. The school obtains any DBS check that is legally available and proportionate to the role.



19. Working with parents and carers

Parents and carers are important safeguarding partners. The school communicates its responsibilities, provides access to this policy and related information, and seeks to build respectful, transparent relationships. The child's safety remains paramount.

- Parents are usually informed and involved in support, referrals and safety planning.
- Information may be shared and action taken without consent where this is necessary to protect a child or another person, avoid delay or preserve an investigation.
- Parents are not contacted where doing so may increase risk, for example in some cases of forced marriage, honour-based abuse, FGM, sexual abuse, trafficking or where agencies advise against contact.
- Communication is accessible, translated or adapted where needed.
- The school offers or signposts Family Help, health, housing, domestic-abuse, mental-health, parenting and community support.
- Parents receive online-safety and safeguarding curriculum information and are encouraged to raise concerns early.



20. Monitoring, quality assurance and review

The governing body reviews this policy at least annually and sooner where legislation, KCSIE, Working Together, local procedures, a safeguarding incident or learning review requires change. The DSL and Headteacher monitor implementation throughout the year.

- analysis of CPOMS, StaffSafe, attendance, behaviour, bullying, exclusions, online-safety and filtering/monitoring information;
- checks on recording quality, timeliness, referrals, follow-up and file transfer;
- pupil, parent and staff voice, including whether reporting routes feel accessible and trusted;
- case sampling and audit of vulnerable pupils, reasonable adjustments and multi-agency plans;
- annual review of filtering and monitoring across all relevant devices and locations;
- Single Central Record and safer-recruitment checks;
- governor challenge, Section 175 audit and actions from local or national safeguarding reviews;
- review of induction, training completion and staff understanding.

The policy is published on the school website. Accessible or alternative formats are available on request. Identifiable case information is never included in the public version.



Appendix 1: Staff response to a safeguarding concern

1. Ensure immediate safety. Call 999 if a child or anyone else is in immediate danger.
2. Listen, observe and remain professionally curious. Do not investigate.
3. Report immediately to the DSL or a deputy. Do not wait for a CPOMS entry to be read.
4. Record the facts, child's words, time, context and action on CPOMS as soon as possible.
5. If no DSL is available, speak to the most senior leader and take immediate action. You may call MASH directly on 0300 500 80 90.
6. If you make a direct referral, tell the DSL as soon as it is safe to do so.
7. Continue to notice, support and share relevant information. Escalate if the response does not protect the child.

Never delay

A concern does not need to be proved. Your responsibility is to report and act; the DSL and safeguarding agencies assess and investigate.



Appendix 2: Staff response to a disclosure

DO	Listen calmly; take the child seriously; use open prompts; reassure them; explain who needs to know; record exact words; report immediately.
DO NOT	Promise secrecy; show shock or disbelief; ask leading or repeated questions; investigate; confront anyone; ask the child to write a statement; view or forward sexual imagery.
REMEMBER	Children may disclose indirectly, retract, minimise or be unable to recognise harm. This does not remove the need for professional curiosity and reporting.



Appendix 3: Related school policies and documents

- Staff Behaviour Policy / Code of Conduct;
- Behaviour Policy and anti-bullying arrangements;
- Attendance Policy and children absent from education procedures;
- Online Safety and Acceptable Use Policies;
- Mobile Phone Policy;
- SEND Policy and SEND Information Report;
- Supporting Pupils with Medical Conditions and Administration of Medicines procedures;
- Allergy and Anaphylaxis procedures;
- Positive Handling / Restrictive Intervention Policy;
- Intimate Care Policy;
- RSHE / Relationships and Health Education Policy;
- Equality Policy and objectives;
- Safer Recruitment and Selection Policy;
- Allegations Management, Low-Level Concerns and StaffSafe procedures;
- Whistleblowing Policy;
- Data Protection, Information Security and Records Retention Policies;
- Educational Visits Policy;
- Alternative Provision procedures;
- Lettings and use of premises arrangements;
- First Aid, Health and Safety, Fire and Lockdown procedures.



Appendix 4: Key definitions and indicators

The list below is not exhaustive. Safeguarding issues often overlap and indicators should be considered together and in context.

Area	Possible indicators
Physical abuse	Unexplained or inconsistent injuries; fear of going home; flinching; aggressive or withdrawn behaviour; fabricated or induced illness.
Emotional abuse	Persistent criticism, belittling or name-calling; humiliation; intimidation; unrealistic expectations; silencing; isolation; exposure to abuse of another person.
Sexual abuse	Sexual knowledge or behaviour not expected for age; pain, injury or infection; pregnancy; fear of a person or place; grooming; sexual images; unexplained gifts; significant behavioural change.
Neglect	Persistent hunger, poor hygiene or unsuitable clothing; untreated medical needs; unsafe supervision; tiredness; poor attendance; developmental delay; emotional unavailability.
Exploitation / modern slavery	Missing episodes; unexplained money, phones or travel; older associates; debt or coercion; injuries; hotel or transport links; carrying drugs, weapons or cash; fear of consequences.
Domestic abuse	Child sees, hears or experiences effects; anxiety, aggression, tiredness, absence, caring responsibilities, fear of a parent/partner, sudden changes or disclosures.
Radicalisation	Increasingly rigid or hateful views; isolation; fixation on extremist content; dehumanising language; secrecy; contact with concerning individuals. Indicators require context and do not replace professional assessment.
Mental health	Self-harm, hopelessness, withdrawal, anxiety, significant change, eating or sleeping difficulties, risky or harmful behaviour. Consider whether abuse, neglect or exploitation may be contributing.



Policy approval

Approved by	Governing Body
Approval date	September 2026
Signed - Chair of Governors	
Signed - Headteacher	
Next review	September 2027 or sooner if required