The Devonshire Hill
Nursery & Primary School

The Devonshire Hill Nursery and Primary School
Successful Learners

Safeguarding Induction Handbook

(KCSIE September 2026 *Updates in red* *)*

Approval Date: September 2026

This policy will be reviewed on a regular basis and updated as necessary.

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Statement of Intent:

The Devonshire Hill Nursery & Primary School is committed to safeguarding and promoting the physical and mental welfare of every pupil in our school. We pride ourselves in delivering a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

This induction handbook informs you of all the vital information you will need to familiarise yourself with upon starting your role at our school. This handbook should be used in conjunction with the school's *Safeguarding & Child Protection Policy and Procedures 2026* – a copy of which will be made available to you, (via our school shared drive and the school website www.devonshirehill.com), during induction. It is important that you read and understand both documents – any questions you have can be directed to the Designated Safeguarding Lead (DSL).

The DSL of our school is Rachel Bates (Assistant Headteacher & SENDCo) and our deputy DSL are Sammantha Robertson (Deputy Headteacher) & Tina Georgiades (Headteacher).



Rachel Bates | DSL
Assistant Headteacher
& SENDCo



Samantha Robertson | DDSL
Deputy Headteacher



Tina Georgiades | DDSL
Headteacher

1. Guidance and Legislation to be Aware of

In relation to safeguarding and child protection duties and responsibilities, you will need to be aware of certain legislation, statutory guidance and non-statutory guidance in order to do your part in keeping children safe at school.

You will need to be aware of:

Legislation

- ★ The Children Act 1989, and the Children Act 2004.
- ★ The Counter-Terrorism and Security Act 2015.
- ★ The UK General Data Protection Regulation, also known as the UK GDPR or Regulation (EU) 2016/679 of the European Parliament and of the Council.
- ★ The Data Protection Act 2018, also known as the DPA.
- ★ The Domestic Abuse Act 2021.

Statutory guidance

- ★ The DfE's statutory guidance, 'Keeping children safe in education', also known as KCSIE, which is guidance specific to the education sector on how to identify and manage safeguarding concerns, and how to avoid putting children at risk in the first place.
- ★ The DfE's statutory guidance, 'Working Together to Safeguarding Children', also known as WTSC, outlines how schools and other agencies should work together and communicate in order to keep children safe in all settings.
- ★ The Home Office's statutory guidance, 'Prevent duty guidance: Guidance for specified authorities in England and Wales', also known as the Prevent duty, outlines how authorities should respond to concerns of somebody at risk of becoming radicalised, and outlines how schools are involved in this duty.
- ★ HM Government's statutory guidance, 'Channel Duty Guidance: Protecting people susceptible to radicalisation', also known as the Channel duty, which outlines the relevant authorities' duties to intervene where somebody has been radicalised or is at risk of radicalisation.

Non-statutory guidance

- ★ The DfE's non-statutory guidance, 'What to do if you're worried a child is being abused', which details the signs of neglect and abuse and the actions to take if you are concerned for a child.
- ★ The DfE's non-statutory guidance, 'Information sharing: advice for practitioners providing safeguarding services', which provides guidance on how to manage safeguarding information between agencies and staff, and how to manage disclosures.
- ★ The DfE's guidance, 'Working together to improve school attendance', which is statutory from 19 August 2024, outlines how schools work together with other agencies to ensure children attend school as expected.
- ★ The DfE's non-statutory guidance, 'Meeting digital and technology standards in schools and colleges', also known as the digital technology standards, outlines how education settings should set up their ICT frameworks to ensure children can be kept safe online at school.

Other legislation and guidance to be aware of is listed in our Child Protection and Safeguarding Policy.

Recommended reading

It is recommended that you read, as a minimum, Part 1 or Annex A of KCSIE in order to understand your role in child protection and safeguarding. It is also recommended that, as a governor, you read KCSIE in full, with particular attention to the management of safeguarding in Part 2, and the school's safer recruitment duties in Part 5.

2. Safeguarding Responsibilities

In line with the DfE's statutory guidance 'Keeping children safe in education', all adults who come into contact with children have a responsibility to safeguard them and promote their welfare. As a member of school staff, this responsibility is particularly important for you, and you have a legal responsibility to help cultivate a safe environment that protects children from harm and promotes their welfare in the school.

When starting your employment at the school you will assume a number of responsibilities in ensuring the safety and security of all our pupils, staff and stakeholders. We expect you to adhere to the responsibilities below – any member of staff found to not follow the school's procedures will be dealt with formally in line with the Disciplinary Policy and Procedure.

All staff members have a responsibility to:

- ★ Safeguard pupils' wellbeing and, as part of your professional duties, maintain public trust in the profession.
- ★ Support children to develop the skills that form the building blocks of all positive relationships.
- ★ Consider, at all times, what is in the best interests of individual pupils.
- ★ Provide a safe environment in which pupils can learn.
- ★ Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- ★ Be aware of the signs of abuse, exploitation and neglect, and other safeguarding issues that can put pupils at risk of harm.
- ★ Be aware of behaviours linked to issues such as drug-taking, alcohol misuse, deliberately missing education, serious violence, and sharing indecent images, and other signs that pupils may be at risk of harm.
- ★ Be aware of the school's systems which support safeguarding, including any policies, procedures, information and training provided upon induction.
- ★ Be aware of the role and identity of the DSL and their deputies.
- ★ Undertake safeguarding training, including online safety training, during your induction.
- ★ Read and familiarise yourself with KCSIE Part One.
- ★ Ensure you receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually.
- ★ Understand how to identify pupils that may benefit from early help and understand your role in the process.

- ★ Act in accordance with school procedures to eliminate unlawful discrimination, harassment and victimisation, including in relation to child-on-child abuse.

With regard to specific cases of safeguarding concerns, you have a responsibility to:

- ★ Be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected.
- ★ Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- ★ Be aware of, and understand, the process for making referrals to the LA's children's social care services (CSCS), as well as for making statutory assessments under the Children Act 1989, and your role in these assessments.
- ★ Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- ★ Support social workers in making decisions about individual children, in collaboration with the DSL.
- ★ Maintain appropriate levels of confidentiality when dealing with individual cases.
- ★ Act immediately, following the school's Child Protection and Safeguarding Policy and speaking to the DSL with any concerns.
- ★ Challenge senior leaders over any safeguarding concerns, where necessary.

3. Definitions

'Safeguarding and protecting the welfare of children' is defined as:

- ★ Providing help and support to meet the needs of pupils as soon as problems emerge.
- ★ Protecting pupils from maltreatment, whether that is within or outside the home, including online.
- ★ Preventing the impairment of pupils' mental and physical health or development.
- ★ Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
- ★ Taking action to enable all pupils to have the best outcomes.

The terms **'children'** and **'child'** refer to anyone under the age of 18.

For the purposes of this handbook, **'safeguarding and protecting the welfare of children'** is defined as:

- ★ Protecting pupils from maltreatment.
- ★ Preventing the impairment of pupils' mental and physical health or development.
- ★ Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.

- ★ Taking action to enable all pupils to have the best outcomes.

'Abuse' is a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them or, more rarely, by others. It can take place online and technology can be used to facilitate offline abuse. Abuse comes in various different forms, including physical, emotional and sexual, and may be by an adult or another child.

'Neglect' is defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve a parent failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

'Exploitation' is when someone uses a child for financial gain, sexual gratification, labour, or personal advantage. Exploitation can take many forms and often uses cruel, manipulative or violent treatment to force a child to take part in criminal or sexual activities.

'Consent' is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another, and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity, and they have the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

'Early help' means providing support as soon as a problem emerges at any point in a child's life.

4. Types and Indicators of Abuse, Neglect and Exploitation

It is imperative that all staff understand what constitutes abuse, neglect and exploitation against children to ensure that instances where pupils in our school are in unsafe circumstances, are at risk of harm or are potentially already facing harm can be identified and handled appropriately.

You should always exercise professional curiosity and know what to look for to be able to identify abuse, neglect or exploitation as early as possible.

You are expected to be aware that abuse, exploitation, neglect and safeguarding issues are rarely standalone events that can be given a specific label and multiple issues often overlap one another. You should consider whether pupils are at risk of abuse or exploitation in situations outside their families and understand that extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms, including sexual exploitation and abuse, criminal exploitation and serious youth violence.

You should also bear in mind that the school has a responsibility to respond to all safeguarding concerns, whether they occur inside or outside of school, or occur online or in person. Technology has increasingly become an instrument through which abuse or exploitation can be carried out, and it is important that you are aware that online abuse can be as damaging and severe as abuse committed in person.

You are expected to read and understand the following information:

Abuse:

You must remain cognisant of the fact that abuse can be committed by one child, or a group of children, against another child or group of children – this is known as 'child-on-child abuse'. You can find further information on abuse amongst peers in the school's *Child-on-child Abuse Policy*, with which you are expected to familiarise yourself.

The following are the different types of abuse you may encounter.

'Physical abuse' is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, burning, drowning, suffocating and poisoning, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

'Emotional abuse' is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child the opportunities to express their views, deliberately silencing them, 'making fun' of what they say or how they communicate. It may feature age, or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, 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 the child to frequently 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, but it may also occur alone.

'Sexual abuse' is defined as a form of abuse which involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and whether or not the child is aware of what is happening. This may involve physical assault, such as penetrative assault and touching, or non-penetrative actions, such as kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.

The term ***'sexual harassment'*** is used to describe any unwanted conduct of a sexual nature, both online or offline, which violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

- ★ Sexual comments, e.g. sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- ★ Sexual 'jokes' and taunting.
- ★ Physical behaviour, e.g. deliberately brushing against someone, interfering with someone's clothes.
- ★ Displaying photos, pictures or drawings of a sexual nature.

- ★ Upskirting.
- ★ Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
    - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
    - Sharing unwanted explicit content.
    - Sexualised online bullying.
    - Unwanted sexual comments and messages, including on social media.
    - Sexual exploitation, coercion, and threats.

The term ***'sexual violence'*** encompasses the definitions provided in the Sexual Offences Act 2003, including:

- ★ ***Rape:*** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- ★ ***Assault by penetration:*** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
- ★ ***Sexual assault:*** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- ★ ***Causing someone to engage in sexual activity without consent:*** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

'Upskirting' refers to the act, as identified the Voyeurism (Offences) Act 2019, of taking a picture or video under another person's clothing, without their knowledge or consent, with the intention of viewing that person's genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

The ***'consensual and non-consensual sharing of nude and semi-nude images and/or videos'***, colloquially known as ***'sexting'***, is defined as the sharing between pupils of sexually explicit content, including indecent imagery. "Indecent imagery" is defined as an image which meets one or more of the following criteria:

- ★ Nude or semi-nude sexual posing
- ★ A child touching themselves in a sexual way
- ★ Any sexual activity involving a child
- ★ Someone hurting a child sexually
- ★ Sexual activity that involves animals

Indicators of abuse

You should be aware of the following potential indicators of abuse in children:

- ★ Unexplained injury
- ★ Visible desire to cover bruises or other injuries
- ★ Acting frightened in response to sudden movements, raised voices, someone entering their personal space, etc.
- ★ Avoiding being alone with others
- ★ Sudden lack of confidence or self-assurance
- ★ Struggling to control emotions
- ★ Difficulty making or maintaining friendships
- ★ Frequent self-deprecatory comments
- ★ Withdrawing from social situations and/or social isolation
- ★ Displaying sexual knowledge inappropriate for their age
- ★ Pregnancy or STIs

Exploitation:

The following are the different types of exploitation you may encounter.

'Child sexual exploitation' (CSE) is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, for any of the following reasons:

- ★ 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
- ★ Through violence or the threat of violence

CSE can occur over time or be a one-off occurrence, and may happen without the pupil's immediate knowledge, e.g. through others sharing videos or images of them on social media. It can affect any pupil who has been coerced into engaging in sexual activities, even if the activity appears consensual; this includes pupils aged 16 and above who can legally consent to sexual activity. Pupils may not realise they are being exploited, e.g. they believe they are in a genuine romantic relationship.

CSE does not always involve physical contact, as it can also occur online. It is also important to note that a child can be sexually exploited even if the sexual activity appears consensual.

'Child criminal exploitation' (CCE) is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, for any of the following reasons:

- ★ In exchange for something the victim needs or wants; and/or

- ★ For the financial or other advantage of the perpetrator or facilitator; and/or
- ★ Through violence or the threat of violence.

Specific forms of CCE can include:

- ★ Being forced or manipulated into transporting drugs or money through county lines.
- ★ Working in cannabis factories.
- ★ Shoplifting or pickpocketing.
- ★ Committing vehicle crime.
- ★ Committing, or threatening to commit, serious violence to others.

Pupils involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. Pupils of any gender are at risk of CCE.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact – it can also occur through the use of technology.

'County lines' is a term used to describe gangs and organised criminal networks exploiting children to move, store or sell drugs and money into one or more areas, locally and/or across the UK.

Key to identifying potential involvement in county lines are missing episodes (both from home and school), where the victim may have been trafficked for the purpose of transporting drugs – a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, staff will refer their concerns to the DSL who will also consider the availability of local services and other agencies who offer support to victims of county lines.

'Child financial exploitation' is defined under circumstances in which adults use children and young people under the age of 18 for their own financial gain. It can involve criminals targeting a child or young person and using their bank account to launder money, and in return, they get to keep some of the money themselves. Recruitment is often via social media and is sold as a simple process to make money. Children and young people often do not realise that what they are doing is illegal and, if caught, can face a criminal investigation and have their bank accounts closed.

Indicators of exploitation

You should be aware of the following potential indicators of exploitation in children:

- ★ Going missing for periods of time or regularly going home late
- ★ Regularly missing lessons
- ★ Appearing with unexplained gifts, money and new possessions
- ★ Associating with other young people involved in exploitation
- ★ Having older partners
- ★ Undergoing mood swings or changes in emotional wellbeing
- ★ Displaying sexual behaviours beyond expected sexual development.
- ★ Suffering from sexually transmitted infections or becoming pregnant

- ★ Misuse of drugs and alcohol
- ★ Regularly missing school or education or not taking part in education

Neglect:

Neglect may involve:

- ★ A parent failing to provide adequate food, clothing or shelter, including exclusion from home or abandonment.
- ★ Failing to protect a child from physical or emotional harm or danger.
- ★ Failing to ensure access to appropriate medical care or treatment.
- ★ Failing to secure adequate supervision, including through the use of inappropriate caregivers.
- ★ Neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of neglect

You should be aware of the following potential indicators of neglect in children:

- ★ Poor appearance and hygiene
- ★ Health and development problems, e.g. untreated injuries, medical or dental issues, a recurring illness
- ★ Housing and family issues, e.g. having to take on the role of carer for another family member, unsuitable living conditions, parents appearing under the influence of drugs
- ★ Mood and behavioural changes, e.g. changes in emotional wellbeing, lacking in concentration, becoming defensive or aggressive
- ★ Concerning behaviour, e.g. missing school, being persistently late, getting into trouble at school or with the police
- ★ Other warning signs, e.g. alcohol or substance abuse, discomfort around being touched, flinching at sudden movements

Other Safeguarding Issues:

Domestic abuse

In line with the Domestic Abuse Act 2021, **'domestic abuse'** is defined as abusive behaviour of a person towards another person (including conduct directed at someone else, e.g. the person's child) where both are aged 16 or over and are personally connected. ***'Abusive behaviour'*** includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse.

'Personally connected' includes people who:

- ★ Are, have been, or have agreed to be married to each other.
- ★ Are, have been, or have agreed to be in a civil partnership with each other.
- ★ Are, or have been, in an intimate personal relationship with each other.

- ★ Each have, or had, a parental relationship towards the same child.
- ★ Are relatives.

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. KCSIE refers to the latter as teenage relationship abuse. This can have a detrimental and long-term impact on their health, wellbeing, development and ability to learn.

The NSPCC, Refuge and SafeLives all have advice on how children who are affected by domestic abuse can be identified and supported. Operation Encompass operates in the majority of police forces across England – it helps police and schools work together to provide emotional and practical help to children. The school actively engages in Operation Encompass – please ask the DSL for more information on this.

Serious violence

You should be aware of the indicators, which may signal pupils 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 education performance
- ★ Signs of self-harm or a significant change in wellbeing
- ★ Signs of assault or unexplained injuries

There are a number of risk factors that could increase a pupil's vulnerability to becoming involved in serious violence which may include, but are not limited to:

- ★ Being male.
- ★ Having been frequently absent from school.
- ★ Having been permanently excluded from school.
- ★ Having experienced child maltreatment.
- ★ Having been involved in offending, such as theft or robbery.

Homelessness

This is also a serious safeguarding concern of which you must be aware. In some cases, children could be living independently from their parents, e.g. through exclusion – the DSL and deputies will be aware of contact details and referral routes into the Local Housing Authority so they can raise and progress concerns at the earliest opportunity. In some cases, 16 and 17-year-olds could be living independently from their parents or guardians (e.g. through exclusion from their home) and will require a different level of intervention and support than the context of homeless children who live with their families.

Indicators that a family may be at risk of homelessness include:

- ★ Household debt.

- ★ Rent arrears.
- ★ Domestic abuse.
- ★ Anti-social behaviour.
- ★ Any mention of a family moving home because "they have to".

So called 'Honour-based' abuse (HBA)

So-called HBA encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, forced marriage. All forms of HBA are abuse and will be treated as such by schools.

FGM

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. The FGM mandatory reporting duty places a statutory duty upon teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions.

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. Some perpetrators use perceived cultural practices to coerce a person into marriage.

Further guidance on warning signs of FGM or forced marriage as HBA can be found in the 'Multi-agency statutory guidance on female genital mutilation' and the 'Forced marriage' guidance.

Radicalisation

This refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

'Extremism' refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.

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

Protecting pupils from the risk of radicalisation is part of the school's wider safeguarding duties, and the school will actively assess the risk of pupils being radicalised and drawn into extremism and/or terrorism. You will be expected to be alert to changes in pupils' behaviour which could indicate that they may need help or protection and use your professional judgement to identify pupils who may be susceptible to extremist ideologies and radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral.

The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with the pupil's parents, unless the school has reason to believe that the child would be placed at risk as a result.

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect pupils against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

The Prevent duty

Under section 26 of the Counter-Terrorism and Security Act 2015, all schools are subject to a duty to have "due regard to the need to prevent people from being drawn into terrorism", known as ***'the Prevent duty'***. The Prevent duty will form part of the school's wider safeguarding obligations.

Cyber-crime

Cyber-crime is defined as criminal activity committed using technology and/or the internet. This includes 'cyber-enabled' crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and 'cyber-dependent' crimes, i.e. crimes that can be committed only by using a computer.

Pupils at our school who show particular aptitude or skill for technology or computing may be at increased risk of entering into cyber-crime. Where you have any concerns about a pupil, you should talk to the DSL. The DSL may consider referring pupils where concern exists to the Cyber Choices programme, which can help them to use this talent in a positive way, and prevent them from being drawn into cybercrime.

Child abduction and community safety

Child abduction is defined as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers.

The school aims to give practical advice and support to pupils on keeping themselves safe when vulnerable, e.g. when walking to and from school, and it is important that all of our staff are on high alert for any suspicious behaviour, e.g. someone loitering near the school, or a pupil's parent whose parental responsibility was revoked turning up to pick them up from school.

Modern slavery

Modern slavery is an umbrella term which encompasses human trafficking and slavery, servitude and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

Modern slavery is a serious crime that violates human rights. Victims are forced, threatened or deceived into subjugating situations, degradation and control which undermine their identity. We expect you to familiarise yourself with the Home Office's statutory guidance on modern slavery, which outlines the types of modern slavery and the indicators that a child, or someone whom a child is dependent on, is a victim of modern slavery.

5. Pupils with Increased Vulnerability to Harm

You should be aware that some groups of pupils can face additional safeguarding challenges, both online and offline, and understand that further barriers may exist when determining abuse

and neglect in these groups of pupils. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outlined below.

Pupils who need a social worker

Pupils may need social workers due to safeguarding or welfare needs. These needs can leave pupils vulnerable to further harm and educational disadvantage.

As a matter of routine, the DSL will hold and use information from the LA about whether a pupil has a social worker in order to make decisions in the best interests of the pupil's safety, welfare, and educational outcomes.

Where a pupil needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision of pastoral or academic support.

Pupils requiring mental health support

The school recognises that mental health problems can, in some cases, be an indicator that a pupil has suffered or is at risk of suffering abuse, neglect or exploitation.

You are expected to observe children day-to-day, where appropriate, and be able to identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. You must not, however, attempt to make a diagnosis of a mental health problem, as this can only be done by an appropriately trained professional. You should be aware of how the experiences of pupils who have suffered abuse and neglect, or other potentially adverse childhood experiences, can impact on their mental health, behaviour and education.

You must report mental health concerns about pupils that are also safeguarding concerns immediately, in line with the Child Protection and Safeguarding Policy.

Looked after children (LAC) and previously looked after children (PLAC)

Children most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. PLAC can also remain vulnerable after leaving care.

You will receive training as part of your induction, and then annually, to ensure you have the skills, knowledge and understanding to keep LAC and PLAC safe. The DSL will hold a record of the details of pupils' social workers and the name of the virtual school head (VSH) in the LAs that look after each pupil. Staff members, if appropriate to their role, should have access to the information they need in relation to a pupil's looked after legal status and the pupil's care arrangements. The designated teacher will work with LAs to promote the educational achievement of LAC and PLAC at the school.

Pupils with SEND

Pupils with SEND can face additional safeguarding challenges both online and offline and understand that further barriers may exist when determining abuse and neglect in this group of pupils.

You must be aware that pupils with SEND are at increased risk of child-on-child abuse. The school will ensure that there are mechanisms in place to support pupils with SEND in reporting abuse, with due regard paid to the fact that these pupils may face additional barriers to reporting abuse and that spotting signs of abuse in these pupils may be harder.

Staff will be aware of the following:

- ★ Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a child's indicators relate only to their disability
- ★ Pupils with SEND are more prone to peer group isolation or bullying, and can be disproportionally impacted by this, without outwardly showing any signs
- ★ Communication barriers may exist, as well as difficulties in managing and reporting these
- ★ Cognitive understanding issues, such as being unable to appreciate the difference between fact and fiction in online content, and then repeating the content or behaviours in school

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENCO, as well as the pupil's family where appropriate, to ensure that the pupil's needs are effectively met. Extra pastoral support and attention, where appropriate, will also be put in place for pupils with SEND.

Girls

The school recognises that girls are more likely to be on the receiving end of some forms of abuse, particularly sexual abuse and child-on-child abuse, than their male peers, and that sexual violence and harassment against girls is very common and accounts for the majority of cases.

Taking into account that sexual violence and harassment against girls is widespread in society, and largely based in gender inequality, the school aims to encourage gender equality in all aspects of its operations. You are expected to challenge any incidents of misogynistic language or gender-based abuse, whether of a sexualised nature or not, as holding misogynistic viewpoints can make a pupil more likely to commit sexualised violence in the future.

LGBTQ+ pupils

The fact that a pupil may be LGBTQ+ is not in itself an inherent risk factor for harm; however, staff will be aware that LGBTQ+ pupils can be targeted by other individuals. Staff will also be aware that, in some cases, a pupil who is perceived by others to be LGBTQ+ (whether they are or not) can be just as vulnerable as pupils who identify as LGBTQ+.

All staff should aim to provide a safe space for pupils to speak out or share their concerns, reducing the additional barriers LGBTQ+ pupils face and ensuring there is a trusted adult with whom they can be open.

The school holds a zero-tolerance policy towards pupils using homophobic, biphobic or transphobic language, regardless of whether or not the language is being directed at another individual. You are individually responsible for challenging such behaviour and making clear to all pupils that any abuse towards pupils who are LGBTQ+, or who are perceived to be, is unacceptable.

Pupils vulnerable to racism and discrimination

The school holds a zero-tolerance policy towards the use of racist language, regardless of whether the language is being directed at another individual. You are individually responsible for challenging such behaviour and making clear to all pupils that any racist abuse towards their peers is unacceptable.

You should be aware that girls, pupils with SEND, or LGBTQ+ pupils, who are vulnerable to racist or discriminatory abuse are likely to face increased abuse due to the intersection of these identities. Staff will be vigilant with regard to these pupils and the ways in which other pupils behave towards them, in order to ensure any incidents or potential incidents can be handled as soon as they occur.

You should also be aware that minority ethnic pupils, particularly black pupils, may be less likely to report abuse committed against them, and may be more likely to be misidentified as perpetrators of abuse.

Children with parents or carers in prison or who are involved with the court system

Where pupils have parents or carers in prison, they are more likely to be at risk of poorer outcomes, including poverty, isolation, poor mental health, substance misuse and partaking in criminal activity themselves.

It is also important to remember that pupils who are required to give evidence at criminal courts, either for crimes committed against them or for crimes they have witnessed, are likely to face increased stress and poor mental health. Such instances can also entrench conflict in families.

We offer increased support to pupils who have dealt with criminal activity and criminal justice, whether through witnessing or being the victim of crime, or having their parent or carer imprisoned; you should ensure that you record and report any behaviour from these children which is concerning to you without delay.

Children absent from education

A child who is absent from school can be a vital warning sign of a range of safeguarding issues, including neglect, CSE and CCE, particularly county lines.

Where you have any concerns about a pupil's patterns of attendance, you should report this to the DSL. Please do not assume that someone will already have flagged concerns about a pupil – it is always better to raise a concern someone else has already raised than not to share the concern, which could result in harm coming to a pupil.

Elective home education (EHE)

Parents may choose elective home education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them.

Although it is unlikely, as a staff member at a school, that you will come into immediate contact with safeguarding concerns surrounding children receiving EHE, we still expect that you will be aware of this issue as you may have to handle disclosures, e.g. from former peers of home-educated children or their parents.

6. Concerns About a Pupil

The school expects that you will familiarise yourself with the procedure for reporting concerns and understand your responsibilities in relation to confidentiality and information sharing.

If at any point you have **any** concerns about a child's welfare, you must act on them **immediately** by speaking to the DSL or a deputy. Where the DSL is not available to discuss the concern, you should contact the deputy DSL with the matter.

The school aims to ensure that there is a trained DSL or deputy DSL on the school site at all times; however, in the rare occasion that this is not possible, e.g. due to sickness absence, you should speak to the headteacher immediately. It is important that you do not delay.

Once you have referred this to the DSL, the school will make one of the three following decisions:

- ★ Managing any support for the child internally via the school's own support processes
- ★ Undertaking a referral for an early help assessment
- ★ Making a referral to statutory services

Where a child has suffered, or is likely to suffer from, harm, the case will be referred to children's social care immediately. If a referral is made about a child by anyone other than the DSL, the DSL will be informed as soon as possible. The LA will decide what action is required within one working day of the referral being made and will notify the referrer. Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil.

If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil. If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered.

All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL and logged securely onto the school's CPOMs

If a pupil is in immediate danger, a referral will be made to CSCS and/or the police immediately. If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.

Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always considered, and that there are systems available for pupils to provide feedback and express their views.

7. Managing Disclosures

We pride ourselves on creating a trusting atmosphere between staff and pupils. This is particularly important for when an incident happens, and a pupil needs to disclose information but may be apprehensive about the consequences.

We are committed to ensuring our staff are sensitive to the personal barriers pupils may face when disclosing information, so it is essential that we remind pupils in exercises, such as PSHE days, what sort of behaviour is unacceptable, and the importance of reporting said behaviour.

It is important that you maintain a professional curiosity and speak to the DSL with any concerns, recognising that pupils may not feel ready or know how to tell someone they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.

Where a pupil makes a disclosure to you, you should act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed, and reassure them that they have done the right thing by talking to you and they will be supported.

You should ensure that you bear in mind that trauma can impact memory, meaning pupils may not be able to recall all details or a timeline of abuse, and you should not take this as an indication that the pupil is not being truthful, nor should you use this as an opportunity to interrogate the pupil on specific details. It is also important to recognise that an initial disclosure may only be the first incident reported, rather than representative of a singular incident. You should attempt to gather essential facts without asking leading questions, being sensitive and

avoiding pressing the pupil for information they do not, at this point, feel comfortable sharing. Remember to make notes so you can accurately report the disclosure to the DSL.

You must, at all costs, avoid promising a pupil that you will keep the disclosure confidential, and be honest and upfront with them about who you will have to share the information with and why. The information must not be shared with anyone who does not need to know.

Upon receiving a disclosure, confidentiality will be maintained at all times and you must adhere to the seven principles outlined in the DfE's 'Information sharing advice' when disclosing information to either the DSL or an external agency – these are:

- **Necessary and proportionate:** consider how much information needs to be released – only share information that is necessary and adheres to your obligations under the UK GDPR and Data Protection Act 2018.
- **Relevant:** only information that is relevant to the purposes should be shared.
- **Adequate:** information should be adequate to enable a thorough investigation to be conducted, ensuring it is understood and reliable.
- **Accurate:** information given should be accurate and up-to-date and should clearly distinguish between fact and opinion.
- **Timely:** you should not wait to disclose information. Prompt information delivery can reduce the risk of missed opportunities to offer support and protect a child.
- **Secure:** wherever possible, the information provided should be shared securely to avoid data breaches – you must always adhere to our Data Protection Policy.
- **Record:** information sharing decisions should be recorded, even if the information doesn't get shared – the reasons should be cited along with what information has been shared and who shared it. This should be done in line with our Records Management Policy.

8. Early Help

Early help means providing support as soon as a problem emerges, at any point in a child's life.

Any pupil may benefit from early help, but you should be particularly alert to the potential need for early help for pupils who:

- Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND, regardless of whether they have a statutory EHC plan.
- Are suffering from mental ill health.
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing or going missing from care or from home.
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.
- Are at risk of being radicalised.
- Have parents or carers in custody or is affected by parental offending.

- ★ Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
- ★ Are misusing drugs or alcohol.
- ★ Are at risk of HBA, such as FGM or forced marriage.
- ★ Are privately fostered.
- ★ Have experienced multiple suspensions and are at risk of, or have been, permanently excluded from school, alternative provision or a PRU.

You should be aware that early help is not limited to pupils affected by the above and be mindful of a variety of additional circumstances in which pupils may benefit from early help, for example, if they are:

- ★ Bereaved.
- ★ Viewing problematic or inappropriate online content or developing inappropriate relationships online.
- ★ Returning home to their family from care.
- ★ Missing education, or are persistently absent from school, or not in receipt of full-time education.

You should be mindful of all signs of abuse, neglect and exploitation and use professional curiosity to raise concerns to the DSL.

Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation.

You should inform the DSL immediately if you feel as though a pupil may benefit from early help.

9. Appropriate Behaviour Towards Pupils

You must be aware of the standards of appropriate behaviour expected of you when interacting with pupils.

You must have due regard to the fact that:

- ★ You are in a unique position of trust, care, responsibility, authority and influence in relation to pupils.
- ★ There is a significant power imbalance in the pupil-staff dynamic.
- ★ There are more stringent expectations on your behaviour with regard to pupils due to your position as a public professional.

You must remain aware of the fact that all pupils under the age of 18, regardless of the phase they are at within the school, are children by law – resultantly, you must ensure that you do not assume maturity on behalf of a child and do not engage with children as they would with their own peers. You should be aware that, where there is any doubt regarding whether the behaviour of another adult is appropriate, this should be reported to the DSL immediately.

You should report any concerns you have related to your own behaviour or the behaviour of other adults, including your colleagues; concerns should be reported even if they are low-level. Low-level concerns are differentiated from concerns that can cause harm. The harms threshold is

the point at which a concern is no longer low-level and constitutes a threat of harm to a child. This threshold is defined as accusations that an adult has:

- ★ Behaved in a way that has harmed a child or may have harmed a child.
- ★ Possibly committed a criminal offence against, or related to, a child.
- ★ Behaved towards a child in a way that indicates they may pose a risk of harm to children.
- ★ Behaved in a way that indicates they may not be suitable to work with children, including behaviour that has happened outside of school.

Examples of inappropriate behaviour that would constitute a low-level concern that should be reported to the DSL include:

- ★ **Being overly friendly with children** – this could include, but is not limited to, communicating with a child through personal social media or allowing inappropriate conversations or enquiries to occur with a child or children, e.g. conversations that are about your personal life.
- ★ **Having favourites and treating those favourites differently** – this could include, but is not limited to, calling pupils by pet names or terms of endearment or buying pupils gifts.
- ★ **Taking photographs of children on your personal mobile phone or devices**.
- ★ **Engaging with a child on a one-to-one basis in a secluded area or behind a closed door**.
- ★ **Humiliating pupils**.

You should be aware that some of the above low-level concerns may meet the harms threshold depending on certain factors, e.g. the age or needs of the child or the content of exchanged messages, and that some of the above incidents may not be concerns in context, e.g. a pre-approved, one-to-one meeting with a child behind a closed door between the child and a school counsellor who has received all appropriate safety checks.

When reporting concerns about other members of staff or leaders of the school, you are protected in law, and by the 'Whistleblowing and concerns about staff' section of this policy.

10. Whistleblowing and Concerns About Staff

Whistleblowing

A '**whistleblower**' discloses confidential information regarding an employee, which relates to some danger, fraud or other illegal or unethical conduct which is connected with the workplace.

Any of the following people can raise a concern:

- ★ Employees of the school
- ★ Employees of contractors working for the school, e.g. agency staff, builders and drivers
- ★ Employees of suppliers
- ★ Voluntary workers working with the school
- ★ A trainee, such as a student teacher

We recognise that the decision to report a concern can be a difficult one to take; as such, we will not tolerate any harassment or victimisation and will take appropriate action to protect staff who raise a concern in good faith.

You are protected in law by the Public Interest Disclosure Act 1998, which gives employees protection from detriment and dismissal where they have made a protected disclosure, providing the legal requirements of the Act are satisfied. Concerns will be expressed in writing to the headteacher (or the governing board if the concern pertains to the headteacher), and will include: the background to the concern, names, dates and places where possible, and express the reasons for the concern.

Individuals are encouraged to let themselves be known, either in person, or through their union representative, as concerns expressed anonymously are difficult to investigate.

You can seek confidential advice at any time from Protect, a registered charity which advises on serious malpractice in the workplace.
For more information, visit their website or ring them on 020 7404 6609.

You are not responsible for investigating the alleged illegal or dishonest activity, or for determining fault or corrective measures. Once the school has been informed of the concern, the headteacher will write to the whistleblower within 10 days of the initial meeting to confirm that the concern has been received, as well as indicate proposals for dealing with the matter.

The initial stage will be an interview between you and the headteacher, then an assessment of further action will be discussed. If an investigation is carried out, you will be informed of the final outcome.

If the investigating officer needs to talk to you, you are permitted to be accompanied by a trade union representative, a professional association representative, a friend, or a fellow member of staff not involved in the area of work to which the concern relates. This person will provide support only, and will not be allowed to become involved in the proceedings.

If no action is to be taken, and/or you are not satisfied with the way the matter has been handled, they can make a complaint under the school's complaints procedure.

Although we are committed to ensuring our staff members can report concerns about their colleagues' conduct, if, for any reason, you feel unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline:

- ★ Telephone: 0800 028 0285 – available from 8:00am to 8:00pm Monday to Friday
- ★ Email: help@nspcc.org.uk

Any allegations of abuse made against staff members will be dealt with in accordance with the school's Allegations of Abuse Against Staff Policy.

In the event that an allegation is made about you, the school has welfare support on offer. We recognise the sensitivity of the issue, and how distressing it can be to be the subject of an investigation; the headteacher will provide you with information about the support available in the event that an allegation is made about you.

11. Self-Reporting

In the event that you feel as though you have acted in a way that:

- ★ Could be misinterpreted, by a pupil or bystander.

- ★ Could appear compromising to others.
- ★ You realise, upon reflection, falls below the standards set out in the Staff Code of Conduct.

You are encouraged to self-report in the event you feel as though you have acted inappropriately or in a way that could be construed as inappropriate upon reflection. We aim to be sympathetic and understanding to those who self-report.

Self-reporting does not mean you will be treated more favourably during any resulting investigations than staff members who were reported by someone else; however, your self-awareness and intentions will be taken into consideration when a final decision is being made on the severity of the incident.

12. Training and Further Information

Training

In addition to this handbook, you will undergo safeguarding and child protection training at induction, which will be regularly updated on an annual basis or whenever there is a change in legislation.

The induction training will cover:

- ★ Safeguarding & Child Protection Policy & Procedures 2026
- ★ The Staff Handbook
- ★ The Teachers handbook
- ★ The Behaviour Policy.
- ★ The Staff Code of Conduct.
- ★ The identity of the DSL and any deputies.
- ★ The role of the DSL and deputy DSLs.

In addition, the induction checklist that covers:

- ✓ Ethos & Vision
- ✓ Introduction to Key Staff
- ✓ Access to the school-signing in/out
- ✓ ID & lanyard requirements
- ✓ Tour of the school
- ✓ Location of Facilities
- ✓ Health & Safety
- ✓ Fire & Emergency Procedures
- ✓ First Aid
- ✓ IT Access & Procedures
- ✓ Introduction to post (as appropriate to the role)

You will also receive regular safeguarding and child protection updates as required, but at least annually.

Training will cover:

- ★ Updates from KCSIE
- ★ Access to bespoke training from a suite of online training modules specific to role in the school.

You will receive opportunities to contribute towards and inform the safeguarding arrangements in the school. The DSL and deputy DSL will undergo updated child protection training every two

years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually), to allow them to keep up to date with any developments relevant to their role.

Online training will be conducted for all staff members as part of the overall safeguarding approach.

Further information

This handbook includes a general summary of the school's approach to safeguarding, and your role within it. For more detailed information on specific aspects of our approach, we strongly encourage you to ensure you have read and fully understand the following school policies and procedures:

- ★ Child Protection and Safeguarding Policy
- ★ Child-on-child Abuse Policy
- ★ Allegations of Abuse Against Staff Policy
- ★ Reporting Low-level Safeguarding Concerns Policy
- ★ Online Safety Policy
- ★ Prevent Duty Policy *(pending Haringey training & input)*
- ★ Anti-bullying Policy
- ★ School Emergency Plan

13. Monitoring and Review

We recognise that many staff members may use this handbook as a reference point throughout their career at the school; therefore, we will review and update the handbook annually, and in response to any new or updated government guidance or legislation.

The handbook will be reviewed and updated by the DSL and headteacher.