



Safeguarding Policy

This policy applies to the entire school, including the Early Years

It is reviewed annually (at least)

Last Reviewed	Reviewed by Name (Role)	Approved by Name (Role)	Significant changes
02/09/2026	J Woodhead (DSL)	A Webster (Safeguarding Governor)	• New group policy template, completed at school level.
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1. Policy statement

The core purpose of this policy is to act as a clear and easily accessible reference point for:

1. Statutory guidance within the latest version (2026) of '[Keeping Children Safe in Education](#)' (KCSIE)
2. Other linked statutory guidance and school policies/procedures/contacts
3. Local safeguarding procedures and contacts.

Safeguarding is everyone's responsibility and takes priority over all other aspects of our provision. At all times, we protect children by maintaining an attitude that harm/abuse "could happen here" and by putting the interests of the child first.

This policy lays out a framework for the safeguarding culture we seek to continuously promote and secure. It must underpin all relevant aspects of process and policy development. It must therefore be read alongside the following policies.

- [Acceptable use & Mobile Phone](#)
- [Anti-bullying](#)
- [Attendance Policy](#)
- [Attendance Procedure](#)
- [Behaviour \(pupils\)](#)
- [Complaints](#)
- [Data Protection](#)
- [First Aid](#)
- [Health & Safety](#)
- [Restrictive Interventions](#)
- [Risk Assessment](#)
- [RSE & PSHE](#)
- [Safer Recruitment](#)
- [SEND](#)
- [SENDA](#)
- [Staff Behaviour](#)

(N.B. Statutory safeguarding requirements not covered in this policy will be covered in other policies listed above, e.g. Staff Behaviour, Acceptable Use and Safer Recruitment.)

All staff¹ are expected to read this policy and [Part 1 of KCSIE](#) on an annual basis². KCSIE's guidance must be followed and the links/references to KCSIE made throughout this policy should not be seen as additional/optional reading.

Most importantly, anyone with a concern about a child must remember they have a duty to act immediately by reporting their concerns to the [Designated Safeguarding Lead \(DSL\)](#) or Deputy DSL without delay and to escalate their concerns if necessary, including calling 999 if they feel a child is in immediate danger (additional contacts below). Please refer appendix 1 for specific reporting procedures that need to be followed.

This policy is reviewed and updated as necessary but always following KCSIE's annual update.

¹ For the purposes of this policy, 'staff' is a catch all term to include any person working within or on behalf of our setting, including agency workers, volunteers and contractors who reach thresholds for safer recruitment checks (see safer recruitment policy). Visitors and volunteers/contractors who do not reach the threshold for safer recruitment checks are given a summary of our safeguarding procedures when they first visit the site.

² Current staff and staff joining the school for a new academic year will carry out this task in September, following the annual update to KCSIE. Staff starting at other times of the year will do so as part of their induction. This [overview](#) is a useful, additional, refresher document.

2. Important contacts

The DSL team				
Name	Role(s)	Training	When to contact...	Email
Helen Coombs	Head & DDSL	DSL 4/2/2025 Safer Recruitment training 29/3/25	Staff low level concerns/ allegations & concerns about DSL. Looked After Children. Attendance.	helen.coombs@stfaithsprep.com
Matea Pavletic	EYDSL & Nursery Manager	EYDSL 1/4/26	Safeguarding concerns relating to Early Years. Any safeguarding concern if DSL is not available	matea.pavletic@stfaithsprep.com
Joanna Woodhead	DSL & Deputy Head (Pastoral)	DSL 4/2/2025 Operation Encompass 3/9/25	All other safeguarding concerns and responsibilities including online safety, child on child abuse, mental health.	joanna.woodhead@stfaithsprep.com
Other school contacts				
Name	Role(s)	Training	When to contact...	Email
Tom Hay	School Business Manager	Safer Recruitment training 14/9/2025	Issues related to recruitment procedures and checks	Tom.Hay@stfaithsprep.com
Yvette Allen	SENDSCO		Non-safeguarding concerns relating to SEND	Yvette.allen@stfaithsprep.com
School hours (8am - 5pm) phone number: 01304 813409				
Out of hours emergency contact: 07823 689767 (DSL mobile)				

Wishford Contacts				
Name	Role	Training	When to contact...	Email
Sam Antrobus	CEO	26/08/26	Concerns about the Head, a conflict of interest or if a safeguarding concern is not being dealt with in a timely/appropriate manner	governance@wishford.co.uk
Andrew Webster	Safeguarding Governor	DSL 16/09/25		

Local Safeguarding Partners & Multi-Agency Working Arrangements		
Agency	When to contact...	Contact details and links...
Kent Safeguarding Children Multi-Agency Partnership (KSCMP)	Safeguarding advice and support, including regarding thresholds for referral. Links to partner agencies including those below via the Front Door:	https://www.kscmp.org.uk Key document relating to thresholds: Kent Support Level Guidance (PDF, 2.6 MB)
KCC Children's Services	Safeguarding concerns about children. • Urgent Referrals • Standard Referrals • Requests for Family Help • No-name consultations.	FRONT DOOR 03000 41 11 11 Out of Hours - 03000 41 91 91 Request for Support - Professionals (kent.gov.uk)

Local Authority Designated Officer (LADO)	For concerns about member of staff	FRONT DOOR 03000 41 11 11 Out of Hours - 03000 41 91 91 Request for Support - Professionals (kent.gov.uk)
Kent Police	For emergencies and advice relating to potential breach of the law. Best contacted through the Front Door in the case of safeguarding concerns	Police Emergency - 999 Police non-emergency 101 Police non-emergency local point of contact: www.kentpolice.co.uk/contactus FRONT DOOR 03000 41 11 11 Out of Hours - 03000 41 91 91 Request for Support - Professionals (kent.gov.uk)
Prevent Team	Support and advice about extremism. Report concerns	03000 413 439 prevent@kent.gov.uk KCC Prevent Reporting Page
N.B: In most circumstances, the DSL or Head will be the point of contact for our local safeguarding partners. HOWEVER, anyone with a concern about a child has the right to (sometimes, duty to...) contact an external safeguarding partner directly. The NSPCC's whistleblowing line (0800 028 0285) can provide advice. The LADO should be contacted by any person with safeguarding concerns relating to the governance of the school.		

Other useful contacts				
Police (guide) Police (contact)	Prevent	DfE	NSPCC	Childline

3. Legislation & Statutory guidance

This policy is based on the Department for Education's (DfE's) statutory guidance [Keeping Children Safe in Education \(2026\)](#) and [Working Together to Safeguard Children \(2026\)](#). We comply with this guidance and the arrangements agreed and published by our 3 local **safeguarding partners** (linked above).

This policy is also based on the following legislation:

- Part 3 of the schedule to [The Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- The [Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B (11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The [Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#) (as amended by the Protection of Freedoms Act 2012 and The Crime and Policing Act 2026), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Human Rights Act 1998](#), which explains that being subjected to harassment, violence, and/or abuse, including that of a sexual nature, may breach any or all the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding protected characteristics (including age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, and sexual orientation).
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment, and victimisation.
- [Operation Encompass statutory guidance](#), which explains that the police must notify our school of any incidents involving domestic abuse
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the '2018 Childcare Disqualification Regulations') and Childcare Act 2006, which set out who is disqualified from working with children
- This policy also meets the requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)

4. Responsibilities, Training & Education

The Governance Team

- Wishford's governance team take overall responsibility for ensuring school leaders meet the independent school standards and fulfil their statutory responsibilities relating to safeguarding.
- Through termly (at least) visits (which include discussions with leaders, staff and pupils and scrutiny of records), governors ensure this policy, and other related policies, are implemented effectively so that the school remains compliant with all relevant statutory guidance.
- The governance team also ensures that the DSL has the appropriate status and authority within the school to carry out the duties of the post and the necessary time, funding, training, resources, and support to carry out the role effectively.

The DSL

- ***Although duties and responsibilities can be delegated to the DSL team, the DSL is ultimately responsible for all aspects of safeguarding.***
- The 'DSL team' (as listed in section 2) are all trained to DSL level so that any member of that team can deputise in the DSL's absence. Staff are informed whenever there is a planned period of unavailability for the DSL. Safeguarding posters throughout the school (as well as the 'important contacts' section of this policy) outline contact details both during and outside of normal operating hours. Members of the DSL team must refresh their DSL training **every two years**.
- The DSL team meet regularly to discuss concerns, plan interventions, share knowledge and prepare staff/pupil/parent training and education. Whenever necessary, these meetings/discussions will include the wider pastoral team, including class teachers, teaching assistants or SENDCO to ensure triangulated/evidence-based decisions are made. Records of these meetings and related safeguarding files are available for inspection on-site.
- The DSL must ensure they fulfil every aspect of the role outlined in [Annex B of KCSIE](#), including a detailed knowledge and understanding of local multi-agency working arrangements in line with paragraphs 132 to 139 of KCSIE and Chapters 1 to 3 of [Working Together to Safeguard Children \(2026\)](#).
- In addition, the DSL must ensure they oversee the effective management of safeguarding as outlined within [Part 2 of KCSIE](#). Aspects of Part 2 of KCSIE not covered by either other sections of this policy or by separate policies, but remain part of the DSLs' oversight include:
 - Legal duties relating to the [The Equality Act 2010](#) and [The Public Sector Equality Duty \(PSED\) \(KCSIE paragraphs 90 to 101\)](#).
 - Regulations relating to toilets, changing rooms, and showers ([KCSIE paragraphs 105 to 116](#)).
 - The use of the school site for non-school activities and alternative provision ([KCSIE paragraphs 206 to 213](#)).
- The DSL (with support from the Head and governors) regularly reviews safeguarding performance and culture to ensure their own knowledge, skills and experience and practice across the school is in line with statutory and local guidance and procedures. This helps identify areas for improvement and/or additional training.

Staff, Pupils & Parents

- ***Safeguarding is everyone's responsibility and we expect all members of our community to protect children and report any concerns.***

- All staff must read this policy and Part 1 of KCSIE on an annual (at least) basis, as directed by the DSL.
- All staff must attend/complete any safeguarding training scheduled by the DSL.
- All staff must know and follow the guidance and procedures set out in this policy (including responsibilities relating to online safety) and the guidance set out in Part 1 of KCSIE.
- All staff must know and follow the guidance and procedures set out in all other related policies (listed in the policy statement above) including the Staff Behaviour policy and the Acceptable Use & Mobile Phones policy
- The DSL must ensure that:
 - An annual training programme for staff covers all regulatory requirements (including Part 1 and paragraphs 153-157 of KCSIE); roles and responsibilities in relation to online monitoring and filtering; up to date contacts, procedures, and advice from local safeguarding partners; and information that keeps staff suitably informed about contextual risks and concerns.
 - The curriculum offers suitable, age-appropriate education for all pupils (paragraphs 158-163) on how to keep themselves safe, including online (see separate RSE/PSHE policy for a curriculum overview).
 - Parents are kept informed about the latest trends in safeguarding and online safety.

5. Recognising abuse and vulnerability

- The DSL team must maintain a thorough and up-to-date knowledge of the different indicators and forms of abuse and neglect outlined in [Part 1 \(paragraphs 19-56\) and Annex A of KCSIE](#). In particular, the DSL must continuously maintain accurate knowledge and records of any child suffering or suspected to be suffering from any form of abuse and/or neglect.
- The DSL must ensure that staff training (and, where appropriate, pupil education) adequately and contextually covers the knowledge and guidance within [Part 1 \(paragraphs 19-56\) and Annex A of KCSIE](#). Other guidance and resources (e.g. [Child abuse concerns: guide for practitioners - GOV.UK](#)), including within our training platform, [The Key](#), and the linked resources/websites at the end of [Annex A](#) in KCSIE, should be used as necessary to ensure staff have up to date and contextualised knowledge, including in relation to local multi-agency procedures. The DSL will regularly check/measure staff/pupil attitudes, knowledge and awareness and update training/the curriculum accordingly.
- The DSL team must maintain a thorough and up-to-date knowledge of the profile of the current pupil body and accurately identify and monitor any vulnerabilities which mean particular children are at greater risk from harm and/or subject to additional barriers for recognising abuse.
- The DSL must ensure all staff have a contextual and up to date understanding of vulnerabilities covered by [paragraphs 216 to 284 of KCSIE](#). In particular, the DSL must work closely with the SENCO whenever there are safeguarding concerns relating to children with diagnosed or emerging special educational needs and/or disabilities. All staff should be aware of the additional safeguarding challenges and barriers in relation to SEND, as outlined in [paragraph 249 of KCSIE](#).
- In addition to auditing and recording information at school level, it will be necessary for the DSL to risk assess contextual risks on an ongoing basis:
 - A Prevent risk assessment is a mandatory document which must be updated annually.
 - In addition to this, cohort or individual risk assessments/action plans will likely be necessary whenever a serious incident occurs, the likelihood of a particular form of abuse is raised and/or the level of vulnerability (cohort or individual) is raised. For example, there may be a need for an individual risk assessment/action plan for any child whose attendance levels are low and is in danger of becoming 'a child missing education' (see attendance policy, procedure and improvement plan for current guidance and any contextual concerns).

- The DSL is ultimately responsible for deciding when the threshold for a risk assessment/action plan has been reached but they should consult with the DSL team and governance team on such cases.

6. Child on Child Abuse

- All staff must recognise that children are capable of abusing other children (including online).
- We have a zero-tolerance approach to abuse. It should never be passed off as “banter,” “just having a laugh,” “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviour, misogyny, and an unsafe environment for children.
- We recognise that girls are more likely to be victims (and boys' perpetrators) of some forms of child-on-child abuse, however, we will take all concerns/reports relating to child-on-child abuse seriously.
- We recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.
- We recognise that a perpetrator of child-on-child abuse will need ongoing support and is potentially a victim of abuse. Measures to support both the victim and perpetrator of child-on-child abuse are outlined in our Anti-Bullying policy.
- The DSL will ensure all staff are sufficiently aware of the different forms of child-on-child abuse as listed in the [final bullet point of paragraph 193 of KCSIE](#) and as contextually relevant to the school.
- The DSL must maintain an up-to-date knowledge of [Part 5 of KCSIE](#) to ensure they can adequately respond to any allegations of child-on-child sexual harassment and sexual violence. Further guidance on preventing and responding to the making or sharing of nudes and semi-nudes can be found here: [How to respond effectively to the sharing of nudes and semi-nudes: guidance and procedure | The Key Leaders](#).
- We aim to minimise the risk of child-on-child abuse by:
 - Promoting a culture where unkind, derogatory, sexualised or inappropriate behaviour (including any misogynistic/misandrist attitudes) between peers is challenged.
 - Being vigilant to issues that particularly affect different genders - for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing-type violence with respect to boys.
 - Being alert to the prevalence of harmful online material and extreme misogynistic/misandrist ideologies, including misogynistic influencers, and recognise the impact this content could have on shaping pupils' attitudes.
 - Ensuring systems for children to report abuse (as outlined in appendix 1) are well promoted, easily understood and easily accessible, so that children know they can confidently report any abuse and that their concerns will be treated seriously.
 - Being aware that victims of abuse may not choose to disclose their abuse (or be vulnerable/have barriers to disclosure) and so remaining alert to signs, symptoms, and behaviours as well as conversations between children that staff might overhear.
 - Being aware that social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s), and friends from either side.
 - Educating children and promoting respectful relationships via our RSE/PSHE curriculum ([see curriculum overview](#)) including coverage of Online Safety and Anti-bullying, a programme of assemblies/guest speakers and our approach to Behaviour and Anti-bullying (see separate policies).
 - Ensuring effective monitoring and filtering is in place (see Online Safety section below).

- Maintaining a programme of regular parental communication/education to promote the early identification/reporting of any parental concerns relating to bullying/child-on-child abuse.
- Maintaining an accurate picture of emerging concerns by:
 - Regular individual and cohort feedback to promote 'pupil voice'
 - A regular review of risk assessments and risky areas
 - A regular review of incidents and accidents to assess whether any locations/activities on site need better management/supervision
 - A regular review of behaviour and bullying logs
 - A detailed review of any bullying or child-on-child abuse incidents so that lessons can be learned, any environmental/systemic problems identified, and actions taken.
- The reporting and recording of child-on-child abuse is covered in appendix 1 of this policy

7. Online Safety

- It is essential that children are safeguarded from potentially harmful and inappropriate online material. We aim to develop a whole school approach to online safety, protecting and educating all stakeholders in their safe use of technology and establishing mechanisms to identify, intervene in, and escalate any concerns where appropriate.
- The breadth of issues classified within online safety is considerable and ever evolving. The DSL must ensure that staff training (regular and at least annually), pupil education and parental communication adequately covers the most up to date risks in relation to the four areas outlined in [paragraph 165 of KCSIE](#), namely, content, contact, conduct and commerce (additional links to further guidance/resources are available within [paragraphs 165 and 166 of KCSIE](#), including in relation to risks posed by AI).
- The DSL team will ensure guidance embedded within paragraphs 171 and 172 is being followed whenever remote education is necessary (individual, cohort, or whole school)
- This section should be read alongside the Staff Behaviour policy and the Acceptable Use & Mobile Phones policy (applicable to children, staff, and visitors).
- All staff need to be aware of their responsibilities in relation to acceptable use and online behaviour as well as their duties in relation to the school's filtering and monitoring systems and the delivery of online safety education to the children.
- The filtering and monitoring system used across the school network meets the [filtering and monitoring standards](#). The efficacy of the system is supported via the following measures:
 - The DSL team regularly monitors any alerts/notifications flagged on the system's dashboard
 - The DSL team discuss any patterns and trends that emerge and act, whenever necessary
 - The DSL and governance team are all alerted directly whenever the system identifies a serious concern
 - The ability for the IT team to manually remove, add or reclassify websites. This can be done in a direct and timely manner via the IT helpdesk email
- Clear guidance on the use of mobile devices, mobile networks, and VPNs within the Acceptable Use & Mobile Phones policy.
 - All specific VPNs reported to the IT team are blocked (whenever possible)
 - The ability to monitor 1 to 1/school owned devices both on and off site
 - The DSL carries out termly testing of the filtering and monitoring system and an annual online safety review to ensure there are no hidden/emerging risks/vulnerabilities.
- Wishford's governance team oversees termly reviews of the performance of the school's filtering and monitoring systems and the response to any online safety concerns/incidents. The governance team also supports curriculum review to ensure statutory aspects of online safety education are being covered.

8. Managing concerns and allegations

- In line with [paragraph 121 of KCSIE](#), we aim for safeguarding reporting systems to be well promoted, transparent, clear, easily accessible, and easy to understand for staff, pupils, and parents. As a result, barriers to disclosure are systematically removed and any individual can confidently report any form of abuse or neglect, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
- We are aware of our statutory responsibility (in line with [paragraphs 133 to 139 of KCSIE](#)) to work closely with our safeguarding partners and other local agencies as listed in the 'important contacts' section of this policy, which includes links to local criteria for action and the local protocol for assessment.
- In addition to the availability of this policy on the school's website; posters, newsletters, lessons, and assemblies ensure reporting systems maintain a high profile across our community. Staff record all concerns on CPOMs and allocate to a specific member of staff for action. Actions and outcomes are then recorded. The DSL team monitor all entries and amend, take further action as necessary.
- We recognise the importance of ensuring children feel safe and comfortable to come forward and report any concerns and/or allegations, knowing they will be taken seriously. We aim to systemically remove barriers to disclosure by ensuring children have multiple channels to report concerns. Children are encouraged to speak to class teachers or to use class-specific reporting systems such as journals, post boxes or TEAMS reflections. Children also have access to the worry bunny, which exists as a physical postbox and an online form. Both are monitored by the DSL.
- All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. This will also help if/when responding to any complaints about the way a case has been handled by the school. Information should be kept confidential and stored securely (in line with our data policy). The DSL will ensure necessary safeguarding information is shared with safeguarding partners and future schools/educational establishments as requested/appropriate.
- More information about making complaints about staff conduct and/or the handling of safeguarding can be found in our Staff Behaviour policy and in appendix 1 below.

Appendix 1: Reporting & Recording Procedures

The following table offers practical guidance on the procedures for anyone to report a concern. **Please note, whenever the DSL is unavailable, please do not delay action and speak to a DDSL instead.**

Type of abuse/concern	Reporting & Recording Procedures
If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)	- Initially, write a report on CPOMs or, if CPOMS is unavailable, directly, via email, to the DSL. - Continue to update your concerns on CPOMS if the situation does not improve and speak to the DSL. Do not investigate the matter yourself. - The DSL will monitor all concerns and advise when further action, including an external referral, might be necessary. Know that you can make your own external referral or contact the Wishford governance team if you feel your concerns are not being taken seriously (see contacts page). - If a referral is made, the local authority should decide on the course of action within one working day. The DSL should follow up if this is not the case. - If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves. - If the DSL does not refer the concern externally, it must be internally monitored. Interventions/support will be logged and reviewed, and the case can be referred externally at any point should the situation not improve, including an early help assessment. - The child's best interest must always come first at all stages. Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide. - You can also seek advice at any time from the NSPCC helpline (see contacts page)
A child discloses a safeguarding concern/form of abuse (about themselves or another child)	- If a child discloses a safeguarding issue to you, you should: - Listen to and believe them. - Allow them time to talk freely and do not ask leading questions - Stay calm and do not show that you are shocked or upset - Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner - Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret - Write up your conversation as soon as possible in the child's own words on CPOMs or, if CPOMS is unavailable, written on a yellow form (available in the office, Nursery and Computer Room) and hand personally to the DSL. Stick to the facts, and do not put your own judgement on it - Speak to the DSL (or DDSL if the DSL is unavailable) or refer externally if there is reason to do so (see further guidance below) - Bear in mind that some children may: - Not feel ready, or know how to tell someone that they are being abused, exploited, or neglected - Not recognise their experiences as harmful - Feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability, sexual orientation, and/or language barriers - DO NOT lead a child who only partially discloses a concern. Allow them to disclose as much as they choose and then follow the same reporting procedure as a full disclosure. Do not investigate the matter yourself.

A child is in immediate danger or is suffering/likely to suffer harm	• Make a referral to local authority children’s social care and/or the police immediately (see contact sheet in section 2). Anyone can make a referral. • Tell the DSL as soon as possible if you make a referral directly. If the DSL makes the referral, ensure this has been done. • Write up a report on CPOMs or, if CPOMS is unavailable, directly, via email, to the DSL. • Do not investigate the matter yourself.
A child has suffered/is likely to suffer Female Genital Mutilation (FGM)	• Call the police (999). Since 2015 teaching staff have a statutory duty to personally report disclosed/reported cases of FGM directly to the police. You can also contact the NSPCC FGM Helpline at 0800 028 3550 for expert advice. • Tell the DSL as soon as possible after your call to the police. Write up a report on CPOMs or, if CPOMS is unavailable, directly, via email, to the DSL. • Do not investigate the matter yourself. • N.B. Early Years staff may discover FGM during appropriate intimate care, however, under no circumstances should a member of staff physically examine a child. Anyone with concerns relating to FGM (i.e. no explicit evidence/disclosure that it has/will occur) must report their concerns directly to the DSL immediately and write up a report on CPOMs or, if CPOMS is unavailable, directly, via email, to the DSL.
If you have concerns about extremism (but the child is not suffering or likely to suffer from harm, or is in immediate danger)	• Speak to the DSL and write a report on CPOMs or, if CPOMS is unavailable, directly, via email, to the DSL. • Do not investigate the matter yourself. • Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include the police or Channel via the KCC Reporting page (See contacts). • The DfE also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations. • In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321
A child has suffered/is likely to suffer child-on-child abuse	• Speak to the DSL and write a report on CPOMs or, if CPOMS is unavailable, directly, via email, to the DSL. Disclosures not reported on CPOMs must be recorded on a Yellow Form (available in the Office, Nursery and Computer Room) • Do not investigate the matter yourself. • The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence. • The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s). • The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate. • If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation. • The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action. • Disciplinary action can be taken while other investigations are going on, such as by the police. The fact that another body is investigating or has investigated an incident doesn’t (in itself) prevent our school from coming to its own

	conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, considering whether: ○ Taking action would prejudice an investigation and/or subsequent prosecution - we will liaise with the police and/or local authority children's social care to determine this ○ There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing
If you have a concern about mental health	• If you feel that a child is in danger, call 999 or arrange for the child to be taken to A&E immediately by their parent or other suitable person. • If the child needs help urgently for their mental health, but it's not an emergency, staff can get help from NHS 111 online or call 111 and select the mental health option. • If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action. • Be vigilant about changes in children that may indicate an underlying issue.
Concerns about a staff member, supply teacher, volunteer, or contractor	• Speak to the Headteacher • Do not investigate the matter yourself. • Speak to Wishford governance if your concern is about the Headteacher (or there is a conflict of interest in reporting a concern to the Headteacher) • Speak directly to the <u>LADO</u> if your concern is about a member of Wishford's governance team (or if you feel a concern about a member of staff is not being taken seriously). • Inform the LADO and the Headteacher if you have concerns around a member of staff working for any other organisation (e.g. a company using the school site). • Low level concerns of any nature should be reported to the Head in person or via email. • Please refer to the Staff Behaviour policy for further guidance on acceptable conduct.
Concerns about the handling of Safeguarding	• Contact the Wishford governance team • NSPCC whistleblowing advice line: 0800 0280285/help@nspcc.org.uk. • National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH. • Ofsted Complaints procedure • General guidance on whistleblowing can be found via: Whistleblowing for employees.