NOTRE DAME
PREP SCHOOL

Child protection and safeguarding policy and procedures

CONTACTS

IF A CHILD IS IN IMMEDIATE DANGER CALL:	999	
Designated Safeguarding Lead: (DSL)	Mrs Kim Laudan klaudan@notredameprepschool.co.uk	01603 625593
Designated Safeguarding Lead (EYFS)	Mrs Kim Laudan klaudan@notredameprepschool.co.uk	01603 625593
Deputy Safeguarding Lead: (DDSL)	Mrs Faith Bradbury fbradbury@notredameprepschool.co.uk	01603 625593
Senior Mental Health Lead:	Mrs Louise Campbell lcampbell@notredameprepschool.co.uk	01603 625593
Chair of Governors:	Mr Kevin Long chair@notredameprepschool.co.uk	01603 625593
Deputy Chair of Governors	Jo Graham jfgraham@notredameprepschool.co.uk	01603 625593
CADS: (Children's Advice and Duty Service)	0344 800 8020	
MASH: Multi Agency Safeguarding Hub	01603 762445 mash@norfolk.gcsx.gov.uk	
Duty Police Sergeant:	01603 276151 mashsupervisors@norfolk.pnn.police.uk	
LADO Team:	01603 307797 (ask for Duty Adviser)	
Counter Extremism Reporting:	020 7340 7264 counter.extremism@education.gov.uk	
NSPCC Helpline:	0808 800 5000	
Operation Encompass Helpline:	0204 5139 990	

National Domestic Abuse Helpline: 0808 2000 247

Please see Appendix 6 for DSL and DDSL Job Descriptions

Contents

1. Aims 4
2. Legislation and statutory guidance 4
3. Definitions 5
4. Equality statement 6
5. Roles and responsibilities 7
6. Confidentiality 10
7. Recognising abuse and taking action 9
8. Notifying parents 21
9. Pupils with special educational needs and disabilities 21
10. Online safety including Mobile phones and cameras 21
11. Complaints and concerns about school safeguarding policies 22
12. Record-keeping 22
13. Training 23
14. Use of school premises for non-school activities 24
15. Monitoring arrangements 24
16. Links with other policies 25
Appendix 1: types of abuse 26
Appendix 2: safer recruitment and DBS checks – policy and procedures 35
Appendix 3: allegations of abuse made against staff 38
Appendix 4: specific safeguarding issues 44
Appendix 5: Norfolk arrangements for safeguarding (3 partners and CADS) 52
Appendix 6: DSL and DDSL Job Descriptions 55

1. Aims

Notre Dame Prep Preparatory School fully recognises its responsibilities for safeguarding pupils from risk of/or actual abuse, and understands that safeguarding incidents could happen anywhere. The School ensures that staff are aware that possible concerns could be raised in this school and that they feel confident in knowing what to do if they have a concern about any aspect safeguarding, including radicalisation. We recognise that safeguarding is everyone's responsibility. All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members must always act in the best interests of the child. The school ensures that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues
- Pupils are taught about how to keep themselves and their peers safe
- Pupils are taught in class about resilience against radicalisation and online safety

Where there is a safeguarding concern, the child's wishes and feelings are taken into account when determining what action to take and what services to provide. The systems we have in place are well promoted (such as our Wellbeing board and Safeguarding posters), easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously. All staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and they may not recognise their experience as harmful.

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance of 'Keeping Children Safe in Education' DfE (2026) and Working Together to Safeguard Children (2026), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our local safeguarding partners (Clinical Commissioning Team, Local Authority and Chief of Police.)

This policy is also based on the following legislation and guidance:

- Filtering and Monitoring: Meeting digital and technology standards in schools and colleges https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges
- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on independent schools to safeguard and promote the welfare of pupils at the school
- Relationships Education, Relationships and Sex Education(RSE) and Health Education
- 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 Information on when and how to make a report can be found at:

https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

- 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, 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 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
- Child sexual exploitation: guide for practitioners DFE (2017)
- Mental Health and Behaviour in Schools DfE (2018)
- Data protection: toolkit for schools DfE (2023)
- https://www.legislation.gov.uk/ukpga/1998/42/contents Human Rights Act 1998
- https://www.legislation.gov.uk/ukpga/2010/15/contents Equality Act 2010
- Public Sector Equality Duty
- Keeping children safe in out of school settings: (April 2022) https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice/keeping-children-safe-during-community-activities-after-school-clubs-and-tuition-non-statutory-guidance-for-providers-running-out-of-school-settings

This policy also meets the requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

3. Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. This can include the impact of witnessing ill treatment of others including where

children see, hear or experience the effects of all forms of domestic abuse. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Sexting: The making or sharing of nudes or semi-nudes is the sharing of sexual imagery (photos or videos) by children now referred to as consensual and non-consensual sharing of nudes and semi-nude images and/or videos.

Children includes everyone under the age of 18.

The following **3 safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (Norfolk)
- The clinical commissioning group for an area within the LA (NHS Norwich CCG)
- Norfolk's Chief Constable

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with the statutory guidance Working Together to Safeguard Children (2026) and the Norfolk Multi Agency Safeguarding Partnership arrangements.

4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 9)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers, student teachers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities. We have a whole school approach to safeguarding and promote an inclusive, anti-discriminatory culture as part of their safeguarding responsibilities.

5.1 All staff

All staff will read and understand Part one of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff behaviour policy/code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputy, the behaviour policy, and the safeguarding response to children who go missing from education
- The early help process, their role in it and the belief that any child may benefit from early help including from universal services and community-based early help or the targeted early help level of family help, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment. Guidance for requesting support for universal, community based early help and Family Help can be found here.
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals. Staff should understand the importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe. Children should never be given the impression that they are creating a problem or feel ashamed by reporting abuse.
- The indicators of different types of abuse exploitation and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), sexual violence and sexual harassment between children, FGM and radicalisation.
- The indicators that may signal that children are at risk from, or are involved with serious violent crime. These may include increased, unexplainable, and/or persistent absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs or assault or unexplained injuries or gifts.
- All staff should recognise racism, faith-based prejudice and other discrimination as harm in its own right.
- An awareness of safeguarding issues that often overlap and can put children at risk of harm including:
    - Drug taking / alcohol misuse
    - Unexplainable and/or persistent absences from education
    - Serious violence, criminal exploitation, radicalisation and

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

- An understanding of the expectations and responsibilities in relation to filtering and monitoring by:
  - Providing effective supervision
  - Taking steps to maintain awareness of how school devices are being used by pupils
  - Reporting any concerns to the DSL

Section 13 and appendix 4 of this policy outline in more detail how staff are supported to do this.

5.2 The designated safeguarding lead (DSL)

The DSL is a member of the senior Management team. Our DSL is Mrs Kim Laudan, Deputy Head. The DSL takes lead responsibility for child protection and wider safeguarding in both the EYFS and main school. Mrs Louise Campbell acts as the Mental Health Lead. The DSL will carry out their role in accordance with the responsibilities outlined in Annex C of *'Keeping Children Safe in Education'*.

When the school is both in session, and during out of hours/out of term activities the DSL will be available in person, and/or by email and telephone during school hours for staff to discuss any safeguarding concerns.

When the DSL is absent, the deputy, (DDSL), Mrs Faith Bradbury will act as cover.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel Panel, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
- Take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).

The DSL will also keep the DDSL informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

Relevant information sharing is vital. The DSL will ensure that when a child leaves our school, (including in year transfers) contact will be made with the DSL at the new school and that the child protection file is forwarded to the receiving school. This will be within 5 days for an in-year transfer or within the first 5 days of the start of a new term. We recognise that not providing information as per the timescales can impact on the child's safety, welfare and educational outcomes. Staff should understand that safeguarding children at risk is process that allows, where appropriate, NDPS to share special category personal data without the need for consent.

We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. The DSL will use the information that they hold about children with a social worker to make decisions in the best interests of the child's safety, welfare and help promote educational outcomes. The DSL will ensure that staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort,

supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

The full responsibilities of the DSL and deputy DSL are set out in their job description.

5.3 The governing board

The governing board will ensure they facilitate a whole school approach to safeguarding by ensuring safeguarding and child protection are at the forefront and underpin all aspects of school life. All school systems, processes and policies will operate with the best interests of the child at heart. The governing board will approve this policy at each review, ensure it complies with the law and hold the DSL / Head to account for its implementation.

The governing board will appoint a senior board level (or equivalent) lead to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL. The school's named governor with responsibility for safeguarding is Gill Holland.

All governors will receive appropriate safeguarding training including online at induction that will equip them with the knowledge to provide strategic challenge to assure themselves that the safeguarding policies and procedures in place at school are effective and support the delivery of a robust whole school approach to safeguarding. Governors will receive updates to this training regularly and will be aware that the school has appropriate and regularly monitored filters and monitoring systems in place to ensure a safe environment.

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the Head, where appropriate (see appendix 3).

All governors will read the current Keeping Children Safe in Education in its entirety and sign to confirm that the document has been read and understood.

Section 13 has information on how governors are supported to fulfil their role.

5.4 The Head Teacher

The Head Teacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff), volunteers and student teachers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person

6. Confidentiality

The school's approach to confidentiality and data protection is explained in separate Data Protection and Whistleblowing Policies. By way of precis, the school considers the following to be of paramount importance:

- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- Timely information sharing is essential to effective safeguarding
- The Data Protection Act (DPA) and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- The DPA and UK GDPR places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information held safe and secure.
- If staff need to share 'special category personal data', the DPA contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- A pupils' personal data should not be provided in response to a subject access request where the 'serious harm' test under data protection legislation is met.
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)
- Confidentiality is also addressed in this policy with respect to record-keeping in section 12, and allegations of abuse against staff in appendix 3

7. Recognising abuse and taking action

Staff, volunteers, student teachers and governors must follow the procedures set out below in the event of a safeguarding issue.

- School will not investigate allegations about adults/professionals without first consulting the LADO.
- ALL allegations about staff members including supply staff, trainee teachers, volunteers and contractors must be reported to the Head or the Chair of Governors in the absence of the Head.
- Any allegations including those deemed 'low level' about the Head must be made to the Chair of Governors or in his absence the Deputy Chair of Governors – WITHOUT THE KNOWLEDGE OF THE HEAD.
- If an allegation is made against a governor, the Chair must be informed or the Deputy Chair in his absence. Should an allegation be substantiated, the Chair and or Deputy Chair will remove the governor from the board with immediate effect.

- In cases where serious harm is suspected or feared, the POLICE must be informed from the outset.

Please note – in this and subsequent sections, the reader should take any references to the DSL to mean "the DSL (or deputy DSL)".

Pupils are afforded many opportunities to voice concerns although the school understands that lessons and class times are not likely times for disclosures. The DSLs, class teachers and teaching assistants are always available for private discussion and the school also recognises that ancillary staff play a crucial role in the welfare and reporting process. Posters are displayed throughout the school naming DSL's and highlighting who pupils can talk to. ALL MEMBERS OF STAFF ARE ACTIVELY LOOKING FOR SIGNS OF VULNERABILITY AND CHANGES TO A CHILD'S PRESENTATION AT ALL TIMES.

7.1 If a child is suffering or likely to suffer from harm, or in immediate danger

Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral.**

Tell the DSL (see section 5.2) as soon as possible if you make a referral directly. The school has Welfare Concerns Forms which should be completed as a matter of urgency. **Completion of these forms should not delay speaking to the DSL in person.**

The following link to the GOV.UK webpage for reporting child abuse to your local council may also be useful:

https://www.gov.uk/report-child-abuse-to-local-council

7.2 If a child makes a disclosure to you

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. Stick to the facts, and do not put your own judgement on it. Full names of children should be used to ensure correct identification now and in the future.
- Sign and date the write-up (Welfare Concern Form) and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so

7.3 If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have good reason not to, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

SEE 'CADS' AND DUTY SERGEANT CONTACTS ABOVE

7.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

Figure 1 on page 13 illustrates the procedure to follow if you have any concerns about a child's welfare. Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

Early help

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Staff can look at the Norfolk Continuum of Needs Guidance for further advice.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

The local authority will decide within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

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.

Locally (Norfolk), referring a concern AGAIN will escalate the response. The DSL will formalise concerns with the Local Safeguarding Board should concerns not be escalated.

7.5 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from Norfolk children's services. Make this referral to local authority children's social care directly, if appropriate (see 'Referral' above).

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 Channel, the government's programme for identifying and supporting individuals who are identified as being susceptible of being drawn into terrorism, or the local authority children's services team.

The Department for Education 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.

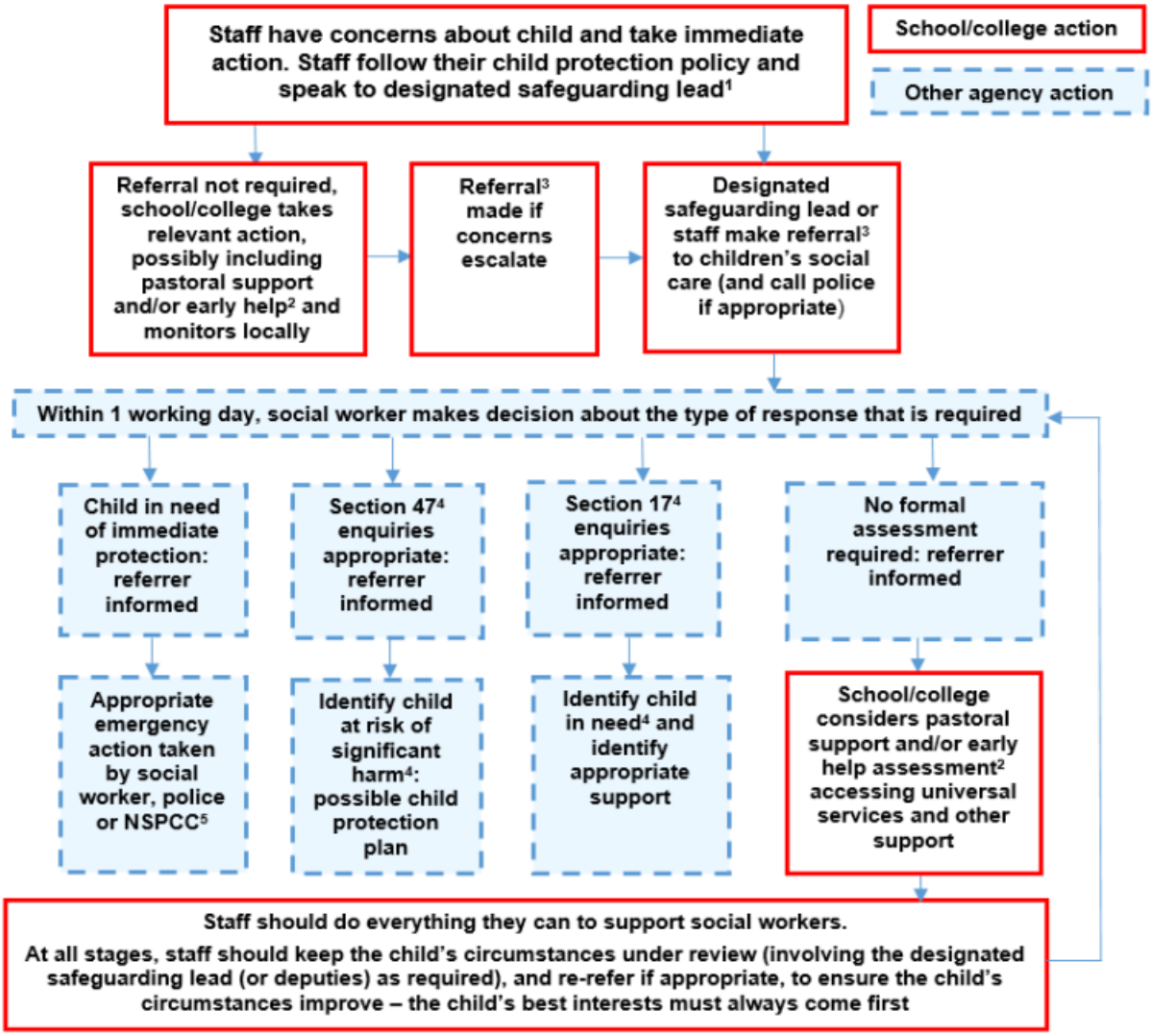
In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note – if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)

Figure 1: Flowchart setting out the actions taken where there are concerns about a child



7.6 Concerns about a staff member or volunteer

If you have concerns about a member of staff, trainee teacher, volunteer or contractor or an allegation is made about a member of staff trainee teacher, volunteer or contractor, posing a risk of harm to children, speak to the Head. If the concerns/allegations are about the Head, speak to the chair of governors.

The Head chair of governors will then report to the LA's safeguarding partnership following follow the procedures set out in appendix 3.

7.7 Allegations of abuse made against other pupils: Child-on-child abuse (including harassment and violence)

We recognise that children are capable of abusing their peers. All staff should be aware that child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator. It can happen both inside and outside of school and online. As well as knowing how to respond to concerns, all staff should know that child-on-child abuse is preventable. As well as knowing how to recognise behaviours and indicators of risk early, staff should know that timely support can be key to preventing children from going on to commit abuse or violence. Indicators can include, but are not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);

- discriminatory behaviour including racism, faith-targeted abuse and other prejudice base incidents.
- abuse in intimate personal relationships between children;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- serious physical assault or the threat of harm with a weapon;
- sexual violence and sexual harassment;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- up skirting and initiation/hazing type violence and rituals.

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

All staff should be aware that children can abuse other children (often referred to a child-on-child abuse). **Abuse is abuse** and will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We recognise that racism and faith-targeted abuse can significantly affect a child's wellbeing and sense of safety. Sexual violence or harassment can occur between two children of **any age and sex**. We understand that abuse can occur in intimate personal relationships between peers; and that consensual and non-consensual making or sharing of nudes or semi-nudes is a form of child-on-child abuse. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can take different forms including sexual violence, sexual harassment, physical abuse, consensual and non-consensual sharing of nudes and semi-nude images, up skirting or types of initiation or hazing activities. Further guidance can be found in Part 5 of KCSIE (2026). Educating staff about the importance of being vigilant for child-on-child abuse forms part of our regular safeguarding training.

Staff should be aware of the importance of:

• challenging inappropriate behaviours;

• making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;

• not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and,

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

All staff should follow our safeguarding procedures for reporting a concern if they are worried about child-on-child abuse. Any concerns should be reported to the DSL or DDSL in her absence. Concerns will be investigated and reviewed in line with our regular safeguarding procedures. The DSL will respond to any concerns related to child-on-child abuse in line with guidance outlined in Part five of '*Keeping Children Safe in Education*' (2026) and 'Sexual violence and sexual harassment between children in schools and colleges'. We will ensure that all concerns, discussions and decisions reached are clearly recorded and any identified actions are followed up.

We understand, that even if there are no reports in our setting it does not mean it is not happening, it may be the case that it is just not being reported. We recognise that pupils may not find it easy to tell staff about their abuse and can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report, and this may come from a friend or a conversation that is overheard. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm. Staff must never dismiss concerns relating to child-on-child abuse; it must never be tolerated or dismissed. Doing this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys' perpetrators). We recognise that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk. However, all peer-on-peer abuse is unacceptable and will be taken very seriously indeed.

Sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can occur online and offline (both physically and verbally) and can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment are likely to the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

Sexual violence refers to sexual violence offences under the Sexual Offences Act 2003:

Rape

Assault by Penetration

Sexual Assault

Causing someone to engage in sexual activity without consent

Consent

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Understanding consent forms part of our PSHRE curriculum with children developing an understanding of the importance of gaining consent in all areas throughout the school.

Sexual harassment

Sexual harassment can be defined as 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment and can include:

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

• sexual "jokes" or taunting;

• physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and

• online sexual harassment which may include consensual and non-consensual making or sharing of nudes or semi-nudes images and/or videos.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, sexually inappropriate pictures or videos (including sexting) or upskirting (which typically involves taking a picture under a person's clothing without them knowing)

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's services 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
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

Any victims will be reassured that they are being taken seriously and that they will be supported and kept safe regardless of how long it takes a victim to come forward. A victim should not be made to feel ashamed for making a report or ever given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Victims will be supported to understand the law is in place to protect them.

We will minimise the risk of child-on-child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Marking Anti-Bullying week and proactively raising with children the importance of raising concerns
- 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
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring our curriculum provides activities and opportunities for children to develop the skills they need to identify risks and stay safe. It will include covering relevant issues through Relationship Education, Relationships and Sex Education and Health Education. Discussions about sensitive topics in RSHE can lead to increased safeguarding reports. All staff should follow the school's Safeguarding procedures if they have concerns that a pupil is being

neglected or abused, including those who have seen, heard or experienced the effects of domestic abuse. Further information can be found in the DfE document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'. Our curriculum will be extended to include material that will encourage our children to develop essential life skills. Teaching pupils about how to stay safe and behave online, including identifying risks and how and when to seek support is crucial. Further information can be found in the DfE guidance 'Teaching online safety in school.'

- Ensuring pupils know they can talk to staff confidentially as a result of daily form teacher sessions, the PSHE and SMSC curriculum and regular assemblies
- Ensuring staff understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

Where appropriate, the school will inform ISI of the allegation and actions taken, within the necessary timescale (see appendix 3 for more detail).

7.8 Sexting: The making or sharing of nudes or semi-nude images and or videos

'Sexting' is one of a number of 'risk-taking' behaviours associated with the use of digital devices, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated.

Notre Dame Prep School takes a pro-active approach in its ICT and Enrichment programs to help pupils understand, assess, manage and avoid the risks associated with 'online activity'. The school recognises its duty of care to its young people who do find themselves involved in such activity as well as its responsibility to report such behaviours where legal or safeguarding boundaries are crossed.

There are a number of definitions of 'sexting' but for the purposes of this policy sexting is simply defined as:

The making or sharing of nudes or semi-nude images and or videos by children under the age of 18, or of children under the age of 18 that are of a sexual nature or are indecent. These images are shared between young people and/or adults via a mobile phone, handheld device, computer, 'tablet' or website with people they may not even know.

Your responsibilities when responding to an incident

If you are made aware of an incident involving sexting you must report it to the DSL immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and LADO if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, the DSL will telephone 101.

Recording incidents

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 12 of this policy also apply to recording incidents of sexting.

Curriculum coverage

Pupils are taught about the issues surrounding sexting as part of our PSHRE education and ICT tuition. Teaching covers the following in relation to sexting:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on sexting is also shared with senior pupils so they are aware of the processes the school will follow in the event of an incident.

7.9 The use of 'reasonable force'

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such a breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is ~~needed~~ necessary for the least amount of time'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

The decision on whether or not to use reasonable force is down to the professional judgement of the staff concerned within the context of the law and should depend on individual circumstances. Advice on how to make this assessment is provided in the Restrictive Interventions, including use of reasonable force in school's guidance.

When using reasonable force in response to risks presented by incidents involving children with SEND, mental health problems or medical conditions, schools should recognise the additional vulnerability of these groups. Where appropriate individual behaviour plans may be drawn up for vulnerable children in agreement with parents. Further information can be found in the guidance Reducing the need for restrain and restrictive intervention.

7.10 Children requiring mental health support

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Our Head will act as

the named Mental Health Lead at school. Staff should refer any concerns they have regarding a child's wellbeing to the DSL.

Support and advice to help staff identify children in need of extra mental health support can be found here with additional guidance and resources here along with the NHS Every Mind Matters website and Hub of Hope.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

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

A child being lesbian, gay or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases a child who is perceived by other children to be lesbian, gay or bisexual (whether they are or not) can be just as vulnerable as children who are. It is not for the school to initiate any action in this area. The school will support any children questioning gender by taking a cautious approach and considering their individual needs in partnership with the child's parents. It is recommended that when parents are supporting pre-pubertal children they should be encouraged to seek clinical help and advice.

8. Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's services team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

9. Pupils with special educational needs and disabilities

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges both online and offline. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEND and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers
- The need for intimate care or that these children are isolated from others
- That these children are more likely to be dependent on adults for care

- That these children may have issues with cognitive understanding such as the difference between fact and fiction

Our Sensory Room is available for all pupils throughout the school that may require additional support during the school day.

10. Online safety

10.1 Online safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material. The importance of online safety is a running and interrelated theme throughout our curriculum and policies. We have a whole school approach to online safety through lessons, 'Internet Safety Day' activities and information home, all designed to protect and educate pupils and staff in their use of technology. The school has regular contact with parents reinforcing the importance of children being safe online. Parents are kept up to date with curriculum content. Advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support can be found:

https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes

Filtering and Monitoring

As a school we ensure that we have an appropriate and effective filtering and monitoring systems in place. An annual review of the effectiveness of the schools filtering and monitoring systems is carried out at least annually in line with KCSIE 2026 by the SMT supported by Net Central. All staff understand the importance of monitoring children whilst they use school IT equipment and that they must report any concerns to the DSL.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

•content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism, misinformation, disinformation (including fake news) and conspiracy theories.

•contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

•conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and

•commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

10.2 Mobile phones and cameras including all electronic devices with imaging and sharing capabilities – whole school and EYFS Department

The school is a mobile phone-free environment for all pupils. There may be exceptional circumstances that allow a pupil to bring a mobile phone to school, such as in the case of split families. These cases will be by the agreement of the Head, or DSL. In these cases, the mobile phone will remain in the school office for the duration of the school day and will be collected by the collecting adult at the end of the day. In the case of a pupil with a medical condition that is monitored using a phone app, access will be allowed to their phone in line with their individual

Health Care Plan. This will be decided on a case by case basis. Staff are allowed to bring their personal phones or other electronic devices with imaging and sharing capabilities to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones and other electronic devices as detailed above will remain in their bags or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones, cameras or other electronic devices with imaging and sharing capabilities without the express authority of the DSL.

We will follow the General Data Protection Regulation and Data Protection Act when taking and storing photos and recordings for use in the school.

Notre Dame Prep School has separate policies for Data Protection, the Taking and Storage of Photographs and Mobile Phone use and Early Years Foundation Stage.

11. Complaints and concerns about school safeguarding policies

11.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

11.2 Other complaints

Notre Dame Prep School has a separate Complaints Policy

11.3 Whistle-blowing

Notre Dame Prep School has a separate Whistle Blowing Policy

12. Record-keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded securely and within 5 days of moving, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

At Notre Dame Prep School:

- Records are both handwritten and electronic
- Non-sensitive records may be held on the school's MIS

- All sensitive records are locked in the SMT office and are only accessible by the Head and the DSLs
- Electronic transfer of sensitive material is protected by end-to-end encryption
- Safeguarding records are held until the child reaches 25 year of age or indefinitely in some cases (see data retention and storage policy)
- Data Protection considerations will not hinder the transfer of information between multi-agency professionals in accordance Norfolk LCSB protocols

In addition:

- Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
- Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff

13. Training

13.1 All staff

- All members of staff and volunteers in regulated activity have regular child protection training including E-safety and how to recognise signs of abuse. Training updates are delivered by the DSL at the beginning of every term and delivered by Local Authority Safeguarding Lead periodically. Training will include how to manage a disclosure from a child (including reassuring victims that they are being taken seriously and that they will be supported and kept safe) and how to record concerns following the school's procedures.
- Induction training for new staff, temporary staff, trainee teachers and volunteers includes the Safeguarding Policy, The Staff Code of Conduct Staff Behaviour Policy, The Whistle-Blowing Policy, The Pupil Behaviour Policy and the E-safety Online Safety Policy.
- All staff understand how to respond to Children Missing in Education and the roles of the DSL and DDSL.
- All staff in direct activity with children are expected to read and understand Part 1 of Keeping Children Safe in Education (2026) AND fully understand their responsibilities to safeguarding as outlined in the Staff Code of Conduct.
- All staff are trained to manage a report of child-on-child sexual violence and/or sexual violence.
- Teaching staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. This forms part of safeguarding training for all staff.

13.2 The DSL and Deputy DSL

The DSL and DDSL will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

The DSLs will be 'Prevent trained' and Safer Recruitment training and all DSLs and DDSL will have in date Multi-Agency training. One DSL will have Early Help/FSP training provided by the LA.

13.3 Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the head, they receive training in managing allegations for this purpose.

13.4 Recruitment – interview panels

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

13.5 Staff who have contact with pupils and families

All staff who have contact with children and families will have opportunities for discussions with SMT and/or DSL which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

14. Use of premises for non-school activities

Where we hire or rent out our facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) we ensure that appropriate arrangements are in place to keep children safe.

We will seek assurances that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed) and that there are arrangements in place for the provider to liaise with the school where appropriate. Safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. If an allegation relating to an incident that happened when the school premises are used by either an individual or organisation for the purpose of running activities for children, the school would follow its safeguarding policy, including informing the LADO. The guidance on Keeping children safe in out-of-school settings details the safeguarding arrangements that schools and colleges should expect these providers to have in place. https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice

15. Monitoring arrangements

This policy will be reviewed **annually** by the Lead DSL. At every review, it will be approved by the full governing board.

Covid-19

The school has a robust Risk Assessment in place relating to Covid-19. This Risk Assessment is regularly reviewed and shared with all staff and ensures that safeguarding procedures continue to be followed and are not compromised. Full details can be found in Appendix 7 of this policy.

16. Links with other policies

This policy links to the following policies and procedures:

- Pupil Behaviour & Management
- Staff Behaviour
- Complaints
- Health and Safety
- Attendance, Supervision & Absence
- E-Safety
- Equal Opportunities
- Sex Education
- Medication & First aid
- Curriculum
- Privacy & Protection of Data
- Data Retention & Storage
- Missing Child Policy
- Mobile Phones and Social Media Policy
- Early Years Foundation Stage Policy
- Safer Recruitment Policy
- Staff Induction Policy & Checklists
- Covid-19 Risk Assessment

This policy is actively reviewed annually by the Governing Body, including procedures and their implementation.

Policy Reviewed September 2026 by Louise Campbell. Due for review no later than September 2027.

Ratified by the governing body 18th September 2026

The following appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education 2026

Appendix 1: types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

School is aware that abuse can take place wholly on-line and that online activity can facilitate off-line abuse – both for child-on-child abuse and by adults abusing children.

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Verbal abuse, such as persistent criticism, belittling or name calling as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Sexual abuse involves forcing, causing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape, penetration with an object, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)
- Sexual abuse can take pace online and technology can be used to facilitate offline abuse.
- Abuse can occur in an intimate personal relationship between peers.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE): County Lines

We recognise that both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. It may involve an exchange for something the victim needs or wants, financial advantage or through violence. This can be committed or facilitated by an organised network or gang and the victim may be part of this group. This may constitute modern slavery.

Child Sexual Exploitation (CSE) is a form of child 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 (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator. Child sexual exploitation does not always include physical contact; it can also occur through the use of technology.

Child Criminal Exploitation (CCE): County Lines is criminal exploitation of children across geographically boundaries. Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office and The Children's Society County Lines Toolkit For Professionals : https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance_-_Sept2018.pdf

Indicators of Abuse

The following guidance is intended to help all staff who come into contact with children. It should not be used as a comprehensive guide, nor does the presence of one or more factors prove that a child has been abused, but it may however indicate that further enquiries should be made.

The following factors should be taken into account when assessing risks to a child. This is not an exhaustive list:

- An unexplained delay in seeking treatment that is obviously needed;

- An unawareness or denial of any injury, pain or loss of function;
- Incompatible explanations offered or several different explanations given for a child's illness or injury;
- A child reacting in a way that is inappropriate to his/her age or development;
- Reluctance to give information or failure to mention previous known injuries;
- Frequent attendances at Accident and Emergency Departments or use of different doctors and Accident and Emergency Departments;
- Frequent presentation of minor injuries (which if ignored could lead to a more serious injury);
- Unrealistic expectations/constant complaints about the child;
- Alcohol misuse or other substance misuse;
- A parent's request to remove a child from home or indication of difficulties in coping with the child;
- Domestic violence and abuse;
- Parental mental ill health;
- The age of the child and the pressures of caring for a number of children in one household.
- increased, unexplainable, and/or persistent absence from school

Recognising Physical Abuse

This section provides a guide to professionals of some common injuries found in child abuse. Whilst some injuries may appear insignificant in themselves, repeated minor injuries, especially in very young children, may be symptomatic of physical abuse.

It can sometimes be difficult to recognise whether an injury has been caused accidentally or non-accidentally, but it is vital that all concerned with children are alert to the possibility that an injury may not be accidental, and seek appropriate expert advice. Medical opinion will be required to determine whether an injury has been caused accidentally or not.

Situations of particular concern

Situations that should cause particular concern for professionals include:

- Delayed presentation / reporting of an injury;
- Admission of physical punishment from parents / carers, as no punishment is acceptable at this age;
- Inconsistent or absent explanation from parents / carers;
- Associated family factors such as substance misuse, mental health problems, and domestic violence and abuse;
- Other associated features of concern e.g. signs of neglect such as poor clothing, hygiene and / or nutrition;

- Observation of rough handling;
- Difficulty in feeding / excessive crying;
- Significant behaviour change;
- Child displaying wariness or watchfulness;
- Recurrent injuries;
- Multiple injuries at one time.

Bruising

Children can have accidental bruising, but it is often possible to differentiate between accidental and inflicted bruises. It may be necessary to do blood tests to see if the child bruises easily.

The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth, particularly in small babies, for example 3 to 4 small round or oval bruises on one side of the face and one on the other, which may indicate force feeding;
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive);
- Bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas;
- Variation in colour possibly indicating injuries caused at different times – it is now recognised in research that it is difficult to age bruises apart from the fact that they may start to go yellow at the edges after 48 hours;
- The outline of an object used e.g. belt marks, hand prints or a hair brush;
- Linear bruising at any site, particularly on the buttocks, back or face;
- Other shapes of bruising, for example crescent shape bruising, which may be suggestive of a bite mark;
- Bruising or tears around, or behind, the earlobe(s) indicating injury by pulling or twisting;
- Bruising around the face;
- Grasp marks to the upper arms, forearms or leg or chest of small children;
- Petechial haemorrhages (pinpoint blood spots under the skin). These are commonly associated with slapping, smothering/suffocation, strangling and squeezing;
- Multiple bruises of the same or varying colour;
- Clusters of small round bruises suggestive of a grip.

It should be noted that bruising in black children and some minority ethnic children might be more difficult to see. Tenderness or minor swelling over the area of injury is important.

Dark pigmentation (commonly known as blue spot), usually over the lower central back or sacral areas, is normal and common in infants with pigmented skin and usually fades as the infant grows.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress.

If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type;
- There are associated old fractures;
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement;

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

Subdural haematoma is a very worrying injury, seen usually in young children; it may be associated with retinal haemorrhages and fractures particularly skull and rib fractures. The cause is usually a severe shaking injury in association with an impact blow. There may or may not be a fractured skull. The baby may present in the Accident and Emergency Department with sudden difficulty in breathing, sudden collapse, fits or as an unwell baby - drowsy, vomiting and later an enlarging head.

Joints

A tender, swollen "hot" joint with normal X ray appearance may be due to infection in the bone or trauma. There may be both. A further X ray will usually be required in 10 to 14 days. Where there is infection, this of course will require treatment.

Mouth Injuries

Tears to the frenulum (tissue attaching upper lip to gum) often indicate force feeding of a baby. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate. Blunt trauma to the mouth causes swelling and damage to the inner aspect of the lips.

Internal Injuries

There may be internal injury e.g. perforation or a viscus with no apparent external signs of bruising to the abdomen wall.

Poisoning

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine or impetigo in which case they will quickly heal with treatment);
- Linear burns from hot metal rods or electrical fire elements;
- Burns of uniform depth over a large area;
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of its own accord will struggle to get out and cause splash marks);
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation.

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in;
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet;
- A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks.

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, or unusually shaped, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay;
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment;
- Indiscriminate attachment or failure to attach;
- Aggressive behaviour towards others;
- A child scapegoated within the family;
- Frozen watchfulness, particularly in pre-school children;
- Low self-esteem and lack of confidence;
- Withdrawn or seen as a 'loner' difficulty relating to others.

Staff should be aware of potentially harmful interactions of a parent / carer towards their child. At this age their ability to communicate their needs is limited. However, most children will respond to how adults are interacting with them, and this may have an impact on them and their development. Therefore, staff should have cause for concern if they feel parents / carers:

- Are negative or hostile towards the child;
- Reject them or use them as a scapegoat;
- Have inappropriate interactions with them, including threats or attempt to discipline them;
- Use them to fulfil their own needs (for example, in marital disputes);
- Fail to promote their development, by not providing appropriate stimulation, or isolating them from other children / adults as applicable;
- Are emotionally unavailable to the child, by being withdrawn or unresponsive, for example (emotional neglect).

Recognising Sexual Abuse

Children of both genders and of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child / family. It is important for staff to be aware that sexual violence or sexual harassment can also occur between children of any age and sex. All victims of sexual violence or sexual harassment will be taken seriously and offered appropriate support.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional / behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct;

- Sexual knowledge inappropriate for the child's age;
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age;
- Continual and inappropriate or excessive masturbation;
- Self-harm (including eating disorder), self-mutilation and suicide attempts;
- Running away from home;
- Poor concentration and learning problems;
- Loss of self-esteem;
- Involvement in prostitution or indiscriminate choice of sexual partners;
- An anxious unwillingness to remove clothes for - e.g. sports events (but this may be related to cultural norms or physical difficulties).

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area;
- Recurrent pain on passing urine or faeces;
- Blood on underclothes;
- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father;
- Physical symptoms such as discharge, bleeding or other injuries to the genital or anal area, bruising/bite marks on buttocks, abdomen and/or inner thighs, sexually transmitted infections, presence of semen on vagina, anus, external genitalia or clothing.

Recognising Neglect

The growth and development of a child may suffer when the child received insufficient food, love, warmth, care and concern, praise, encouragement and stimulation.

Professionals need to be aware of the possibility of parents / carers neglecting to adequately care for their children. Factors of neglect may include:

- Parents / carers not giving their child prescribed treatment for a medical condition that has been diagnosed;
- Repeated failure by parents / carers to take their child to essential follow-up medical appointments;
- Persistent failure by parents / carers to engage with relevant child health promotion programmes such as immunisation, health and development reviews, and screening;
- Not seeking medical advice when necessary, jeopardising their health and wellbeing, particularly if they are in pain;
- Dental neglect – rotten or grossly discoloured teeth with noticeable odour; child unable to eat normally; covers mouth with hand; child in chronic pain;

- Being cared for by a person who is not providing adequate care, including hygiene, either through inability or negligence;
- Not feeding properly, or being fed an inadequate or inappropriate diet;
- Suffering severe and / or persistent infestations such as scabies or head lice;
- Being consistently dressed in inappropriate clothing for example, for the weather or their size;
- Red/mottled skin, particularly on the hands and feet, seen in the winter due to cold;
- Swollen limbs with sores that are slow to heal, usually associated with cold injury;
- Recurrent diarrhoea;
- Abnormal voracious appetite at school or nursery;
- Being persistently smelly and / or dirty;
- Being listless, apathetic and unresponsive with no apparent medical cause;
- Being excessively clingy, fearful, withdrawn or unusually quiet for his or her age;
- Being inadequately supervised;
- An incident that suggests a lack of supervision, such as sunburn or other burn, ingestion of a harmful substance(s) near-drowning, a road traffic accident or being bitten by an animal;
- Being indiscriminate in relationships with adults.

A clear distinction needs to be made between organic and non-organic failure to thrive. This will always require a medical diagnosis. Non-organic failure to thrive is the term used when a child does not put on weight and grow and there is no underlying medical cause for this.

Appendix 2: safer recruitment and DBS checks – policy and procedures

We will record all information on the checks carried out in the school's single central record (SCR). The SCR is checked by either the ~~Head,~~ DSL or Governor with responsibility for Safeguarding. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

When appointing new staff, we will:

- Verify their identity by checking the name of the new member of staff on their birth certificate where this is available.
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and 10 years afterwards in line with staff file retention protocols
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- From 1.1.21 the TRA Teacher Services system no longer maintains a list of teachers who have been sanctioned in EEA member states. Individuals who have lived or worked outside the UK must undergo the same checks as all other staff. In addition, the school must make any further checks we feel appropriate so that any relevant events that occurred outside the UK can be considered. Further support and information can be found in KCSIE (2026).
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state

Notre Dame Prep School will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Notre Dame Prep School will ask for written information about previous employment history and check that information is not contradictory or incomplete.

Where possible we will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the

applicant to work with children. As part of the shortlisting process we may consider carrying out an online search on any shortlisted candidates. The school will inform shortlisted candidates that online searches may be done as part of our due diligence checks.

Regulated activity

A person will be engaging in regulated activity with children if they work on a frequent basis in school where the work gives the opportunity for contact with children. A person will also be in regulated activity if, as a result of their work or volunteering they:

- Will be frequently responsible for teaching, caring for or supervising children or providing advice or guidance on physical, emotional or educational wellbeing or driving a vehicle only for children or
- Engage in intimate or personal care or healthcare or **any** overnight activity

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in relevant conduct; or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made. Any concerns or reports about agency, third party staff or contractors will be notified to their employers to ensure any potential patterns of inappropriate behaviour can be highlighted.

Contractors (incl. Peripatetic Teachers)

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity including all volunteers working within the EYFS.
- EYFS staff and volunteers – we ensure that we follow the requirements of the EYFS Statutory Framework whereby individuals cannot start working/volunteering within our EYFS setting until their DBS, including barred list information, has been obtained.
- The Peer exemption will not apply to older pupils over the age of 16 from a different school volunteering with younger pupils on more than 3 days in a 30 day period or overnight. Therefore students who are assisting or under the direction of other teaching staff within either the EYFS or main school will require an enhanced DBS check
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Governors

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

The chair of the board will have their DBS check countersigned by the secretary of state.

All governors will also have the following checks:

- A section 128 check (to check prohibition on participation in management under section 128 of the Education and Skills Act 2008). *[Section 128 checks are only required for local governors if they have retained or been delegated any management responsibilities.]*
- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Appendix 3: allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of staff, trainee teacher, supply staff, contractor or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

If staff have safeguarding concerns or an allegation is made about another member of staff (including supply staff, volunteers, and contractors) posing a risk of harm to children, then this should be referred to the Head. Where there are concerns/allegations about the Head, this should be referred to the chair of governors. In the event of concerns/allegations where there is a conflict of interest in reporting the matter to the DSL/Head this should be reported directly to the local authority designated officer (LADO).

Our procedures for dealing with allegations will be applied with common sense and judgement.

In line with KCSIE (2026) Part four, concerns and allegations will be assessed and will either be considered an allegation that **may meet** the harms threshold, or an allegation / concern that does **not meet** the harms threshold (referred to as 'low level concerns'). Part four, Section one details procedures for allegations that **may meet** the harms threshold with Section two detailing procedures for concerns that **do not meet** the harm threshold.

Allegations that may meet the harms threshold:

Suspension

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted

Definitions for outcomes of allegation investigations

- Substantiated: there is sufficient evidence to prove the allegation
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- False: there is sufficient evidence to disprove the allegation
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the DSL (or chair of governors where the DSL is the subject of the allegation) – the 'case manager' – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
- If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer (unless the allegation is against the DSL / Heads). The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual

facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details

- If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. Notre Dame Prep School will always appoint a neutral colleague in order to support and will welcome liaison with medical professionals and union representatives.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child
- Where a teacher is dismissed (or would have been dismissed had he/she not resigned and a prohibition may be appropriate because of unacceptable conduct, or bringing the profession into disrepute, or a conviction at any time for a relevant offense it is likely that the DSL/Head will make a referral to the Teaching Regulation Agency (TRA).

We will inform ISI of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the DSL / Head or Chair of the governing body will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the DSL / Head or other appropriate person in the case of an allegation against the Head, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

Confidentiality

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

The case manager will take advice from the local authority's designated officer, police and children's services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records for at least 10 years but sometimes longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

Learning lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

Concerns that do not meet the harm threshold

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out in KCSIE 2026. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

• is inconsistent with the staff code of conduct, including inappropriate conduct outside of work,

• does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

The SMT have an open-door policy and staff are encouraged to seek out either the DSL or DDSL to discuss any worries or concerns they may have relating to their own practice for support and reflections. We can support staff by:

• ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;

• empowering staff to share any low-level safeguarding concerns with the DSL;

• addressing unprofessional behaviour and supporting the individual to correct it at an early stage;

• providing a responsive, sensitive and proportionate handling of such concerns when they are raised; and,

• helping identify any weakness in the school or colleges safeguarding system.

Staff must report Low-level concerns about a member of staff direct to the Head teacher.

Where a conflict of interest in reporting any concerns to the Head teacher exists, concerns should be raised directly with the LADO.

All low-level concerns should be recorded in writing and handed to the Head teacher. When recording low level concerns, it is important to include:

- Details of the concern
- The context surrounding the concern i.e. how or why did it arise
- What action was taken
- Name of person reporting (although we respect the right to remain anonymous as far as reasonably practical).

We recognise that low level concerns should not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. However, where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and found to be substantiated, it should be referred to in a reference.

We understand that if there is any doubt as to whether the information which has been shared as a low-level concern does in fact meet the harm threshold we will consult with LADO.

Low Level Concerns Raised by a Third Party

NDPS will set out and document, when a low-level concern has been raised by a third party. The DSL / Head will collect as much evidence as possible by speaking where possible with the person who raised the concern, to the individual involved and to any witnesses.

Records of low-level concerns will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to swiftly and efficiently.

Where a pattern of behaviour is identified, NDPS will decide on the best and safest course of action. This might be internal disciplinary procedures, or referral to the LADO to establish if the harms threshold is met.

NDPS will consider if any wider cultural issues in school have in any way facilitated or aided inappropriate behaviours and if appropriate, policies will be revised or extra training delivered to minimise the risk of recurrence.

NDPS will record all decisions and the rationale behind its decisions and actions.

Agency, third-party and contractors

Any concerns or reports about agency, third party staff or contractors should be referred to their employers to ensure any potential patterns of inappropriate behaviour can be highlighted.

Appendix 4: specific safeguarding issues

Further information about specific forms of abuse and safeguarding issues can be found in Annex A KCSIE (2026). If staff have any concerns about a child's welfare they should act immediately and follow the schools safeguarding procedure and speak to the designated safeguarding lead (or deputy).

Children who are absent or missing from education

A child who is absent from education, for prolonged periods and/or on repeat occasions, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveler families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

The school has robust procedures for responding to persistently absent pupils to help prevent the risk of said children becoming a child missing education in the future. Notre Dame Prep School will follow its procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, and/or for prolonged periods to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff are trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial

benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

• appear with unexplained gifts, money or new possessions;

• associate with other children involved in exploitation;

• suffer from changes in emotional well-being;

• misuse drugs and alcohol;

• go missing for periods of time or regularly come home late; and

• regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help maintain them in education. CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

• have older boyfriends or girlfriends; and

• suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK. Children are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools and are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

• go missing and are subsequently found in areas away from their home;

• have been the victim or perpetrator of serious violence (e.g. knife crime);

• are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;

• are found in accommodation that they have no connection;

• owe a 'debt bond' to their exploiters;

• have their bank accounts used to facilitate drug dealing.

Cybercrime

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

Cyber-dependent crimes include;

• unauthorised access to computers (illegal 'hacking');

• denial of Service (Dos or DDoS) attacks or 'booting'; and,

• making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

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

Domestic abuse

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour.

Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home.

We understand that experiencing or witnessing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. All children can witness and be adversely affected by domestic abuse where domestic abuse occurs between family members and in some cases a child may blame themselves for the abuse. Under Operation Encompass, when the police are called to an incident of domestic abuse where there are children in the household, the police will inform the DSL at school.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSLs will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's services.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. Staff monitor the playground during playtime and children are reminded that they should not engage passers-by in conversation and should report any persons that attempt to speak to them to the member of staff on duty.

Children and the court system

We understand that children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides that explain the process and are designed to support children 5-11-year olds and 12-17 year olds. These would be shared with families and children if necessary.

Making child arrangements via the family courts following separation can be stressful for children and entrench conflict in families. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service that may offer support.

Children with family members in prison

We understand that some children may have a parent sent to prison. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. School staff would support the children and their families to find additional support when required along with support in school.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
    - Having difficulty walking, sitting or standing, or looking uncomfortable
    - Finding it hard to sit still for long periods of time (where this was not a problem previously)
    - Spending longer than normal in the bathroom or toilet due to difficulties urinating
    - Having frequent urinary, menstrual or stomach problems
    - Avoiding physical exercise or missing PE
    - Being repeatedly absent from school, or absent for a prolonged period
    - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
    - Being reluctant to undergo any medical examinations
    - Asking for help, but not being explicit about the problem
    - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practicing FGM (this is the biggest risk factor to consider)
- FGM being known to be practiced in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
    - Having a mother, older sibling or cousin who has undergone FGM
    - Having limited level of integration within UK society
    - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
    - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
    - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM

- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Forcing a person into marriage is a crime. 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. Since February 2023 is has been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday even if threats or another form of coercion are not used.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. Children may be susceptible to radicalisation into terrorism. We recognise that similar to protecting children from other forms of harms and abuse, protecting children from this risk forms part of our safeguarding duty and procedures.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk. We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period. Staff will be alert to changes in pupils' behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Educate Against Hate, is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals. The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff will **always** take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including the Curriculum Policy, Behaviour Policy and E-Safety Policy.

Modern Slavery and the National Referral Mechanism

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

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

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and may be asked to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors will sign in and out via our electronic attendance record situated at the school office and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID.

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Non-collection of children

Notre Dame Prep School has a separate non-collection of Children protocol which is highlighted in the Missing Child Policy.

Missing pupils

Notre Dame Prep School has a separate Missing Pupils Policy.

Appendix 5: Local (Norfolk) arrangements for Safeguarding

Children's Advice and Duty Service (CADS) – what to do if you need to make a call:

If you are a professional concerned about a child in Norfolk and want to speak to someone, you can call the Children's Advice and Duty Service, on our direct line 0344 800 8021. If you are a member of the public you can do this through our Customer Service Centre on 0344 800 8020. Guidance can be found here.

For any call raising concerns about a child, CADS will ask:

• all of the details known to you/your agency about the child;

• their family composition including siblings, and where possible extended family members and anyone important in the child's life;

• the nature of the concern and how immediate it is;

• Any and what kind of work/support you have provided to the child or family to date.

They will also need to know where the child is now and whether you have informed parents/carers of your concern.

Notice to callers:

Please remember to record your concerns for your internal audit trail.

• Consent: It is good practice and the expectation that you seek consent from parents. We acknowledge that there are occasions when to do so could put a child at risk or undermine the investigation into a serious crime. In these instances, we would accept a call without consent from the parents. Reasons for not seeking consent should be clearly stated when speaking with CADS and recorded on internal systems for your records.

Appendix 6: DSL/DDSL Job Descriptions

Job Description Designated Safeguarding Lead (DSL)

Reporting to: Governing Body

Main purpose

The DSL will take lead responsibility for safeguarding and child protection across the school. They will take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children. As part of the role of DSL they also have overall responsibility for the Prevent Duty.

They will advise and support other members of staff on child welfare, child protection matters, online safety prevent and liaise with relevant agencies such as the local authority and police.

Some safeguarding activities may be delegated to deputies, although the DSL will retain lead responsibility for the work of deputies and will ensure it is completed to the highest standard.

The school's Deputy Designated Safeguarding Lead is:

- Faith Bradbury

Duties and responsibilities

Managing referrals

- Refer cases of suspected abuse to the local authority children's social care (CADS)
- Support staff who make referrals to CADS
- Refer cases to the Channel panel where there is a radicalisation concern
- Support staff who make referrals to the Channel panel.
- Refer cases to the Disclosure and Barring Service or Teaching Regulation Agency if appropriate where a person is dismissed or left due to risk or harm to a child
- Refer cases where a crime may have been committed to the police
- Keep detailed, accurate and secure written records of concerns and referrals

Working with staff and other agencies

- Ensure staff can access and understand the school's child protection and safeguarding policy and procedures including Prevent (especially new and part time staff)
- Inform the DDSL / Head of safeguarding issues, especially ongoing enquiries into whether a child is at risk of harm, and police investigations
- Liaise with the case manager and the local authority's designated officer for child protection concerns in all cases where a member of school staff is involved
- Liaise with staff on matters of safety, safeguarding, prevent and when deciding whether to make a referral
- Act as a source of support, advice and expertise for staff
- Understand the assessment process for providing early help including universal services, community based or targeted Family Help and intervention
- Develop a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference
- Attend and contribute to child protection case conferences effectively when required to do so

Training

- Undergo training to develop and maintain the knowledge and skills required to carry out the role
- Undergo Prevent training and be able to:
    - Support the school in meeting the requirements of the Prevent duty
    - Provide advice and support to staff on protecting children from the risk of radicalisation
- Undergo training on female genital mutilation (FGM) and be able to:
    - Provide advice and support to staff on protecting and identifying children at risk of FGM
    - Report known cases of FGM to the police, and help others to do so
- Refresh knowledge and skills at least annually so remain up to date with any developments relevant to the role
- Obtain access to relevant resources

Raise awareness

- Ensure the school's child protection policies are known, understood and used appropriately including, but not limited to, online safety
- Work with the governing board to ensure the school child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- Ensure the safeguarding policy is available and easily accessible to everyone in the school community
- Ensure that parents have read the safeguarding policy, and are aware that referrals about suspected abuse or neglect may be made, and the role of the school in this
- Link with the Norfolk Safeguarding Children Partnership (NSCP) to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Encourage a culture of listening to children among all staff, ensuring that children's feelings are heard where the school puts measures in place to protect them

Other areas of responsibility

- Where children leave the school, securely transfer their child protection file to their new school as soon as possible, separately from the main pupil file
- Undertake safer recruitment training and support the school to follow best practice
- Monitor the single central record and ensure it complies with all relevant legislation
- Provide safeguarding reports to the governing board
- Model best practice and uphold the principles of confidentiality and data protection at all times
- Ensure online safety is included within our curriculum and staff are aware of its importance.
- If teaching online, staff to understand their responsibility in referring any concerns to DSL/DDSL and DSL/DDSL to offer support and guidance to staff.
- Ensure school has appropriate filtering and monitoring on school devices and networks.
- Take the lead on understanding filtering and monitoring systems and processes working with the SMT.

The DSL will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

During term time, the DSL should always be available during school hours for staff in the school to discuss any safeguarding concerns. Ideally this will be in person, but can also be via phone or video calling in exceptional circumstances.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the DSL will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Person specification

Criteria	Qualities
Qualifications and training	1. Degree/QTS/QTLS 2. Full and relevant DSL training
Experience	3. Successful leadership and management experience in a school or other relevant organisation 4. Experience of managing safeguarding in a school or other relevant organisation, including: ○ Building relationships with children and their parents, particularly the most vulnerable ○ Working and communicating effectively with relevant agencies ○ Implementing and encouraging good safeguarding practice throughout a large team of people 5. Demonstrable evidence of developing and implementing strategies to help children and their families 6. Experience of handling large amounts of sensitive data and upholding the principles of confidentiality
Skills and knowledge	7. Expert knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies 8. Ability to work with a range of people with the aim of ensuring the safety and welfare of children 9. Awareness of local and national agencies that provide support for children and their families 10. Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns 11. Good IT skills 12. Effective communication and interpersonal skills 13. Ability to communicate a vision and inspire others 14. Ability to build effective working relationships with staff and other stakeholders
Personal qualities	15. Commitment to ensuring the safety and welfare of children

	16. Uphold and promote the ethos and values of the school 17. Act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school 18. Ability to work under pressure and prioritise effectively 19. Maintain confidentiality at all times 20. Commitment to equality

Notes:

This job description may be amended at any time in consultation with the postholder. This job description will be appended to the employee's contract of employment

Last review date: September 2026

Next review date: September 2027

Headteacher's signature:

Date: 1.9.26

Postholder's signature: _____

Date: _____

Job Description Deputy Designated Safeguarding Lead (DDSL)

Reporting to: Kim Laudan (DSL)

Main purpose

The DDSL will assist the Designated Safeguarding Lead in all matters relating to safeguarding and child protection across the school including Prevent. The DDSL will be expected to take the lead when the DSL is unavailable and in liaison with the DSL take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children.

In liaison with the DSL they will advise and support other members of staff on child welfare and child protection matters, and liaise with relevant agencies such as the local authority and police.

In all safeguarding matters the DSL will retain lead responsibility; the work of deputies must be completed to the highest standard.

The school's Designated Safeguarding Lead is:

- Kim Laudan – Deputy Head

The school's Deputy Designated Safeguarding Lead is:

- Faith Bradbury

Duties and responsibilities in liaison with the DSL

Managing referrals – The outlined responsibilities below would normally under taken in the first instance by the DSL, however, the DDSL is expected to step up in the DSL's absence and assist the DSL when required.

Refer cases of suspected abuse to the local authority children's social care (CADS)

- Support staff who make referrals to CADS
- Refer cases to the Channel panel where there is a radicalisation concern
- Support staff who make referrals to the Channel panel.
- Refer cases to the Disclosure and Barring Service or Teaching Regulation Agency if appropriate where a person is dismissed or left due to risk or harm to a child.
- Refer cases where a crime may have been committed to the police
- Keep detailed, accurate and secure written records of concerns and referrals

Working with staff and other agencies - The outlined responsibilities below would normally under taken in the first instance by the DSL, however, the DDSL is expected to step up in the DSL's absence and assist the DSL when required.

- Ensure staff can access and understand the school's child protection and safeguarding policy and procedures including Prevent (especially new and part time staff)
- Inform the headmaster of safeguarding issues, especially ongoing enquiries into whether a child is at risk of harm, and police investigations
- Liaise with the case manager and the local authority's designated officer for child protection concerns in all cases where a member of school staff is involved
- Liaise with staff on matters of safety, safeguarding, prevent and when deciding whether to make a referral
- Act as a source of support, advice and expertise for staff
- Understand the assessment process for providing early help universal services, community based or targeted Family Help and intervention

- Develop a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference
- Attend and contribute to child protection case conferences effectively when required to do so

Training

- Undergo training to develop and maintain the knowledge and skills required to carry out the role
- Undergo Prevent training and be able to:
    - Support the school in meeting the requirements of the Prevent duty
    - Provide advice and support to staff on protecting children from the risk of radicalisation
- Undergo training on female genital mutilation (FGM) and be able to:
    - Provide advice and support to staff on protecting and identifying children at risk of FGM
    - Report known cases of FGM to the police, and help others to do so
- Refresh knowledge and skills at least annually so remain up to date with any developments relevant to the role
- Obtain access to relevant resources

Raise awareness - The outlined responsibilities below would normally under taken in the first instance by the DSL, however, the DDSL is expected to step up in the DSL's absence and assist the DSL when required.

- Ensure the school's child protection policies are known, understood and used appropriately
- Work with the governing board to ensure the school child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- Ensure the safeguarding policy is available and easily accessible to everyone in the school community
- Ensure that parents have read the safeguarding policy, and are aware that referrals about suspected abuse or neglect may be made, and the role of the school in this
- Link with the Norfolk Safeguarding Children Partnership (NSCP) make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Encourage a culture of listening to children among all staff, ensuring that children's feelings are heard where the school puts measures in place to protect them

Other areas of responsibility - The outlined responsibilities below would normally under taken in the first instance by the DSL, however, the DDSL is expected to step up in the DSL's absence and assist the DSL when required

- Where children leave the school, securely transfer their child protection file to their new school as soon as possible, separately from the main pupil file
- Undertake safer recruitment training and support the school to follow best practice
- Monitor the single central record and ensure it complies with all relevant legislation
- Provide safeguarding reports to the governing board
- Model best practice and uphold the principles of confidentiality and data protection at all times
- Ensure online safety is included within our curriculum and staff are aware of its importance.
- If teaching online, staff to understand their responsibility in referring any concerns to DSL/DDSL and DSL/DDSL to offer support and guidance to staff.
- Ensure school has appropriate filtering and monitoring on school devices and networks.

In liaison with the school's DSL the DDSL will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

During term time, the DDSL should be ready to step up when the DSL is not available. During school hours the DDSL should be available for staff in the school to discuss any safeguarding concerns. Ideally this will be in person, but can also be via phone or video calling in exceptional circumstances.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the DDSL will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Person specification

Criteria	Qualities
Qualifications and training	21. Degree/ QTS/QTLS 22. Full and relevant DSL training
Experience	23. Demonstrate excellent team working 24. Understand how to ○ Build relationships with children and their parents, particularly the most vulnerable ○ Work and communicate effectively with relevant agencies ○ Implement and encourage good safeguarding practice ○ Handle sensitive data and uphold confidentiality ○ Perform well under pressure
Skills and knowledge	25. Knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies 26. Ability to work with a range of people with the aim of ensuring the safety and welfare of children 27. Awareness of local and national agencies that provide support for children and their families 28. Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns 29. Good IT skills 30. Effective communication and interpersonal skills 31. Ability to communicate a vision and inspire others 32. Ability to build effective working relationships with staff and other stakeholders
Personal qualities	33. Commitment to ensuring the safety and welfare of children

	34. Uphold and promote the ethos and values of the school 35. Act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school 36. Ability to work under pressure and prioritise effectively 37. Maintain confidentiality at all times 38. Commitment to equality

Notes:

This job description may be amended at any time in consultation with the postholder. This job description will be appended to the employee's contract of employment

Last review date: September 2026

Next review date: September 2027

Headteacher's signature: _____

Date: 1.9.26

Postholder's signature: _____

Date: _____