



Name of Policy:	Safeguarding Policy <i>(for the whole school including EYFS)</i>
GHS Policy Number:	65
ISI Regulation:	Welfare, health and safety of pupils (Part 3)
Linked Policies:	Behaviour Policy <i>(including Anti-bullying and exclusions)</i> Learning Support Policy Relationships Policy Life and Culture (PSCHE) Policy Recruitment Policy Induction Policy Missing and Uncollected Child Procedures Prevent Policy Privacy Notice Whistleblowing Policy Online safety <i>(including pupils' use of ICT and electronic devices & social media)</i> Staff Code of Conduct including Email and Internet/Social Media Guidance Acceptable Use Agreement Taking, Storing and Using Images & Videos of Children Digital communications for staff
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Date of review:	July 2026
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This policy is written with due regard to the following:

Keeping Children Safe in Education (KCSIE) (September 2026)

Including: Disqualification under the Childcare Act 2006 (September 2018), What to do if you're worried a child is being abused (March 2015) and When to Call the Police

Working Together to Safeguard Children (December 2023)

Independent Schools Standards (April 2026)

ISI Handbook – Commentary on the Regulatory Requirements

The Prevent Duty: Departmental Advice for schools and childcare providers (September 2023)

Prevent Duty Guidance: for England and Wales (September 2023, updated March 2024)

Sharing nudes and semi-nudes: advice for education settings (March 2024)

Child sexual exploitation (February 2017)

Children missing education (September 2025)

Tri Borough Local Safeguarding Children Board Policy and Procedures

Meeting Digital and Technology Standards in Schools and Colleges (August 2026)

Mobile phones in schools statutory guidance (September 2026) (Mandating default mobile-free environments)

This policy is available on the school website, in the parent handbook and is also available to parents from the School office on request. All parents, staff, and visitors are made aware of their legal responsibilities regarding safeguarding through its publication and regular training updates.

GENERAL STATEMENT

We, 'The School' (Garden House School), are fully committed to safeguarding and promoting the welfare of children and young people. We expect all staff, proprietors, volunteers, and visitors to share this commitment.

Safeguarding is the absolute responsibility of everyone on our premises. All staff are legally entitled and trained to make a direct referral to statutory agencies if they feel their safeguarding concerns are not being addressed or resolved immediately by the School.

For pupils residing or attending school in Kensington and Chelsea, concerns about a child should be referred directly to the Bi-Borough Local Authority Safeguarding Partners Duty Line (Tel: 020 7361 3013; Out of Hours: 020 7361 3013).

Allegations or safeguarding concerns regarding a teacher, volunteer, contractor, or other adult in a position of trust must be referred immediately to the Local Authority Designated Officer (LADO) within 24 hours of the concern emerging (Tel: 020 7361 3013). See Appendix 1 for full multi-agency contact details across other boroughs.

1. INTRODUCTION

The Principals, Heads, and Staff of Garden House School (GHS) take their responsibility to safeguard and promote the welfare of children with the utmost seriousness. We operate a proactive, collaborative, and child-centred safeguarding system, working hand-in-hand with health, policing, and children's social care to ensure the right support is delivered to children as soon as concerns arise.

All staff members must maintain an active attitude of 'it could happen here' in respect of safeguarding, child abuse, and neglect. A child's welfare is always our paramount concern, and The School will always act in the child's best interests. In this policy, the term 'staff' covers ALL individuals working on site, including teachers, teaching assistants, support staff, domestic, maintenance, administrative teams, peripatetic tutors, and volunteers. Every member of staff has a legal right and duty to report safeguarding concerns.

2. AIMS OF THE POLICY

- To support each child's development in ways that will foster awareness, understanding, security, confidence, resilience and independence.
- To provide an environment in which all children feel safe, secure, valued and respected, and, if they are experiencing difficulties, also feel confident to approach adults in the knowledge that they will be listened to and believed.
- To ensure that all staff and children receive appropriate education in safeguarding.
- To raise the awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases, or suspected cases, of abuse.
- To provide a systematic means of monitoring and supporting children known or thought to be at risk of harm, and ensure we, the School, support those children.
- To emphasise the need for good levels of communication and record keeping between all members of staff.
- To develop a structured procedure within the School, to be followed by all members of the School community in cases of alleged or suspected neglect, abuse, exploitation and/or any other child welfare concern.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all adults within the School who have access to children have had an enhanced Disclosure and Barring Service (**DBS**) check in accordance with the safeguarding requirements in this policy and as required by law. Every member of staff is required annually to sign a staff suitability declaration form. Should any deficiencies or weaknesses in the safeguarding arrangements become apparent, the arrangements will be remedied without delay.

3. CONCERNS ABOUT A CHILD – THE SAFEGUARDING TEAM

The Designated Safeguarding Lead (DSL) for Garden House School is Kate O'Sullivan (Assistant Head Pastoral).

The DSL is supported by an experienced, fully trained Deputy DSL and Safeguarding Team who have strategic and operational responsibility across our sites (Turk's Row and Sedding Street):

Designated Safeguarding Lead (DSL): Kate O'Sullivan (Assistant Head Pastoral) -
kosullivan@gardenhouseschool.co.uk

Deputy DSL: Andy Browning (Head of Boys' Sport) - abrowning@gardenhouseschool.co.uk

EYFS Safeguarding Lead: Venetia Banbury (Head of EYFS) - vbanbury@gardenhouseschool.co.uk

Proprietor & Board Safeguarding Lead: Sophie Strafford (Co-Principal) -
strafford@gardenhouseschool.co.uk

Sedding Street Safeguarding Lead: Claire Nobel (Head of Kindergarten) -
cnobel@gardenhouseschool.co.uk

Girls' School Representative: Poppy Caiger (MSI Class Teacher) - pcaiger@gardenhouseschool.co.uk

Girls' School Sport Lead: Laura Herson (Head of Girls' Sport) - lherson@gardenhouseschool.co.uk

School Counsellor / Psychotherapist: Nathalie Mahon - (In-school clinical support)

The names, photographs, and contact numbers of the Safeguarding Team are prominently displayed in staff rooms, classrooms, and corridors across both school sites. To ensure continuous safeguarding oversight, the DSL, a Deputy, or a designated Safeguarding Team member is always available on-site during operational school hours. Safeguarding cover is maintained during all out-of-hours, extracurricular, and holiday provision.

3a. PROCEDURE – RECEIVING A CONCERN ABOUT A CHILD

Responding to Disclosures of Abuse

Children may struggle to articulate abuse verbally and may instead communicate through subtle changes in behaviour, emotional withdrawal, or peer interactions. Staff must remain highly alert, exercising professional curiosity to identify when a child may be in distress.

If a child makes a direct or indirect disclosure of child abuse, neglect, exploitation, or peer-on-peer harm, the member of staff must follow these immediate steps:

- Listen actively, calmly, and non-judgmentally. Allow the child to speak at their own pace without interruption.
- Reassure the child that they have done the right thing, that they are not to blame, and that what they are sharing is being taken very seriously.
- Ask only open-ended questions (e.g., 'What happened?', 'Can you tell me about that?'). Staff must never ask leading questions or attempt to investigate the disclosure themselves, as this can severely compromise police and social care investigations.
- Never promise confidentiality. Staff must explain gently and clearly that they have a statutory duty to pass this information to the DSL so that the child can be supported, kept safe, and protected from harm.
- Avoid expressing shock, anger, or suspicion. Maintain a calm, supportive, and reassuring demeanor.
- Record the disclosure immediately after the conversation. Note exact, literal words used by the child, including childish, colloquial, or inappropriate language. Record facts and observations, avoiding personal assumptions, interpretations, or opinions.

The School recognises that a child who is abused may feel helpless and humiliated, may blame themselves and find it difficult to develop and maintain a sense of self-worth. We recognise that the School may provide the only stability in the lives of children who have been abused or who are at risk of harm.

The School will provide continuing support to a pupil who has disclosed abuse through promoting a caring and safe environment within the School and encouraging self-esteem and self-assertiveness through the curriculum and through relationships. In doing so, the School will act in accordance with guidance from the relevant authorities to ensure that, for example, legal proceedings are not compromised.

All allegations involving staff or volunteers will be discussed immediately with the Local Authority Designated Officer (**LADO**) before any investigation takes place. In borderline cases, these discussions can be held without naming the individual.

If a pupil reports abuse from another pupil or pupils, staff should follow the procedures in this section. All children involved, whether a potential perpetrator or victim, will be treated as being 'at risk'. The DSL will liaise with local agencies in relation to handling any such cases which arise. A bullying incident will be regarded as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. See the Anti Bullying Policy.

Sometimes children may not feel ready or know how to make a disclosure, they may not recognise their experience as harmful. This should never prevent a member of staff from having professional curiosity and speaking to the DSL if they have any concerns about a child.

Recording Information

Staff/volunteers should:

- Make a record of the disclosure or concern, including the date, time, place and context, and what has actually been said (wherever possible using the child's exact words, even if they seem childish, rude or inappropriate), not assumption or interpretation.
- Clearly distinguish between fact, observation, allegation and opinion;
- Record any observed injuries and bruises;
- Note the non-verbal behaviour and the key words in the language used by the pupil (do not translate into "proper terms");
- Alert the DSL;
- Appreciate that their records may be used in criminal proceedings or disciplinary investigations.

In any case of immediate risk or serious harm to children, the police shall be informed at the outset.

3b. PROCEDURE – CONCERNS ABOUT A CHILD

Whenever any member of staff has a concern, a suspicion, or a direct disclosure regarding a child's safety, welfare, or developmental needs, they must report it immediately. For teaching and classroom staff, concerns must be logged on CPOMS within 24 hours of the incident or disclosure. For domestic, maintenance, catering, and peripatetic staff, a paper safeguarding form must be completed and handed directly to Kate O'Sullivan (DSL) or Andy Browning (Deputy DSL) without delay. These forms can be found in the School Office and the Music Office.

Where the disclosure identifies a safeguarding issue, the DSL will report the disclosure to the local Social Services Department within 24 hours. In the most serious cases, and if there is suspicion that a crime has been committed, the DSL will contact the police.

The School's procedures differentiate between safeguarding children who have suffered significant harm and those who need support from one or more agencies. In cases where a child is not suffering or at risk of suffering serious harm, but needs additional support, an inter-agency assessment will be undertaken to determine the most appropriate action.

Whilst the DSL will usually decide whether to make a referral, in exceptional circumstances, such as in an emergency or a genuine concern that appropriate action has not been taken, anyone can refer their concerns to children's social care directly (see the phone number at Appendix 1). If a member of staff makes a referral independently, they must inform the DSL as soon as possible thereafter.

If, at any point, there is a risk of immediate serious harm to a child, a referral should be made immediately. If the child's situation does not appear to be improving, the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

Family Help Support

In accordance with Keeping Children Safe in Education (September 2026), the School has systematically embedded the statutory 'Family Help' framework, replacing outdated references to 'Early Help' and the 'Common Assessment Framework (CAF)'. The overarching principle of Family Help ensures that support is provided as soon as a problem emerges, preventing escalations into statutory child protection pathways. We recognise and operate within the two distinct statutory strands of Family Help:

- **The collective, universal support offered by schools, early years settings, health visitors, and community groups to identify and support children with emerging vulnerabilities.**
- **A more focused, partnership-based intervention coordinated by the local authority and its partners to address multiple or complex family and child needs, which requires parental consent.**

Where the School undertakes a Family Help assessment, the DSL (or a designated lead practitioner, who may be a qualified professional rather than a social worker) will coordinate and monitor the inter-agency package of support, ensuring that it remains focused on the child's best interests and is reviewed at least half-termly. If a child's situation does not improve or deteriorates, the DSL will escalate the matter immediately to local children's social care for statutory assessment under Section 17 (Child in Need) or Section 47 (significant harm enquiries) of the Children Act 1989.

➤ Children who have suffered or are likely to suffer significant harm

Where the School has reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, the Designated Safeguarding Lead (DSL), or in their absence a Deputy DSL, will make a referral to the relevant local authority Children's Social Care without delay.

Referrals will normally be made to the local authority responsible for the area in which the child resides and in accordance with the current procedures of the relevant Local Safeguarding Children Partnership (LSCP) and the London Safeguarding Children Procedures. Where there

is an immediate risk of harm or danger, the Police and/or emergency services will be contacted without delay.

The School will follow the agreed multi-agency procedures and cooperate fully with Children's Social Care, the Police and other relevant agencies.

Where appropriate, the School will normally discuss concerns with parents or carers and seek to work openly with families. However, consent is not required for a safeguarding referral where there is a lawful basis for sharing information. Parents or carers will not be informed, and consent will not be sought, where doing so may place the child at increased risk of harm, compromise a criminal investigation or otherwise prejudice the safeguarding of the child.

➤ **Children with Special Educational Needs and Disabilities (SEND) or Physical Health Conditions**

Children with Special Educational Needs and/or Disabilities (SEND) or physical and medical health conditions can face profound additional safeguarding barriers. In accordance with the 2026 guidance, staff must recognise that SEND children are statistically more vulnerable to abuse, neglect, and child-on-child harm, yet face significant hurdles in reporting. The GHS Learning Enrichment Department (LED) works closely with the DSL to provide targeted pastoral support, recognising these critical barriers:

- Assumptions that signs of abuse (such as unexplained bruising, self-harm, or extreme withdrawal) are merely manifestations of the child's underlying neurodiversity, disability, or medical condition.
- Increased risk of peer isolation, targeted bullying, and discriminatory bullying (which can go unnoticed as the child may not show outward distress).
- Communication barriers, including non-verbal speech or speech disorders, which make disclosing or describing abuse exceptionally difficult.
- Intimate care requirements, which increase the child's physical exposure and potential isolation, making them more dependent on adults and potentially susceptible to exploitation.
- Cognitive understanding barriers, where a child may not understand that what is happening to them is abusive or illegal, or where they repeat harmful online content in school without understanding the consequences.

To address these additional challenges, such children may require extra pastoral support and attention, alongside any appropriate support for communication. Their additional vulnerabilities should also be carefully considered in situations where the use of reasonable force may be needed.

➤ **Pupils at risk of radicalisation**

Protecting pupils from the risk of radicalisation and extremist ideologies is an integral part of our wider safeguarding duty. All GHS staff undergo Prevent training to recognise the 'engagement' and 'intent' factors of radicalisation, such as feelings of grievance, a desire for status, susceptibility to online indoctrination, or change in friendship groups.

The DSL coordinates Prevent referrals to the local authority and the police-led 'Channel' programme. Crucially, under the latest statutory standards, if any new or further information comes to light while a Channel or Prevent referral is being assessed by the police, this information must be passed to the police immediately to ensure no critical gaps exist in the child's safety net.

➤ **Female Genital Mutilation (FGM)**

All staff receive annual training about FGM as part of our safeguarding updates. Under Section 5B of the Female Genital Mutilation Act 2003, teachers hold a specific statutory duty to report personally to the police via 101 if they discover that an act of FGM has been carried out on a girl under the age of 18 (either through direct disclosure or visual evidence). This report must be made immediately and personally by the teacher, and the DSL must be informed concurrently.

➤ **Online Safety, Artificial Intelligence, and Deepfakes**

The rapid advancement of digital technologies represents a major safeguarding focus. In alignment with KCSIE 2026 and statutory digital safety standards, we have expanded our digital safety frameworks to specifically target risks from Generative Artificial Intelligence (AI). Pupils are taught age-appropriate strategies to identify and report online harms. The statutory '4 Cs' of online safety have been updated to explicitly incorporate:

- **Content:** Exposure to illegal, inappropriate, or harmful material, now explicitly including extreme physical/sexual violence, online pornography, misogynistic influencers, and simulated harmful interactions with online AI chatbots.
- **Contact:** Harmful online interactions with adults or peers, including grooming, grooming via generative AI, and financially motivated sexual extortion (FMSE) where children are coerced into sharing explicit imagery.
- **Conduct:** Personal online behaviour that causes harm, now explicitly including the making, sending, or receiving of self-generated nude or semi-nude images, as well as digitally altered or wholly AI-generated 'deepfakes' or 'deep nudes' of other young people.
- **Commerce:** Risks such as online gambling, commercial exploitation, phishing, financial scams, or cybercrime.

The School utilises Smoothwall as its primary technical filter to ensure children cannot access AI creation tools, social networks, or harmful sites on school devices. We maintain a strict statutory review of our filtering and monitoring systems, which must be carried out at least once every academic year by the DSL who is responsible for filtering, with the direct support of the SLT and IT Support. These checks physically verify that filtering works on all internet-connected devices in all relevant locations, and a comprehensive paper/digital log of these checks is maintained.

➤ **Children Missing Education (CME) and Temporary Accommodation**

Prolonged, repeat, or unexplained absences are a vital warning sign of serious safeguarding vulnerabilities, including neglect, sexual or criminal exploitation, and county lines. School administrative staff will contact parents immediately on the first day of an unexplained absence to seek a factual reason. Parents are required to provide the School with a minimum of two emergency contact numbers.

Under the Children's Wellbeing and Schools Act 2026, local housing authorities now have a statutory duty to notify the School when a child has been placed in temporary accommodation. This temporary accommodation notification duty enables our DSL to immediately reach out to the family, assess their circumstances, coordinate targeted pastoral or academic support, and ensure that the child's education and wellbeing are proactively supported without delay.

In addition, the following circumstances will also be reported to the local authority where the child lives:

- ten days of unauthorised absence (other than for reasons of sickness);
- failure to attend regularly;
- if a child has been taken out of school to be home educated;
- if a family has apparently moved away;
- if a child has been certified as medically unfit to attend;
- if a child is in custody for more than four months, or has been permanently excluded.

This duty arises as soon as the grounds above are met and in any event before deleting a child's name from the admission register.

In the case of a child leaving the School when the next school is not known; the circumstance will be reported as soon as possible to the Local Authority (LA) in which the pupil lives.

➤ **Mental Health, Self-Harm, and Youth Suicide Prevention**

Mental health concerns, self-harm, eating disorders, and suicidal ideation are treated as critical safeguarding issues. All staff are trained to observe and identify early warning signs (such as rapid weight loss, physical marks, extreme social withdrawal, or persistent sleep issues). Garden House School is fully committed to the four statutory mental health roles: promoting wellbeing, early observation, early targeted support, and immediate referral to specialist services.

The clinical link between mental health and youth suicide is now explicitly captured in statutory guidance. Staff must be prepared to act immediately. If a member of staff believes a child is in immediate danger of ending their life or self-harming, they must call 999 or 111, or arrange for the child to be taken to A&E immediately by a parent, carer, or suitable adult. This emergency escalation must not be delayed by administrative procedures, and the DSL must be informed immediately thereafter. Where support is needed, the DSL (or deputy) will consider whether to inform parents or carers to support the child's wellbeing, provided that doing so does not place the child at additional risk.

➤ **Private Fostering**

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. There is a duty to inform the local authority of children of such arrangements, so teachers should inform the DSL and relevant Head immediately if they have reason to believe a child is being privately fostered.

➤ **Looked After & Previously Looked After Children**

All staff must be aware that looked after and previously looked after children are vulnerable. The DSL will work with the child's social worker and any other necessary agencies to safeguard these children. Staff teaching these children will be made aware of their situation by the DSL and necessary information saved on Engage.

4. SAFEGUARDING PRACTICES

Pastoral and Safeguarding Education

Pastoral and Safeguarding Education is integrated throughout our assemblies, Life and Culture curriculum, and Relationships and Sex Education (RSE) program. In accordance with the statutory curriculum revised for September 2026, primary pupils are taught the building blocks of healthy relationships, boundaries, consent, and kindness. They are also taught about online safety, deepfakes, and the dangers of misogynistic and misandrist digital influencers in an age-appropriate manner.

The key themes of RSE (What a relationship is, what friendship is, what family means and who the people are who support them) are embedded throughout the year across the whole curriculum.

For example –

Preparatory – Myself & My Family (Understanding the World) - Families and people who care for me

Whole School – Kindness Code – Respectful Relationships (the convention of courtesy and manners) and Caring Friendships (healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded)

MSI – USII – Voting for School Councillors – Being safe (privacy and the implications)

Online Safety / Internet Safety

The School recognises its responsibility to promote e-safety and prevent cyberbullying and radicalisation. Any incidents of cyberbullying will be dealt with in accordance with the School's anti-bullying policy. The School employs filters to ensure that pupils are kept safe online and that extremist sites are not accessible. We adhere to the UKCIS guidelines regarding online safety. Certain sites are blocked by our filtering system and our IT Department can monitor pupils' use of the network. We have strong anti-virus and malware protection on our network and effective filtering of sites with harmful, inappropriate content which is provided by Smoothwall. All AI platforms, social networking sites and video sharing sites are blocked for the children by default. Automated systems are in place which monitor online searches and email traffic, filtering SPAM and malicious attachments. The DSL, Deputy DSL and IT Department receive a daily monitoring report confirming that no breaches are found to the filtering and monitoring systems. In the event that a breach is found, the DSL, Deputy DSL and IT Department are notified immediately. Concerning online searches and/or other malicious content is then fully investigated by the DSL/Deputy DSL and IT Department.

On a regular basis, the proprietor in charge of online safety reviews the effectiveness of our filtering and monitoring systems. All staff have an awareness and understanding of the filtering and monitoring provisions in place. They know how the systems work, what is blocked and how to escalate concerns when identified. The DSL takes overall responsibility for the filtering and monitoring processes in place.

Safe use of electronic equipment and the internet is promoted through the ICT and PSHE curricula. There are also regular discussions in classrooms, assemblies and staff meetings regarding Internet Safety. The DSL has overall responsibility for this. Children are taught strategies to adjust their behaviours in order to reduce risks and build resilience. Children are taught to understand the risks posed by adults or young people who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

Parents are offered opportunities to learn about online safety and their children's access to online sites at home. See the Online Safety Policy for details about how children access homework tasks online outside school.

Use of Mobile Devices

In strict accordance with statutory guidance, Garden House School operates as a mobile phone-free environment by default during the school day. Pupils are not permitted to have access to mobile phones or any personal internet-enabled devices (such as smartwatches or tablets) on the school premises. If brought to school for travel purposes, devices must be switched off and securely stored in designated, locked lockers in the school office immediately upon arrival. Staff use of personal mobile devices is strictly restricted to designated staff-only areas (such as the staff room) and is completely prohibited in corridors, classrooms, or any areas where children are present, unless required in an emergency or during off-site sports and trips. Under no circumstances should mobile phones be kept on desks or within sight of the children.

Mobile phones or personal photographic equipment should never be used to take photographs or record videos of children. The school cameras, iPads or laptops should be used instead.

Images or videos must not be placed in the public domain without the permission of the Heads.

In the Early Years the Safeguarding procedures apply to all electronic devices with imaging and sharing capabilities, not just mobile phones and cameras. Mobile phones are kept out of sight of children and staff are not permitted to use phones with children present unless in an emergency. Only school owned devices can be used to take photos or videos. Mobile phones or devices with imaging and sharing capabilities are not allowed in any areas where pupils may be washing or changing. In the Kindergarten at Sedding Street, mobile phones are kept in a secure cupboard in the hallway and in the Blue Room out of sight and reach of the children. Mobile phones and devices will always be used in accordance with acceptable IT use policy.

Tablet devices should only be used for professional reasons in school and social media should not be accessed during the school day, either via phone or tablet applications.

For more details on Internet Safety, please see our policy: *Online Safety - Pupils' use of ICT, Mobile Phone and other Electronic Devices (for the whole school, including EYFS)*

5. ALLEGATIONS OF ABUSE AGAINST STAFF, VOLUNTEERS AND TRAINEE TEACHERS

Allegations of abuse by a member of staff or visitor are taken extremely seriously. In order not to jeopardise any police investigation, it is important that any such allegations are **immediately** referred to the Local Authority Designated Officer (**LADO**) before any investigation takes place and within one working day. In borderline cases these discussions can be held informally and without naming the individual. In a case of serious harm, or if a criminal offence is suspected, the police should be informed from the outset. The LADO should also be contacted for referrals when an allegation has been made against an adult who works with children. Such allegations are handled by the relevant Head and Co-Principals.

The school will not undertake any investigation of their own apart from to establish facts to help determine whether there is any foundation to the allegation and to collate the information that the LADO will require. Contact details for the LADO are in Appendix 1.

For full details of the procedure that follows a referral see DfE Guidance; *KCSIE 2026*.

These procedures should be used in respect of all cases in which it is alleged that a member of staff has:

- possibly committed a criminal offence against or related to a child;
- behaved in a way that has harmed a child, or may have harmed a child;
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (including because of transferable risk).

If any member of staff, trainee teacher or other adult in the School receives an allegation against a member of staff, or if they themselves have concerns about the behaviour of a member of staff, this should be reported to the relevant Head straight away. If the relevant Head is the subject of the allegation, the report should be made to the Board-Level Lead without the Head being informed.

If one or more of the Principals are the subject of the allegation the report should be made immediately to the LADO.

This relates to staff who are currently working at the School regardless of where the alleged abuse took place. Allegations against a teacher who is no longer teaching will be referred to the police.

The purpose of an initial discussion is for the LADO to provide advice to the relevant Head and / or the Board-Level Lead, to consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. Discussions should be recorded in writing, and any communication with both the individual and the parents of the child/children agreed.

The relevant Head and / or Board-Level Lead, should inform the accused person about the allegation as soon as possible after consulting the LADO, unless a strategy meeting is needed (see next paragraph). They should provide them with as much information as possible at the time.

If the allegation is not demonstrably false or unfounded, and there is cause to suspect a child is suffering or is likely to suffer significant harm, or police or social services need to be involved, a strategy meeting should be convened. If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take account of the fact that teachers are entitled to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour.

The relevant Head will not inform the accused person about the allegation until agencies have been consulted, and have agreed what information can be disclosed to the person. The relevant Head will give due weight to the views of the LADO and will, in discussion with the Board-Level Lead, consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place.

Where it is clear that an investigation by the police or local authority children's social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the LADO should discuss the next steps with the relevant Head and Board-Level Lead. In those circumstances the options open to the School depend on the nature and circumstances of the allegation and the evidence and information available, and will range from taking no further action to summary dismissal or a decision not to use the person's services in future.

Suspension should not be the default position – an individual should only be suspended if there is no reasonable alternative. In some such cases, further enquiries will be needed to enable a decision about how to proceed. If so, the relevant Head or Board-Level Lead should discuss with the LADO how and by whom the investigation will be undertaken. Where it has been deemed appropriate to suspend the person, written confirmation should be dispatched within one working day, giving the reasons for the suspension. The person should be informed at that point who their named contact is within the organisation and provided with their contact details.

Supporting the member of staff

Employers have a duty of care to their employees. The School will act to minimise the stress inherent in the allegations and disciplinary process. Support for the individual is key to fulfilling this duty. A member of staff will be informed of a concern or allegation as soon as possible and informed of the likely course of action, unless there is an objection by social services or the police. They will be advised to contact their trade union representative, if they have one, or a colleague for support. They will also be given access to welfare counselling or medical advice provided by the School.

The School will appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate. Particular care will be taken when an employee is suspended to ensure that they are kept informed of both the progress of their case and current work-related issues. Social contact with colleagues and friends will not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

Resignations and ‘Compromise Agreements’

The fact that a person tenders their resignation, or ceases to provide their services, will not prevent an allegation being followed up in accordance with these procedures. It may not be possible to apply any disciplinary sanctions if a person’s period of notice expires before the process is complete, but a conclusion will be reached and recorded wherever possible. So-called ‘compromise agreements’, by which a person agrees to resign if the School agrees not to pursue disciplinary action and both parties agree a form of words to be used in any future reference, will not be used in these cases. In any event, such an agreement will not prevent a thorough police investigation where that is appropriate. Nor can it override the statutory duty to make a referral to the **DBS** (see below) where circumstances require.

Record keeping

For all allegations that are not found to be malicious, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept in the low-level concern file. A copy must also be provided to the person concerned. The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate.

All records are kept in line with the Data Handling policy and the retention and destruction of data policy.

Low level concerns

A 'low-level' concern refers to any behaviour—no matter how small, and even if it is nothing more than causing a sense of unease or a 'nagging doubt'—that is inconsistent with our Staff Code of Conduct, but does not meet the statutory LADO harm threshold. We promote an open, transparent, and self-reflective culture where all staff feel empowered and supported to share low-level concerns about themselves or others. Examples include being overfriendly, having favourites, taking photographs of children on personal devices, or engaging in unrecorded one-to-one meetings behind closed doors. Staff are also encouraged to self-refer where, for instance, they have found themselves in a situation which could be misinterpreted, or on reflection feel they may have compromised the School's expected professional standards.

All low-level concerns must be reported in writing to the relevant Head via Staff Safe on CPOMS.

Low-level concerns regarding supply staff, peripatetic teachers and contractors must be proactively shared with their respective employers so they can identify any wider patterns of concerning behaviour. All records of low-level concerns are kept highly confidential, securely stored, and periodically reviewed by the Head and DSL to identify any emerging patterns or systemic cultural issues that may warrant policy revision or extra staff training.

Low-level concerns that relate exclusively to safeguarding (and do not constitute general misconduct or performance issues) must never be referred to or included in employer references.

Statutory Referrals: DBS and TRA Referral Duties

The School is under a strict, non-negotiable statutory duty to make a referral to the Disclosure and Barring Service (DBS) as soon as possible (and within 5 working days) if an individual in regulated activity is dismissed, suspended, or removed due to safeguarding harm, or would have been removed had they not resigned or ceased volunteering.

Under the Education Act 2002, the School must also consider referring any teacher guilty of serious professional misconduct to the Teaching Regulation Agency (TRA) for consideration of a statutory prohibition order.

Ceasing to use a person's services includes: dismissal; non-renewal of a fixed term contract; no longer engaging / refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching; contract working; a course of initial teacher training, or volunteering. Compromise agreements cannot be used to prevent a referral being made to the DBS when it is legally required nor can an individual's refusal to cooperate with an investigation. The principals recognise that they have a legal duty to respond to requests from the DBS for information that they hold already, but they do not have to find it from other sources. They will disclose to inspectors all instances of action in relation to safeguarding concerns.

Supply Staff

If there are any allegations made against a member of supply staff, the School must in no circumstances simply cease to use them but instead must take the lead on investigations whilst also keeping the supply agency fully informed.

6. UNFOUNDED, MALICIOUS OR FALSE ALLEGATIONS

Where a safeguarding concern or allegation against an adult is thoroughly investigated and determined to be false, malicious, unfounded, or unsubstantiated, the LADO and Head will record the decision and its justification, and agree on written communication to the individual. If an allegation is proven to be deliberately invented or malicious, the School will consider appropriate disciplinary action in accordance with its Behaviour Policy. Details of allegations found to be malicious or false must be permanently removed from the individual's personnel records unless they give written consent for their retention. Such cases must never be included in any employer references.

7. ALLEGATIONS OF ABUSE BY A PUPIL OR PUPILS ON ANOTHER PUPIL (CHILD ON CHILD ABUSE)

Abuse is not solely an adult-to-child crime; children are fully capable of abusing, harassing, exploiting, and inflicting serious harm on other children. Garden House School operates a strict **zero-tolerance culture** towards all forms of child-on-child abuse. We explicitly reject the downplaying of abusive behaviours as 'banter', 'just having a laugh', or 'boys being boys', as this normalises abuse, fosters a culture of misogyny/misandry, and prevents victims from coming forward.

All staff have a statutory duty to report any concerns of child-on-child abuse to the DSL immediately through CPOMS, regardless of whether the incident occurred on or off-site, face-to-face, or online.

Child-on-child abuse includes, but is not limited to: physical abuse, serious physical assault or threats of harm involving weapons; bullying and cyberbullying; making or sharing of nudes and semi-nudes (including digitally altered or AI-generated deepfakes); sexual harassment (verbal comments, sexual jokes, or physical brushing); causing someone to engage in sexual activity without consent; and initiation/hazing rituals.

Staff must recognise that child-on-child abuse represents a safeguarding concern for both the victim and the alleged perpetrator. We recognise that both require immediate protection, and that timely, evidence-based, and therapeutic support is crucial to preventing young perpetrators from committing further abuse or violence. Both parties must be treated as being 'at risk'.

It is essential that any allegation of abuse made by a pupil against another pupil/pupils in the School is dealt with fairly, quickly, and consistently, in a way that provides effective protection for all of the children involved. Any allegation should immediately be reported to the DSL, or in their absence, the Deputy DSL/Safeguarding Team.

The DSL will:

- Investigate if the incident is abuse, or an isolated instance of bullying or 'experimentation', in which case the incident will be handled in the normal framework for discipline. (See *Behaviour Policy*)
- Determine the frequency, nature and severity of the incident
- Ascertain if the victim was coerced by physical force, fear or by a pupil or pupils significantly older than them or with power or authority over them
- Ascertain whether the incident involved a potentially criminal act.

During and subsequent to the investigation, all the children concerned will need considerable support and, whether perpetrator(s) or victim, will be treated as being "at risk". They will

continue to be monitored closely and supported after any investigation has closed. Whilst advice as to the nature of this will be discussed with children's services and other agencies, the School will also consider pastoral and other arrangements in the School, and make any necessary adjustments.

We would not normally send the alleged victim home, pending such an investigation, without consultation with the LSCP, the Police or other agencies.

Suspension of the pupil, against whom an allegation has been made, needs careful consideration, and the Head will seek advice from the LSCP before deciding on the course of action to be taken.

Pupils alleged to have sexually abused another should be subject to risk assessment for their continuing education on site, in consultation with the LSCP.

Every effort is made at Garden House School to ensure that there are procedures in place to minimise the risk of child on child abuse. These include: ensuring that children are never left unsupervised by staff and, where possible, staff are always in ear-shot of conversations; a thorough Life and Culture curriculum providing education on these issues; pairing older children with younger ones across the school to act as mentors; and ensuring that the 'kindness code' underpins everything we do and say.

As a school, we are aware that even when there are no reported cases of child on child abuse, it does not mean it is not happening. Staff must remain vigilant at all times and report any concerns appropriately.

Harmful Sexual Behaviour (HSB), Sexual Harassment, and Sexual Violence

Harmful Sexual Behaviour (HSB) is a critical child protection issue that applies to behaviour occurring online, face-to-face, or both, existing on a progressive continuum from inappropriate sexualised talk to physical assault. When evaluating HSB, the ages and developmental stages of the children involved are critical. Sexual behaviour between children is considered harmful if there is a significant age difference (typically more than 2 years' difference) or if one child is pre-pubescent and the other is not. However, the DSL will evaluate every case, recognising that power imbalances, neurodiversity, or physical size can also indicate harm.

If a child makes a disclosure about sexual violence and sexual harassment, it is essential that any victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report

Serious Allegations Proximity Separation: Classroom and Proximity Separation (Rape or Assault by Penetration)

Mandatory Separation: In any case where an allegation of rape, assault by penetration, or serious sexual assault is being investigated, the School must immediately remove the alleged perpetrator from any shared classes with the victim while facts are established. The DSL will coordinate with the police and children's social care to implement a robust safety plan, ensuring a reasonable and strict physical separation across the school premises, during extracurricular activities, and on school transport. These protective measures are taken in the best interests of the children and must not be perceived as a pre-judgment of guilt.

The School's response to allegations and incidents of child-on-child sexual violence and sexual harassment, including cases involving Police or Children's Social Care investigations, will be managed in accordance with Keeping Children Safe in Education, the School's

Behaviour Policy and relevant local safeguarding procedures. Decisions regarding sanctions, including suspension or permanent exclusion where applicable, will be made on a case-by-case basis and in accordance with statutory guidance and the School's safeguarding responsibilities.

Children who are lesbian, gay or bisexual

A child being lesbian, gay, or bisexual is not a risk factor for harm in itself, but the School recognises that LGB children are statistically more vulnerable to experiencing discriminatory, homophobic, or biphobic bullying. GHS is committed to creating an inclusive, anti-discriminatory environment. The DSL will ensure that any instances of homophobic bullying are met with strong, proactive disciplinary sanctions, and that LGB children have access to trusted adults and tailored pastoral support.

Children who are Questioning their Gender and Requests for Social Transition

In strict accordance with Keeping Children Safe in Education (September 2026) and the findings of the Cass Review (2024), Garden House School takes a highly cautious, sensitive, and non-directive approach to supporting any child questioning their gender. We recognise that social transition (facilitating a child presenting as the opposite biological sex) is an active psychological intervention that has profound, long-term impacts on a child's development, and currently lacks a strong evidence base of long-term benefit.

- **No Staff Initiation:** Staff must never initiate any actions regarding social transition. This policy applies strictly to circumstances where a child or their parents have formally raised a request. Staff must not adopt any changes (such as names, pronouns, or facilities) unless a formal decision has been made by the Head and DSL in consultation with the parents.
- **Extreme Caution for Primary Pupils:** Because GHS is a preparatory school, we exercise extreme caution. In line with statutory standards, the support for full social transition of pre-pubertal primary children will be agreed very rarely. GHS strongly emphasises early clinical involvement. School staff do not have clinical training to advise on social transition as a planned intervention, and we will advise the family to seek clinical advice to keep the child's options open and flexible.
- **Prioritising Parents and Carers:** Parents and carers have the leading role in their children's lives. GHS will engage parents as a matter of priority when a child requests support. The parents' views carry great weight. In the exceptionally rare circumstance where involving parents would pose an immediate safeguarding risk to the child, the DSL must be involved to determine alternative safeguarding action before any decisions are made or contact is initiated.
- **Disclosures Without Requests:** If a child confides in staff about their feelings but does not request any changes to how they are treated or referred to, there is no reason to break confidence unless a related safeguarding risk is identified. Standard safeguarding procedures will be followed.
- **Single-Sex Toilets (No Exceptions):** Under the School Premises (England) Regulations 2012, schools must provide separate toilets for boys and girls aged 8 and over. Children must not be allowed to enter toilets designated for the opposite biological sex, including as part of any social transition. If a gender-questioning child does not wish to use toilets designated for their biological sex, the School will consider providing a suitable, self-contained lockable individual toilet. The rationale

for any such alternative must be formally recorded, and a thorough safeguarding risk assessment completed.

- **Changing Rooms and Showers (No Exceptions):** The School must provide suitable, separate changing facilities and showers. No child is permitted to undress in front of a child of the opposite biological sex. Responding to social transition must not include allowing access to changing areas designated for the opposite sex. Alternative individual changing rooms may be considered.
- **Single-Sex Sports (No Exceptions):** Under the Equality Act 2010 competitive sports exception, the School separates children by biological sex in physical education and competitive games for reasons of safety and fairness. Where single-sex sports are implemented for safety, there must be no exceptions. Where safety is not the primary factor but single-sex sports are maintained for fairness, any request to participate in sports of the opposite sex will be treated as a request for social transition, requiring a full evaluation of the best interests of the child, the impact on peers, and the maintenance of a safe and fair environment.
- **Overnight and Residential Accommodation (No Exceptions):** For school trips and residential stays, children of different biological sexes must not share overnight accommodation. Responding to social transition must not include allowing access to accommodation designated for the opposite biological sex. Separate individual rooms may be sought where possible.
- **Biological Sex Recording:** Having accurate information is vital for the School to fulfil its statutory safeguarding duties. The School is legally required to record a child's biological sex accurately in all official school records. Relevant staff must remain aware of a child's biological sex in all cases.
- **Children Living in Stealth & Detransition:** If a child has transitioned at an early age and is 'living in stealth' (where peers are unaware of their biological sex), the DSL must be involved immediately, as these children are highly vulnerable to experiencing intense anxiety as they approach puberty. If a child wishes to detransition, GHS will work closely with parents and clinical experts to provide flexible, sensitive, and non-judgmental support.

8. STAFF TRAINING AND INDUCTION

All staff members—including administrative, domestic, maintenance, catering, and peripatetic teams, regardless of whether they have direct contact with children—must read Part One of KCSIE 2026 in full.

In addition, school leaders, governors, proprietors, the DSL, and all staff who work directly with children must read Annex B (Role of the DSL) and Annex A (Further Safeguarding Information) in full. To support staff comprehension, the School provides annual knowledge checks, bite-size training sessions, and regular safeguarding updates during staff meetings.

All newly appointed staff, temporary staff, and volunteers undergo a rigorous safeguarding induction led by the DSL prior to commencing work, covering: this Safeguarding Policy, the Behaviour Policy (including measures to prevent discriminatory and cyberbullying), the Staff Code of Conduct, the Whistleblowing Policy, the Acceptable Use Agreement, and the daily online safety monitoring arrangements.

The Head of HR in conjunction with the DSL will keep full training records for the School and will ensure that:

- a) All members of the Designated Safeguarding Team will be trained in safeguarding and child protection at least every 2 years to the appropriate level (formerly 'Level 3'). This will include

local inter-agency working protocols and training in the LSCP's approach to *Prevent* duties and will be provided either by the local social services department or an LSCP approved external agency.

b) All staff who may come into contact with children including non-teaching staff are trained in safeguarding child protection regularly to the appropriate level. The Designated Safeguarding Team, with up to date inter-agency training, will sometimes provide this training for staff. After the initial training, regular updates will be provided to staff at least annually. This training will allow staff to develop their understanding of the signs and indicators of abuse so they can respond to any child welfare concerns in accordance with the School's safeguarding procedures. Online courses may also be used.

All members of staff are trained and receive regular updates including in e-safety.

9. SAFER RECRUITMENT & VETTING OF VOLUNTEERS

Garden House School enforces rigorous safer recruitment procedures to deter, identify, and prevent unsuitable individuals from working with our pupils. At least two members of the senior leadership team must complete Safer Recruitment Training (renewed every 3 years). All recruitment advertisements state our absolute commitment to safeguarding and specify that extensive pre-appointment checks will be carried out.

Volunteer DBS Checks:

Any volunteer who works frequently (more than 3 days in a 30-day period) or overnight is legally in regulated activity. Therefore, the School will obtain an enhanced DBS check with children's barred list information for all regular or overnight volunteers, with zero exceptions. Days volunteered across multiple settings count cumulatively towards the 3-day threshold.

Trainee and Self-Employed Vetting:

Trainee teachers on salaried routes always undergo the same rigorous checks as permanent staff, including enhanced DBS and barred list checks. For fee-funded trainee teachers, GHS must obtain written confirmation from their initial teacher training provider that all pre-appointment vetting checks have been completed and the trainee has been judged suitable. Self-employed peripatetic staff and professionals must have their vetting confirmed; the School must either obtain its own DBS check or examine and verify the individual's own DBS certificate at the level required for their role.

Early Years Vetting Constraint:

Under the statutory Early Years Foundation Stage (EYFS) framework, there is a strict prohibition against staff beginning work under supervision pending a DBS check. Any staff member or volunteer working within our EYFS and Kindergarten settings (Sedding Street and Turk's Row) must not be permitted to begin work under any circumstances until the School has physically received their complete enhanced DBS certificate, including children's barred list information.

Safer recruitment practices are always followed through our rigorous recruitment processes, striking a balance between the need to protect children from abuse and the need to protect staff from false or unfounded allegations. The selection and recruitment of staff includes verification of identity, qualifications and a satisfactory enhanced DBS check for their suitability for work. Online checks on candidates are included in this process.

The TRA no longer maintains a list of those teachers who have been sanctioned in EEA member states and that as a school we are required to make further checks on these applicants so that any relevant events outside the UK can be considered.

These checks will also be carried out on existing staff with a break in service of more than three months.

Management Checks

S128 checks are carried out on the following people: Principals, Heads and Senior Leaders. If someone has been prohibited from the management of schools, this will appear on their DBS certificate.

See Recruitment Policy for further details

10. CONFIDENTIALITY

We recognise that all matters relating to safeguarding are confidential, subject to overriding legal obligations to disclose information to ensure the safety and well-being of a child. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The School employs a Data Protection Officer and complies with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 but acknowledges that there are occasions where safeguarding and child protection obligations will supersede the requirements of GDPR.

The Head or DSL will disclose any information about a pupil to other members of staff on a need to know basis only consistent with legal requirements and in accordance with relevant DfE guidance. The Head or DSL, LSCB and Police will agree who needs to know about the matter, exactly what information can be shared, how to manage speculation, and how to manage any press interest.

All staff are made aware that they have a professional responsibility to share information with the DSL and Safeguarding Team in order to safeguard children and likewise, staff are made aware that the School has a responsibility to share these concerns with other agencies if they feel the situation is escalating or further support is needed.

All staff are made aware that they cannot promise a child that they can keep any secrets as it might compromise the child's safety or wellbeing.

We will always inform parents / carers of an allegation affecting their child as soon as possible if they already do not know of it. However, where a Strategy Meeting is required, the DSL or Head will consult with the LSCP and other relevant agencies such as the Police beforehand to agree what information can be disclosed to parents so as not to put the child at greater risk of harm, or impede a criminal investigation. Parents/carers will normally be kept informed about the progress of the case and told the outcome where there is no criminal prosecution, including the outcome of any disciplinary process.

11. WHISTLEBLOWING

All staff and volunteers must feel safe and supported to raise concerns regarding poor, unsafe, or non-compliant safeguarding practices within the School. GHS Whistleblowing procedures ensure that concerns can be raised confidentially with the Co-Principals or Board. If staff feel unable to raise concerns internally, or if they feel their genuine concerns are not being addressed, they are encouraged to contact the LADO (see details in Appendix 1) or NSPCC Whistleblowing Advice Line (Tel: 0800 028 0285; Email: help@nspcc.org.uk).

See Whistleblowing Policy for more details.

12. MANAGEMENT OF SAFEGUARDING

a) Responsibilities

The responsibilities of the Principals are:

- To ensure that there is a designated 'board-level lead' in relation to the responsibility for the safeguarding arrangements. Although the safeguarding duties remain the responsibility of the Principals, the board-level lead should hold a Level 3 Safeguarding training certificate and have the required knowledge, skills and expertise to take leadership responsibility for the organisation's safeguarding arrangements. All Principals must receive appropriate safeguarding and child protection training.
- To ensure that staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children.
- To create an environment where staff feel supported in their safeguarding role and able to raise concerns.
- To operate Safer Recruitment procedures (please see separate Recruitment Policy for full details) in checking the suitability of staff and volunteers to work with children including DBS checks and compliance with the independent school standard regulations.
- To ensure that sufficient resources are available for the proper training and support of the Heads, designated staff (Level 3, every 2 years), and all other staff (Level 1, every 3 years) in matters relating to the safeguarding of children.

To ensure that proper procedures for the safeguarding of children are in place and that they are reviewed annually.

The responsibilities of the Heads are:

- To preserve and foster the safe, caring, and open environment at Garden House.
- To ensure that all staff understand and follow the school's policies and procedures.
- To support and encourage the designated staff and other members of staff in all matters relating to the safeguarding of children.
- To be familiar with the School's safeguarding procedures and monitor the effectiveness of them.
- To ensure all children, parents, and staff are familiar with, and support the aims of, the Garden House Kindness Code.
- To emphasise the role of good communication between all members of staff in matters relating to the safeguarding of children.
- To make part time and voluntary staff aware of the arrangements and procedures relating to the safeguarding of children at Garden House.
- To ensure that any deficiencies or weaknesses in Child Protection are remedied without delay.
- To ensure that all staff are aware of and adhere to our Code of Conduct.
- To ensure specific attention is given to situations where children are engaged in one to one teaching, particularly in specialist music and sport provision.

The School has a trained team of Designated Safeguarding Staff, comprising of the DSL, the Deputy DSL and the Safeguarding Team. Together they are responsible for:

- Referring a child to the LSCP whenever an allegation or disclosure of abuse has been made or if there are concerns about possible abuse, and acting as a focal point for staff to discuss concerns. All referrals will be carried out in accordance with local Social Care procedures within 24 hours of a disclosure.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely in accordance with the Data Protection Act 1998 and are kept separate from pupil records, and copied on separately from the main pupil file to the child's next school or college until the young person reaches 25 years of age.
- Ensuring that an indication of an additional file as detailed above is marked on the pupil's record.
- Liaising with other agencies and professionals and ensuring that contact with the relevant welfare agency will be made immediately upon the disclosure or suspicion of abuse. The referral shall be made in writing or with written confirmation of a telephone referral.
- Ensuring that they provide reports for, and attend case conferences, core groups, or other multi-agency planning meetings, and otherwise co-operate with the LSCB and other agencies.
- Ensuring that any pupil currently subject to a child protection plan who is absent without explanation for two days is referred to the LSCP. Children who are not currently subject to a child protection plan should be referred after 10 consecutive days of unexplained absence.
- Ensuring that child protection files are securely transferred to any new schools as a matter of priority. Within 5 working days for any in-year transfer or move and within the first 5 working days of the start of a new school term.

Teaching staff, including Teaching Assistants, should:

- Be an open and caring ear for the children; a person to whom they can talk freely about any matters that may be worrying or harming them.
- Be familiar with the School's Safeguarding Policy and procedures.
- Attend training on matters relating to child protection including, in particular, recognising possible signs of abuse.
- Always report any concerns to the Designated Child Protection Staff (either the DSL or one of the Safeguarding Team).
- Follow the School's guidance on interacting with the children. See Appendix 4 – Restraint Policy and also the Staff Code of Conduct.
- Make the children aware of safeguarding including online, helping them to adjust their behaviour in order to minimise risk.

b) Supporting children

We recognise that a child who is abused or witnesses violence/abuse may feel helpless and humiliated, blame themselves and find it difficult to develop and maintain a sense of self-worth.

We recognise that the School might provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may be aggressive or withdrawn.

The School will support all pupils by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as in our relationships, whilst attempting to counteract aggression and bullying.
- Promoting a caring, safe and positive environment within the School.
- Liaising and working together with support services and other agencies involved in the safeguarding of children to make sure information is shared.
- Notifying the LSCP as soon as there is a cause for significant concern.
- Providing continued support to school leavers identified as potentially at risk of abuse, by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school and ensuring relevant medical records are forwarded as a matter of priority.
- Working with the Local Authority (or the Police as appropriate) where a child may have suffered significant harm, or there may be a criminal prosecution, to consider what support the child or children involved may need. This may be achieved via the "Team Around the Child" process. We are aware that any child who is being investigated by the police will need to have an appropriate adult with them.

c) Supporting Staff

We recognise that staff who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support them by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate. Staff are also encouraged to call Education Support's free confidential helpline on: 0800 562 561 if they require someone to talk to.

Where a member of staff is the subject of an allegation of abuse they will normally be informed of the concerns or allegations as soon as possible and informed of the likely course of action. The Head will appoint a named representative to keep the individual informed of the progress of the case and consider what other support is appropriate. The investigation will be managed promptly.

d) Equality and Bullying

The School's policy on Equal Opportunities is set out in the Equal Opportunities Policy. The School's policy on bullying is set out in The Behaviour Policy.

All cases of bullying will be reported to the relevant Head and the DSL. Records of bullying and racist incidents are kept on CPOMS.

e) Health & Safety

Our Health & Safety policy, set out in a separate document, details the measures being taken by the School to promote the health and safety of all children and staff within the School's

environs. Other aspects, such as the procedures for internet use and School trips are set out in other School policies.

13. PHYSICAL INTERVENTION & REASONABLE FORCE

Staff have a legal power to use reasonable force to control or restrain pupils to prevent them from hurting themselves or others, causing physical injury, or damaging property.

'Reasonable force' means using no more force than is necessary for the least amount of time. Physical intervention must be necessary and proportionate, and is used only as a last resort. All incidents must be logged on CPOMS, discussed with the DSL and reported in writing to parents. Force must never be used as a punishment.

The School recognises that some physical contact is appropriate in the context of working with children and all staff have been given safe practice guidance to ensure they are clear about professional boundaries.

Staff should always avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate conduct. Should this occur, this event should be recorded and signed by a witness, if there was one. The DSL must be informed immediately.

We understand that physical intervention of a nature which causes injury or distress to a child may need to be considered under child protection or disciplinary procedures.

All complaints about the use of force should be thoroughly, speedily and appropriately investigated. The School will follow its disciplinary procedures when managing a complaint about the use of force by staff, seeking advice from relevant agencies where appropriate.

14. PREVENTION

The School prevents harm by maintaining an ethos of listening, safety, and open communication. Pupils are taught to identify when they or their friends feel unsafe, and have direct access to our School Counsellor and trained staff. We integrate safety training throughout the curriculum, ensuring our children are resilient and well-equipped to stay safe online and offline.

15. MONITORING AND EVALUATION

The DSL, Deputy DSL, and Safeguarding Team meet regularly to monitor the implementation of this policy. We evaluate safeguarding effectiveness through: analysis of CPOMS and attendance data, monitoring of bullying and racist incidents, regular audits of our Smoothwall filtering and monitoring logs, and strategic reviews with the Board.

16. REVIEW

The Principals and Heads conduct a comprehensive review of this Safeguarding Policy and all child protection procedures at least annually, evaluating the efficiency with which our duties have been discharged. Should any deficiencies or weaknesses in our safeguarding arrangements become apparent, they will be remedied immediately and without delay.

17. JOB DESCRIPTIONS

The DSL and Deputy DSL operate under formal, detailed job descriptions explicitly outlining their child protection and online safety responsibilities. This is detailed in Appendix 5. The Board-level Lead holds a Level 3 Safeguarding certificate and takes direct responsibility for assuring the Board that safeguarding arrangements are effective and compliant.

Approved by:	<i>Principals/Heads/DSL</i>	Date:	01/09/2026
Signature:	<i>S. Trafford</i>		01/09/2026
Last reviewed on:	<i>September 2026</i>		
Next review due by:	<i>March 2027</i>		

Appendix 1

Contacts

Garden House School Safeguarding Staff

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Kate O’Sullivan	kosullivan@gardenhouseschool.co.uk dsl@gardenhouseschool.co.uk 020 7730 6652
Deputy DSL	Andy Browning	abrowning@gardenhouseschool.co.uk
Garden House Board Level Lead	Mrs Sophie Strafford	sstrafford@gardenhouseschool.co.uk 020 7730 6652
Head of EYFS	Venetia Banbury	vbanbury@gardenhouseschool.co.uk
Head of Boys’ School	Richard Lock	rlock@gardenhouseschool.co.uk
Head of Girls’ School	Emma Studd	estudd@gardenhouseschool.co.uk
Garden House School Office		020 7730 6652
Bi-Borough Children's Services (Kensington & Chelsea)		Duty Line: 020 7361 3013 socialservices@rbkc.gov.uk Out of Hours: 020 7361 3013
Hammersmith & Fulham Children's Services		Tel: 020 8753 6610
Westminster Children's Services		Tel: 020 7641 4000
Bi-Borough PREVENT Team		Tel: 020 8753 5727 prevent@lbhf.gov.uk

ROLE	NAME	CONTACT DETAILS
Bi-Borough CME Admissions		Wendy Anthony Tel: 020 7745 6440 wendy.anthony@rbkc.gov.uk
MASH Business Support		Karen Duncan Tel: 020 7361 3991 kduncan1@westminster.gov.uk
Emergency Services		Police: 999 Non-Emergency: 101

If a personal phone number is required for a named member of staff above, a phone call should be made to the School office who hold mobile numbers for all staff.

Our designated team are aware of the necessity to safeguard the children at both of our premises: Sedding Street and Turk's Row.

Main School address:

Garden House School
Turk's Row
London
SW3 4TW

Principals: Mrs Sophie Trafford
Mr Christian Warland

Appendix 2

DEFINITIONS AND INDICATORS OF ABUSE AND NEGLECT

All staff must understand the statutory definitions of abuse and neglect. In accordance with Working Together to Safeguard Children and Keeping Children Safe in Education (September 2026), these definitions have been thoroughly updated:

- **Abuse:** A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting. Abuse can take place wholly online or face-to-face. Children may also cause harm to other family members, often referred to as child-to-parent or caregiver abuse (this must be recognised as a critical family dynamic that requires safeguarding support).

- **Physical Abuse:** Hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or causing physical harm, including fabricating or deliberately inducing illness in a child.
- **Emotional Abuse:** Persistent emotional maltreatment causing severe and adverse effects on emotional development. This explicitly includes verbal abuse such as persistent criticism, belittling, or name-calling, as well as overprotection and limitation of normal social interactions.
- **Sexual Abuse:** Forcing, causing, or inciting a child to take part in sexual activities. This involves penetrative acts (rape or assault by penetration using a body part or object) and non-penetrative acts (masturbation, kissing, rubbing, touching over clothing). It also includes non-contact activities like grooming (including online and AI-assisted grooming) and involving children in looking at or producing sexual images.
- **Neglect:** Persistent failure to meet basic physical and/or psychological needs. This includes failure to provide adequate food, clothing, shelter, medical care, or adequate supervision, as well as maternal substance abuse during pregnancy.
- **Prejudice-Based Harm:** Discriminatory abuse, including racism, faith-targeted abuse, and other discrimination. This has a significant impact on a child's welfare, wellbeing, and sense of safety, and must be integrated into safeguarding practice. The School promotes an inclusive, anti-discriminatory culture.
- **County Lines and Exploitation: Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)** involving gangs or organised networks. Exploited children must be treated strictly as victims, not offenders, as children cannot consent to being exploited, abused, or trafficked. Suspicion that a child has been moved for exploitation constitutes modern slavery and requires immediate NRM and child protection referrals.
- **Domestic Abuse (Children as Victims):** Under the Domestic Abuse Act 2021, children are recognized as victims of domestic abuse in their own right if they see, hear, or experience the effects of abuse between personally connected individuals aged 16 or over. This includes psychological, physical, financial, and emotional abuse, and controlling or coercive behaviour. Operation Encompass legal duties (November 2025) require the police to notify the GHS DSL within 24 hours of any domestic abuse incident connected to a child's household, regardless of physical presence.
- **Serious Violence:** Weapon-carrying, gang involvement, or knife possession. Any concerns that a young person is carrying a weapon must be referred to the DSL, who must assess the risk and implement a written safety and support plan. Serious violence often peaks before or after the school day, and the School works with partners to monitor risky areas.
- **Temporary Accommodation Notification Duty:** Housing authorities are required to notify the school when a child is placed in temporary accommodation. The school proactively supports these children to promote educational stability.

Specific safeguarding issues

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff should be aware that safeguarding issues can manifest themselves through child-on-child abuse (including harassment and violence). This is most likely to include, but may not be limited to, bullying (including cyberbullying); physical abuse; sexual violence and sexual harassment; consensual and non-consensual making or sharing of nudes or semi-nudes; abuse in intimate personal relationships between children; serious physical assault and harm, or threats involving a weapon; causing someone to engage in sexual activity without consent; upskirting; and initiation/hazing type violence and rituals. Staff should be clear as to the school's policy and procedures with regards to peer-on-peer abuse.

Please note that all staff are required to read Part One of Keeping Children Safe in Education.

RECOGNISING CHILD ABUSE – SIGNS AND SYMPTOMS

Recognising child abuse is not easy, and it is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk. You do, however, have a responsibility to act if you have a concern about a child's welfare or safety.

The following information will help to be more alert to the signs of possible abuse. The examples below are not supposed to form an exhaustive list.

1) Physical abuse

Most children will collect cuts and bruises in their daily lives. These are likely to be in places where there are bony parts of the body, like elbows, knees and shins. Some children, however, will have bruising which can almost only have been caused non-accidentally. An important indicator of physical abuse is where bruises or injuries are unexplained or the explanation does not fit the injury or there are differing explanations. A delay in seeking medical treatment for a child when it is obviously necessary is also a cause for concern. Bruising may be more or less noticeable on children with different skin tones or from different racial groups and specialist advice may need to be taken.

Patterns of bruising that are suggestive of physical child abuse include:

- bruising in children who are not independently mobile
- bruises that are seen away from bony prominences
- bruises to the face, back, stomach, arms, buttocks, ears and hands
- multiple bruises in clusters
- multiple bruises of uniform shape
- bruises that carry the imprint of an implement used, hand marks or fingertips

Although bruising is the most common injury in physical abuse, fatal non-accidental head injuries and non-accidental fractures can occur without bruising. A doctor should see any child who has unexplained signs of pain or illness promptly.

Other physical signs of abuse may include:

- cigarette burns
- adult bite marks
- broken bones
- scalds

Changes in behaviour which can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example wearing long sleeves in hot weather.

2) Emotional abuse

Emotional abuse can be difficult to measure, and often children who appear well cared for may be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Children who live in households where there is domestic violence can often suffer emotional abuse. Emotional abuse can also take the form of children not being allowed to mix/play with other children.

The physical signs of emotional abuse may include:

- failure to thrive or grow, particularly if the child puts on weight in other circumstances, e.g. in hospital or away from parents' care
- sudden speech disorders
- developmental delay, either in terms of physical or emotional progress.

Changes in behaviour which can also indicate emotional abuse include:

- neurotic behaviour, e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- self-harm
- fear of parents being approached.

3) Sexual abuse

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers.

Usually, in cases of sexual abuse it is the child's behaviour that may cause you to become concerned, although physical signs can also be present. In all cases, children who talk about sexual abuse do so because they want it to stop. It is important, therefore, that they are reassured and know that their disclosure will be taken seriously. At no times should a victim be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

The physical signs of sexual abuse may include:

- pain or itching in the genital areas
- bruising
- stomach pains
- discomfort when walking or sitting down

Changes in behaviour that can also indicate sexual abuse include:

- sudden or unexplained changes in behaviour, e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away
- sexual knowledge which is beyond their age or developmental level
- sexual drawings or language
- bedwetting
- eating problems
- saying they have secrets they cannot tell anyone about

4) Neglect

Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children. The physical signs of neglect may include:

- constant hunger, sometimes stealing food from other children
- being constantly dirty or smelly
- loss of weight, or being constantly underweight
- inappropriate dress for the conditions.

Changes in behaviour which can also indicate neglect may include:

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised

The above list is not meant to be definitive but should be used as a guide to assist you. It is important to remember that many children and young people will exhibit some of these indicators at some time, and the presence of one or more should not be taken as proof that abuse is occurring.

There may well be other reasons for changes in behaviour, such as a death or the birth of a new baby in the family, relationship problems between parents/carers, undiagnosed medical conditions etc.

5) FGM

A girl may confide that she is to have a special procedure or to attend a special occasion to become a woman.

Parents may state that they or a relative will take the child out of the country for a prolonged period.

A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent.

6) Child Sexual Abuse

Some of the following can be indicators of CSE:

- children who have older boyfriends or girlfriends; and

- children who suffer from sexually transmitted infections or become pregnant.

7) Child Criminal Exploitation

Some of the following can be indicators of CCE:

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

8) Children Missing Education (CME)

A child going missing from education is a potential indicator of abuse or neglect. Office staff and class teachers should report to the relevant Head and DSL should any child be absent without any explanation.

9) Radicalisation

Symptoms of radicalisation may include absence of positive influences and strains associated with cultural transitions of identity, lifestyle and friendship. Young people at risk include those with limited social circles who befriend others on social media.

The Channel Vulnerability Assessment Framework may be useful:

This annex provides a description of the vulnerability assessment framework used by Channel to guide decisions about whether an individual needs support to address their vulnerability to being drawn into terrorism as a consequence of radicalisation and the kind of support that they need.

It should not be assumed that the characteristics set out below necessarily indicate that a person is either committed to terrorism or may become a terrorist. The assessment framework involves three dimensions: engagement, intent and capability, which are considered separately.

a) Engagement with a group, cause or ideology

Engagement factors are sometimes referred to as “psychological hooks”. They include needs, susceptibilities, motivations and contextual influences and together map the individual pathway into terrorism. They can include:

- Feelings of grievance and injustice
- Feeling under threat
- A need for identity, meaning and belonging
- A desire for status
- A desire for excitement and adventure
- A need to dominate and control others

- Susceptibility to indoctrination
- A desire for political or moral change
- Opportunistic involvement
- Family or friends' involvement in extremism
- Being at a transitional time of life
- Being influenced or controlled by a group
- Relevant mental health issues

b). Intent to cause harm

Not all those who become engaged by a group, cause or ideology go on to develop an intention to cause harm, so this dimension is considered separately. Intent factors describe the mindset that is associated with a readiness to use violence and address what the individual would do and to what end. They can include:

- Over-identification with a group or ideology
- Them and Us' thinking
- Dehumanisation of the enemy
- Attitudes that justify offending
- Harmful means to an end
- Harmful objectives

c). Capability to cause harm

Not all those who have a wish to cause harm on behalf of a group, cause or ideology are capable of doing so, and plots to cause widespread damage take a high level of personal capability, resources and networking to be successful. What the individual is capable of is therefore a key consideration when assessing risk of harm to the public. Factors can include:

- Individual knowledge, skills and competencies
- Access to networks, funding or equipment
- Criminal Capability

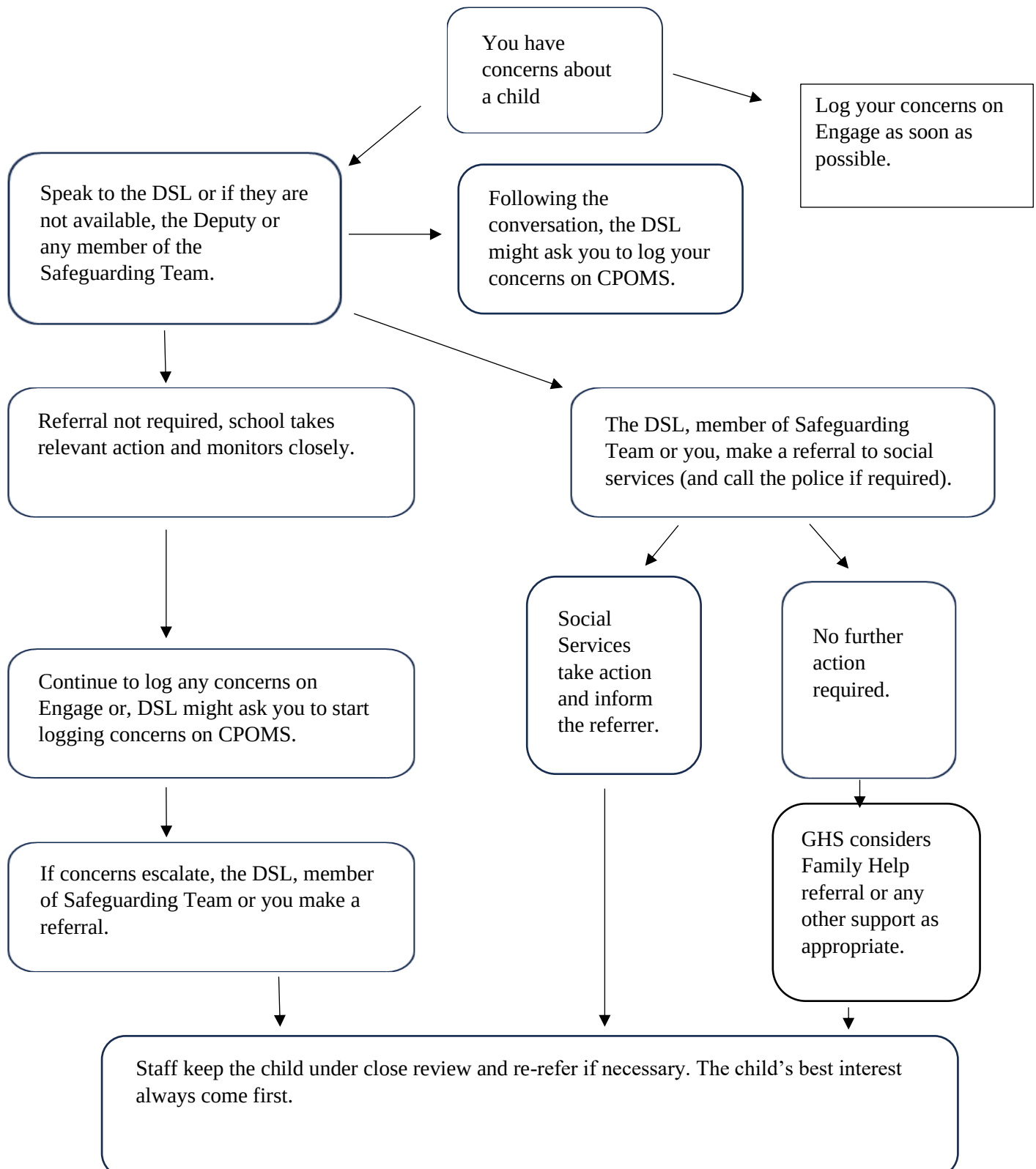
d) County Lines

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁰³ should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

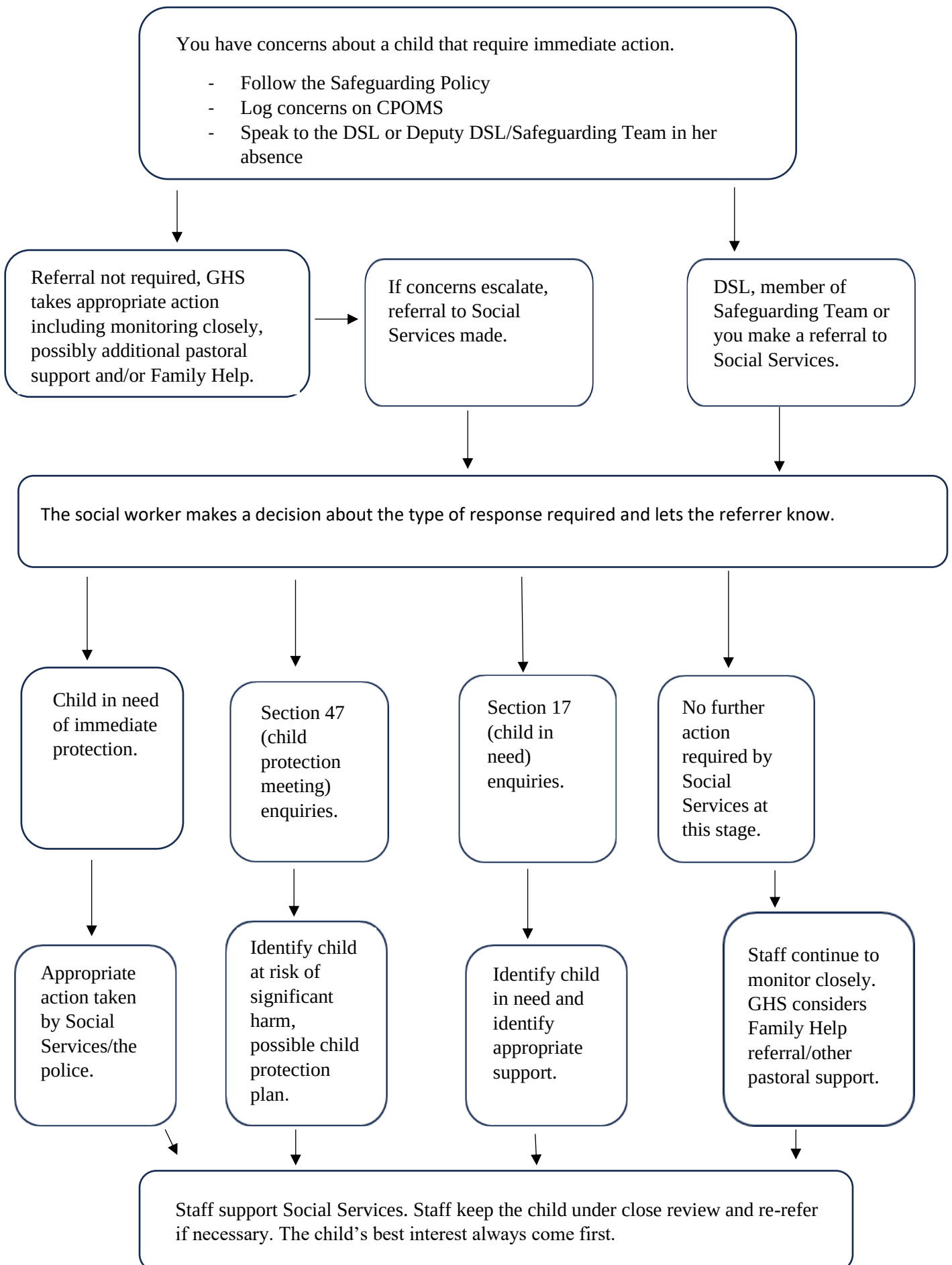
Appendix 3

Flow Chart Procedures for Concerns

Procedure if you have concerns about a child's welfare (and do not believe that they are suffering or likely to suffer from serious harm, or in immediate danger)



Procedures if you have concerns about a child that require immediate attention



Appendix 4

Garden House School Restraint Policy

- Staff must only use restraint in instances where a child's irresponsible behaviour could potentially either cause harm to themselves or another person, or in a situation where there is risk of accidental injury, e.g. whilst by the roadside, on or near stairs etc.
- Staff must only ever use physical intervention as a last resort, and at all times it must be the minimal force necessary to prevent injury.
- All incidents of restraint should be recorded in writing on CPOMS and reported to the relevant Head and DSL/member of the Safeguarding Team.
- Parents are informed in writing whenever a child has been restrained.
- Records of restraint are kept in staff personal files.

Appendix 5

Working with Children one-to-one

Working with children in one-to-one situations requires additional safeguards. Adults working in one-to-one settings are more vulnerable to unfounded or malicious allegations being made against them. One to one situations also have the potential to make the child more vulnerable to harm by those who seek to exploit their position of trust. It is important that every effort is made to ensure the safety and security of children and the adults who work with them.

Principles (Guidance from Safer Working Practice for Those Working with Children and Young People in Education Settings - February 2022)

- The welfare of the child is paramount.
- It is the responsibility of all adults to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children.
- Adults who work with children are responsible for their own actions and behaviour and should avoid any contact which would lead any reasonable person to question their motivation and their intentions.
- Adults should work and be seen to work, in an open and transparent way.
- The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious and /or sexual identity.

Working arrangements

- A teacher must carefully consider the needs and circumstances of the child when in one-to-one situations.
- It is advisable to leave the door of the classroom open when working in a one to one situation. In cases where privacy is required, it is essential that the teacher and child are visible through a window at all times.
- If lone working is an integral part of the role, appropriate risk assessments should be undertaken and conditions agreed with the line manager.

Confidentiality

- Teachers have a duty to report any concerns regarding a child's welfare.
- Teachers must be aware of the contents of the Safeguarding Policy and the name of the designated teacher.
- If a child discloses any information about abuse, the teacher must not ask leading questions or promise confidentiality.
- All concerns must be recorded, dated and signed.

Appendix 6

Job Description

Designated Safeguarding Lead

The Principals ensure that the School designates an appropriate senior member of staff to take lead responsibility for child protection, including implementing the Prevent duty (Designated Safeguarding Lead, DSL). This person should have the status and authority within the School to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. There should be regular review of the DSL's practice to ensure they improve over time.

The DSL oversees online-safety throughout the school.

The broad areas of responsibility for the Designated Safeguarding Lead include managing the following areas for all of EYFS, KS1 & KS2 pupils:

1. Managing referrals

- a. Refer all cases of suspected abuse to the local authority children's social care and:
 - The Local Authority Designated Officer (**LADO**) for child protection concerns (all cases which concern a staff member); and/or
 - Disclosure and Barring Service (**DBS**) for cases where a person is dismissed or resigns due to them posing a risk of harm to a child or causing harm to a child; and/or
 - Police (cases where a crime may have been committed).
- b. Liaise with the Heads to inform her / him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- c. Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- d. When a child moves to a new school, proactively share any information with them within 5 days of the start of a new term to ensure that support is put in place. Also ensure that any child protection files are securely transferred.

2. Training

The Designated Safeguarding Lead will receive appropriate training carried out every two years in order to:

- a. Understand the assessment process for providing family help and intervention, for example through locally agreed common and shared assessment processes such as family help assessments.
- b. Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- c. Ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new and part time staff.
- d. Ensure all staff are trained in child protection and receive any new updates, in line with advice from the LSCB. In addition, ensure staff safeguarding professional development includes online safety and training that gives them knowledge and confidence to identify children at risk of being drawn into terrorism (prevent), to

challenge extremist ideas and to know how to refer children and young people for further help.

- e. Ensure that all new staff, including temporary staff and volunteers, are provided with induction training and documents which include:
 - i. The School's **Safeguarding/Child Protection policy** (including the policy and procedures to deal with child on child abuse);
 - ii. The **Behaviour Policy** which includes: measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying), whistleblowing procedures and the acceptable use of ICT, mobile phones and other electronic devices.
 - iii. The **Staff Code of Conduct**
 - iv. the **roles and identity of the DSL and the Safeguarding Team**;
 - v. A copy of Part One of KCSIE will be read in full by all staff.
 - vi. The school's safeguarding response to **children who go missing from education**
 - vii. **Online safety** (including pupils' use of ICT and electronic devices & social media)
- f. Be alert to the specific needs of children in need, those with special educational needs and young carers;
- g. Be able to keep detailed, accurate, secure written records of concerns and referrals; ensure that appropriate information is available at the time of referral and that the referral is confirmed in writing under confidential cover;
- h. Obtain access to resources and attend any relevant or refresher training courses;
- i. Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

3. Raising Awareness

The Designated Safeguarding Lead will ensure the School's policies are known and used appropriately:

- a. Ensure the School's child protection / safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Principals regarding this.
- b. Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse, neglect or exploitation may be made and the role of the School in this.
- c. Ensure that online safety is being promoted and adhered to by staff and students throughout the school.
- d. Link with the Tri-Borough Safeguarding Children Board to make sure staff are aware of training.

Deputy Designated Safeguarding Lead

- Attend bi-weekly safeguarding meetings

- Be a source of knowledge and point of contact for staff regarding all safeguarding issues
- Hold a Level 3 Safeguarding Certificate (renewed every two years)
- Participate in whole school staff training, as appropriate

In the absence of the DSL to deputise in the following areas:

1. Managing referrals

- a. Refer all cases of suspected abuse to the local authority children's social care and:
 - The Local Authority Designated Officer (**LADO**) for child protection concerns (all cases which concern a staff member); and/or
 - Disclosure and Barring Service (**DBS**) for cases where a person is dismissed or resigns due to them posing a risk of harm to a child or causing harm to a child; and/or
 - Police (cases where a crime may have been committed).
- b. Liaise with the Heads to inform her / him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- c. Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- d. When a child moves to a new school, proactively share any information with them to ensure that support is put in place. Also ensure that any child protection files are securely transferred.

2. Training

- e. Ensure that **all** new staff, including temporary staff and volunteers, are provided with induction training that includes:
 - i. The School's **Safeguarding/Child Protection policy** (including the policy and procedures to deal with child on child abuse);
 - ii. The **Behaviour Policy** which includes: measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying), whistleblowing procedures and the acceptable use of ICT, mobile phones and other electronic devices.
 - iii. The **Staff Code of Conduct**
 - iv. the **roles and identity of the DSL and the Safeguarding Team**;
 - v. A copy of Part One of KCSIE will be read by in full by all staff
 - vi. The school's safeguarding response to **children who go missing from education**
 - vii. **Online safety** (including pupils' use of ICT and electronic devices & social media)

Appendix 7

Safeguarding communication with parents

If a disclosure has been made or there are safeguarding concerns about a child, communication with parents should be carefully considered.

In the event of advice being sought from Social Services or a referral being made, the social worker will usually advise whether the parents should be contacted by the school or not.

When communicating with parents regarding safeguarding matters, meeting in person is preferred and advised, where possible.

If a phone call is necessary, communication should be clear and every attempt should be made to invite the parents into school to continue the conversation in person.

When meetings regarding safeguarding concerns are booked, every effort will be made to prioritise them. If either party fails to attend, this should be followed up immediately.