Child Protection and Safeguarding Policy

September 2026

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POLICY STATEMENT

Eversfield Preparatory School recognise our moral and statutory duty to safeguard and promote the welfare of all children aged 0-18 in our care, including those in the EYFS. Every child, regardless of age, gender, race, ability, sexuality, religion, culture or language, has the right to be protected from harm.

Safeguarding is everyone's responsibility. As a school community, staff, governors, parents, families and pupils all play a vital role in creating a safe and secure environment, maintaining the belief that "it could happen here" when considering child protection concerns.

We are committed to providing a safe, welcoming and open environment where children and adults feel secure, listened to and able to speak out. **We take a child-centred approach to safeguarding and promoting the welfare of every child** and follow the core safeguarding principles of:

Prevention: promoting a positive, supportive and safe culture, providing effective curriculum and pastoral opportunities, implementing safer recruitment practices, and identifying emerging needs at the earliest opportunity.

Protection: following agreed safeguarding procedures and ensuring all staff are trained and supported to recognise, respond to and report concerns promptly, enabling timely intervention to reduce the risk of harm.

Support: providing early help, support and appropriate interventions for children, families and staff, particularly where needs are emerging or there is a risk of harm.

Working in partnership: working collaboratively with parents, carers and partner agencies to identify needs early, share information appropriately and provide coordinated support and protection.

The governing body will ensure effective safeguarding arrangements are in place and will work with partner agencies to identify, assess and support children who have been harmed or are at risk of harm.

- This policy sets out how the governing body and leadership team of **EVERSFIELD PREPARATORY SCHOOL** is carrying out its statutory responsibility to safeguard and promote the welfare of children.
- The policy applies to all staff (teaching and non-teaching), governors, volunteers, temporary and supply staff working in the education provision.
- This policy is implemented in accordance with our compliance with the statutory guidance, Keeping Children Safe In Education (DfE,2026),
- This policy is underpinned by the legislation listed below and associated safeguarding legislation and regulations including the Statutory Framework for the Early Years Foundation Stage.
    - Children Act 1989
    - Children Act 2004
    - Education Act 2002 (Section 175 and 157)
    - Education (Independent School Standards) Regulations 2014
    - Non-Maintained Special Schools (England) Regulations 2015
    - Children and Social Work Act 2017
    - Safeguarding Vulnerable Groups Act 2006
    - Protection of Freedoms Act 2012
    - Counter-terrorism and Security Act 2015
    - Data Protection Act 2018, UK GDPR and Data (Use and Access) Act 2025
    - Equality Act 2010 including the Public Sector Equality Duty
    - Children's Wellbeing and Schools Act 2026.
    - Independent Schools Inspectorate Regulatory Requirements (2023)

- This policy has been written in line with the template policy from Solihull Metropolitan Borough Council. It is informed by current social care reforms including the Families First Partnership Programme and relevant provisions arising from the Children's Wellbeing and Schools Bill. It should be read in conjunction with the policies listed below:
    - Behaviour Policy (including restrictive interventions)
    - Staff Code of Conduct
    - Social Media Policy
    - Relationships Education Policy
    - Anti-Bullying Policy
    - Data Protection Policy
    - Health and Safety Policy
    - Pupil Supervision Policy
    - Intimate Care Policy
    - First Aid Policy
    - Online safety policy
    - Early Years Policy
    - Curriculum Design

This policy was implemented on 1st September 2026 and will be reviewed and updated annually.

Governors' Committee Responsible:	**Full Board**
Governor Lead:	**Mr Richard Thomson**
Nominated lead member of staff:	**Mrs Sarah Sliney**
Status and Review Cycle	**Statutory / Annual**
Next review date:	**Michaelmas term 2027**
Chair of Governors:	**Dr Timothy Brain**
Safeguarding Governor:	**Mr Richard Thomson**

COMPLIANCE, MONITORING AND REVIEW

Eversfield Preparatory School will review this policy annually and will update as needed so that it is kept up to date with any emerging safeguarding issues.

All staff, including temporary staff and volunteers will be provided with a copy of this policy and Part 1 of KCSIE 2026.

Parents can obtain a copy of this policy upon request, and it is made available on the school website: www.eversfield.co.uk.

This policy forms part of our school improvement plan and will be reviewed annually by the governing body

MISSION

Eversfield offers an outstanding, broad education within a safe, caring, happy, family atmosphere where the talents of every child are valued and nurtured. We achieve excellent results in a school where the Christian principles of mutual care, respect and encouragement underpin everything that we do.

AIMS

- To promote high moral standards through clear and relevant Christian teaching.

- To provide a wide breadth of experiences and opportunities for all our children to discover and develop their individual talents.
- To support our children in becoming valued members of society so that they may develop self-confidence, ask questions, seek new experiences, not be afraid to make mistakes, express themselves confidently and modestly and develop team and leadership skills.
- To provide a safe, supportive, healthy educational environment, with buildings, facilities and staff that enable our children to learn and develop.
- To ensure that our children receive excellent pastoral care.

POLICY AIMS

This policy aims to:

- Provide a clear framework for promoting and safeguarding the welfare of all children, ensuring that staff meet their statutory safeguarding responsibilities and adhere to the school's expectations and procedures.
- Establish clear roles and responsibilities for all staff and volunteers in relation to safeguarding and child protection, including the Designated Safeguarding Lead (DSL), Director of Pastoral Care, Senior Attendance Champion and Learning Support Coordinator, and promote effective communication between all members of staff.
- Ensure consistency in safeguarding practice across the school and provide links to related policies, including safer recruitment, managing allegations against staff, and safeguarding through the curriculum.
- Raise awareness of the signs and indicators of abuse and neglect and set clear expectations for all staff and volunteers regarding the identification, recording, reporting and referral of safeguarding concerns.
- Ensure that parents and carers understand the school's safeguarding and child protection responsibilities. This policy is published on the school website and information regarding safeguarding obligations is included within school communications and publications.
- Recognise the school's duty to refer significant concerns that may indicate physical abuse, emotional abuse, sexual abuse (including child sexual exploitation), or neglect to the Multi-Agency Safeguarding Hub (MASH). Decisions regarding referrals will be informed by the Solihull Multi-Agency Thresholds Criteria and will be made in accordance with local multi-agency safeguarding arrangements established by Solihull safeguarding partners and the West Midlands procedures.

DEFINITIONS

Safeguarding: In line with KCSIE 2026, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

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

Eversfield Preparatory School acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):

- Abuse, neglect, exploitation and modern slavery
- Child abduction and community safety incidents
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- Children who are absent from education
- Children with family members in prison

- Child-on-child abuse
- County Lines
- Cybercrime
- Domestic abuse
- Homelessness
- Mental Health
- Modern Slavery and the National Referral Mechanism
- Preventing Radicalisation
- Serious violence
- Sexual violence and sexual harassment between children in schools
- So-called 'honour-based' abuse, including female genital mutilation and forced marriage
- Violence Against Women and Girls (VAWG), including misogyny, sexual harassment, sexual violence, coercive behaviour, image-based abuse and other forms of gender-based abuse

We recognise that safeguarding issues are often linked and overlapping.

Child Protection: is an aspect of safeguarding and promoting the welfare of children and is activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer significant harm. This includes harm that occurs inside or outside the home, including online.

Child: refers to all young people who have not yet reached their 18th birthday. The policy applies to all pupils of our school. It will extend to visiting children and students from other establishments.

LEADERSHIP AND MANAGEMENT OF SAFEGUARDING

GOVERNING BODY/ BOARD OF TRUSTEES

The Governing Body/Board of Trustees is responsible for ensuring that safeguarding and child protection arrangements are effective, compliant, and embedded throughout the school. This includes appointing a nominated safeguarding governor, who will undertake appropriate training and provide strategic challenge and support to school leaders, while maintaining a clear distinction between governance and operational safeguarding responsibilities. Governors will not be involved in individual child protection cases.

The Governing Body will ensure that a suitably trained member of the senior leadership team is appointed as the Designated Safeguarding Lead (DSL) and that they have the appropriate status, authority, skills and experience to carry out the duties of the role effectively and are provided with sufficient time, funding, training, resources and support. Governors will receive safeguarding and child protection training at induction and through regular updates thereafter and will ensure that all staff and volunteers complete safeguarding training at the required frequency. The Governing Body will also ensure that clear lines of safeguarding accountability exist within the school's leadership structure.

The Governing Body is responsible for ensuring that the school has effective safeguarding policies and procedures in place, including child protection, staff behaviour, pupil behaviour, allegations management, and online safety arrangements, supported by appropriate filtering and monitoring systems that are regularly reviewed for effectiveness. Safeguarding must be fully embedded within the school's culture, ethos, and day-to-day practice.

The Governing Body will ensure that the school provides a broad and balanced curriculum that promotes safeguarding and teaches pupils how to keep themselves safe. It will also ensure compliance with relevant legislation, statutory guidance, and local safeguarding procedures, including *Keeping Children Safe in Education*, *Working Together to Safeguard Children*, West Midlands Safeguarding Procedures, and Solihull Safeguarding Children Partnership guidance. The governing body is aware of

its obligations under the Human Rights Act 1998 and the Equality Act 2010 (including the Public Sector Equality Duty).

School leaders, including the DSL, will report to the Governing Body at least annually on safeguarding and child protection activity, including self-evaluation outcomes and the Local Authority safeguarding review process. The Governing Body will ensure that the school fully engages with safeguarding audits and reviews, that any identified concerns are addressed promptly, and that the Chair of Governors confirms the accuracy of submitted safeguarding information where required.

The Governing Body will ensure that personal information relating to safeguarding and child protection is processed lawfully, fairly, and securely in accordance with the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025.

A nominated governor, ideally the Chair of Governors, will act as case manager for allegations against the Headmaster or a member of the Governing Body and will ensure that referrals to the Local Authority Designated Officer (LADO) are made within the required timescales. Under no circumstances will governors be provided with details of individual safeguarding cases, although anonymised safeguarding data and annual reports may be shared for the purposes of oversight and accountability.

SPECIFIC SAFEGUARDING ROLES IN SCHOOL

The **Local Safeguarding Children Partnership** is **Solihull Safeguarding Children Partnership (SSCP).**

The **nominated safeguarding governor** is **Mr Richard Thomson**. He is responsible for safeguarding and to champion good practice; to liaise with the DSL and the Headmaster and to provide information and reports to the governing body.

The **Designated Safeguarding Lead for Child Protection** is **Mrs Sarah Sliney** (Director of Pastoral Care. Deputy Safeguarding Leads are **Dr Robert Yates** (Headmaster), **Mrs Deborah Mian** (School Nurse) and **Miss Karen Shipley** (EYFS).

Mrs Jemma Webb leads on safer recruitment work. (In the event of the recruitment of a Headmaster, governors will lead the recruitment.)

The **case manager for dealing with allegations of abuse made against school staff members** is the **Headmaster** who should be contacted directly and immediately in the event of a concern. The managing allegations section within this policy details procedures.

The **case manager for dealing with allegations against the Headmaster** is **Dr Timothy Brain,** Chairman of Governors, who should be contacted directly and immediately in the event of a concern. The managing allegations section within this policy details procedures.

The **Designated Teacher for Looked after Children** is **Mrs Claire Field, Learning Support Coordinator** who will liaise with the DSL as appropriate.

The **Personal, Social and Health Education** lead is **Mr Tom Barton**.

The **First Aid and Medicines in school** lead is **Mrs Deborah Mian, School Nurse**.

The **Mental Health Lead** is **Mrs Sarah Sliney, Director of Pastoral Care**.

The **Online safety** leads are **Mr Mark Newman and Mr Marc Sliney.**

The **Preventing radicalisation** lead is **Mrs Sarah Sliney, Director of Pastoral Care.**

The **Behaviour and Anti-bullying** lead is **Mrs Sarah Sliney, Director of Pastoral Care.**

The **Equality and Diversity** lead is **Dr Robert Yates, Headmaster.**

The **Health and Safety** lead is **Mr Tony Phillips.**

The **Environmental Health** (particularly food hygiene) leads are **Mr Tony Phillips and Mr Kevin Melville (kitchen).**

The **Educational Visits** lead is **Mr Marc Sliney.**

The **Senior Attendance Champion** is **Mrs Sarah Sliney.**

The **School Nurse** is **Mrs Deborah Mian.**

THE ROLE OF THE DSL

Eversfield Preparatory School has appointed **Sarah Sliney**, Director of Pastoral Care, (a member of the senior leadership team) as the designated safeguarding lead (DSL). This is explicit in their job description.

The DSL is the school's lead professional for safeguarding (including online safety and understanding the filtering and monitoring systems and processes in place), responsible for coordinating child protection arrangements, managing referrals, advising staff, maintaining records, working with agencies, and ensuring that children receive the right help at the right time.

Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

It is the role of the DSL to carry out their functions as identified in Annex B of KCSIE 2026. This includes but is not limited to:

- Taking lead responsibility for safeguarding and child protection (including online safety) and understanding the filtering and monitoring systems and processes in place)
- Acting as a source of support, advice and expertise for all staff and as a point of contact with the safeguarding partners.
- Liaising with staff (especially teachers, teaching assistants, school nurse, IT technicians, mental health leads special educational needs coordinators (SENCOs), on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- Liaising with the senior mental health lead and pastoral support staff where safeguarding concerns are linked to mental health
- Maintaining a confidential recording system for safeguarding and child protection concerns that is accurate, kept up to date and stored securely.
- Ensuring that child protection files are transferred to any new schools as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term.

- Sharing any relevant safeguarding or support information with a child's new school or college before they leave, where appropriate, so the receiving setting can put suitable support in place, keep the child safe, and help them succeed.
- Liaising with the headteacher to inform them of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the **Statutory guidance - PACE Code C 2019**.
- Ensuring that locally established procedures as put in place by the three safeguarding partners as part of the **West Midlands Safeguarding and Child Protection Procedures** including referrals, are followed, as necessary.

- During term time, the Designated Safeguarding Lead or a suitably trained Deputy DSL will always be available during school hours for staff to discuss safeguarding concerns. Robust cover arrangements are maintained for any period when the DSL is unavailable through illness, leave or other circumstances so that safeguarding concerns continue to be received, monitored and acted upon without delay. The confidential shared safeguarding email address, dsl@eversfield.co.uk, is accessible to the safeguarding team to support continuity of safeguarding arrangements.Working with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:

    - ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
    - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes

- Ensuring each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part-time staff.

- Ensuring the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing board/proprietor regarding this.

- Ensuring the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school in this

- Linking with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

- Helping promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school leadership staff.

- Liaising with the "case manager" (as per Part four KCSIE) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member.

- Promoting supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.

The designated safeguarding lead will refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and
- where a crime may have been committed to the Police as required. **NPCC - When to call the police** should help understand when to consider calling the police and what to expect when working with the police.

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. The DSL also undertakes Prevent awareness training.

The DSL's training will be updated formally at least every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

Deputy DSLs will be trained to the same standard as the DSL.

At Eversfield Preparatory School, we have the following arrangements in place to ensure that our DSLs and their deputies have a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care:

- New DSLs/ Deputy DSLs will attend SSCP modules 1 and 2 upon appointment and then one further module of pertinence to the school annually
- The DSL will complete refresher training annually as well as at least one SSCP module of pertinence to the school
- The DSL will attend termly DSL briefings
- The DSL/ a Deputy DSL will attend the annual SMBC DSL conference and feed back to other DSLs at school
- The DSL will attend further training as and when needed, for example, refresher training on safer recruitment, PREVENT and Managing Allegations.

The DSLs and deputies at school have the training, knowledge and skills so that they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- 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

- understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online.
- obtain access to resources and attend any relevant or refresher training courses, encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them.

RESPONSIBILITIES OF STAFF

All members of staff have a responsibility to:

- Have read and understood this policy, and Part one (where they work directly with children) of KCSIE.
- Provide a safe environment in which children can learn.
- Be aware of the indicators of abuse, neglect and exploitation so that they can identify cases of children who may need help or protection.
- Know what to do if a child tells them that he or she is being abused, neglected or exploited and understand the impact abuse and neglect can have upon a child.
- Recognise that children may experience prejudice-based harm, including racism, faith-based prejudice and other forms of discrimination. Such experiences can affect a child's welfare, wellbeing, mental health and willingness to seek help. Staff will remain alert to the signs and impact of prejudice-based harm and will consider and report such concerns within the school's safeguarding procedures where appropriate.
- Know how to manage the requirement to maintain an appropriate level of confidentiality.
- Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- Be prepared to identify children who may benefit from early help.
- Understand the early help process and their role in it.

- Understand the school safeguarding policies and systems including:
    - child protection policy (which includes the policy and procedures to deal with child-on-child abuse),
    - behaviour policy (which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying),
    - staff code of conduct
    - our safeguarding response to children who are absent from education, particularly on repeat occasions and /or prolonged periods,
    - role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
- Undertake regular and appropriate training which is regularly updated.
- Be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Support social workers and other agencies following any referral.
- Maintain professional curiosity even where children may not feel ready or know how to tell someone they are being abused.
- Reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.
- Record concerns on CPOMS in a timely manner and in sufficient detail to enable an appropriate safeguarding response
- Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.
- The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

RESPONSIBILITIES OF PARENTS

Parents/carers have a responsibility to:

- Support the school's safeguarding policies, procedures and expectations, including those relating to behaviour, attendance, online safety and the use of technology.
- Work in partnership with the school to promote their child's safety, wellbeing and educational achievement.
- Talk to their children about safeguarding issues and support the school in their safeguarding approaches.
- Share any concerns about their child's welfare, behaviour, mental health, online activity or safety with the school at the earliest opportunity.
- Inform the school of any safeguarding concerns, including those that may arise outside school, which could affect their child's welfare or educational experience.
- Engage positively with early help, Family Help and other support services where concerns are identified and additional support is offered.
- Ensure their child attends school regularly, punctually and is ready to learn.
- Seek help and support from the school or other agencies.

MULTI-AGENCY WORKING

Eversfield Preparatory School recognises and is committed to our responsibility to work within the West Midlands Child Protection and Procedures safeguarding arrangements. The leadership team and DSL will work to establish strong and co-operative local relationships with professionals in other agencies in line with statutory guidance.

We recognise the importance of multi-agency working and are committed to working alongside partner agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to West Midlands processes as required, such as, participation in relevant safeguarding multi-agency plans and meetings, including child protection conferences, core groups, strategy meetings, child in need meetings or other early help multi-agency meetings.

CHILD PROTECTION PROCEDURES

RECOGNISING INDICATORS OF ABUSE, NEGLECT, EXPLOITATION AND MODERN SLAVERY

All staff at Eversfield Preparatory School recognise that abuse, neglect, exploitation and wider safeguarding concerns are rarely isolated incidents. Children may be at risk of harm **inside and outside school**, **inside and outside the home**, and **online**. In many cases, multiple issues will overlap, therefore staff will always remain vigilant and will raise their concerns with a DSL.

Abuse is a form of maltreatment involving the infliction of harm or the failure to act to prevent harm. Children may be abused by adults or peers, within families, institutions, communities, or online. Technology can facilitate both online and offline abuse, including harassment, misogynistic or misandrist messaging, non-consensual sharing of indecent images, especially around chat groups and exposure to harmful online challenges or hoaxes.

Early identification is vital. All staff are made aware of the **indicators of abuse, neglect, exploitation and modern slavery** and understand that these can vary between children depending on age, development and circumstances. Indicators do not automatically mean a child is being abused; however, **all concerns must be taken seriously** and explored by the **Designated Safeguarding Lead (DSL)** on a case-by-case basis. If staff are unsure, they must speak to the DSL (or deputy).

Staff are trained in the definitions and indicators of abuse, neglect and exploitation as outlined in **Working Together to Safeguard Children** and **Keeping Children Safe in Education 2026**, and as set out locally in the **West Midlands Regional Child Protection Procedures**.

When assessing whether a child may be suffering or at risk of harm, staff must consider the four categories of abuse:

- **Physical abuse**
- **Sexual abuse**
- **Emotional abuse**
- **Neglect**

(See Appendix 1 for further information.)

Concerns may arise in many contexts, including parental behaviour. Staff should be alert to worrying parent-child interactions or signs that a parent may be under the influence of substances or experiencing a sudden change in mental health.

Children may disclose abuse affecting themselves, peers or family members. All disclosures must be taken seriously and responded to in line with this policy.

Safeguarding incidents can be linked to risks outside the family. Children may be vulnerable to **extra-familial harms**, including sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

By understanding the indicators of abuse, neglect and exploitation, staff can respond early and ensure children and families receive appropriate support.

Where concerns arise, staff must follow the safeguarding flow chart below.

[1] In cases which also involve a concern or an allegation of abuse against a staff member, the school's managing allegations procedures should be followed, in line with Part four of KCSIE 2026.

[2] Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Working together to safeguard children (WTtSC) provides detailed guidance on the early help process. The DSL has received training on the local early help process and will keep all cases under review, escalating concerns if the family situation requires it. Our early help coordinator is Tracey Palmer (tpalmer@solihull.gov.uk)

[3] Referrals should follow the process set out in the local threshold document and local protocol for assessment. See WTtSC.

[4] Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in chapter one of Working together to safeguard children.

[5] This could include applying for an Emergency Protection Order (EPO).

All members of staff are expected to be aware of and follow this approach if they are concerned about a child. In all cases, if staff are unsure, they will ALWAYS speak to a DSL.

RESPONDING TO CHILD PROTECTION CONCERNS

1. Listening and Initial Response

Staff must listen carefully and nonjudgmentally to any child who makes a disclosure or raises a concern about actual or potential **significant harm**. They must reassure the child that they have been heard and that they have done the right thing by speaking out. The aim is to:

- **Clarify the concern** using open questions only (who, what, where, when; tell, explain, describe).
- **Identify who the child has already told**, if anyone.
- **Record the child's words accurately** without interpretation or prompting.

If a child is freely recalling events, allow them to speak without interruption. If a child has an injury and offers no explanation, staff may ask how it happened.

Staff **must not**:

- Press for information, lead or cross-examine.
- Promise confidentiality — explain that information may need to be shared to keep them safe.
- Ask the child to repeat the disclosure to another adult or write it down themselves.
- Give false assurances or delay reporting.

2. Recording and Reporting

The adult receiving the disclosure is responsible for making a **verbatim record** of what the child said, including:

- Time, date, setting and those present.

- Factual details of any incident (who, what, when, where).
- Actions taken.

All concerns and disclosures must be recorded **immediately** on **CPOMS**.

3. Informing the DSL

Staff must inform the **Designated Safeguarding Lead (DSL)** — or a deputy if the DSL is unavailable — **immediately**.

Urgent referrals **must not** be delayed for the sake of completing a full written record.

If the DSL is not available, staff should report to a deputy DSL and in exceptional circumstances where no DSL is available, staff should speak to a senior leader and/or seek advice from **MASH**. Any action taken must be shared with the DSL at the earliest opportunity. There is a shared mailbox at dsl@eversfield.co.uk.

4. Multi-Agency Procedures

Eversfield Preparatory School will not investigate child protection concerns as a single agency but will act in line with West Midlands procedures. No member of staff will initiate enquiries or investigations without the authority of Children's Social Work Services or the Police.

Eversfield Preparatory School will respond to concerns in line with the **West Midlands Regional Child Protection Procedures**. Full procedures: https://westmidlands.procedures.org.uk/page/contents.

For children living in Solihull, we may discuss them with Solihull Children's Social Work Services by calling:

- **MASH:** 0121 788 4300
- **Emergency Duty Team (out of hours):** 0121 605 6060
- If a child is in **immediate danger**, we will call **999**.

5. Early Help and Statutory Assessments

If children do not require the support of statutory Children's Services, the DSL (or deputy) will lead and complete an early help assessment with the child and family. The DSL may be required to lead the work with families where statutory services are not required. Support is available from the SMBC Early Help Coordinator: (Tracey Palmer: tpalmer@solihull.gov.uk). Further information about the local early help process can be found at https://www.solihull.gov.uk/children-and-families/early-help. Any such cases will be kept under constant review and consideration given to referral to Children's Services if the situation does not improve or gets worse.

Any child may benefit from support before statutory intervention, including from universal services (school, health visitor, GP) and community-based Early Help, or the targeted early help level of Family Help. All school and college staff should be particularly alert to the potential need for additional support for a child who:

• is disabled or has certain health conditions and has specific additional needs
• has special educational needs (whether or not they have a statutory Education, Health and Care plan)
• has a mental health need
• is a young carer
• has exhibited early signs of abusive, violent and/or harmful behaviours
• is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
• is frequently missing/goes missing from education, home or care
• has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from the school

All staff understand the process for making requests for support or statutory assessments under the **Children Act 1989** and the role they may play. All staff understand that where a child is suffering or is likely to suffer harm, it is important that a referral is made to Children's Services immediately.

6. Searching, Screening and Confiscation

Where safeguarding concerns involve prohibited items, evidence of abuse, exploitation, criminal activity or risk of harm, authorised staff may conduct searches and confiscate items — including electronic devices — in line with:

- Behaviour Policy
- DfE guidance

Any action taken must be proportionate, lawful and focused on safeguarding the child.

PROFESSIONAL DISAGREEMENT PROCEDURES

At no time must professional disagreement detract from ensuring a child is safeguarded. If a member of staff disagrees with a DSL decision, they may contact MASH for advice on 0121 788 4300.

If a referring professional does not agree with the proposed response to the referral, the referrer should discuss their concerns with the duty Team Manager. They may also contact the Education Liaison Officer for further advice (Nick Walker, nicholas.walker@solihull.gov.uk). Professional disagreements will be dealt with in line with West Midlands regional safeguarding procedures.

THE ROLE OF THE DSL FOLLOWING A REPORT OF A CONCERN

1. DSL Decision

The DSL (or a deputy) will be available to listen to any welfare concerns by a member of staff. They then have three available options:

A) manage any support for the child internally via the school's own pastoral support processes, where doing so does not place the child at additional risk. Parents or carers would be contacted and involved

B) undertake a family help assessment using local community early help guidance

C) make a referral to statutory services, using Right Help Right Time threshold information

The **DSL** also reviews CPOMS information. If **significant harm** is suspected, confirmed, or unclear, the DSL **contacts MASH**. If **any DSL team member** believes a referral is needed, MASH is contacted.

2. What the DSL Considers

- **Nature of concern** and how it arose
- **Child/family needs**
- Relevant school information (previous referrals, early help, family context)
- Whether the child is a **Child in Need**
- Likelihood of **significant harm**
- Need for **urgent protective action**
- Risks to other children or siblings
- **Position of trust** concerns
- Lack of engagement or inability to improve outcomes

3. Referral Content

Include:

- **Known facts**
- **Suspicions/allegations**
- **Family contact status**
- **Child's developmental needs** and **parental capacity**

If unsure, the DSL may call **MASH for advice**.

4. Immediate Danger / Serious Injury

- **Immediate danger:** call **police** and notify Children's Social Care
- **Serious injury:** call **ambulance** and inform Children's Social Care
- Record all actions and decisions
- Seek advice before informing parents if doing so increases risk

5. After a Referral

- DSL should receive a response **within one working day**; follow up if not
- Record all decisions
- If unclear or in disagreement, speak to the qualified social worker or duty Assistant Team Manager
- Follow all actions requested by Children's Social Care (visits, information, reports, meetings)

6. Contacting Social Workers

If the child has an allocated social worker, contact them (or manager/duty officer). Record all information shared and responses.

OPERATION ENCOMPASS

Eversfield Preparatory School are working in partnership with West Midlands Police and Solihull Children's Services to identify and provide appropriate support to children who have experienced domestic abuse in their household; this scheme is called **Operation Encompass**.

On receipt of any information, the DSL will decide on the appropriate support the child requires. All information sharing and resulting actions will be undertaken in accordance with the Operation Encompass Joint Agency Protocol for Domestic Abuse. We will record and store this information in accordance with the record keeping procedures around safeguarding the wellbeing of children and young people.

We recognise that Operation Encompass does not replace statutory safeguarding procedures and only applies to domestic abuse incidents.

PARENTAL CONSENT

As a school, we recognise the important role that parents and carers play in safeguarding and promoting the welfare of children and young people. Wherever possible, concerns about a child's welfare will be discussed with parents and carers, and their consent will normally be sought before making referrals to early help, Family Help or other support services. However, consent will not be sought, or parental involvement may be delayed, if doing so would place a child at increased risk of harm, prejudice a child protection enquiry, compromise the prevention or detection of a crime, or otherwise be contrary to the child's best interests.

In such circumstances, the DSL will make decisions in consultation with relevant agencies and in accordance with local safeguarding procedures. The safety, welfare and best interests of the child will always be the school's paramount consideration. Appropriate information may be shared without consent where there is a lawful safeguarding reason to do so.

A decision by any professional not to seek parental permission before making a referral to Children's Services will be recorded and the reasons given.

Where a parent has agreed to a request for support/services, this will be recorded and confirmed on the multi-agency referral form (MARF). Where the parent is consulted and does not give permission further advice will be sought from MASH, unless to do so would cause undue delay. Any further advice and decision making will be fully recorded.

If, having taken full account of the parent's wishes, it is still considered that there is a need for a referral:

- The reason for proceeding without parental agreement will be recorded.
- Children's Services will be told that the parent has withheld her/his permission.

The parent will be contacted by the referring professional to inform her/him that after considering their wishes, a referral has been made. The timing of this contact will be agreed with Children's Services.

SUPPORTING PUPILS

The school recognises that children who experience or witness abuse may feel powerless, ashamed, or struggle with self-worth. Their behaviour may vary widely, from typical to withdrawn or aggressive. We also recognise that school may be the most stable part of life for children at risk.

We support children by:

- **Promoting self-esteem** through the curriculum and positive relationships, while challenging all aggression and bullying.
- **Treating repeated hate incidents** (e.g., racist, homophobic, gender-based or disability-based bullying) as potential child protection concerns.
- **Providing a safe, caring environment** with trusted adults available for support.
- **Working with safeguarding agencies** and informing Children's Social Care immediately when significant concerns arise.
- **Informing the allocated social worker** of any new concerns for children subject to Child Protection or Child in Need plans.
- **Monitoring vulnerable children** and providing appropriate support, including individual early help or safeguarding plans.
- **Responding to sexually harmful behaviour** with a coordinated multi-agency approach, considering the needs of both the child displaying the behaviour and the child harmed.
- **Ensuring continuity of support** when a child moves to another setting by securely transferring safeguarding and medical information.

Child Voice and Decision-Making

Professionals must seek the child's views where they can understand the implications of a referral. However, safeguarding decisions remain the responsibility of professionals, who must act to protect the child and others.

Children should be told, in an age-appropriate way, how information will be shared with Children's Social Work Services and/or the Police.

If a child does not want parents informed, professionals must consider the child's wishes and best interests. Where a child is Fraser competent, direct work may proceed without parental consent, though openness with parents should be encouraged unless doing so increases risk.

RECORD KEEPING, RETENTION AND TRANSFER

All safeguarding concerns, discussions, decisions and the reasons for those decisions must be **recorded promptly and accurately** on CPOMS and the DSL informed **without delay**. Records must use the **child's own words**, be **dated**, and contain **facts only**. A **body map** is completed if injuries are observed. Urgent concerns must be reported to the DSL **before** completing paperwork. Staff who do not have access to CPOMS have been instructed on who to contact in order to add concerns to CPOMS.

Child protection records must include a **clear summary of the concern**, **actions taken**, **decisions made**, and the **outcome**. Records are **confidential**, stored **securely and separately**

from the main pupil file, and accessed only on a **strict need-to-know basis**. All contact with external agencies, and the rationale for sharing or not sharing information, must be recorded.

Transfer of Child Protection Records

Child protection information must follow the child throughout their education. When a pupil leaves or transfers:

- The DSL informs the child's **social worker** immediately (where applicable) and liaises with the **receiving school**.
- The DSL reviews the file and transfers:
    - **Current concerns being monitored**
    - **Referrals or MASH advice** (current and historical)
    - **Child protection conference minutes**
    - Information relating to any **Child Protection Plan**, **Child in Need Plan**, **Looked After status**, or **early help**
- Files are transferred **securely**, **separately from the main pupil file**, and **within 5 school days** (in-year) or **within the first 5 days of term**.
- Receipt must be **confirmed** by the receiving DSL.
- Transfer is **tracked**, and secure methods (e.g., special delivery or courier) are used.

Where a pupil is transferring to another school, the DSL will consider whether safeguarding information should be shared in advance where this would assist the receiving school in assessing risk to the pupil or to others, including concerns relating to serious violence or harmful behaviour. Where there are significant safeguarding concerns, it is good practice for a direct conversation to take place between the DSLs of the two settings.Where pupils attend **alternative provision** or are **dual-registered**, the DSL decides what information to share with the other setting, in consultation with the child's social worker. Where appropriate, a copy of the child protection file is shared securely.

Retention of Records

Child protection records are retained until the child's **25th birthday**, in line with the Limitation Act, then reviewed and securely destroyed unless needed for an ongoing legal matter. Records relating to **allegations of sexual abuse** must be preserved for the duration of the **IICSA** inquiry and otherwise retained until the accused reaches **pension age** or **10 years after the allegation**, whichever is longer.

When a student is educated off-site by another education provider, the DSL will assess what information needs to be shared with the other education provision. Where appropriate, the DSL at the alternative provision will receive a copy of the child protection file as detailed above.

Historical monitoring notes that did not lead to MASH advice or a referral are retained in line with the school's file retention policy.

Keeping a copy of transferred records should only occur where there is an **active legal claim** or a **clear, documented safeguarding risk**. Any retained copy must have a defined retention period and a recorded justification.

CONFIDENTIALITY AND INFORMATION SHARING

Eversfield Preparatory School recognises its duty under the Children Act 1989/2004, the Data Protection Act 2018, GDPR, Data (Use and Access) Act 2025 and *Keeping Children Safe in Education* (KCSIE 2026) to hold, use and share relevant information with appropriate agencies at the earliest opportunity to safeguard children. The school has an appropriately trained Data Protection Officer (DPO) who ensures compliance with all confidentiality and information sharing requirements.

The Data Protection Act 2018 and GDPR do not prevent information sharing for the purpose of keeping children safe. Staff must never allow concerns about confidentiality to stand in the way of safeguarding a child. Further guidance is available in *Information Sharing: Advice for Practitioners* (DfE, 2024). Confidentiality frameworks and supporting guidance are accessible to staff in the Employee Handbook, Staff Guidebook, Data Protection Policy and through data protection training.

Safeguarding information will be shared with staff strictly on a *need-to-know* basis by the Headmaster or Designated Safeguarding Lead (DSL). While staff must follow the school's confidentiality policy, they also have a professional responsibility to share information promptly with the DSL and, where appropriate, with external agencies. Staff must never promise a child confidentiality where doing so may compromise their safety or wellbeing. Pupils will be supported to understand confidentiality boundaries and identify trusted adults they can speak to.

All child protection information is treated as confidential and shared only in line with *Working Together to Safeguard Children*. Information will be shared with statutory agencies when required, including Children's Social Care, police and health professionals. When determining what safeguarding information should be shared, the school will consider its relevance to the current safeguarding risk, what is necessary for the receiving setting or agency to know, and whether the information is clearly presented and appropriately contextualised. Where there is any doubt, the DSL will consult with MASH. Parents/carers will normally be informed of referrals unless doing so places the child at greater risk or may impede a criminal investigation.

Breaches of confidentiality may result in disciplinary action.

SPECIFIC FORMS OF ABUSE AND SAFEGUARDING ISSUES

Eversfield Preparatory School is aware of a range of specific safeguarding issues that can put children at risk of harm. In addition to Part 1, DSLs and school staff who work directly with children will read Annex A of Keeping Children Safe In Education 2026 which contains important information about specific forms of abuse. **Staff will always speak to the DSL if they are unsure how to respond.**

Child-on-child abuse (including harassment and violence)

All staff recognise that children can abuse other children **inside and outside school and online**, and must follow all relevant procedures, including the child protection, behaviour and anti-bullying policies. Staff must remain vigilant, as child-on-child abuse may occur even when no reports have been made. Inappropriate behaviour between peers must always be challenged; there is **no place for 'banter'** or language or actions that normalise harm.

A risk assessment (Appendix 7) outlines the measures in place to minimise child-on-child abuse. Abuse can take many forms, including but not limited to:

- **Bullying**, including cyberbullying, prejudice-based and discriminatory bullying. Bullying can severely impact wellbeing, attendance and progress, and may lead to emotional distress, mental health difficulties, self-harm or suicidal thoughts. Cyberbullying is particularly harmful due to its persistent, 24-hour nature.
- **Abuse in intimate personal relationships** between peers.
- **Physical abuse** such as hitting, kicking, shaking, biting or hair pulling.
- **Serious violence**, including indicators that a child may be at risk of or involved in violent crime.
- **Sexual violence and sexual harassment** (see further information in Part 5 KCSIE, 2026).
- **Consensual or non-consensual sharing of nudes or semi-nude images/videos**, including self-generated intimate images and AI-generated imagery (deepfakes).
- **Causing someone to engage in sexual activity without consent**, including coercion or involvement of a third party.
- **Upskirting**, a criminal offence involving taking images under clothing without consent, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm.
- **Initiation/hazing violence and rituals**.

Abuse is abuse and will never be minimised as "banter", "just having a laugh", "part of growing up" or "boys being boys". Staff recognise that gender, age, ability and culture may influence how abuse presents; for example, girls are more likely to be victims of gender-based harm and boys more likely to be perpetrators. The school acknowledges the impact of harmful attitudes such as misogyny, sexism and other prejudices, and supports national efforts to tackle Violence Against Women and Girls (VAWG). Any behaviour that normalises sexual harassment, coercion, intimidation or discrimination will be challenged and addressed.

Concerns about behaviour occurring **offsite** will be responded to in partnership with learners and parents/carers and recorded in line with relevant policies. Under Section 89(5) of the Education and Inspections Act 2006, headteachers may discipline pupils for poor behaviour outside school premises where reasonable.

To minimise the risk of child-on-child abuse, Eversfield Preparatory School implements proactive measures such as a robust anti-bullying policy, age-appropriate PSHE and RSE curriculum, and accessible reporting mechanisms (e.g., worry boxes, check-ins with teacher, peer mentors). These approaches align with KCSIE Part 5.

The school aims to ensure learners feel confident to report concerns and know they will be taken seriously. All allegations of child-on-child abuse will be reported to the DSL, recorded on CPOMS, investigated and managed in line with child protection, behaviour and anti-bullying policies. Support will be offered to victims, alleged perpetrators and any other affected learners, which may include careful listening, avoiding victim-blaming, pastoral support, working with parents/carers, reviewing educational approaches, and involving external agencies, including the police, where appropriate.

Harmful Sexual Behaviour

Eversfield Preparatory School recognises that children's sexual behaviour exists on a wide continuum and may escalate into sexual harassment or sexual violence. It can occur online or face to face and is **never acceptable.** We recognise the escalatory nature of misogyny and the benefits of early identification to support minimising the risk of harmful sexual behaviour. The NSPCC has published advice on typical stages of sexual development for different age groups: https://learning.nspcc.org.uk/child-health-development/sexual-behaviour.

We will **always** take a safeguarding approach in tacking incidents of harmful sexual behaviour, recognising that children displaying such behaviour may have experienced their own abuse and trauma and will ensure that they are appropriately supported.

The DSL and deputies have received training in HSB and in using the Hackett's continuum and the Brook traffic light tool.

Child-on-child sexual violence and sexual harassment

We recognise that sexual violence and sexual harassment can occur between two or more children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally). It may include sexual comments, sexualised language, sexual teasing, sexual assault, rape, online sexual harassment, sharing of nude or semi-nude images and videos, unwanted physical contact, upskirting, coercion, intimidation and other forms of harmful sexual behaviour. Sexual violence and sexual harassment are never acceptable.

When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003. This includes rape, assault by penetration, sexual assault and causing someone to engage in sexual activity without consent. A child under 13 can **never** consent to any sexual activity.

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. This can include:

- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as deliberately brushing against someone or interfering with someone's clothes
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats, including causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually or engage in sexual activity with a third party.

We are aware that it is more likely girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children with disabilities are also three times more likely to be abused than their peers.

We maintain a culture where all concerns are taken seriously, victims are supported, and children feel safe to report concerns, knowing that they will be listened to and acted upon appropriately. We will always challenge behaviours that are potentially criminal in nature, such as grabbing bottoms, breasts and gentialia, pulling down trousers, flicking bras and lifting skirts. We acknowledge that children may not find it easy to tell staff about their abuse verbally. Staff are aware that children's behaviour may suggest that they have been harmed and all concerns will be acted upon immediately and will be discussed with the DSL.

When responding to concerns relating to child-on-child sexual violence and sexual harassment, we will follow the guidance outlined in Part five of KCSIE 2026. All victims of sexual violence or sexual harassment will be reassured that they are being taken seriously, that they will be kept safe and supported throughout any safeguarding process.

A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or be made to feel ashamed for making a report; staff responses will always be supportive and respectful. We will never downplay the seriousness of abuse that occurs online or outside of school.

All reports of sexual violence, sexual harassment and harmful sexual behaviour will be managed in line with KCSIE 2026 and local safeguarding procedures.

If a report of sexual violence has been made, the DSL will make an immediate risk and needs assessment, considering the victim's safety, protection and support; whether there may have been other victims; the perpetrator and the rest of the pupils and staff. This risk assessment will be recorded on CPOMS and will take account of any intra-familial harms and any necessary support for siblings. The school will carefully consider the ongoing safety and wellbeing of all children involved. This may include implementing protective measures such as increased supervision, safety plans, changes to teaching groups, social times or other arrangements deemed necessary to reduce the risk of further harm.

The school will work closely with parents and carers. The DSL will ensure they are engaging with children's services and the SSCP. There may be occasions when the children involved do not require referral to statutory services but may benefit from community-based early help. The DSL will coordinate this by working with partner agencies where relevant. The required action taken will vary on a case-by-case basis but will be informed by the wishes of the victim, the nature of the alleged incident, the ages and developmental stages of the children involved, if the incident is a one-off or a sustained pattern of abuse, any ongoing risks to the victim and any other related issues.

Some children and families may require more targeted support than that offered at the universal and community based Early Help level. The Families First Partnership (FFP) Programme Guide (https://assets.publishing.service.gov.uk/media/69de5281b0b0b93055e04f92/Families_first_partnership_programme_guide_year_2.pdf) provides a toolkit to assist in setting up effective Family Help and to identify children and families who would benefit from more targeted support.

We acknowledge that there may be times when a referral to children's social care and/or a report to police may need to be made against the victim's wishes. This will be handled carefully; the reasons will be explained to the victim and appropriate specialist support will be offered.

The Brook Traffic Light Tool should be used to support a harmful sexual behaviour referral to Solihull MASH by the DSL. If the child or young person is in immediate danger, the police will be contacted. The DSL will consult with those agencies to determine next steps.

We recognise that a child who has displayed harmful sexual behaviour will need the correct support to try to stop them re-offending and to address any underlying trauma that may have caused the behaviour. Support will be considered on a case-by-case basis.

Nudes and semi-nudes, including where generated by AI

For the purposes of this policy, **'making or sharing nudes and semi-nudes'** refers to the creation, sending or posting of nude or semi-nude images, videos or livestreams by young people under the age of 18. **All** such incidents require a safeguarding response. Eversfield Preparatory School follows *Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS)* and local West Midlands procedures.

The school will always take a **proportionate safeguarding approach**, considering the age, development and circumstances of the children involved, and any indicators of coercion, exploitation or vulnerability. Our primary concern is the welfare, protection and best interests of the child or children.

Staff actions:

- **Report concerns immediately** to the DSL.
- **Never view, copy, share, store, save or delete** any nude or semi-nude imagery, or ask a child to do so. Accidental viewing must be reported to the DSL at once.
- **Avoid blaming or shaming** any child involved and reassure them that they will receive support.
- **Do not question children** about the imagery or share information with others; this is the responsibility of the DSL.
- Where necessary and proportionate, authorised staff may **confiscate a device** in line with the school's Behaviour Policy. Devices must be secured and not viewed unnecessarily. Advice should be sought from the DSL and, where appropriate, the police.

DSL actions:

- Conduct an **initial review** to establish context and determine appropriate safeguarding action.
- Complete a **risk assessment**, considering welfare, ongoing risks, support needs and any wider safeguarding concerns.
- Ensure **appropriate support** is provided to all children involved, recognising that a child may be both vulnerable and in need of help regardless of whether they created or shared imagery.
- **Inform parents/carers** early, unless doing so would place a child at risk of harm.
- **Record all decisions and actions** in line with child protection procedures.

Referral to MASH and/or the police will be made immediately if:

- An adult is involved.
- There is reason to believe a child has been coerced, blackmailed or groomed, or lacks capacity to consent (including due to age or special educational needs).
- The imagery involves sexual acts and a child under 13, depicts sexual acts that are developmentally inappropriate, or is violent.
- A child is at immediate risk of harm due to the sharing of nudes or semi-nudes.

The DSL may involve other agencies at any stage if further concerns emerge. Further guidance is available in the UKCIS advice and local West Midlands safeguarding procedures.

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

Eversfield Preparatory School recognises that CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power (due to a range of factors such as gender, physical strength, age, cognitive ability) to coerce, manipulate or deceive a child into taking part in sexual or criminal activity. This may be in exchange for something the child needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence, threats of violence or intimidation. CSE and CCE can affect children, both male and female, regardless of age, sex, ethnicity or background. They may also involve children being moved (including through trafficking) for the purpose of exploitation. Staff should be alert to the signs of exploitation and understand that victims may not always recognise they are being abused. They may feel part of a gang or as though they are in a consensual romantic relationship. The victim may have been exploited even if the activity appears consensual. Children under the age of 13 can **never** consent to any sexual activity.

Some indicators of CSE/ CCE are when a child:

- has unexplained gifts or new possessions
- associates with other young people involved in exploitation
- suffers from a sexually transmitted infection
- misuses drugs or alcohol
- goes missing for periods of time
- regularly misses school or does not take part in education

Child sexual exploitation can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity, can take place in person or via technology or a combination of both, can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. It can occur without the child or young person's immediate knowledge (e.g. through others copying videos or images have been created and posted on social media) and can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. Most sexual abuse is committed by a person previously known to the victim.

Child criminal exploitation can also include modern slavery. DSLs should refer suspected cases to the National Referral Mechanism: https://www.modernslavery.gov.uk/start.

Children who are criminally exploited are at greater risk of being sexually exploited.

Any concerns that a child may be experiencing, or is at risk of, CSE or CCE must be reported immediately to the DSL. The school will work with parents/carers, Children's Social Care, the police and other agencies as appropriate to ensure children receive timely support and protection. The DSL will use the Solihull exploitation tool to support a referral when there is a concern that a child is being sexually or criminally exploited.

Serious violence

Staff are expected to recognise indicators that may suggest a child is at risk from, or involved in, serious violence or criminal exploitation. Warning signs can include increased absence from school or home, changes in friendships or relationships with older individuals or groups, unexplained gifts or possessions, a significant decline in educational performance, self-harm, changes in wellbeing, unexplained injuries, increased use of social media linked to violence, or evidence of exploitation such as county lines activity. Further guidance is available in the Home Office's *Preventing youth violence and gang involvement* and *Criminal exploitation: county lines* documents.

County lines involvement may be indicated by missing episodes from home or school, during which a child may have been trafficked for the purpose of transporting drugs. Any concerns that a child may be at risk of, or involved in, county lines or serious violence must be reported to the DSL in line with child protection procedures.

The school recognises that vulnerability, social and emotional needs, adverse childhood experiences, criminal exploitation and exposure to violence can increase the likelihood of involvement in serious violence. Staff will take all concerns seriously, listen to the child's views, assess immediate risks, and work in a child-centred way to ensure appropriate support, protection and intervention.

Concerns will be responded to in partnership with parents/carers, Children's Social Care, the police and other relevant agencies, as appropriate, to safeguard children and reduce the risk of harm.

Domestic abuse

Domestic abuse is recognised as a significant safeguarding concern that can seriously affect a child's safety, welfare and development. Children may experience domestic abuse directly, witness it, or be impacted by the environment it creates. They may also experience domestic abuse in their own intimate relationships. Exposure to domestic abuse is considered a form of harm.

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. The abuse can encompass but is not limited to, psychological, physical, sexual, financial or emotional abuse. Staff must remain alert to indicators such as changes in behaviour, presentation or wellbeing, disclosures, injuries, or patterns of absence. Any concerns must be reported immediately to the DSL.

The DSL will assess risk, consider the impact on the child, and work with Children's Social Care, the police and other agencies as needed. The school will take a child-centred approach, ensuring appropriate support, protection and intervention. The DSL may use DASH tools to aid in making a referral to MARAC.

Honour or faith-based abuse (including female genital mutilation and forced marriage)

Honour or faith-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

All forms of so-called HBA are abuse (regardless of the motivation) and concerns should be responded to in line with other safeguarding concerns. Staff will report any concerns about so-called HBA to the DSL (or a deputy).

The DSL will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children's social care.

Whilst all staff will speak to the DSL (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, **the teacher must report this to the police**. There is further information about this procedure at: https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information.

Preventing radicalisation

Eversfield Preparatory School fulfils its duty under **section 26 of the Counter-Terrorism and Security Act 2015** to have *due regard to the need to prevent people from being drawn into terrorism*. We meet our Prevent responsibilities through effective risk assessment, partnership working, staff training and appropriate IT policies.

We recognise that children may be vulnerable to extremist ideology and radicalisation, and staff are alert to behavioural changes or other indicators that a child may need help or protection. Concerns about radicalisation or extremism must be reported immediately to the DSL, who will follow local procedures, including completing the national Prevent referral form alongside a MASH referral where required.

Our response is guided by **Managing risk of radicalisation in your education setting (GOV.UK)** and **The Prevent duty: safeguarding learners vulnerable to radicalisation (GOV.UK)**. Radicalisation is the process through which a person comes to support terrorism, and there is no single indicator. Vulnerability may arise from personal, social or emotional factors, combined with influences such as family, peers or online content. The internet and social media are recognised as significant drivers of radicalisation for young people.

Extremism involves promoting or advancing an ideology based on violence, hatred or intolerance that seeks to:

- negate fundamental rights;
- undermine or replace UK democracy; or
- create a permissive environment for such aims.

The DSL and Prevent Lead have received national Prevent training, and the school maintains a Prevent risk assessment (see appendix 8) that all staff are aware of. All concerns will be managed in line with safeguarding procedures to ensure children receive appropriate protection and support.

Cybercrime

We recognise that children with particular skill and interest in computing and technology may inadvertently or deliberately stray into 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer/internet enabled device) cybercrime.

If staff are concerned that a child may be at risk of becoming involved in cyber-dependent cybercrime, the DSL will be informed, and consideration will be given to using the Cyber Choices lesson plans (https://www.wmcyber.org/educators/), which aims to intervene when young people are at risk of committing, or being drawn into, low level cyber-dependent offences.

Where there are concerns about 'cyber-enabled' crime such as fraud, online criminal exploitation, child sexual abuse and exploitation or other areas of concern such as online bullying or general online safety, they will be responded to in line with this and other appropriate policies.

SUPPORTING CHILDREN AT GREATER RISK OF HARM

Whilst all children should be protected, some groups of children are potentially at greater risk of harm.

Children with special educational needs or disabilities (SEND)

Eversfield Preparatory School recognises that children with **SEND** or certain medical conditions may face additional safeguarding challenges. These can include communication barriers, difficulties reporting concerns, assumptions that behaviour or injuries are linked to a disability, increased vulnerability to bullying or exploitation, and a greater likelihood of peer-group isolation. Staff will not make assumptions and will explore any indicators of abuse, neglect or wellbeing concerns (such as behaviour, mood changes or injuries) with appropriate curiosity and care.

Children with SEND will be supported to communicate their views, and staff will ensure their voice is heard and acted upon. The school will consider extra pastoral support where needed. The DSL works closely with the Inclusion Manager and relevant leads (including medical needs) to plan safeguarding support and ensure vulnerable pupils are protected.

The child protection policy reflects the additional barriers faced by children with SEND, and staff are aware of guidance such as the NSPCC's *Safeguarding children with SEND* (https://learning.nspcc.org.uk/safeguarding-child-protection-schools/safeguarding-children-with-special-educational-needs-and-disabilities-send). When responding to incidents involving reasonable force, staff will recognise the additional vulnerability of children with SEND or medical conditions and consider duties under the Equality Act 2010, including reasonable adjustments and non-discrimination. Positive, proactive behaviour planning—such as individual behaviour plans agreed with parents/carers—helps reduce challenging behaviour and the need for reasonable force.

Children with medical conditions

An incident involving the management of a child's medical condition, including allergies, does not automatically require a safeguarding referral. A referral is only needed if the incident indicates that the child may be at increased risk of neglect or abuse linked to their medical needs. This may include situations where essential medical information is not shared with the school or where a child is repeatedly sent in without required medication, placing them at risk.

Children requiring mental health support

All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Mental health problems can also develop into safeguarding concerns such as self-harm or risk of suicide.

Staff are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, can impact on their mental health, behaviour and education.

We recognise that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.

Staff are well placed to observe children day-to-day and to identify potential warning signs that may suggest a child is experiencing a mental health problem or be at risk of developing one. These signs could include:

- significant changes in behaviour
- ongoing difficulty sleeping
- withdrawing from social situations
- not wanting to do things they usually like
- physical signs of self-harm or neglecting themselves

Where concerns arise, staff should seek the advice of the Director of Pastoral Care.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

Children who are absent from education

All staff are aware that children being absent from education for prolonged periods and/or on repeat occasions is a potential indicator of abuse, neglect or child exploitation. Staff must ensure they follow the attendance policy when recording attendance registers and follow the procedures for dealing with children that are absent from education, particularly on repeat occasions, to help identify the risk of abuse, neglect and exploitation. The attendance policy details the school's response to children who are absent from education.

Children missing from education

Children missing from education are those of school age who are not on school roll and are not receiving a suitable education. They are:

- Children whose whereabouts are known but they do not have any educational provision in place
- Children whose whereabouts are unknown and therefore so is their educational provision

Where a child leaves Eversfield and there are concerns that they are missing from education, we will respond in line with our statutory duties outlined in Working together to improve school attendance. Local support is available via the Education Participation Advisory Service (EPAS).

Elective Home Education

Where a parent/carer expresses their intention to remove a child from school with a view to educating at home, we will respond in line with national elective home education guidance and local Solihull guidance and will work together with parents/carers and other key professionals and organisations to ensure decisions are made in the best interest of the child.

We will consider whether there are any existing or emerging safeguarding concerns and ensure appropriate information is shared with relevant agencies where necessary.

Our approach is guided by: Elective home education - GOV.UK

Young Carers

We recognise that where children have caring responsibilities, this can impact on their attendance, attainment, behaviour and wellbeing. We identify young carers and work with their families to ensure they receive support at the right time and by the appropriate services including additional support from external partners, or local authority and health services.

Looked after children, previously looked after children and care leavers

Eversfield Preparatory School recognises that children who are **looked after**, **previously looked after**, **in kinship care**, or **care leavers** may have experienced abuse, neglect, trauma, loss and instability, and may therefore face additional barriers to education, attendance, wellbeing and safeguarding. Staff understand these vulnerabilities and have the skills, knowledge and awareness needed to keep these children safe.

Staff will not make assumptions about behaviour, mood or injuries and will consider whether concerns may relate to safeguarding needs rather than a child's care status or disability. Where a child has a social worker, this will inform decisions about safety, attendance and pastoral or academic support.

The DSL holds details of each child's social worker, the virtual school head, and—where relevant—the local authority personal advisor for care leavers. The DSL works closely with the designated teacher for looked after children to ensure staff have the information they need regarding a child's legal status, care arrangements, delegated authority, and contact with birth parents or those with parental responsibility.

The school has appointed a designated teacher who promotes the educational achievement of looked after and previously looked after children, including those adopted, under special guardianship or child arrangement orders, and those adopted from state care outside England and Wales. The designated

teacher receives appropriate training and works with the virtual school head to support progress through the child's personal education plan.

We recognise that virtual school heads also have a non-statutory role in supporting children in kinship care, and we will work with them and other professionals to help remove barriers to education.

Where the school believes a child is being cared for under a private fostering arrangement, the DSL will notify the local authority via MASH in line with statutory duties. Private fostering occurs when a child under the age of 16 (or 18 if the child is disabled) is cared for and lives with an adult who is not a relative for 28 days or more.

Care leavers may continue to require support as they transition to adulthood, and the school will work with the local authority personal advisor to safeguard and promote their welfare.

Children who are lesbian, gay or bisexual

The school recognises that being lesbian, gay or bisexual (LGB) is not a safeguarding issue. However, children who are LGB may experience bullying, prejudice, discrimination, harassment, social isolation or abuse, including online. Such experiences can have a significant impact on a child's wellbeing, attendance, mental health and educational outcomes.

Staff will be alert to the potential vulnerabilities and additional barriers that some LGB children may face and will respond appropriately to any concerns. Any incidents of bullying, harassment, discrimination or abuse will be taken seriously and managed in accordance with the school's behaviour, anti-bullying, child protection and equality policies.

The school is committed to providing a safe, inclusive and respectful environment where all children are valued, listened to and supported.

Children who are questioning their gender

The school recognises that questioning a child's gender does not, in itself, make a child vulnerable. However, some children who are questioning their gender may experience distress, anxiety, social isolation, bullying, prejudice, discrimination, harassment or other safeguarding concerns and may therefore require additional support.

Staff will take all concerns raised by or about a child seriously and will respond in a child-centred manner. Any safeguarding concerns will be managed in accordance with this policy, taking account of the child's age, developmental stage, wishes and feelings, individual circumstances and any known vulnerabilities.

The school will work in partnership with parents/carers and relevant agencies, where appropriate, to promote the child's welfare and educational outcomes. Decisions will be made on a case-by-case basis, with the child's best interests remaining the paramount consideration.

Any incidents of bullying, abuse, harassment, discrimination or victimisation will be taken seriously and responded to in line with the school's behaviour, anti-bullying, equality and safeguarding policies.

Our approach will be informed by KCSIE 2026, with particular regard when considering requests for support with social transition (and support for children who wish to detransition). We will always comply with obligations under the Equality Act and Human Rights Act when considering requests for support with social transition alongside our safeguarding duties.

ONLINE SAFETY

Our online safety policies and procedures are framed within *Keeping children safe in education* (2026) and also take account of the DfE document, https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges

We have a whole school approach to online and digital safety which empowers us to protect our community and educate using technology safely. We have mechanisms to identify, intervene in, and escalate any online or digital safety incident where appropriate. The DSL is responsible for online safety as part of all safeguarding issues.

The school has an **E-safety policy** that applies to all members of our community and outlines acceptable use of school technology both inside and outside school.

Eversfield identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

Content;

being exposed to illegal, inappropriate or harmful content. For example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism, extreme sexual or physical violence, misinformation, disinformation and conspiracy theories.

Contact;

being subjected to harmful online interaction with other users or generative AI applications that simulate this. For example, peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes, online challenges or hoaxes on social media platforms

Conduct;

personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images, including those generated using AI, and online bullying.

Commerce;

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

We recognise that technology and the risks and harms related to it, evolve an change rapidly. We will carry out an annual review of our approaches to online safety including provision of filtering and monitoring, supported by an annual risk assessment which considers and reflects the risks our children face.

The DSL has overall responsibility for online safety within the school but will liaise with other members of staff, for example IT staff, curriculum leads etc. as necessary. The DSL will respond to online safety concerns reported in line with our child protection and other associated policies, including our anti-bullying, social media and behaviour policies.

- Internal sanctions and/or support will be implemented as appropriate
- Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

The headmaster will be informed of online safety concerns by the DSL and the named governor for safeguarding will report on a regular basis to the wider governing body.

Eversfield Preparatory School uses a range of technology to include computers, laptops, iPads, the internet, Seesaw learning platform and email. All school owned devices will be used in accordance with our e-safety policy and with appropriate security measures in place.

We have taken into consideration the government guidance on children's screen use in Early Years Settings: https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/screen-use.

All children from Form 1 upwards have access to the school's computer network. From Form 1 each child is issued with a username and password. Pupils can log on to the network to access information in their own directory.

Once pupils have become proficient in using the network, they are introduced to the internet and email. Before any child can use the internet, his/her attention will be drawn to the Rules for Responsible Internet Use. These are also shared with parents. Copies of this are displayed in the school's main Digital Literacy teaching area. The teacher responsible for the delivery of the Digital Literacy curriculum in each year group will regularly remind pupils about appropriate internet and email rules. The information contained in the school's Rules for Responsible Internet Use and the school's e-Safety Policy explains how the school has put in place safeguards to avoid the potential problems that unrestricted internet access can give rise to. Specific directions for staff include not using breakout rooms, where children could be online unsupervised, and restricting the recording of activities. Use of the Seesaw platform is also restricted, and staff, pupils and parents are taught about appropriate and inappropriate use.

Pupils receive specific online safety training through units of work in the Digital Literacy and PSHE curriculum as well as a whole-school curriculum response to enable students to learn about and manage online risks effectively.

Mobile Technologies

Eversfield Preparatory School recognises the specific risks that can be posed by mobile and smart technologies. In accordance with KCSIE 2026 and EYFS 2026, we have appropriate policies in place which are shared and understood by all members of the community.

Children are not allowed to bring mobile or smart devices into school.

Staff must follow the guidelines in the **staff guidebook** regarding mobile phone use. The **social media policy** sets out the standards expected for anyone working for Eversfield, regarding social media use on behalf of the school, as part of working with children, in wider professional work and in their personal life.

Filtering and Monitoring

Eversfield Preparatory School takes all reasonable steps to limit children's exposure to online risks when using school-provided IT systems. We maintain **appropriate filtering and monitoring**, reviewed at least annually by the DSL and Network manager. Checks ensure filtering is effective on all internet-connected devices, and records of these checks are kept. All users are informed that system use may be monitored in line with data protection, privacy and human rights legislation.

Where unsuitable or concerning content is found, users must follow the school's reporting procedure, including **reporting the URL** to the network manager. Filtering breaches or concerns identified through monitoring are recorded and reported to the DSL, who will respond appropriately. Any access to material believed to be illegal will be reported immediately to agencies such as the Internet Watch Foundation or the police. We ensure that filtering does not "over-block" and restrict legitimate teaching or safeguarding content.

Filtering and monitoring form only one part of our online safety approach. Learners use search tools, apps and online resources following an informed risk assessment, and their internet use is supervised according to age and ability. Staff direct learners to age-appropriate online resources.

All staff receive training on their roles in filtering and monitoring at induction and through annual updates. Website traffic is logged, monitored and filtered using Senso's real-time content analysis, with separate policies for staff and students. Daily safeguarding reports flag attempts to access content related to categories such as **child abuse**, **self-harm**, **terrorism**, **violence** and others. Reports are sent to the network manager, DSL and headteacher, with instant notifications for attempted access. A second layer of filtering is provided by our Barracuda firewall.

Information security and access management

Eversfield Preparatory School is responsible for ensuring an appropriate level of security protection procedures are in place, in order to safeguard our systems as well as staff and learners. Further information can be found in our cybersecurity policy and online safety policy. We will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Guidance on this is taken from Cyber security standards for schools and colleges.GOV.UK.

Media recordings – audio, image and video (including digital files)

Appropriate media recordings are taken (including students) to capture curriculum activities, wider activities or as celebrations of school life. Any such recording must only be taken on school equipment and not taken from the school premises.

- Written permission from parents or carers (consent form) must be obtained before media recordings of pupils are published on the school website/social media or in the press.
- Staff and volunteers are allowed to take media recordings to support educational aims, but must follow school policies concerning the sharing, distribution and publication of the media or files. Those media recordings should only be taken on school equipment unless there is prior agreement with the headmaster or in accordance with the staff use of mobile phones information within this policy.

- All school media recordings will only be stored, edited or archived onto school systems and equipment unless there is prior agreement with the headmaster.
- Pupils must not take, use, share, publish or distribute media recordings of others without their permission.

Staff training

We ensure that all staff and governors receive online safety training, which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring as part of induction. This training will be regularly updated. Ongoing online safety training and updates for all staff and governors will be integrated, aligned and considered as part of our overarching safeguarding approach.

Working with parents and carers

We recognise the importance of working in partnership with parents and carers in our approach to online safety and actively support them to become more aware of potential online benefits and risks to children. We offer online safety meetings/ workshops and regular communication through newsletters, social media and Parentmail.

Remote Education

Eversfield Preparatory School ensures that all remote communication, information sharing and use of online learning platforms complies with privacy and data protection requirements. Staff, learners and parents/carers must use school-provided or approved communication channels, such as school email accounts, school phone numbers and authorised platforms (e.g. Seesaw, Microsoft 365). Any pre-existing situations that prevent this must be discussed with the DSL.

Remote teaching and learning must follow the school's behaviour principles. Staff and learners are encouraged to report any issues experienced at home, and concerns will be managed in line with child protection and relevant safeguarding policies.

Parents/carers will be informed of the online activities their child is expected to complete, the websites or platforms they will access, and who from the school their child may interact with online. They will be encouraged to supervise their child's online activity and use appropriate parental controls.

Teachers delivering remote education follow the same professional expectations outlined in the staff behaviour policy. The school provides parents with a distance learning guide explaining online platforms, safety advice and contact details for technical support. Staff responsible for online classes or platforms (e.g. Seesaw) will monitor and approve learner comments to ensure safe and appropriate use.

STAFF ENGAGEMENT

Awareness, Induction and Training

All members of staff and governors have been provided with a copy of Part one of KCSIE 2026 which covers safeguarding information for all staff. This must be read by all staff regardless of whether they work directly with children or not.

All members of staff have signed to confirm that they have read and understood Part one of KCSIE 2026. A record of this is kept electronically.

The DSL will ensure that all new staff and volunteers (including agency and third-party staff) receive safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring), including information to ensure they are aware of the school internal safeguarding processes, as part of their induction. They will also receive:

- Child Protection & Safeguarding Policy
- KCSIE Part 1 (recommendation to read the whole document, KCSIE 2026)
- Channel online/Prevent training
- Staff Guidebook and Staff Behaviour Policy (code of conduct) including whistleblowing procedure
- Pupil behaviour and Anti-bullying policies
- eSafety (online safety) Policy/Code of conduct and procedures including acceptable use of technologies
- Social Media policy
- Employee's Handbook
- Access to H&S policy and other school policies.

All staff members (including agency and third-party staff) will receive appropriate child protection training (including online safety) to ensure they are aware of a range of safeguarding issues and are equipped with the relevant skills and knowledge to safeguard children effectively; this training will be updated at least annually.

Safeguarding training for staff, including online safety training, will be integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates to provide them with relevant skills and knowledge to safeguard children effectively. This is achieved through staff meetings and a termly safeguarding newsletter.

Staff will be encouraged to contribute to and shape school safeguarding arrangements and child protection policies through regular meetings with the governor for safeguarding and through input to staff meetings.

We have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.

The DSL and headteacher/principal will provide an annual report to the governing body/proprietor detailing safeguarding training undertaken by all staff and will maintain an up-to-date register of who has been trained.

All governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training equips them with the knowledge to provide strategic challenge to

test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole school approach to safeguarding. This is achieved through input from the DSL and through completion of online training modules.

Safer working practice

Staff will be made aware of the school's behaviour policy, physical intervention procedures and the staff behaviour policy as outlined in the staff guidebook. All staff must follow the school's **staff behaviour policy** which is issued at induction and revisited through regular training and updates. The DSL ensures all staff, volunteers, agency and third-party workers have read the child protection policy and understand expectations for safe, professional practice.

Staff are expected to manage behaviour effectively, maintain a safe learning environment, and consider the individual needs and vulnerabilities of all pupils, including those with SEND. Any physical intervention or use of reasonable force must be reasonable, proportionate and necessary, and in line with school policy and DfE guidance.

Staff must take precautions to avoid situations that could place them or pupils at risk of harm or of allegations of harm to a pupil, including avoiding being alone with pupils wherever possible, ensuring visibility to others, and maintaining professional boundaries in one-to-one situations such as tuition, coaching or transport. Staff should avoid transporting pupils individually; where unavoidable, permission from the Senior Leadership Team is required and pupils should travel in the rear seats.

All staff are made aware of the professional risks associated with the use of social media, electronic communication and personal devices and must adhere to the social media policy. **Staff must not use personal phones or devices to contact pupils or families, nor use personal devices to take photos or videos of pupils.** Personal devices must be switched off or on silent during teaching unless authorised by the Senior Leadership Team in case of an emergency. Any educational use of pupil devices must be approved by the Senior Leadership Team. Breaches of these expectations may result in disciplinary action. The headmaster reserves the right to examine staff mobile phones if there is any suspicion of inappropriate use.

Concerns about staff conduct—including self-reports, concerns raised by colleagues, or issues identified by leaders—must be reported to the headmaster in line with the code of conduct procedures.

Staff delivering activities such as sports or instrumental tuition should minimise physical contact and ensure any necessary contact is appropriate, brief and clearly linked to instruction.

Use of 'reasonable force'

There may be circumstances when it is appropriate for staff to use **reasonable force** to safeguard children from harm or other restrictive interventions to safeguard children, prevent harm to themselves or others, prevent serious damage to property or maintain good order and discipline. Any use of reasonable force will be in accordance with statutory guidance. Further information regarding our approach can be found in our behaviour policy.

Supervision and support

We recognise that staff working in the school 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 emotionally demanding. We also recognise the value of professional discussion and reflection, particularly in complex situations, to support effective safeguarding decision-making.

The school has clear arrangements for safeguarding training, development, support and guidance. Staff receive appropriate support from the DSL and safeguarding team and are encouraged to discuss any concerns they may have about the welfare of children. Staff who work directly and regularly with children whose safety and welfare are at risk will have access to regular supervision and support in accordance with the school's supervision policy.

Staff requiring further support may also:

- Have a stress risk assessment undertaken by their line manager
- Be referred to occupational health for one-to-one counselling

Management oversight of child protection work

We ensure clear management oversight of work by the Designated Safeguarding Lead and senior leaders including governors. Numbers of pupils at risk due to child protection concerns, are monitored half-termly in DSL meetings. Regular reports to governors around child protection (anonymised) ensure effective support and challenge in this area of work. Our annual safeguarding audit work is shared with the local authority to ensure 157/175 compliance. Strengths in child protection work and any areas for development are identified and immediately remedied.

SAFER RECRUITMENT

All staff appointed to work in the school or who are employed by another organisation and working with the school's pupils will be subject to suitability checks in line with the requirements of Standard 4 of the Independent School Standards Regulations and outlined in KCSIE 2026, Part 3 prior to appointment. This includes all part-time staff/external agency staff and volunteers who are appointed to work with the children in regulated and non-regulated activity. All staff who work in early years and/or childcare provision or who are directly concerned with the management of such provision, are subject to appropriate checks to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2009.

Safer Recruitment checks

The following checks form part of the recruitment process:

- Applications for employment are made on the school's application form. CVs are not accepted. The application form requires applicants to provide personal details (current/former names, address, national insurance number), details of present or last employment and reason for leaving, full employment history including reasons for any gaps, qualifications, details of referees and a statement of personal qualities and experience.
- Applications are scrutinised for anomalies and/or gaps in employment history
- At least two references on all shortlisted candidates are obtained, including one from the candidate's current employer in accordance with the requirements set out in KCSIE 2026, Part 3

- All shortlisted candidates are required to prove identity, through production of a birth certificate where available and address at interview stage
- All shortlisted candidates are required to provide certificates of qualifications relevant to the role
- All shortlisted candidates are required to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.
- In addition to proof of identity, address and qualifications, the school makes the following checks on appointment:
  - Proof of right to work in the UK
  - Enhanced DBS check (including Barred List check). If the individual holds a DBS certificate and is registered with the DBS Update Service, this can be accepted if it is at a level appropriate to the job they are applying for, that the original document is presented and the individual gives consent for the school to carry out an online check to view the status of the existing DBS.
  - A separate Barred List check is made:
    - pending receipt of an Enhanced DBS certificate with Barred List information from the DBS and where all other relevant checks have been carried out, or;
    - where an individual provides a DBS certificate and is registered with the DBS Update Service, or;
    - Where an individual provides a DBS certificate and has worked in a similar post in a school that brought them into regular contact with children which ended not more than three months prior to that person's appointment to the school, and all other relevant checks have been undertaken before employment commences
  - Medical fitness
  - Overseas checks (where applicable) in line with the guidelines in KCSIE 2026
  - Prohibition from teaching check for all who have any teaching role
  - Prohibition from management check (section 128) for new members of staff (including governors) who are in a management role
  - Disqualification from childcare (if working in Early Years or before/after school care for children under 8 years of age or directly concerned with the day-to-day management of such provision)
  - An online search which may help to identify any issues which are publicly available. Shortlisted candidates are informed that online searches will be done as part of due diligence checks.

Where an individual who will undertake regulated activity outside the EYFS is permitted to commence work before the enhanced DBS certificate has been received, all other required pre-appointment checks, including a separate Children's Barred List check, must have been satisfactorily completed. A written risk assessment will be undertaken and the individual will be appropriately supervised until the enhanced DBS certificate has been received and considered by the school.

For staff or volunteers beginning work in EYFS provision to whom the EYFS criminal-record checking requirements apply, the required enhanced DBS certificate and Children's Barred List information must have been received before the individual begins work or volunteering.

Any visiting speakers invited on site will be registered at the school office and be subject to suitability and identification checks, having regard to Prevent Strategy guidance, prior to being allowed to present. All visiting speakers read and sign a Visiting Speaker Agreement confirming that they will

adhere to such guidance. They will also be subject to appropriate levels of supervision whilst on site and will be monitored to ensure safe working practice. Such practice includes undertaking a risk assessment to include the educational value, age appropriateness of what is going to be delivered, whether the individual will be in regulated activity and whether relevant checks will be required.

The school follows the appointment procedure as laid out in the DFE publication Keeping Children Safe in Education (Sept 2026).

All adverts for positions in the school will include a statement identifying the school's commitment to safeguarding and making it clear that safeguarding checks will be made prior to appointment. They will also include the safeguarding responsibilities of the post in the job description and whether the post is exempt from the Rehabilitation of Offenders Act 1974/1975/2013/2020.

All applications will be by application form with details according to the guidance in KCSIE (2026).

The Headmaster, Deputy Head and Headmaster's PA have been on LA Safer Recruitment Training and one of them must be included on any interview panel for appointments.

In this way we hope to deter, reject or identify people who might abuse children from being a part of this school.

The school will report promptly to the Disclosure and Barring Service (DBS), any person (whether employed, contracted, a volunteer or student) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is, they have caused or posed a risk of harm to a child. This includes dismissal; non-renewal of a fixed-term contract; no longer engaging a supply teacher; terminating the placement of a trainee; no longer using the services of a contractor or volunteer; or resignation or voluntary withdrawal from any of these positions. The address for referrals is PO Box 181, Darlington DL1 9FA (tel: 01325 953795).

Where a teacher has been dismissed, (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate, the school shall refer the matter to the Teaching Regulation Agency (TRA).

Where the school commissions alternative provision, it remains responsible for the safeguarding and welfare of the child and will obtain written confirmation that appropriate safeguarding checks have been undertaken.

Governors

All Governors at the school have been checked for suitability in accordance with guidelines and regulations. Any new Governors will be checked upon appointment according to the guidelines set out in ISI regulatory requirements (2023) Part 4, the DFE publication Keeping Children Safe in Education (Sept 2026).

Single Central Register of Employees (SCR)

The school hold a Single Central Register of all employees, volunteers, governors and other adults that come into contact with the children in the school, holding all records of pre-appointment checks according to the expectations of KCSIE 2026 and Part 4 ISI Standards.

MANAGING ALLEGATIONS AGAINST STAFF (including supply staff, trainee teachers, volunteers and visitors including contractors)

All staff are familiar with the provisions and procedures for managing allegations against staff and volunteers (including governors/trustees). The school will respond to allegations in line with the local Solihull arrangements and Part four of KCSIE 2026.

KCSIE 2026 recognises two levels of concern regarding staff allegations and safeguarding:

Allegations that meet the harms threshold.

These are cases of allegations that might indicate a person would pose a risk of harm (according to the definition of the harm test, DBS website www.gov.uk section 31 (9) of the Children Act 1989 (2002)) if they continue to work in their present position, or in any capacity with children in a school or college. (KCSIE, 2026, Part 4). This includes any behaviour known outside of the school that might make the individual unsuitable to work with children.

- An allegation about a member of staff or a volunteer should be brought to the attention of the headmaster immediately who will act in accordance with procedures outlined in Keeping Children Safe in Education (Sept 2026)
  a) Welfare of child: The DSL will be responsible for ensuring the safety of any child and that they are not at risk. This will involve contact with Children's Services if there is any suspected abuse.
  b) Investigation & support the person subject to the allegation:
     - Gather basic facts of the allegation to determine whether there is any foundation, (KCSIE 2026) and to aid the investigation by the Local Authority Designated Officer but this must not involve an investigation.
     - Discuss the allegation with the Local Authority Designated Officer (LADO) immediately. **Gayle Barry is the Designated Officer (LADO) for Solihull and can be contacted on 0121 788 4310 / 07795 128638 or lado@solihull.gov.uk** (please put 'LADO referral' in subject line). The Chairman of Governors must also be kept informed and contacted immediately in the absence of the head.
     - In the event of an allegation concerning a supply teacher or other member of staff supplied by an agency or business, the school shall take on the responsibility for managing the allegation but will keep the supply agency informed (if one involved) of all proceedings. Safeguarding responsibilities are shared with the employment agency or business.
     - In the event of an allegation concerning a trainee teacher, the above procedure also applies. The teacher training provider is expected to follow the same procedures as supply agencies.
     - The headmaster will attend any Position of Trust meetings relating to allegations against staff.
     - If the suspicion involves the Headmaster, the Designated Officer (LADO) needs to be informed within one working day. The Chair of the Governing Body is to be informed immediately before any contact with the headmaster.
     - Allegations can be brought directly to the attention of the local authority duty office.

Concerns that do not meet the harm threshold

These are concerns that do not meet the harm threshold but may include suspicion, complaints, or disclosures from outside of school or as a result of vetting. The purpose of following this procedure

and careful approach is to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour, set out in the staff code of conduct, are constantly lived, monitored and reinforced by all staff.

Definitions and examples of such behaviour that might lead to such concerns can be found in KCSIE 2026, the Staff Guidebook and Staff Code of Conduct.

- Low level concerns should always be reported to the headmaster no matter how small or insignificant they may first appear. All staff are encouraged to maintain an open dialogue of concern over their fellow staff members and the school's pupils.
- Low level concerns raised by a third party should also be reported to the headmaster who will gather as much information from the third party where possible, the individual concerned and any witnesses.
- Records of concerns will be kept by the headmaster confidentially, securely and in compliance with UK GDPR, unless they are to be used later for Child Protection investigations.
- Staff are encouraged to self-refer where they believe their actions may have been mis-interpreted or may have fallen below the standards expected within the staff code of conduct.

All concerns should be recorded and a chronology of concerns kept by the case manager (Headmaster or Chairman of Governors); an example chronology is provided in Appendix 4. These records are held separately from personnel files with access restricted to the headmaster and other authorised members of the senior leadership team. These should be reviewed regularly to identify any patterns of behaviour that might trigger a referral to the Designated Officer (LADO).

The headmaster (allegation against a member of staff, supply staff or volunteer) or Chairman of Governors (allegation against the headmaster) should ensure a timely response, and as case manager, maintain oversight of allegations, including oversight of Designated Officer (LADO) referrals and ensure a timely response to any allegations raised. A template to support this is provided in Appendix 5.

Low level concerns about supply staff or contractors will be notified to their employers so that any potential patterns of inappropriate behaviour can be identified.

Whistleblowing

Whistleblowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. 'Whistleblowing' is the term ordinarily used to describe the disclosure of information by an employee about malpractice that is occurring within the organisation. This will include any illegal, immoral, irregular, dangerous or unethical activity under their employer's control. The Public Interest Disclosure Act 1998 amended the Employment Rights Act 1996 to protect workers from being dismissed or subjected to a detriment because they have made a 'protected disclosure'.

Protected disclosure is information that, in the reasonable belief of the worker, tends to show that one of the following has occurred, or is occurring, or is likely to occur:

- A criminal offence
- Breach of any legal obligation
- Miscarriage of justice
- Danger to the health and safety of any individual
- Damage to the environment

- Deliberate concealing of information about any of the above

It is important for members of staff to know that if they have any concerns over poor safeguarding, health & safety or other issues, or a member of staff, including the headmaster, then they are able to raise their concerns with either the headmaster, DSL or the Chairman of Governors. All concerns which are made in good faith can be raised without fear of repercussion. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the SLT and/or the governing body. Any concern raised shall be investigated according to the procedures set out in this policy.

The NSPCC Whistleblowing Helpline is available for staff who do not feel able to raise a concern regarding child protection failures internally – 0800 028 0285 help@nspcc.org.uk

Further advice about whistleblowing is available at www.gov.uk/whistleblowing.

Other Providers Operating on Education Provision Site (Lettings and Contracted Arrangements)

Where other providers operate on the school site, through lettings or contracted arrangements, the school ensures that robust safeguarding procedures are in place. The school acknowledges their responsibility to ensure that outside providers have appropriate safeguarding arrangements in place. These procedures and policy must be viewed and accepted before allowing use of the school facilities. A separate lettings agreement checklist is provided in Appendix 2. Should the school receive an allegation relating to an incident that happened when an organisation was using the school premises, the school safeguarding procedures would be followed, including informing the LADO.

Sports coaching off-site

Where pupils have been granted permission to attend an approved educational activity that is a sporting activity, Eversfield will take steps to ensure that appropriate measures have been taken to safeguard the pupil whilst attending. This will include obtaining copies of the safeguarding policy in place and ensuring that staff have the appropriate skills, training and experience to ensure that the activity takes place safely and fulfils the educational purpose for which the pupil's attendance has been approved.

Barring of individuals from school premises

On extremely rare occasions, school leaders do need to seek to bar a person from the school site. The DfE (2018 advice: Controlling access to school premises) should be followed. https://www.gov.uk/government/publications/controlling-access-to-school-premises

Legal advice should always be sought. A model letter is provided in Appendix 3.

OPPORTUNITIES TO TEACH ABOUT SAFEGUARDING

Eversfield Preparatory School ensures that safeguarding, including online safety, is taught through a broad and balanced curriculum. We recognise that preventative education is the most effective approach to preparing children for life in modern Britain and our school values underpin a fully inclusive and age-appropriate programme.

Pupils learn about relationships, health and wellbeing, respectful behaviour, consent, boundaries, equality, online safety and how to seek help through PSHE that includes Relationships Education, Health Education, Digital Literacy and wider curriculum opportunities. Teaching helps pupils recognise risks—including online risks—understand when they or others may be at risk of harm and know how to access support.

Our curriculum develops self-awareness, resilience, assertiveness, decision-making, and social and emotional understanding, enabling pupils to identify risks and protect themselves and others. Pupils are taught about respectful relationships, healthy behaviours, misogyny, sexual harassment and violence, and how to report concerns. This contributes to preventing Violence Against Women and Girls (VAWG).

We recognise that a personalised or contextualised approach may be needed for pupils with additional vulnerabilities, including SEND, those who have experienced abuse, and pupils with contextual safeguarding risks.

School systems support pupils to speak to trusted adults. Pupils are listened to, their views taken seriously, and concerns acted upon. Safeguarding content is embedded across all subjects and includes topics such as online safety, preventing radicalisation, anti-bullying, healthy relationships, emotional literacy, risk assessment, and life skills such as hygiene and road safety.

Clear guidance is built into the curriculum so pupils know where and how to report abuse and understand the range of people and services they can turn to for advice and support.

HEALTH AND SAFETY

The school has a health and safety policy which is monitored and reviewed regularly. The Estates Manager and ultimately the headmaster is responsible for the health and safety of children, employees and the school site. Our health and safety policy outlines our procedures in ensuring the site is safe and secure; this includes risk assessment procedures and subsequent plans to mitigate risks.

Site security

Eversfield Preparatory School maintains a secure site, supported by staff vigilance. All employees must follow site-security procedures, as lapses can compromise safeguarding.

Key Security Measures

- **Controlled access**: Manor Road gates remain locked during the day, with face recognition access except at drop-off and pick-up times.
- **Restricted areas**: The swimming pool must be locked when not in use.
- **Secure external doors**: All external doors use digi-locks or face recognition access and must not be propped open.
- **Visitor management**: All visitors enter via Reception, sign in, and wear a visitor badge.
- **Challenge protocol**: Staff must challenge any unaccompanied person on site and verify their presence with the office. Children are encouraged to report any concerns about unknown or unauthorised visitors to a member of staff immediately. The school will not tolerate behaviour from any visitor, parent or other individual that threatens the safety, welfare of security of

pupils, staff or visitors. Such behaviour will result in restrictions being placed on access to the site.

Smoking

The school operates a strict no-smoking policy across all buildings and grounds.

Emergency Evacuation

- **Emergency procedures**: All adults and visiting pupils are briefed on emergency procedures.
- **Fire safety**: A fire emergency plan is displayed in all areas. Annual fire risk assessments are completed and actions addressed promptly.
- **Evacuation drills**: Regular drills are logged, reviewed, and actions followed up.
- **Other emergencies**: The fire alarm will be used for any emergency requiring evacuation. Assembly points are listed in the fire emergency plan.

Crisis Management

The school follows established procedures for critical incidents, including lockdowns and bomb or suspicious package situations. These can be found in the crisis management policy. Guidance is informed by EASEE resources: http://cswprepared.org.uk/.

Vehicular Access

Vehicular access is via Manor Road.

- When both gates are open, parents are advised that vehicles may be present and must proceed cautiously.
- When one gate is open, pedestrians may use the drive safely.
- Children may only use the driveway when accompanied by an adult.

Dogs

Dogs are not permitted on school grounds due to health and safety risks. Guide dogs are exempt.

Trespassers

The school grounds are private property.

- Unauthorised individuals will be asked to leave.
- Police will be contacted if a trespasser refuses.
- Children must report unfamiliar adults without visitor badges.
- Staff must not put themselves at risk when dealing with trespassers.

Minibus Use

The school operates three fully equipped minibuses.

- **Driver training**: Only trained staff may drive the minibuses.
- **Safety equipment**: Drivers and passengers must know the location and use of safety items, including emergency exits.
- **Passenger safety**: Seat belts must be worn at all times, and loose items are not permitted.

Playtimes

All children are adequately supervised at playtimes and should remain within sight of the members of staff on duty.

Mealtimes

In line with the EYFS statutory framework, a paediatric first aid trained member of staff is always present whilst early years children are eating.. Children in Form 1 upwards are closely supervised in the dining room whilst eating, with at least one member of paediatric first aid trained staff present. Children will remain within sight and hearing of a member of staff throughout mealtimes and snack times so that children can be effectively supervised and any signs of choking or distress can be identified promptly

Sport

We recognise that children taking part in sport and physical activity may be vulnerable to specific safeguarding risks and will ensure that appropriate safeguarding arrangements are in place for all school-led sporting activities. Eversfield Preparatory School supports pupils in participating in their chosen sports and follows the guidance issued by each relevant sporting body regarding mixed-sex participation. Where that guidance identifies a safeguarding risk in boys and girls playing together, pupils are organised into same-sex groups to ensure their safety and wellbeing. Any concerns arising from sporting activities will be managed in accordance with the procedures outlined in this policy.

Changing rooms

From Form 2 upwards, children get changed for sports activities in separate same-sex changing rooms.

Toilets

In accordance with the School Premises (England) Regulations 2012 and the Education (Independent School Standards) Regulations 2014, separate toilet blocks are provided for all boys and girls from Form 2 upwards (aged 6/7 years). Children in Early Years and Form 1 have individual cubicles in their teaching areas.

Medicines in School / Supporting Pupils with Medical Conditions

Eversfield Preparatory School is an inclusive community that supports pupils with medical conditions and ensures they have the same opportunities as their peers. Staff understand pupils' medical needs and receive appropriate training. Further detail is available in the **Medical Policy**.

The School Nurse works closely with the **Designated Safeguarding Lead (DSL)** and **Learning Support Coordinator** to ensure relevant information is shared to safeguard pupils. Guidance: DfE *Supporting Pupils at School with Medical Conditions*.

First Aid

The school has a dedicated School Nurse, two qualified First Aiders at Work, and a team of trained Appointed Persons. First aid boxes and incident record sheets are located in all main areas. Full guidance is available in the **Staff Guidebook** and **Medical Policy**.

Intimate Care

The school complies with the **Equality Act 2010** and ensures pupils with impairments are not discriminated against. Intimate care is delivered in line with the **Intimate Care Policy**. FGM reporting duties follow the guidelines in this policy and Solihull SSCP guidance.

Dismissing Children

Children are only dismissed to parents, known family members, or authorised adults with parental consent. Pupils leaving during the school day wait at the School Office for collection.

Late Collection Procedures

- **Nursery**: Children remain in Nursery under supervision.
- **Reception, Forms 1–3**: Children go to Nursery for late supervision.
- **Upper School**: Children wait at the School Office.

Staff check with the School Office for any updated collection arrangements. Office staff attempt to contact parents if a child remains uncollected.

Children still on site at **5.30pm** wait at the School Office under supervision while staff continue attempts to contact parents/guardians. If no adult can be reached and the delay is significant, **MASH** will be contacted.

Missing Child Procedure (During the School Day)

If a child is reported missing:

- **Search teaching areas** and toilets.
- **Check all exits** and secure them.
- **Search outdoor play areas** and surrounding grounds.
- **Monitor site entrances** (Manor Road / hotel gate).
- Notify the **Deputy Head** or Leadership Team.
- Notify the **School Office**, who will inform the Estate Manager and Headmaster.

If the child is not found:

- **After 30 minutes**: Parents are informed.
- **After 1 hour**: Police and **MASH** are contacted.

Educational visits and Activities off-site

The Director of Communications and Co-Curricular is responsible for Educational Visits and Activities, and all risk assessments linked with out-of-school activities. All visits and activities are subject to approval by the headmaster.

The school will take every reasonable precaution to ensure that each educational visit is carried out with the minimum risk. Risk assessments are undertaken for each of the hazards identified, such that suitable and sufficient control measures can be put in place to minimise the dangers for pupils and staff.

All information relating to Educational Visits and Activities can be found in the **Educational Visits and Activities Policy.**

COMPLAINTS

Our procedures for dealing with complaints are set out in the Complaints policy.

EQUAL OPPORTUNITIES

We are committed to the principle of equal opportunity for all pupils irrespective of race, religion, gender, language, disability or family background, and to the active support of initiatives designed to further this principle.

We believe that equal opportunity is at the heart of good educational practice. All pupils are of equal value and deserve equal access to every aspect of school life. They have an equal opportunity to learn and work towards their highest possible levels of achievement. The 'Vision and Values' which we uphold as a school help to emphasise equal opportunities for all staff and pupils at all times. All personnel are responsible for ensuring that we implement this policy.

IMPORTANT CONTACTS

Chair of Governors: Dr Timothy Brain, 0121 705, 0354, jwebb@eversfield.co.uk

Governance Nominated Safeguarding lead: Mr Richard Thomson, 0121 705 0354, jwebb@eversfield.co.uk

Designated Safeguarding Lead: Mrs Sarah Sliney, ssliney@eversfield.co.uk , 0121 705 0354,

Deputy Designated Safeguarding Lead(s): Dr Robert Yates, , ryates@eversfield.co.uk ; Miss Karen Shipley (EYFS), kshipley@eversfield.co.uk; Mrs D. Mian (School Nurse), dmian@eversfield.co.uk , 0121 705 0354.

Learning Support, (SENDCo): Mrs Claire Field, 0121 705 0354, cfield@eversfield.co.uk

Designated teacher for looked after children – Mrs Claire Field (as above)

Headteacher: Dr Robert Yates, 0121 705 0354, ryates@eversfield.co.uk

Solihull contacts

- Solihull Safeguarding Children Partnership: 0121 788 4325, sscp@solihull.gov.uk

Solihull Safeguarding Children Partnership (SSCP) for:

- Practitioners' toolbox
- Thresholds guidance
- Early help
- SSCP training portal

Local Authority Designated Officer: Gayle Barry, 07795 128638, lado@solihull.gov.uk
Local Authority Children's Social Services: (MASH) 0121 788 4300 Multi-agency referral form

Emergency Duty Team: 0121 605 6060
Education representative within MASH: Wendy Hillier and Louise Underwood

0121 788 4364/4449 **masheducation@solihull.gov.uk**

MASH Education liaison officer: Nick Walker, 0121 788 4449 **macpteducation@solihull.gov.uk**

Birmingham contacts

- Birmingham Multi-Agency Safeguarding Hub (MASH) - 0121 303 1888
- Refer a child who you're concerned about | Refer a child who you're concerned about | Birmingham Children's Trust

Coventry contacts

- Coventry Multi-Agency Safeguarding Hub (MASH) - 024 7678 8555
- Coventry's Multi Agency Safeguarding Hub (MASH) – Coventry City Council

Warwickshire contacts

- Family Connect: 01926 414144
- Emergency Duty Service 01926 886922 outside office hours only
  Child abuse concerns - Warwickshire County Council

Worcestershire Contacts

- Access Centre 01905 822666 from Monday to Thursday 8.30am to 5.00pm (until 4:30 pm on Friday)
- Emergency Duty Team (EDT) on 01905 768020 outside office hours
- Refer to Children's Social Care | Worcestershire County Council

Police emergency – 999

Police non-emergency point of contact: 101 West Midlands Police

Prevent Hub: 0121-251-0241, CTU_gateway@west-midlands.pnn.police.uk

Whistleblowing: Protect for advice; 0203 117 2520

OFSTED (Safeguarding children) –0300 123 4666 (Mon – Fri 8am – 6pm)
whistleblowing@ofsted.gov.uk

Disclosure and Barring Service – DBS customer services, PO box 3961, Royal Wootton Bassett, SN4 4HF, Tel: 0300200190 EMAIL: customerservices@dbs.gov.uk

Independent Schools Inspectorate (ISI) Tel: 0207 600100 Email: concerns@isi.net

Teaching Regulation Agency (TRA) 020 7593 5393 misconduct.teacher@education.gov.uk

Additional support

Solihull Council school extranet safeguarding pages

My Solihull Maps

The Waiting Room Birmingham and Solihull wellbeing services

Solar

SIAS (Solihull Integrated Addiction Services)

Kooth

NSPCC Report abuse in education

Helpline 0800 136 663 or help@nspcc.org.uk

- NSPCC Whistleblowing Advice Line: **0800 028 0285**
- Report Abuse in Education: **0800 136 663** / **help@nspcc.org.uk**

National organisations

- NSPCC: **www.nspcc.org.uk**
- Barnardo's: www.barnardos.org.uk
- Action for Children: www.actionforchildren.org.uk
- Children's Society: www.childrenssociety.org.uk

Support for staff

- Education Support: www.educationsupportpartnership.org.uk

Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for learners

- ChildLine: www.childline.org.uk
- Papyrus (suicide prevention): www.papyrus-uk.org
- The Mix (mental health support): www.themix.org.uk
- Shout (mental health support): www.giveusashout.org
- Fearless (information and advice about crime and criminality): www.fearless.org
- Victim Support: www.victimsupport.org.uk

Support for adults

- Family Lives (parenting and family support): www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org

- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- Mankind (support for men who have been sexually abused): www.mankindcounselling.org.uk

Support for children with SEND

- Respond (support for people with learning disabilities and autism who have experienced abuse, violence or trauma): www.respond.org.uk
- Mencap: www.mencap.org.uk
- NSPCC: Safeguarding children with SEND
- Council for Disabled Children: https://councilfordisabledchildren.org.uk

Contextual Safeguarding Network

- https://contextualsafeguarding.org.uk/

Substance misuse

- SIAS - Supporting recovery | Reducing harm | Rebuilding lives
- Talk to Frank: www.talktofrank.com

Domestic abuse

- Domestic abuse services: www.domesticabuseservices.org.uk
- Operation Encompass Home : Operation Encompass
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phoneline (help for domestic abuse perpetrators to stop): https://respectphoneline.org.uk

Criminal and Sexual Exploitation

- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- It's not okay: www.itsnotokay.co.uk
- NWG Network: www.nwgnetwork.org

Honour-based abuse

Forced Marriage Unit: www.gov.uk/guidance/forced-marriage

Mandatory reporting of female genital mutilation: procedural information - GOV.UK

Child-on-child abuse, including bullying, sexual violence and harassment

- Centre of Expertise on Child Sexual Abuse: Home | CSA Centre
- Rape Crisis: https://rapecrisis.org.uk
- Brook: www.brook.org.uk
- Disrespect Nobody: https://www.ceopeducation.co.uk/professionals/guidance/disrespect-nobody/
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now! www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Diana Award: www.antibullyingpro.com/
- Kidscape: www.kidscape.org.uk
- National anti-bullying helpline Information and advice about all forms of bullying

Online safety

- CEOP: www.ceop.police.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: https://reportharmfulcontent.com
- Internet Matters: www.internetmatters.org
- NSPCC: www.nspcc.org.uk/onlinesafety and www.net-aware.org.uk
- Get Safe Online: www.getsafeonline.org
- Cyber Choices: https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices
- National Cyber Security Centre (NCSC): **www.ncsc.gov.uk**

Mental health

- Mind: www.mind.org.uk
- Young Minds: www.youngminds.org.uk
- Anna Freud: www.annafreud.org/schools-and-colleges/

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

Children with family members in prison

- SSCP guidance to support children with parents in prison
- National information Centre on Children of Offenders (NICCO): https://www.nicco.org.uk/
- Children and the court system: Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5-11-year olds and 12-17 year olds.

APPENDIX 1 - Indicators of Abuse, Neglect and Exploitation

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

Abuse may be associated with exploitation, including child sexual exploitation, child criminal exploitation, modern slavery, county lines activity and other forms of harm. Extrafamilial harm in Solihull is referred to as harm outside the home (HOTH).

Abuse is 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. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women, and children.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. Abuse can take place face-to-face, online, or through a combination of both.

Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

The indicators listed below are not intended to be exhaustive. Individual indicators rarely provide conclusive evidence of abuse and may have other explanations. Staff should be alert to patterns of behaviour, changes from a child's normal presentation, the child's context and vulnerabilities, and should always report concerns in accordance with the school's safeguarding procedures.

Sexual abuse

This involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue and staff should refer to the Child Protection and Safeguarding Policy – Child-on-child abuse.

Where we have concerns that a child may be being sexually abuse, we use **Signs and indicators of child sexual abuse | CSA Centre** to inform the actions we then take.

Signs that may indicate sexual abuse:

- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate

- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g., anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease

Fire setting

Physical abuse

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

Where we have concerns that a child is being physically abused because we have noticed bruising, we use: **Bruising including Child Protection Medical Assessments** to inform our actions.

Signs that **may** indicate physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.

Injuries need to be accounted for. Inadequate, inconsistent, or excessively plausible explanations or a delay in seeking treatment should signal concern.

Emotional abuse

This is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Signs that **may** indicate emotional abuse

- Excessive fear of making mistakes or overreaction to criticism
- Low self-esteem or lack of confidence
- Self-harming
- Eating difficulties or eating disorders
- Sudden changes in behaviour or emotional presentation
- Extremes of passivity, withdrawal and/or aggression
- Substance misuse including drugs and alcohol
- Fear of parents/carers being contacted
- Unwillingness or inability to participate in play or social activities
- Anxiety, depression or emotional distress
- Difficulties forming or maintaining relationships with peers

Excessive need for approval, attention, and affection

Neglect

This can be defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

We use a range of tools and information to inform our practice where neglect is known or potentially indicate: **Neglect resources and information SSCP**. This includes the **SSCP's neglect screen tool**.

Signs that **may** indicate neglect:

- Persistent unmet basic needs
- Poor attendance or repeated absence
- Developmental delay
- Poor nutrition
- Lack of appropriate supervision
- Social isolation
- Low self-esteem
- Repeated failure to access medical or dental care

APPENDIX 2: Lettings checklist for providers using the school site

Name of school providing the letting: ……

Name of provision letting: ……..

Agency/Sector (e.g.: education, early years, childcare, over 8 years play work, health): …….

Owner of Provision (name and signature): ……

Manager of Provision (name and signature): ……

CONFIRMATION OF SAFEGUARDING ARRANGEMENTS FOR LETTING AGREEMENTS TO BE COMPLETED BY THE PROVIDER

Do you have a Designated safeguarding lead (DSL)?	YES	NO
Name of DSL.		
Has the DSL completed appropriate safeguarding training and receives regular safeguarding updates?	YES If yes, date attended:	NO
All staff, volunteers, committee members and students have been trained in safeguarding awareness which focuses strongly on child protection and is refreshed on a three-year basis. In addition, regular updates take place at least annually to ensure knowledge, skills and understanding are refreshed.	YES If yes, date attended:	NO
Have all staff working with children read or been appropriately inducted to Part One of Keeping Children Safe in Education 2026 (or equivalent safeguarding guidance relevant to their sector)?	YES	NO
Does the setting have clear procedures for vetting visitors and a visitor record book for signing in and out?	YES	NO
Does the setting have an effective child protection policy and procedures in place (including a clearly mapped referral process and clear escalation process) which has been shared and read by all staff?	YES	NO
Are staff and leaders clear on how to act in the event of specific safeguarding concerns particularly how to act to safeguard pupils who are at risk of or experiencing child criminal and sexual exploitation, child-on-child abuse (including bullying, physical abuse, sexual violence and sexual harassment, sexting, upskirting, initiation/hazing type violence and rituals), mental health concerns, domestic abuse?	YES	NO

Where children access digital technology, does the organisation have appropriate online safety, filtering, monitoring and reporting arrangements in place?	YES	NO
Does the provision have an up-to-date safer recruitment policy and procedures which are applied to every appointment?	YES	NO
Has the chair of each recruitment panel attended safer recruitment training in line with Solihull SSCP requirements?	YES	NO
Can the organisation evidence that appropriate pre-employment and suitability checks, including DBS checks where required, have been completed and recorded?	YES	NO
Have relevant staff been asked the question around childcare disqualification and have leaders taken appropriate action?	YES	NO
Does the organisation have procedures for managing allegations and concerns raised about staff, volunteers and adults working with children, including low-level concerns where applicable?	YES	NO
Have leaders who manage allegations against staff read Part 4 of Keeping children safe in education?	YES	NO
Have leaders involved in managing allegations attended SSCP managing allegations training?	YES	NO
Does the provision have a whistleblowing policy and procedures in place which is clearly understood by all?	YES	NO
Does the provision have a health and safety policy and clear risk assessments in place and clear processes to manage risk?	YES	NO
Have all staff attended health and safety awareness training?	YES	NO
Does the provision have clear fire evacuation procedures and regular fire drill practice?	YES	NO
Is the provision registered with Solihull environmental health? Do staff receive appropriate environmental health training (e.g.: food handling)?	YES	NO
Does the provision have clear confidentiality procedures in place including secure storage of confidential information?	YES	NO
Has your club/organisation achieved Clubmark status?	YES If yes, when?	NO
If no, is your club/organisation working towards Clubmark?	YES	NO
Is your club/organisation affiliated to a governing body?	YES If yes, please state	NO

	which governing body	
Does your club/organisation access any local forums?	YES Please state	NO
Has the organisation provided copies of: • Safeguarding / Child Protection Policy • Staff Code of Conduct • Managing Allegations Procedure • Online Safety Policy • Public Liability Insurance	YES	NO
Further guidance: **Out-of-school settings: safeguarding guidance for providers - GOV.UK** **After-school clubs, community activities, and tuition - Safeguarding guidance for providers** **Introductory guide to safeguarding and child protection | NSPCC Learning** **Safer sports events training | NSPCC Learning**		

APPENDIX 3: BARRING AN INDIVIDUAL FROM A SCHOOL SITE (MODEL LETTER)

Dear

I am writing to inform you that from (insert date) until (insert date) (in the first instance), you are not allowed to enter the school premises and site.

This is in accordance with Section 547 of the Education Act 1996 because …….

The Local Education Authority and School have a duty to ensure the health and safety of staff and pupils, and this will be achieved if you do not enter the school site.

For the duration of this decision you may bring your child/children to school and collect at the end of the school day, but you must not go beyond the school gate. Arrangements have been made for your child/children to be collected, and returned to you, at the school gate by a member of staff.

The School and Local Authority will review this decision at the end of …….. The withdrawal of permission for you to enter the school premises takes effect straightaway. However, I still need to decide whether it is appropriate to confirm this decision. Before we do so, I wish to give you an opportunity to give me in writing any comments of your own in relation to this incident. These comments may include any expressions of regret on your part and any assurances you are prepared to give about your future good conduct.

Yours faithfully

Dr Robert A Yates

Headmaster

APPENDIX 4: CHRONOLOGICAL RECORD OF ACTIONS – ALLEGATIONS AGAINST EMPLOYEES

Name of Employee:

Job Title:

Name of Manager overseeing investigation:

(This form is to assist with recording activity and discussions in relation to the case and ensuring planned actions/responsibilities are recorded.)

Date	Record of activity	Action to be taken	Comments

APPENDIX 5: REFERRALS TO THE LOCAL AUTHORITY DUTY OFFICER (LADO):

Please ensure any minutes from POT or similar meeting are received within 15 days (note below) and any actions followed up.

Name of Member of Staff or Volunteer	Date concern raised with LADO	Outcome	Date case closed with LADO	Learning for school.

APPENDIX 6: Governors' Safeguarding Responsibilities Checklist

KCSIE Governing Body / Proprietor responsibilities from KCSIE (September 2026)

Statement	Evidence
Legislative Frameworks	
All governors and school leaders have read Keeping Children Safe in Education (DfE 2026) Part 1 and 2. It is good practice for all governors and school leaders to read the whole document.	
Governors ensure the school or college contributes to inter-agency working in line with Working Together to Safeguard Children 2023: - Providing a coordinated offer of early help when additional needs of children are identified. - Contributing to inter-agency plans to provide additional support to children subject to child protection plans. - Allowing access for children's social care staff to carry out their work.	
School ensures safeguarding arrangements take account of the procedures and practice of Solihull Local Safeguarding Children's Partnership.	
A member of the governing body (usually the chair) is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse being made against the Headmaster/principal/proprietor or member of governing board of an independent school.	
School has effective policies in place which are provided to all staff including temporary staff and volunteers: - Safeguarding policy - Child protection policy - Staff behaviour policy - Pupil behaviour policy - Attendance policy	
School's child protection policy describes procedures and reflects current government guidance (KCSIE 2026) and locally agreed SSCP procedures.	
School's child protection policy is updated (at least annually) and made available publicly on the school website (or by other means).	
Headteachers fully adopt these policies and procedures which are ratified by governing bodies and proprietors.	
Governors hold school leaders to account for pupil attendance rates for: all pupils, disadvantaged pupils, disadvantaged free school meal pupils, pupils with special educational needs and disabilities, Gypsy Roma Traveller Pupils and persistently absent pupils.	

Governors hold school leaders to account for off-rolling. "Off-rolling is the practice of removing a pupil from the school roll without a formal permanent exclusion or encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school not the child"	
Governors hold school leaders to account for pupil behaviour, ensuring the pupil behaviour policy is fully implemented, rewards and sanctions are consistently implemented.	
Isolation units appropriately supervised so that pupils welfare and dignity is maintained and they have access to appropriately skilled teachers who can ensure they make good progress.	
Effective multi-agency support is sought to de-escalate behaviour concerns and address issues, eg, working with the youth offending service, support through a police intervention. Concerns are escalated if support is not effective.	
Impact known of fixed term exclusions on improving pupil behaviour?	
Governors hold leaders to account on rates of exclusion and adherence to policy.	
The school has appointed a member of staff for the school leadership team to the role of DSL. A deputy DSL is also nominated in the event of the DSL not being available.	
The role of the DSL is explicit in the role holder's job description, and in the role of deputy DSLs	
The DSL (and deputy DSLs) is appropriately trained by attending LSCP module 2 multi-agency training (formerly level 2 training) and refreshing by attending at least annual LSCP updates.	
Governors hold DSL to account and evidence how young people in school are safe	
In addition, the DSL has attended SSCP multi-agency training on local priorities.	
The Headmaster and all staff members undergo child protection training which is updated regularly.	
All staff and governors have read and understood Part 1 of Keeping Children Safe in Education (2026).	
Children are taught about safeguarding in the context of a broad and balanced curriculum: personal, social, health education and relationships education.	
Governors ensure that the school has filtering and monitoring systems and that their effectiveness is regularly monitored.	
A single central record is maintained in line with Part 3 Keeping Children Safe in Education (2026).	
Safe recruitment processes are in place in line with Part 3 Keeping Children Safe in Education (2026) entitled "Safer Recruitment".	
Managing allegations policy and procedures are in place to handle allegations against members of staff and volunteers. Allegations must be referred to the Designated Officer (LADO). This is outlined in Keeping Children Safe in Education (2026) Part 4 "Allegations of Abuse made against Teachers and other staff".	

Procedures are in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns.	
All staff and governors have received safeguarding awareness training	
Procedures are in place to handle allegations against other children (child on child abuse).	
The child's wishes or feelings are considered when determining actions or providing services.	
Staff members do not promise confidentiality to the child and always act in the interest of the child.	
A designated teacher is appointed to promote the educational achievement of children who are looked after and ensure this person has been appropriately trained.	
The DSL for child protection and designated teacher for looked after children share information about the child's social worker and name of the virtual school head in the authority that looks after the child.	
An effective attendance policy and procedures are in place.	
The school has systems in place to ensure safeguarding responses to children who go missing from education, particularly on repeat occasions.	
A supervision policy is in place and supervision arrangements for all staff involved in child protection work are in place.	
The governor/trustee code of conduct been issued to all governors/trustees and read by all governors/trustees and revisited annually?	

APPENDIX 7: Child-on-child abuse risk assessment

Risk Assessment for: **Risky Areas – Child on child abuse (including SV & SH)**		Date of Assessment: 1st September 2026	
IDENTIFICATION OF HAZARD(S)	PERSONS AT RISK SIGNIFICANT RISKS PRESENTED	CONTROL MEASURES ALREADY IN PLACE	ACTION RECOMMENDED TO CONTROL/REDUCE RISK
	Any child: Peer on peer abuse including; sexual violence, sexual harassment, bullying, physical abuse, verbal abuse.	CCTV cameras are sited outside covering all play areas, field, behind garages and within the swimming pool and JSB.	
US building			
Hidden spaces	Boardroom	Viewing window	
	Library cupboard	Out of bounds for children, not much room.	Extra vigilance from passing & duty staff
	PE staff changing room	Out of bounds for children	Extra vigilance from passing & duty staff
	IT server room	Door kept locked	MN to check in the morning at other times during day
	IT room behind bank of computers	Vigilance during lessons and room door usually left open. Viewing window in door Pupils not allowed in on their own.	Extra vigilance from passing & duty staff
	Kitchen office	Out of bounds, small room, viewing window	
	Disabled toilet	Out of bounds for most pupils. In high traffic area.	
	US toilets	Well used area. Near high traffic area.	Extra vigilance from passing & duty staff
	Kitchen food store	Out of bounds. Opposite kitchen door	
	Staff toilets	Out of bounds.	
	Store room	Out of bounds. Away from any pupil traffic.	
	Tower room	Out of bounds. Away from pupil traffic.	
	Laundry	Out of bounds. Next to staff toilet.	Extra vigilance from passing & cleaning staff
Possible lone working spaces	IT manager room	Large glass viewing window.	
	DH office		Extra vigilance from passing & duty staff
	Art rooms	Open space	Vigilance from passing & duty staff
	Science room	Door locked when not in use	
	Learning support room	Large viewing windows	

Risk Assessment for: **Risky Areas – Child on child abuse (including SV & SH)**		Date of Assessment: 1st September 2026	
IDENTIFICATION OF HAZARD(S)	PERSONS AT RISK SIGNIFICANT RISKS PRESENTED	CONTROL MEASURES ALREADY IN PLACE	ACTION RECOMMENDED TO CONTROL/REDUCE RISK
	Library	Thoroughfare – high traffic	Vigilance from passing & duty staff
	Computer room	Door either left open and viewing window. Out of bounds for sole pupils	Extra vigilance from passing & duty staff
	US classrooms	Viewing windows in all doors, no hidden spaces	Vigilance from passing & duty staff
	Dining room	Large space, viewing all round.	
	Kitchen	Out of bounds. Occupied by kitchen staff during school hours.	Vigilance from passing & duty staff
	US Staffroom / workroom	Out of bounds for pupils. Large space, moderate traffic area	Vigilance from staff
	Finance offices	Occupied by more than one member of staff during school hours.	
	Music practice rooms	All staff allowed in rooms are safeguard checked. Out of bounds without staff.	
	Toilet by music practice rooms	Use for staff only except emergencies. Open space, windows over look.	
New classroom block	Foyer	Classrooms have windows all round but blinds are fitted. All doors have viewing panels.	Vigilance from staff
	Classrooms		Vigilance from staff
Denney building	Toilets	Toilets opposite entrance vestibule	Extra vigilance from passing & duty staff
Hidden spaces	Cupboard in corridor	Small, out of bounds, close to classroom entrance.	Vigilance from staff
Lone working spaces	Classrooms	Classrooms have no hidden spaces, windows and viewing windows.	Extra vigilance from passing & duty staff
MS building			
Hidden spaces	Stage	Out of bounds. Clothes rails block most room.	Vigilance from staff
	Equipment cupboard	Equipment takes up room. Locks kept on.	

Risk Assessment for: **Risky Areas – Child on child abuse (including SV & SH)**		Date of Assessment: 1st September 2026	
IDENTIFICATION OF HAZARD(S)	PERSONS AT RISK SIGNIFICANT RISKS PRESENTED	CONTROL MEASURES ALREADY IN PLACE	ACTION RECOMMENDED TO CONTROL/REDUCE RISK
Lone working spaces	Library	High traffic area, door always open.	Extra vigilance from passing & duty staff
	Staffroom	Door usually open, viewing window when not.	Vigilance from staff
	Classrooms	No hidden areas. Viewing windows in doors, windows all round.	Vigilance from staff
	Staff toilet	Out of bounds, by open classroom door.	
LS building			
Hidden spaces	Staff toilets	Toilets in open corridor.	
	Pupil toilets Reception	In classroom. Procedures to know what pupils go in and either one at a time or single sex.	Keep to procedures
	Pupil toilets Nursery	Open to main classroom.	Keep to procedures
	Nursery store cupboards	} Large, walk though cupboards, open both ends in to the classrooms.	Keep locked
	Reception store cupboard		Keep shut and remain vigilant
	Areas in classrooms behind display boards	Vigilance form teachers. Know who is working there. Limit numbers	Extra vigilance from staff
	Nursery breakout room cupboard	Out of bounds. Very little room in cupboard, heavy door, no light.	Vigilance from staff
Lone working spaces	Classrooms	Large open area	
	Nursery breakout room	Out of bounds without teacher. Heavy door when shut and nobody in. Viewing window.	Extra vigilance from duty staff, limit numbers
Nursery Playground	Inside Wendy Houses	Open window areas. Staff vigilant	Extra vigilance from duty staff, limit numbers
	Tunnels	Staff vigilance	Extra vigilance from duty staff, limit numbers
	Store cupboards	Staff vigilance	Extra vigilance from duty staff, limit numbers
	Field leg of playground	Either blocked off or staff placed in all-seeing area.	
Changing rooms			Vigilance from staff, limit time allowed
	Changing room	Staff supervision	Vigilance from staff, limit time allowed

Risk Assessment for: **Risky Areas – Child on child abuse (including SV & SH)**		Date of Assessment: 1st September 2026	
IDENTIFICATION OF HAZARD(S)	PERSONS AT RISK SIGNIFICANT RISKS PRESENTED	CONTROL MEASURES ALREADY IN PLACE	ACTION RECOMMENDED TO CONTROL/REDUCE RISK
	Middle changing area	Staff supervision	Vigilance from staff, limit time allowed
	Showers	Staff supervision	
			Vigilance from staff, limit time allowed
Swimming pool	Changing rooms	Staff supervision / allowed limited time	Vigilance from staff
Hidden spaces	Store cupboard	Out of bounds	Poolside staff to remain vigilant
	In the pool	Staff vigilance from side of pool (2 x staff)	
JSB		Locked	
Hidden spaces	Boiler rooms outside	Locked	
	Electric cupboards	Out of bounds without supervision	Vigilance from staff
	PE equipment store		Permission to use only
	Toilets	Locked	
	Stores	Out of bounds. Open area.	Vigilance of staff
	Office inside and around the corner		
Fields		Vigilance from staff supervision	Keep pupils away from area during break time
Hidden spaces	Behind the pavilion	Vigilance form staff supervision	Keep pupils away from area during break time
	Behind the trees hedge-side	Staff supervision necessary	Out of bounds
	Cricket nets	Vigilance from staff supervision	Keep pupils away from area during break time
	Behind the grounds storage	Out of bounds, garages locked	Keep pupils away from area during break time
	Garage area	Kept locked	Keep pupils away from area during break time
	Nature area		
Playgrounds			
Hidden spaces	North-	Vigilance from staff supervision	Move pupils away if suspicious
	behind the gym	Vigilance from staff supervision	Move pupils away if suspicious
	huts on the grass	Vigilance from staff supervision	Move pupils away if suspicious
	entrance area		
	South-	Vigilance from staff supervision/out of bounds	Move pupils away if suspicious
	behind the gym	Vigilance from staff supervision	Move pupils away if suspicious

Risk Assessment for: **Risky Areas – Child on child abuse (including SV & SH)**			Date of Assessment: 1st September 2026
IDENTIFICATION OF HAZARD(S)	PERSONS AT RISK SIGNIFICANT RISKS PRESENTED	CONTROL MEASURES ALREADY IN PLACE	ACTION RECOMMENDED TO CONTROL/REDUCE RISK
	steps by gym end of Pre-Prep area side of new teaching block entrance to music room / teaching block Covered way	Vigilance from staff supervision/out of bounds Out of bounds Out of bounds Vigilance from staff supervision x2	Move pupils away if suspicious Move pupils away
Name of Assessor …… RY (Deputy DSL / Headmaster) **Signature of Assessor:** *R. A. Yates* Reviewed by SS (DSL), 01/9/26 **Review Date……September 2027……**			RESIDUAL RISK AFTER CONTROL MEASURES ARE TAKEN There are still opportunities for pupils to commit acts of violence and harassment. Ensure CCTV are working in high risk areas outside and refer to them when suspicious or an incident is reported. Challenge any pupils who may be acting suspiciously or are not where they should be.

APPENDIX 8: Prevent risk assessment

RISK ASSESSMENT – PREVENT

Date of assessment 01/09/2026

This risk assessment forms part of our safeguarding policy and specifically relates to safeguarding children against radicalisation and violent extremism. Extremism is defined as the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

There is no single profile of a child who is likely to be radicalised. The school will take steps to ensure the safety and wellbeing of **all** children.

RISK AREA	IDENTIFICATION OF HAZARD(S)	PERSONS AT RISK	CONTROL MEASURES ALREADY IN PLACE	ACTION RECOMMENDED TO CONTROL/REDUCE RISK
Welfare and Safeguarding	Staff or other contracted providers (eg: club staff) are not aware of the school procedure for handling concerns and do not feel comfortable sharing issues internally.	Pupils	• DSL has received up to date PREVENT training as well as enhanced training from DfE. • All staff and governors receive PREVENT training on a 3 year refresher cycle. • Contracted staff are made aware of who to report concerns to • Preventing pupils from being exposed to radicalisation is part of the school safeguarding policy, with procedures explained. • Staff have all read the Child Protection and Safeguarding Policies • Concerns are reported to the DSL	Include regular reminders on the procedures for handling concerns in termly safeguarding newsletters.

			• Records are held on CPOMS of any concerns or referrals.	
	Pupils are radicalised by factors internal or external to the school.	Pupils	• Our curriculum promotes the spiritual, moral, social and emotional needs of pupils • Staff working with pupils are challenged if opinions expressed are contrary to community cohesion. • Staff challenge pupils and parents if opinions expressed are contrary to community cohesion.	Pastoral staff are aware of any local issues that might have an influence on pupils; this could be discussed at phase meetings.
	School does not work with statutory partners	Pupils	• All staff are aware that concerns should be reported to the DSL • The DSL has been trained on how to make a referral to other agencies • The school receives regular updates from partners on the changing local threats.	All DSLs regularly update PREVENT awareness training
Curriculum and Learning	Pupils are exposed by school staff or contracted providers to messages supportive of extremism or which contradicts British Values.	Pupils	• Staff know the whistleblowing policy and feel confident to report • Staff and other adults are challenged if they express opinions which are contrary to community cohesion • Opportunities to promote British Values are identified within our curriculum • Safe debate on sensitive issues occurs within PSHE and Religion and Philosophy lessons • Our filtering system reduces the risk of pupils accessing information that is supportive of extremism.	

	Behaviours which harm the ability of different groups to work together are left unchallenged	Pupils and staff	• Our Equal Opportunities Policy is understood by all staff • Pupils are explicitly taught about respect for other cultures and religions • Events such as Inclusion week teach pupils about community cohesion • Assemblies address diversity and inclusion • School displays reflect diversity • The school curriculum reflects diversity, eg: diversity in history • The anti-bullying policy states that any form of bullying on the basis of a protected characteristic is unacceptable and outlines the action to be taken • Pupils are confident to report inappropriate language, behaviour and attitudes.	
Culture of the school	Staff or contracted providers are not aware of/ do not subscribe to the ethos and values of the school.	Pupils and staff	• Senior Leadership Team are aware of the PREVENT strategy and ensure that the overall values of the school reflect strategies to support the PREVENT duty • Clear awareness of roles and responsibilities regarding the PREVENT duty exist across the school • Recruitment and induction ensures a commitment to the ethos of the school • Staff have read the code of conduct which clearly outlines the values and ethos of the school	
Visiting speakers	Pupils or staff are exposed to messages supportive of extreme ideologies by visiting speakers.	Pupils and staff	• Materials to be discussed by visiting speakers are approved prior to delivery • Visiting speakers are never left alone with pupils	

			• Approval has to be sought from leadership team before booking a visiting speaker	
Online safety	Pupils access extremist or terrorist materials online, within school	Pupils	• The school network has appropriate filters which block sites which are inappropriate • School has acceptable use policies for both staff and pupils • Pupils are explicitly taught about how to use the internet safely and what to do if something concerns them • The school's monitoring system automatically alerts the DSL, Network manager and Headteacher if anyone accesses inappropriate material on the school network	Remind staff of the procedures to safeguard children when using iPads, which pupils cannot be logged into.
	Pupils access extremist materials outside the school setting	Pupils	• Parents are provided with online safety information and support regularly • Pupils are encouraged to share any worrying online activity with a trusted adult at school, even if that is outside of school • An electronic reporting button on school iPads allows pupils to report activity that has made them uncomfortable to the Director of Pastoral Care • Within online safety lessons, pupils are taught what to do if they come across inappropriate material at home	Continue to 'drip-feed' online safety messages to parents through regular updates in the weekly newsletter.

Assessed by SS (DSL), 01/09/2026

APPENDIX 9: Chronology template

CHRONOLOGY TEMPLATE

Name of education provision	
Child's Name	
Date of Birth	
LAC ☐	
Child Protection Plan	☐

Siblings		
Name	**Date of Birth**	**School**

Other agency contacts

Name	**Agency**	**Contact details**

Date (dd/mm/yy)	Age of Child at event date	Significant event/information/incident/details of concern	Source /Evidence	Actions taken	Outcomes of actions taken	Further actions required by whom and when	Child's wishes and feelings	Recorded by (Name & Agency)	Restricted information i.e. sensitive, personal data

APPENDIX 10: Child Protection File Transfer Record – Output (pupil leaving the school)

FILE TRANSFER RECORD AND RECEIPT

PART 1: To be completed by sending/transferring education provider

NAME OF CHILD:	
DOB:	
NAME OF EDUCATION PROVISION SENDING CP FILE:	
ADDRESS OF SENDING EDUCATION PROVISION:	
METHOD OF DELIVERY:	BY HAND SECURE POST ELECTRONICALLY
DATE FILE SENT:	
NAME OF DSL TRANSFERRING FILE:	
NAME OF PERSON TRANFERRING TO:	
SIGNATURE:	

PART 2: To be completed by receiving education provision

NAME OF EDUCATION PROVIDER RECEIVING FILE:	
ADDRESS:	
DATE RECEIVED:	

NAME OF PERSON RECEIVING FILE:	
DATE CONFIRMATION OF RECEIPT SENT:	
SIGNATURE:	

Transferring Education Provision: Please ensure that the child protection file is passed to the Designated Safeguarding Lead at the receiving education provision using a secure method of delivery with Part 1 of this form completed.

APPENDIX 11: Child Protection and Safeguarding Information Transfer – Input (pupil being admitted to the school)

The following information has been requested so that on transition, we can continue to safeguard students, and ensure we have timely information.

Child's Name	
Child's D.O.B.	
Current School	
Designated Senior Lead	
Dates student attended school	
Have there been any child protection or welfare concerns around the student?	
Have there been any referrals to MASH? Please give details and dates	
Is the child or has the child been subject to a child protection plan, child in need plan or looked after plan? Please give details and dates	
Has the child/family received any Early Help? Have the Engage service been involved? What is the current threshold of need? What works/should we continue? Please give details and dates	
Is there anything else which we should consider? (eg: Police involvement, CAFCAS involvement, SEND etc.)	