



EATON HOUSE SCHOOLS
SAFEGUARDING AND
CHILD PROTECTION
POLICY AND PROCEDURES

This policy applies to Eaton House Schools including EYFS

Responsibility:	Mrs Roosha Sue (DSL, EHTM Nursery) Mrs Claire Fildes (DSL, EHTM Girls') Mrs Fiona Bellamy-Loughton (DSL, EHTM Pre-Prep) Mr Paul Russell (DSL, EHTM Prep) Mr Ross Montague (DSL, EHB) Mrs Alison Fleming (DSL, Eaton House Schools) Mr Liam Corbett (DSL, Eaton House Schools)
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Introduction

There is a whole Schools commitment to safeguarding of all our children and young people. This extends from our board of governors, senior leadership team and everyone who works and volunteers at the Schools. All staff have a duty to maximise the welfare, health, and safety of anyone in our care and to take immediate action to protect them from harm or any risk of harm. All staff understand that safeguarding is “everyone’s responsibility” and must act swiftly when any concerns are disclosed, or events witnessed.

Safeguarding and promoting the welfare of children is defined as helping and supporting children and young people with their needs as soon as the problem arises, protecting children from maltreatment, whether that is within or outside the home including online, preventing impairment of health (both physical and mental) and/or development, ensuring that the children and young people grow up in the provision of safe and effective care and optimising children’s life chances.

All children, without exception, have the right to protection from abuse regardless of disability, sex, gender reassignment, race, religion or belief, or sexual orientation (Equality Act 2010). At Eaton House Schools we recognise that these groups (including those who identify as LGBTQ+) may lack trusted adults with whom they can be open, and works to reduce any additional barriers they may face and provide a safe space for them to share any concerns with staff.

We recognise our duty to children in need of additional support and to children at risk or harm, including the additional vulnerability of pupils with SEND or certain health conditions. We recognise that children with SEND can be more prone to peer group isolation than other children and provide extra pastoral support for those children, if appropriate.

The Schools recognise their responsibilities for all aspects of safeguarding and child protection and the safety of pupils is always accorded the highest priority. Every child and young person should feel safe and protected from any form of abuse, neglect or exploitation including from using technology. Everyone who encounters children, and their families (or carers) has a role to play in safeguarding and should ensure their approach is child centred: this means considering at all times what is in the best interests of the child.

Eaton House Schools will operate safeguarding procedures in line with our locally agreed multi-agency safeguarding arrangements put in place by our safeguarding partners.

This Policy is the responsibility of the Principal, Head Teacher, Designated Safeguarding Leads (DSLs) and their deputies, Bursar, Compliance Manager and is reviewed annually by the Board of Governors as part of Eaton House Schools Annual Safeguarding Review or when legislation or government guidance dictates.

It has been updated with having due regard to *Keeping Children Safe in Education* (KCSIE) September 2025, the governments’ statutory guidance “[working together to safeguard children](#)” as well as requirements from our local Councils’ Safeguarding Children’s Partnership.

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This policy is available on Eaton House Schools website:

<https://www.eatonhouseschools.com/> and it is also available on request from

Eaton House The Manor office on 02079246000

Eaton House Belgravia office on 0207730 9343

or by email compliance@eatonhouseschools.com

The policy is available in large print or another accessible format if required.

The procedures as outlined in this policy apply wherever our Eaton House Schools staff, volunteers or contractors are working with or near our pupils even when this is away from our organisation, for example on an educational visit or residential trip.

This policy applies to all children in the Eaton House Schools including those in the EYFS.

Relevant Statutory and Non-Statutory Advice

This policy is written with regards to both the advice below and in Appendix 1, section 28 of this policy:

Keeping Children Safe in Education (KCSIE) 2025	Keeping Children Safe in Education
The SEN Code of Practice 2015	SEND Code of Practice January 2015.pdf
Disqualification Under the Childcare Act 2006 – updated August 2018	https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006
Working Together to Safeguarding Children, DfE (June 2025)	Working Together to Safeguard Children
Working Together to Improve School Attendance, DfE (August 2024)	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance
DfE statutory guidance 'Children missing education' (August 2024)	https://www.gov.uk/government/publications/children-missing-education
The Independent School Standards (England) Regulations, DfE, 2014. (April 2019)	https://assets.publishing.service.gov.uk/media/5cd3fc2fe5274a3fd6ee74b0/Independent_School_Standards-Guidance_070519.pdf
EYFS Framework, (July 2025) 1st Sept 2025 implementation	Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk)
DfE Guidance What to do if you're worried a child is being abused (March 2015)	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

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RSE and Health Education (July 2025, 1st Sept 2026 implementation)	https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education
Prevent Duty 2015 (March 2024)	Prevent duty guidance: England and Wales (2023) - GOV.UK (www.gov.uk)
Martyn's Law – Terrorism (Protection of Buildings) Act 2025 Martyn's Law – Home Office Fact Sheet	Martyn's Law: the SIA's new regulatory role - GOV.UK Terrorism (Protection of Premises) Act 2025: factsheets - GOV.UK
DfE Meeting the Digital Standards 2025	Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK
Teaching online safety in Schools guidance 2023	Teaching online safety in schools - GOV.UK
NSPCC E-Safety Guidance for Schools (September 2024)	Online safety (e-safety) and schools NSPCC Learning
Sharing nudes and semi-nudes: advice for education settings working with children and young people (March 2024) (Non-statutory advice)	Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)
Guidance that any child investigated by the police whether in or out of School should have an appropriate adult with them. (December 2023)	https://cscp.org.uk/training/pace-child-sexual-exploitation-free-online-awareness-tool/ https://www.gov.uk/government/publications/pace-code-c-2019
DfE Guidance – Teachers Misconduct - The prohibition of Teachers – Feb 2022 Advice on factors relating to decisions leading to the prohibition of teachers from the teaching profession Website for reporting a teacher	Teacher misconduct: the prohibition of teachers (publishing.service.gov.uk) Report serious teacher misconduct - GOV.UK
DfE Guidance - After-school clubs, community activities, and tuition Safeguarding guidance for providers – September 2023	After-school clubs, community activities, and tuition - safeguarding guidance for providers (publishing.service.gov.uk)
Alternative Provision – Guide for Local Authorities and schools Feb 2025	Arranging Alternative Provision - guide for LAs and schools
Countering online conspiracies in schools	https://pearsfoundation.org.uk/partners/the-commission-into-countering-online-conspiracy-in-schools/
Education Against Hate Guidance Documents	https://www.educateagainsthate.com/category/school-leaders/
HM Government Enough Campaign (Violence against Women and Girls)	https://enough.campaign.gov.uk/guidance-and-resources-for-teachers

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The Lucy Faithfull Foundation – ShoreSpace A confidential website service for teenagers worried about theirs or someone else’s sexual thoughts and behaviours.	https://shorespace.org.uk/
The Children’s Society – Preventing Child Sexual Exploitation Guidance	Preventing Child Sexual Exploitation The Children's Society
Centre of Expertise on Child Sexual Abuse – Guidance	Resources for education settings CSA Centre
Children Act 1989	Children Act 1989 (legislation.gov.uk)
Children Act 2004	Children Act 2004 (legislation.gov.uk)
Childcare Act 2006	https://www.legislation.gov.uk/ukpga/2006/21
NSPCC advice on protecting children with SEN and disabled children and young people (May 2022)	https://learning.nspcc.org.uk/safeguarding-child-protection-schools/safeguarding-children-with-special-educational-needs-and-disabilities-send https://learning.nspcc.org.uk/safeguarding-child-protection/deaf-and-disabled-children#risk-and-vulnerability-factors

Relevant Policies

This safeguarding and child protection policy and procedure has also been developed by taking account of the following Eaton House Schools policies below and should be read in conjunction with them.

ICT Acceptable Usage Policy
Anti-Bullying Policy (Pupils)
Pupil Behaviour, Discipline and Exclusions Policy EHTM-Nursery, EHTM Girls, EHTM Pre-Prep, EHTM-Prep, EHB EYFS and Pre-Prep
Missing Child Policy
Staff Behaviour Safeguarding (Code of Conduct) Policy
Cyberbullying Policy
Health and Safety Policy
Lone Worker Policy
Child on Child Abuse Policy
Low Level Concerns Policy
Selection, Recruitment and Disclosure Policy
Trips and Visits Policy
Sharing of Concerns (Whistleblowing) Policy
Attendance Policy
Online Safety Policy

Any questions regarding this policy should be directed towards the Designated Safeguarding Leads in the first instance.

Key Personnel for Safeguarding and Child Protection

Designated Safeguarding Leads (DSLs) Eaton House the Manor

Eaton House the Manor Nursery Mrs Roosha Sue (Head Teacher) During School Hours: 02079246000 Ext:1400 E-mail: RSue@eatonhouseschools.com	Eaton House the Manor Girls' Mrs Claire Fildes (Head Teacher) During School Hours: 020 7924 6000 Ext:1500 E-mail: cfildes@eatonhouseschools.com Mrs Beth Pike (Teacher) During School Hours: 020 7924 6000 E-mail: bpike@eatonhouseschools.com
Eaton House the Manor Pre-Prep Mrs Fiona Bellamy-Laughton (Deputy Head) During School Hours: 020 7924 600 Ext: 1230 E-mail: flaughton@eatonhouseschools.com	Eaton House the Manor Prep Mr Paul Russell (Assistant Head Pastoral) During School Hours: 020 7924 6000 Ext: 1268 E-mail: prussell@eatonhouseschools.com

Deputy Designated Safeguarding Leads (DDSLs) Eaton House the Manor

Eaton House the Manor Nursery Kelly Cope (Teacher) During School Hours: 020 7924 6000 E-mail: kcope@eatonhouseschools.com	Eaton House the Manor Girls' Hillary Howard (Teacher) During School Hours: 020 7924 6000 E-mail: hhoward@eatonhouseschools.com
Eaton House the Manor Pre-Prep Mrs Kirsten Bond (Head Teacher) During School Hours: 020 7924 6000 Ext:1300 E-mail: dwingfield@eatonhouseschools.com	Eaton House the Manor Prep Mr David Wingfield (Head Teacher) During School Hours: 020 7924 6000 Ext:1203 E-mail: dwingfield@eatonhouseschools.com

Eaton House Belgravia

Designated Safeguarding Lead (DSL) Eaton House Belgravia	Ross Montague (Head Teacher) During School Hours 020 7730 9343 Ext: 2022 E-mail: rmontague@eatonhouseschools.com
Deputy Designated Safeguarding Lead (DDSL) Eaton House Belgravia	Mariam Asadi (Deputy Head) During School Hours 020 7730 9343 Ext: 2121 E-mail: masadi@eatonhouseschools.com

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Designated Safeguarding Leads (DSLs) Eaton House Schools

Alison Fleming (Principal) 020 7924 6000 Ext: 1601 Email: afleming@eatonhouseschools.com	Liam Corbett (Bursar) 020 7924 6000 Ext: 1232 Email: lorbett@eatonhouseschools.com
Sophie Boella 07523 685 221 Email: nurse@eatonhouseschools.com	

Designated Safeguarding Leads can be contacted by phone during school hours.

Outside school hours please email the Designated Safeguarding Lead, however if someone is at serious risk, please contact the police on 999.

Nominated Safeguarding Governor

Name:	Rachael Friend
Telephone:	020 3696 5300
Email:	rachael.friend@dukeseducation.com
Registered Address:	Dukes Education, Dukes House, 58 Buckingham Gate, London, SW1E 6AJ
Photo:	

Chairman of Dukes Education

Name:	Mr Aatif Hassan
Telephone:	020 3696 5300
Email:	aatif.hassan@dukeseducation.com
Registered Address:	Dukes Education, Dukes House, 58 Buckingham Gate, London, SW1E 6AJ
Photo:	

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Chief Executive Officer of Dukes Education

Name:	Mr Tim Fish
Telephone:	020 3696 5300
Email:	tim.fish@dukeseducation.com
Photo:	

Key External Agencies, Services and Professionals' Contact Details

The telephone numbers of the local agencies responsible for child protection are listed below. They must be contacted within 24 hours of a disclosure or suspicion of abuse.

There is also an online tool [Report child abuse to local council](#) directs to the relevant local children's social care contact number. Please follow this link.

PLEASE NOTE YOU MUST REPORT TO THE LOCAL CHILDREN'S SOCIAL CARE IN WHICH THE CHILD LIVES.

Full local procedures are available from the Local Safeguarding Children Partnership at <https://www.londonscb.gov.uk/london-scb-contacts/>

The Department for Education – telephone helpline non-emergency advice for staff and governors for extremism	020 7340 7264
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Advice Lines for Parents / Carers / Pupils

Childline	0800 1111
NSPCC	0808 800 5000
Ofsted's Whistle-blower Hotline	0300 123 3155
Forced Marriage Unit	020 7008 0151 fmf@fco.gov.uk

Our organisation does work with social care, the police, health services and other services, as and where appropriate, in accordance with our statutory responsibility, to promote the welfare of children and protect them from harm.

Please remember anyone can make a referral directly to children's social care or the Local Authority Designated Officer if they believe that a child is at risk or may be at risk of significant harm.

Eaton House Schools staff do not require parental consent to make such a referral to external statutory agencies.

If a direct referral is made by a member of staff, the DSL should also be informed as soon as possible or in their absence the Principal or our safeguarding governor.

Safeguarding

Kensington & Chelsea and Westminster / Hammersmith & Fulham

Worried about a child or young person?

WESTMINSTER

accesstochildrensservices@westminster.gov.uk
020 7641 4000 / Out of hours 020 7641 6000

KENSINGTON & CHELSEA

socialservices@rbkc.gov.uk
020 7361 3013

HAMMERSMITH & FULHAM

020 8753 6610 / Out of hours 020 8748 8588

YES

Children Social Care

Children and families who are at high risk of harm based on the London Continuum of Need will receive intervention and ongoing support.

UNSURE

MASH

Where the level of risk is not clear, MASH will gather further information to determine next steps for support.

NO

Early Help Hub

Children and families who are a lower risk of harm based on the London Continuum of Need will receive early intervention support through the Early Help Hub.

LADO

Allegations against Staff & Volunteers

If it is alleged that a person who works with children has:

- Behaved in a way that has harmed or may have harmed a child
- Possibly committed a criminal offence against, or related to a child
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children

Westminster

LADO@westminster.gov.uk

020 7641 7668

Kensington and Chelsea

kclado.enquiries@rbkc.gov.uk

020 7361 3013

Hammersmith and Fulham

lado@ibhf.gov.uk

020 8753 5125

Other Key Contacts

Prevent Duty Hammersmith & Fulham and Kensington and Chelsea:

020 8753 5727 prevent@lbhf.gov.uk / prevent3@rbkc.gov.uk

Prevent Westminster:

020 7641 5071 prevent@westminster.gov.uk

LSCP Team

07739 315388

Ofsted:

0300 123 1231 enquiries@ofsted.gov.uk

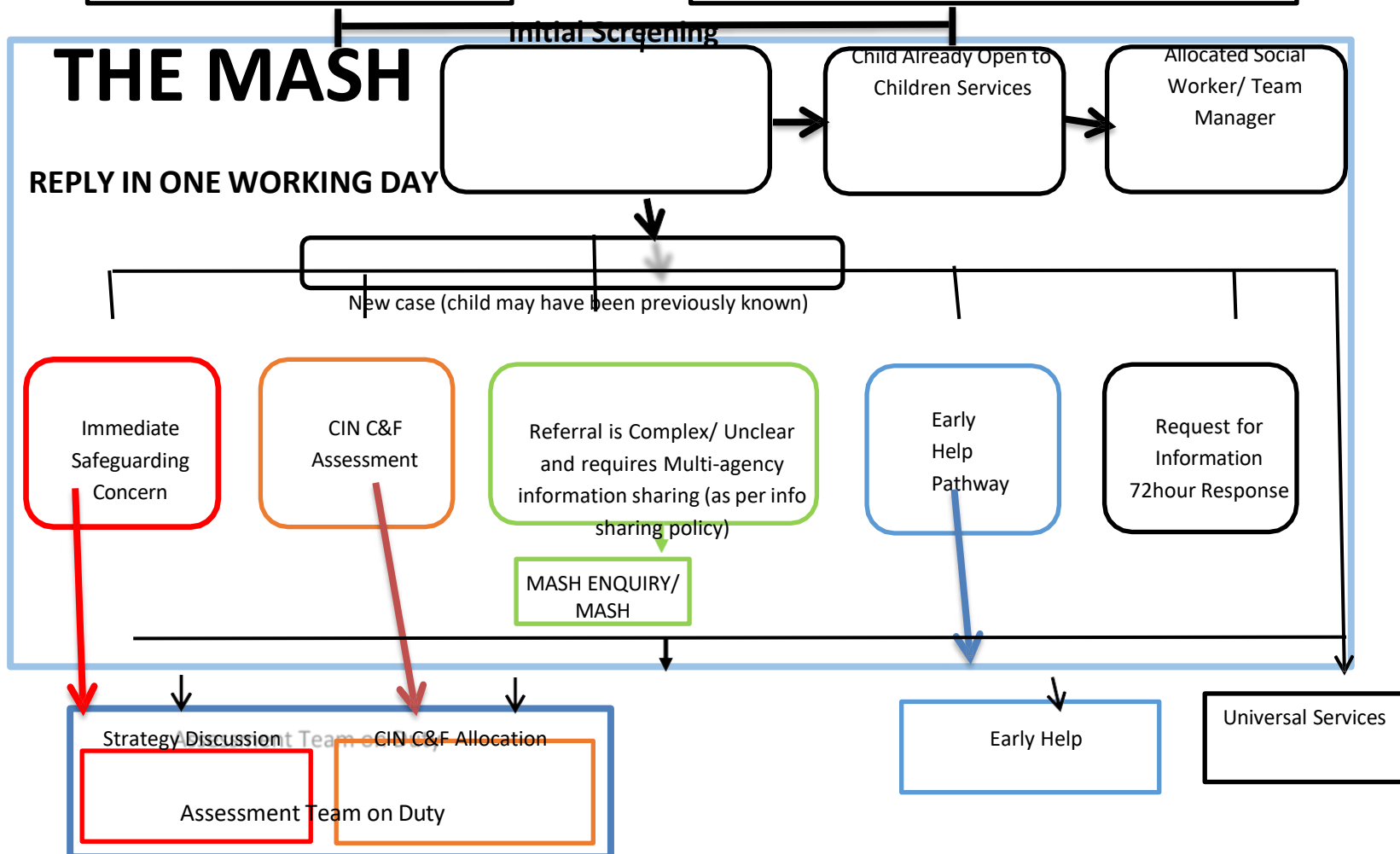
**If a child is at
immediate risk,
call 999**

Safeguarding Wandsworth

One MASH Contact Number

[Online Multi-Agency Referral Form](#)

020 8871 6622 (mash@wandsworth.gov.uk)
Out of hours (evenings/wkd/Bank Holidays 020 8871 6000



LADO

Allegations against Staff & Volunteers

If it is alleged that a person who works with children has:

- Behaved in a way that has harmed or may have harmed a child
- Possibly committed a criminal offence against, or related to a child
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children

LADO@wandsworth.gov.uk

If a child is at immediate risk, call 999

Other Key Contacts

Prevent Duty: 020 8871 6622

<https://www.gov.uk/government/publications/pace-code-c-2019>

Wandsworth Safeguarding Children Partnership: 020 8871 7401

wscp@wandsworth.gov.uk

Safeguarding Lambeth

First Response Team

If you think a child is at risk of being abused or neglected please contact Lambeth Children's Social Care.

helpandprotection@lambeth.gov.uk

020 7926 5555

YES

Children Social Care

Children and families who are at high risk of harm based on the London Continuum of Need will receive intervention and ongoing support from the Referral and Assessment Team and Children in Need Teams.

UNSURE

MASH

Where the level of risk is not clear, MASH will gather further information to determine next steps for support.

NO

Early Help Hub

Children and families who are a lower risk of harm based on the London Continuum of Need will receive early intervention support through the Early Help Hub.

The Hub will undertake the initial contact, arrange the first TAC and determine community and targeted services which are best for the family.

LADO

Allegations against Staff & Volunteers

If it is alleged that a person who works with children has:

- Behaved in a way that has harmed or may have harmed a child
- Possibly committed a criminal offence against, or related to a child
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children

LADO@lambeth.gov.uk

020 7926 4679 or 077 2082 8700

All referrals must also be e-mailed to the LADO.

Other Key Contacts

Prevent Duty contact the Integrated Referral Hub: 020 7926 5555

helpandprotection@lambeth.gov.uk

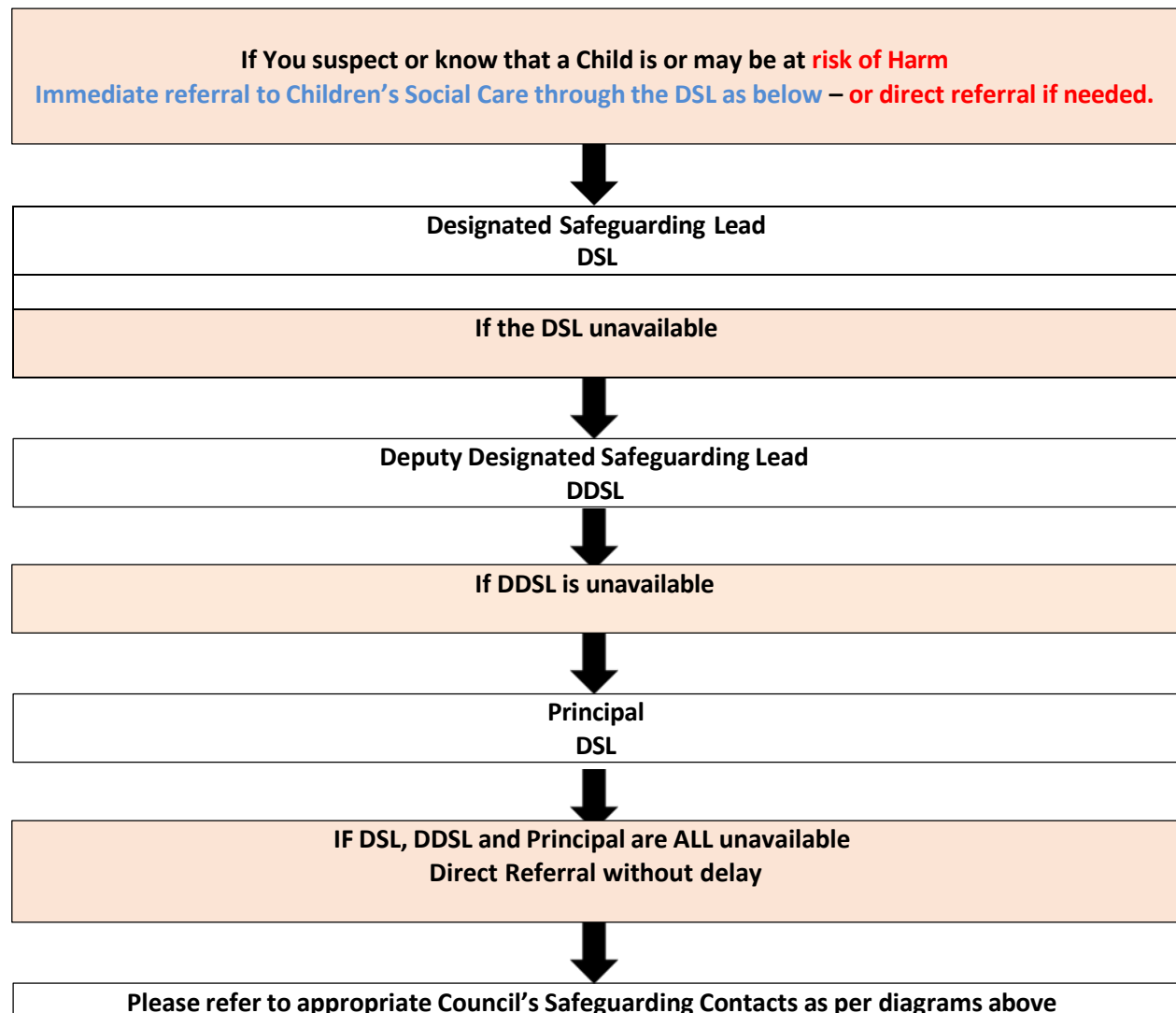
**If a child is at
immediate
risk, call 999**

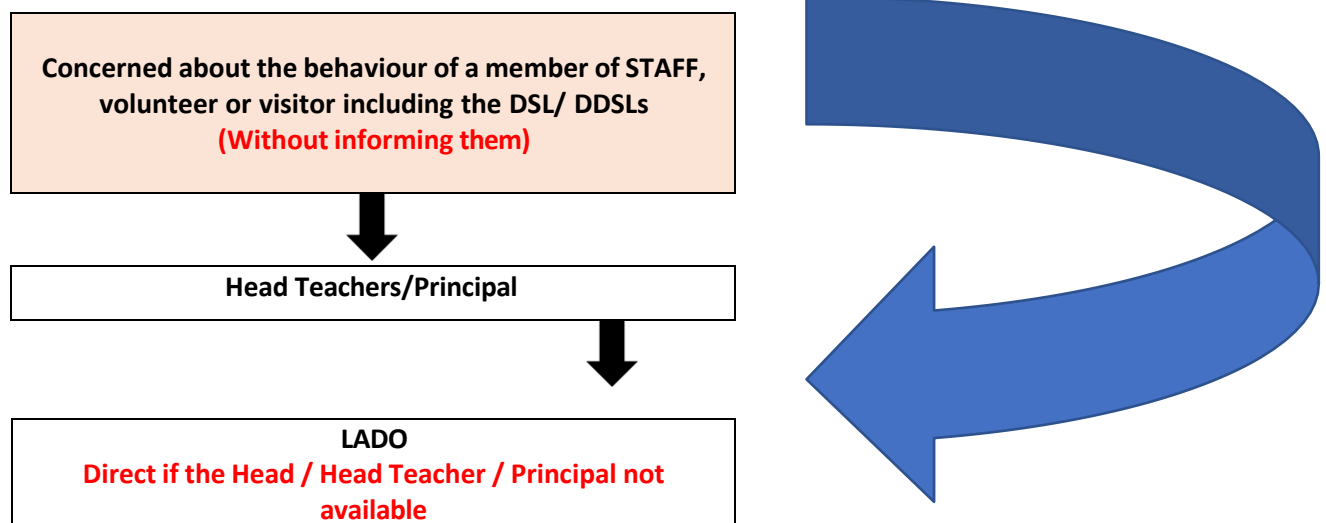
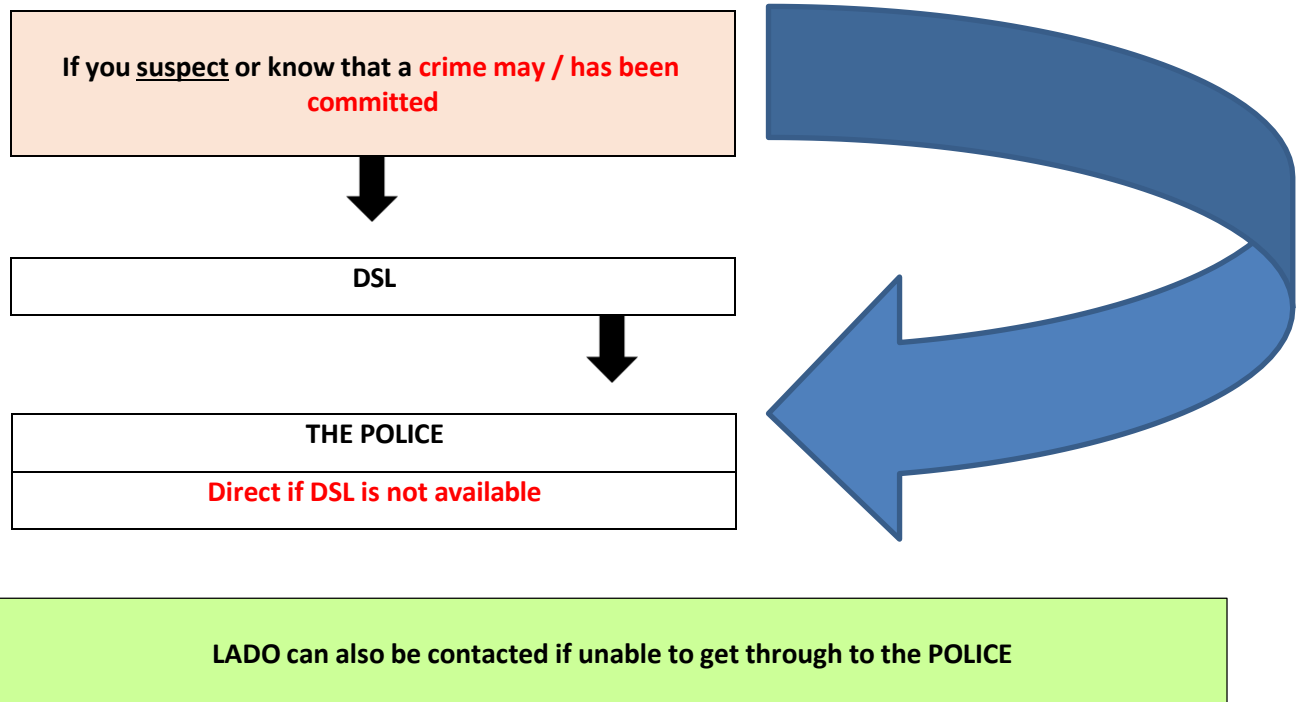
EATON HOUSE SCHOOLS
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Safeguarding Reporting Summary

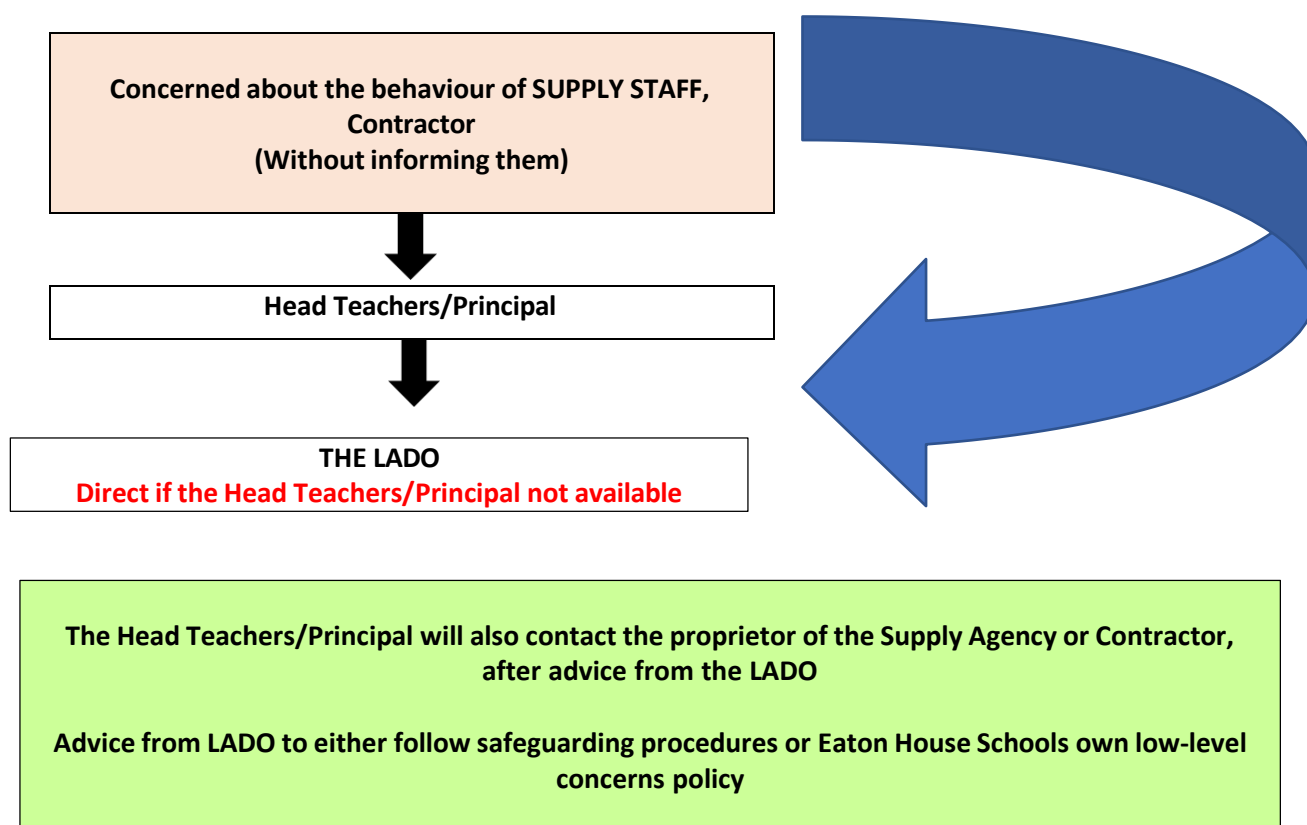
In all circumstances, no investigation will take place by anyone at the Eaton House Schools until advice has been sought from the Children's Social Care Team or the LADO, who will advise Eaton House Schools on next steps to take.

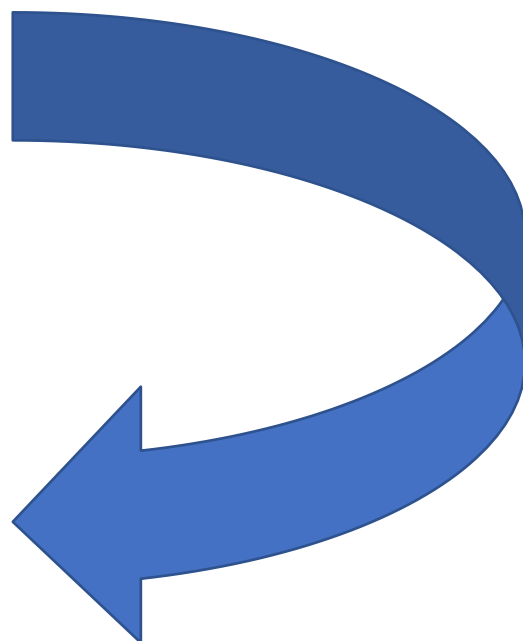
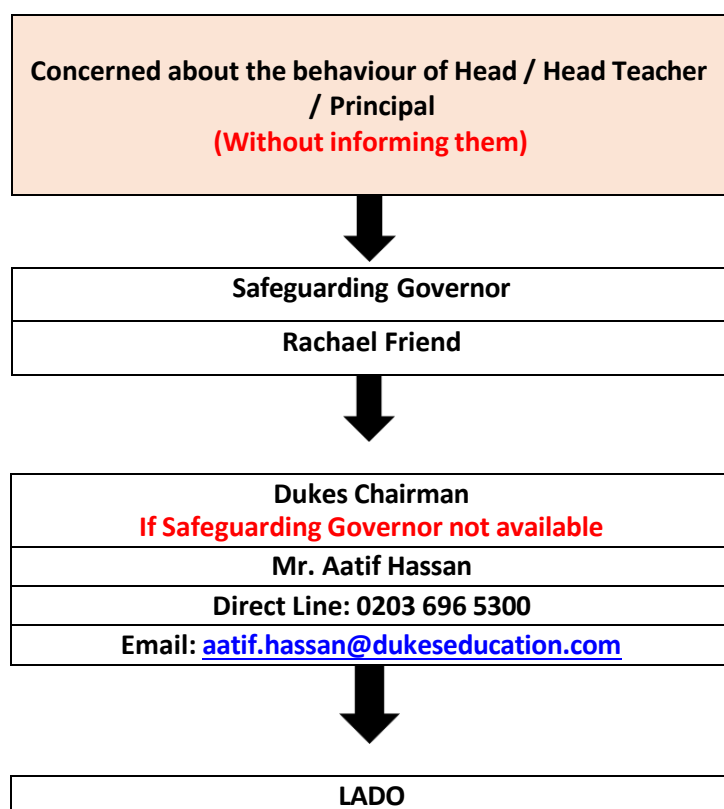


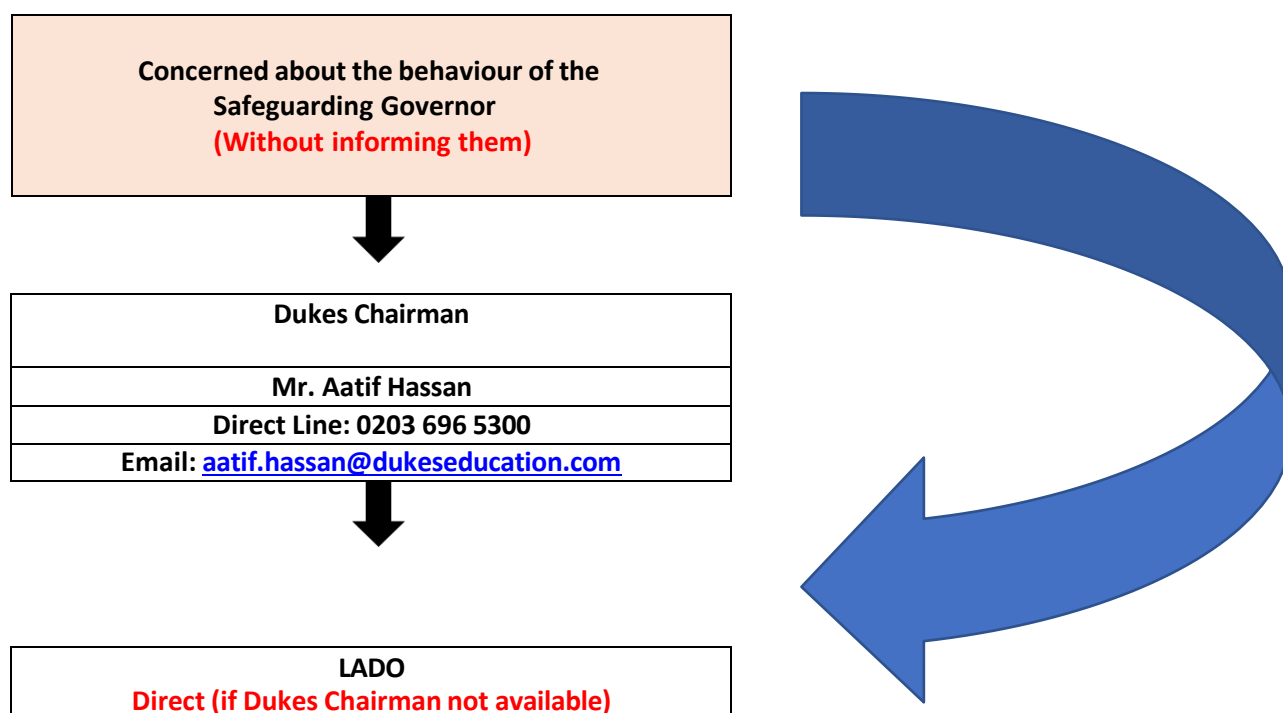


Advice from LADO to either follow safeguarding procedures or Schools own low level concerns policy.

The Head / Head Teacher / Principal must be informed of the referral as soon as possible after it has occurred if they have been unavailable or the safeguarding governor







In all cases, staff and parents are advised that phone contact will be the first point of communication to report any concerns.

Email communication is only to provide further detail if required and will not be used to believe any concern has been passed on.

If the person is not directly contacted and is unable to be found, then staff / parents will need to make further contact with key personnel on the flow charts or Children's Social Care Team and / or LADO directly.

Aims

The aims of this policy are:

- To ensure that effective safeguarding procedures are in place and are followed by all staff in accordance with national guidance and the locally agreed inter-agency procedures of Wandsworth Safeguarding Children's Partnership (WSCP) for Eaton House Manor Schools and Westminster's Access and Assessment Services team for Eaton House Belgravia.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, as well as support for those children.
- To identify, monitor and support those children who may be in need of Early Help including support from other agencies apart from Children's Services e.g., Child and Adolescent Mental Health Services (CAMHS)
- For all staff to be fully aware and confident of their role in safeguarding and child protection and of their responsibilities to identify and report possible concerns about the welfare of children, including possible harm or abuse
- For all staff to be fully aware of the need to report any concerns about the actions of members of staff, volunteers, visitors or contractors.
- To support children's development in ways that will foster security, confidence, and independence
- To be alert to the risks to young people online and to ensure, through appropriate filtering and monitoring systems, that they are safeguarded in the Eaton House Schools from potentially harmful and inappropriate online material. Also see ICT Acceptable Usage Policy
- To emphasise the need for good levels of communication between all members of staff
- To promote effective working relationships with other agencies
- To ensure that all staff are recruited in accordance with the Schools Recruitment Policy and in accordance with guidance in Keeping Children Safe in Education (September 2025) ("KCSIE") and Disqualification under the Childcare Act 2006 (September 2018)

Eaton House Schools will also create a positive ethos to:

- Establish and maintain an environment where all pupils feel secure, are encouraged to talk and are listened to
- Ensure staff are confident to report any concerns and to deal with any disclosures
- Provide early help to children and their families
- Have methods in place which make it easy for children to report concerns as well as ensuring that all children know they can talk to any adult in Eaton House Schools if they are worried
- Include opportunities in the curriculum for age appropriate personal, social, health and citizenship education (PSHCE) and Relationships & Sex and Health Education (RSHE) for pupils to develop the skills they need to recognise and stay safe from abuse, including abuse or exploitation through technology of all kinds

The Designated Safeguarding Lead

Eaton House Schools have appointed Designated Safeguarding Leads (DSLs) and Deputy Designated Safeguarding Leads (DDSLs), Some are members of the Senior Leadership Team and have the necessary status, training and authority to be responsible for matters relating to the welfare of pupils, including child protection.

In accordance with the Early Years Foundation Stage ("EYFS") statutory framework, the DSL is also responsible for safeguarding in relation to pupils within the EYFS.

Responsibilities of the DSL

The main responsibilities of the DSL are as detailed in KCSIE **Annex C**, but are also detailed below:

- To promote a culture of safeguarding so the welfare and best interests of children is embedded within all the Schools processes and procedures.
- To co-ordinate and monitor safeguarding, being the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies.
- The designated safeguarding lead should take lead responsibility for safeguarding and child protection.
- Immediately upon the receipt of any concerns, to act upon the report.
- To liaise with Wandsworth Safeguarding Children's Partnership (WSCP), for Eaton House Manor Schools, and Westminster's Access and Assessment Services team, for Eaton House Belgravia and other neighbouring Children's Services departments.
- To understand child protection processes, including Section 17 and Section 47 assessments under the Children's Act (1989) and 'Early Help' processes.
- To ensure the safeguarding governor is informed about safeguarding concerns including any referrals.
- To attend case conferences or other multi-agency planning meetings and to contribute to assessments and reports.
- To be responsible for safeguarding and child protection procedures in the Eaton House Schools and to keep detailed, accurate records, including action taken. This includes keeping records for those cases where there is no need to make a referral to any other service.
- To provide a systematic means of monitoring and supporting children known or thought to be at risk of harm or where there are ongoing concerns.
- To promote the educational achievement and care of any children who are looked after. The DSL will take lead responsibility for any looked after children.
- To maintain a regular training programme for all members of the Eaton House Schools staff and volunteers in line with advice from Wandsworth Safeguarding Children's Partnership (WSCP), for Eaton House Manor Schools, and Westminster's Access and Assessment Services team for Eaton House Belgravia.

- To ensure all new staff receive induction training in safeguarding and understand their responsibilities as well as have received a copy of KCSIE Part 1 and / or Annex A.
- To ensure that all staff and governors have confirmed that they have been provided with, read and understood a copy of the Safeguarding and Child Protection Policy (i.e., this document), KCSIE Part 1, Annex A as well as Annex B if they lead or manage or work directly with children have read and understood them.
- To ensure that all staff are assisted to understand and discharge their roles and responsibilities as set out in KCSIE and in this policy.
- To ensure that when children or young people leave the Eaton House Schools that any child protection information is copied for the new educational provider within 5 days and transferred securely and separately from the main file.
- To have an understanding the importance of information sharing, both within the School and with other Schools on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners.
- To ensure that a record of any safeguarding information is obtained from any previous school or nursery for a new pupil joining the schools.
- To monitor the confidentiality, keeping and storage of records in relation to safeguarding. The Eaton House Schools hard copy records on child protection are kept locked in the Head teacher's/Principal's office and are separated from routine pupil records. Access is restricted to the Head Teachers/Principal, DSL, and Deputy DSLs.
- To ensure the Safeguarding Policy is reviewed annually in conjunction with the Head Teachers/Principal, and the Board of Governors/Proprietor, such review to include its effectiveness in practice
- To ensure the Safeguarding Policy is reviewed in the event of an incident or change in legislation, and that any remediation necessary in policy or procedures is given immediate effect
- To be responsible for overseeing online safety in the school with the support of the Eaton House Schools IT manager. The DSL will have responsibility for child protection processes (including online safety and understanding the filtering and monitoring systems and processes in place). *This should be explicit in the role holder's job description.*
- To ensure the Safeguarding Policy is available to parents / carers, published on the Eaton House Schools website.
- To ensure that "Safeguarding" is a standing item on the agenda for, and minutes of, staff meetings. This is to ensure that all members of staff will be aware that there is a safeguarding concern about that child or young person, with detailed information only shared on a 'need to know' basis. It also provides those present with an opportunity to raise any general Schools safeguarding issues.
- To ensure a termly report is sent to the Safeguarding Governor and the annual Safeguarding Audit is presented to the Governing Board.
- Be aware of the requirement so that children investigated by the police whether the police are attending in School or interviewing the child at a police station, that an appropriate adult is present. www.safeguarding.link/pace.

- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
- Be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.
-

The Deputy DSLs

The Deputy DSLs are trained to the same level as the DSL and in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of children, ensuring that the DSL receives copies of all reports and referrals and is fully briefed as soon as possible on their return.

The ultimate lead responsibility for safeguarding and child protection rests with the DSL. This responsibility will not be delegated, except under exceptional circumstances such as long-term absence of the DSL.

During term time, the DSL and/or the Deputy DSLs are available during School hours, either on site, or contactable by telephone, for staff, pupils or parents to discuss any safeguarding concerns.

Responsibilities of the Staff

- To provide a safe and supportive learning environment
- To read and understand, Part 1 of Keeping Children Safe in Education and Annex A, as well as Annex B if they lead or manage or work directly with children.
- To read and understand the Schools Safeguarding Policy and Procedures i.e. this document.
- To adhere to the Eaton House Schools Staff Code of Conduct.
- To undertake regular safeguarding training, at least annually.
- To be alert to the signs of abuse and neglect, including child-on-child abuse, and to report any concerns to the DSL immediately.
- To be aware that that even if there are no reports of child-on-child, or any other form of abuse, it does not mean it is not happening, it may just not be being reported.
- To understand the child protection process, including Section 17 and Section 47 assessments under the Children's Act (1989) and 'Early Help' processes.
- To help pupils understand how to keep themselves safe and manage risk.
- To be alert to absenteeism of any children and inform the DSL of any concerns.
- To consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare (Contextual Safeguarding).

- To report to the Head Teachers/Principal any concerns about the conduct of adults, including low level concerns (this includes behaviour outside Eaton House Schools that might indicate an individual is unsuitable to work with children)

Responsibilities of the Head Teachers/Principal

To promote an overarching culture of safeguarding so the welfare of children is embedded within all the Eaton House Schools processes and procedures operating with the best interests of the child at their heart.

- To have read and understood all parts of Keeping Children Safe in Education thereby ensuring that the Eaton House Schools policy and procedures follow statutory guidance.
- To ensure that KCSIE Part 1 (including Annex A) and the Eaton House Schools Safeguarding Policy are understood and implemented effectively by all staff, whether or not they directly work with children.
- To allocate sufficient time, training and resources to enable the DSL and Deputies to carry out their roles effectively.
- To ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively in accordance with the Eaton House Schools Whistleblowing procedures.
- To ensure pupils are taught about keeping safe, including online
- To ensure systems are in place, which are easily understood and easily accessible for pupils to report concerns, including abuse.
- To deal with any reports regarding concerns or allegations related to the conduct of adults (this includes behaviour outside of school that might indicate an individual is unsuitable to work with children), including low level concerns.
- To seek advice and liaise with the Local Authority Designated Officer (LADO) regarding concerns about adults.
- To undertake training on safer recruitment processes at regular intervals
- To monitor the effectiveness of this policy and its procedures in liaison with the Safeguarding Governor and SLT and to remedy any deficiencies immediately.

Responsibilities of the Board of Governors and Proprietor

- To ensure safeguarding and child protection underpin all relevant aspects of process and policy development, and that processes and policies operate with the best interests of pupils at their heart.
- To ensure they have processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour.
- To create the right culture and environment so that staff feel comfortable to discuss matters both within, and where it is appropriate, outside of the workplace (including online), which may have implications for the safeguarding of children.
- To ensure policies, procedures and training in the schools are effective and comply with the law at all times.
- To ensure there is a nominated governor for safeguarding, who takes leadership responsibility at Board level for all safeguarding matters.
- To ensure the nominated governor has the required knowledge, skills and expertise to take leadership responsibility for the Eaton House Schools safeguarding arrangements.
- To ensure an appropriate senior member of staff, from the Eaton House Schools leadership team, is appointed to the role of designated safeguarding lead.
- To ensure there is an effective Safeguarding Policy in place, which is consistent with KCSIE (2025), Working together to safeguard children (2025) and the requirements of Wandsworth Safeguarding Children's Partnership (WSCP), for Eaton House The Manor Schools and Westminster's Access and Assessment Services team for Eaton House Belgravia.
- To ensure the policy is available publicly on the Schools website.
- To ensure child protection files are maintained, which show a clear chronology and the reason for decisions taken.
- To ensure there are other appropriate policies and procedures in place to safeguard and promote children's welfare including, but not limited to, a Staff Code of Conduct, Anti-bullying Policy, Relationships & Sex Education Policy.

To ensure that each Dukes organisation has a written behaviour policy and that it is made available to parents through a website or on request. The behaviour policy should take into account the guidance provided below:

[Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)

- To ensure there is an effective Staff Code of Conduct (including online conduct) which is implemented throughout the Schools.
- To ensure that Eaton House Schools holds at least two emergency contact numbers for each child.
- To ensure that safer recruitment procedures are followed in accordance with Part 3 of KCSIE and that all relevant checks are carried out on all staff before starting their employment and recorded in the Schools Single Central Record (SCR).
- To ensure IT systems have appropriate filters installed without unduly restricting access for educational purposes.
- As part of this process, the Board of Governors will ensure that Eaton House Schools undertakes regular monitoring of filtering systems in place and regularly reviews their

effectiveness and that there is a named governor for IT for meeting its duties under the DFE Digital Standards.

- The Board of Governors should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

- The Governing Body will ensure there are policies and procedures in place regarding pupils accessing the internet in school. The Governing Body will be doing all that it reasonably can to limit children's exposure to the above risks from the Schools IT system. As part of this process, the Governing Body will ensure their school has appropriate filtering and monitoring systems in place and regularly review their effectiveness. The Governing body will consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.
- To have policies and procedures in place relating to the use of cameras and technology within the EYFS.
- A review of the Safeguarding Policy at least annually (and in the case of a serious incident), including an update and review of the effectiveness of procedures and their implementation. The annual review of safeguarding forms part of the summer term Governors' Review Meeting. A termly report is sent to the Safeguarding Governor and the annual Safeguarding Audit is presented to the Governing Board by the DSL or the Head.
- Governing Bodies and proprietors should ensure that ALL governors and proprietors receive appropriate safeguarding and child protection (including online) training at induction. This knowledge should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in our organisation are effective and support the delivery of a robust whole Eaton House Schools approach to safeguarding. Their training should be regularly updated.
- Governing bodies and proprietors should ensure that all staff undergo 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* at induction. The training should be regularly updated. Induction and training should be in line with any advice from the safeguarding partners.
- The Proprietor and the Board of Governors will be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their multi-agency safeguarding arrangements.

Governors of independent schools as non-public entities however do not have to follow requirement as laid down in the Public Sector Equality Duty (PSED). (KCSIE 2025)

Children with special educational needs and disabilities (SEND)

Staff are made aware that children with special educational needs and/or disabilities as well as other vulnerable groups may be especially at risk of abuse including those with physical health issues. Such children are also more prone to peer group isolation or bullying.

Staff will be aware that:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration as it might be due to abuse taking or has taken place.
- Children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs.
- Communication barriers may exist and difficulties in overcoming these barriers.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Any reports of abuse involving children with SEND will require close liaison with the designated safeguarding lead (or deputy) and the SENCO or the named person with oversight for SEND in our schools.

We will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

SEND children who are placed with alternative provision providers will be regularly monitored to ensure their whereabouts and levels of attendance are known. The suitability checks of staff and premises will be undertaken before any placement commences.

Half-termly reviews will be undertaken to ensure suitable academic progress is being made, the quality of education delivery is maintained, and acceptable levels of attendance are met.

What to do when there are concerns or if a child makes a disclosure

It is important that children receive the right help at the right time to address risks and prevent issues escalating. It is therefore vital that all staff understand their responsibility to:

- Identify and refer any concerns about a child
- Keep clear written records
- Listen to the views of the child
- Reassess concerns if the child's situation does not improve
- Share information quickly and challenge inaction

Staff see children regularly and know them well, so are in a unique position to observe signs of neglect, abuse, emotional distress, changes in behaviour and/or failure to thrive.

Staff should be aware that younger pupils may also talk about, or demonstrate behaviour, through their play which may give rise to safeguarding concerns.

Concerns may also be raised about a parent/carers interaction with a pupil or issues such as parental alcohol misuse, domestic abuse, or mental health. If there is any concern at all the incidents must be reported and recorded. In many safeguarding cases it is not one major incident which triggers a

referral, but a series of seemingly minor events. It is therefore of the utmost importance that all concerns are recorded and reported to the DSL immediately.

Appendix 1 of this policy give details of some of the types of abuse and safeguarding issues with which staff should be familiar.

Procedures if staff have a concern about a pupil

- If a member of staff is concerned about a pupil the matter should be referred immediately to the DSL, or the Deputy in the DSLs absence.
- Staff may speak directly to the DSL or Deputy DSL first to discuss their concerns about a pupil or may enter their concern straight on to CPOMS (the Schools management system for safeguarding) for attention by the DSL.
- In either case, reporting a concern must not be delayed and must be reported as soon as possible and no later than the same working day. (also see later section on recording concerns)
- In all instances, a written record must be made by the member of staff on CPOMS, which all staff have access to.
- Any member of staff who cannot access CPOMS for any reason must always contact the DSL directly, and without delay.

Procedures for staff if a pupil discloses information

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe.

The member of staff should:

- Listen carefully and keep an open mind. Staff should not take a decision as to whether or not abuse has taken place. When the pupil has finished talking, make sure that he/she feels secure and, if appropriate, explain what you are going to do next.
- Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim will never be given the impression by our staff that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- Our staff will explain that the law is in place to protect children and young people rather than criminalise them, and this will be explained in such a way that avoids alarming or distressing them. (KCSIE 2025).
- All staff should 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.

For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and / or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication. (KCSIE 2025, page 175).

- Do not promise confidentiality. Explain that you have to make sure that the pupil is safe, and you will need to ask other adults to help you to do this.
- Do not cross question the pupil. You must not ask leading questions, that is, a question which suggests its own answer. Let the pupil tell you what he or she wants to and no more. The pupil may be interviewed by a specialist later and too much questioning may prejudice later investigations or cause the child to become anxious and retract his/her information.
- Be prepared to follow up with the pupil, but only in conjunction with advice from the DSL.
- Be aware that younger pupils may disclose issues of a safeguarding nature in general conversation rather than as a specific disclosure to a member of staff.
- Do not attempt any examination or remove a pupil's clothes to look further at an injury. Under no circumstances should photographs be taken of a pupil's injury, even if requested by a parent / carer so they can show to their child's doctor. It may be possible to observe the pupil during the normal school routine, for example in a physical education (PE) class.
- If a pupil wants to show you his or her injuries, please try and insist that this must wait for a health professional to make an assessment. No child or pupil should be asked to undress to show their injuries to a member of staff.
- Do not attempt to investigate matters further; your role is to listen, record and report your concerns to the DSL.

If a concern or disclosure involves technology or online images staff must follow the specific advice in

this policy.

Mechanisms for pupils to report concerns

The School has a strong pastoral system and promotes an ethos where pupils feel safe to share information about anything that is worrying them.

The School Council provides a 'pupil voice' and encourages pupils to develop the rules and boundaries of acceptable behaviour.

Pupils are encouraged to use the 'worry boxes', tell someone and have emotional check ins during class to share any concerns that they may have. The boxes are checked at least weekly, and well-being lead teachers address these concerns with the children.

There is an annual pupil survey conducted and results carefully considered.

There are posters around school saying who pupils can talk to and children are reminded regularly in assemblies and PSHE lessons on who they can speak to and that we are all here to help.

Support for staff

Eaton House Schools recognises that staff who have become involved with a pupil who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

Eaton House Schools will support such staff by providing an opportunity to talk through their anxieties with the DSL and will seek further support as appropriate.

The NSPCC helpline is also available if staff have concerns about the way a concern is being handled by the school. Staff can call 0800 028 0285 or email help@nspcc.org

Recording Safeguarding Concerns

Abuse and neglect are complex issues and are rarely standalone events; therefore, they require a culture of vigilance, professional insight, and respectful challenge, as well as effective recording, reporting and monitoring systems.

- All staff have an appropriate level of access to CPOMS which enables them to record concerns. The DSL and Deputy DSL have full access to enable them to record actions and store all safeguarding records securely.
- All safeguarding concerns must be recorded on CPOMS, the Schools management system for safeguarding.
- If the DSL is not available for any reason the Deputy DSLs must be contacted to deal with the concern initially.
- With regard to any conversations directly with a pupil or overheard, staff must keep a written record of the conversation and concerns arising.
- The record should include the date, time, and place of the conversation, who was present and what was said by the pupil. The record should use names, not initials, for all references to people.
- The record should be specific. Record actual behaviour and language used by a pupil rather than more vague terms such as inappropriate language/behaviour.
- Staff should make the record as soon as possible after speaking to the pupil so the pupil is not alarmed by notes being taken and before the conversation is discussed with anyone else. It is important to record as much as can be remembered, using the pupil's own words.
- The record should contain facts and information only, taking care to avoid personal opinion.
- Notes made of such disclosures or concerns could become part of a statutory assessment by Children's Services and/or part of a criminal investigation so must be completed accurately.
- If more than one member of staff is present when a pupil discloses information or behaves in a manner which gives rise to concerns, each member of staff must make a separate safeguarding report on CPOMS.
- The report must be completed so all the facts known are recorded and so the DSL has a full picture of what has given rise to the concern.
- It is important to record all concerns regarding the welfare of pupils, even those which may appear minor. This is because it is common for minor pieces of evidence to emerge over time and build up a pattern. This type of recording also allows information from various members of staff to be collated.
- Staff must not investigate further or speak to parents or other staff. They must contact the DSL who will then determine the next course of action.

DSL Action on receipt of a concern about a child

On receipt of the safeguarding report, the DSL must record the decisions made and action taken.

Action will depend on the nature of the concern. It may include one or more

of the following:

- monitoring the pupil in school
- a discussion with parents
- early help intervention from the school and/or another agency
- referral to Children's Services
- referral to the LADO
- report to the police

The member(s) of staff making the report will be informed by the DSL of the action taken.

If the pupil's situation does not appear to be improving, the staff member with concerns should request the DSL to re-consider the action taken.

Preserving evidence

- All evidence (which could include a pupil's work, scribbled notes, iPads, mobile phones containing text messages, computers) must be preserved.
- If evidence is found on an electronic device, the device involved should be confiscated and set to flight mode or, if this is not possible, it should be turned off.
- Staff must not view images, look for further images, copy or print any images or forward images by email or any other electronic means. This is particularly important if images involving 'nudes' or 'semi-nudes' are found, as to do so is a criminal offence.
- If the imagery has already been viewed by accident (e.g., if a pupil has shown it to a member of staff before he/she could ask them not to), this must be reported to the DSL immediately.
- Do not delete the imagery or ask the pupil to delete it.
- Do not ask the pupil(s) involved in the incident to disclose information regarding the imagery.
- Do not share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any pupil(s) involved.
- Do explain that you need to report it and reassure them that they will receive support and help.
- Report the matter to the DSL immediately

Also see DfE Searching Screening and Confiscation Advice for schools and the UKCIS Education Group Sharing nudes and semi-nudes: advice for education settings working with children and young people which outlines how to respond to an incident of nudes and semi-nudes being shared.

Child protection records

- Safeguarding records are kept securely on **CPOMS**.
- Written records are kept of all concerns, whether or not there is a need to refer the matter to Children's Services or another agency.
- There is a clear, detailed chronological summary for each pupil where concerns have been raised and a detail note of any action taken, decisions reached, outcome and how the concerns was followed up.
- If a referral to Children's Services is thought to be required, the DSL will usually contact the local authority for advice prior to notifying parents.
- All discussions with the local authority along with the decisions made and the reasons for those decisions are recorded in writing on **CPOMS**.
- The Wandsworth and Westminster's Social Communication Pathway (SCP) have their own referral forms which must be completed if a formal referral is made by the DSL. A copy of the referral form sent to the local authority must be retained.
- Minutes of any case conferences or discussions with social workers or other professionals involved with the pupil will be stored on **CPOMS**.
- Any new concern or information about a pupil who has active involvement with Children's Services must be passed to the pupil's allocated social worker without delay.
- Any new concern or information about a pupil who has had previous involvement with Children's Services must be passed to Children's Services without delay.
- If a pupil moves to another school, all child protection records are transferred securely, as soon as possible (within 5 days for an in-year transfer or within first 5 days of the start of a new term) to the DSL at the new school and a receipt is obtained confirming they have been received.
- Parental permission is not required for records to be shared with the new school.
- On a case-by-case basis the DSL will also consider sharing information proactively with the new school to ensure key staff are aware of the pupil's needs and can have any support in place when the pupil arrives.
- Safeguarding records will be requested from previous schools/nurseries for any new pupils joining the school.

Information sharing

Information will be shared according to the HM Government guidance Information Sharing.

The governing bodies and the wider School community are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. (KCSIE 2025).

The guidance states that practitioners should use their judgement when making decisions on what information to share and the most important consideration should be whether sharing information is likely to safeguard and protect a pupil. Data protection legislation and guidance must not be allowed to stand in the way of sharing information to safeguard pupils.

The guidance states that the information shared should be:

- Necessary and proportionate - Any information shared must be proportionate to the need and level of risk.
- Relevant - Only information that is relevant to the purposes should be shared with those who need it.
- Adequate - Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.
- Accurate - Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.
- Timely - Information should be shared in a timely fashion to reduce the risk of harm.
- Secure - Wherever possible, information should be shared in an appropriate, secure way.
- Record - Information sharing decisions should be recorded whether or not the decision is taken to share.

Practitioners may share information, without consent when there is a good reason to do so, and the sharing of that information will enhance the safeguarding of that child in a timely manner. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent and if to gain consent would place a child at risk. (KCSIE 2025)

Communication with parents/carers

- All parents are aware from the Schools Parents' Handbook and publication of this policy on the Schools website that the school has a safeguarding policy and is required to follow statutory guidance in respect of reporting to Children's Services any case of suspected abuse.
- From this policy and from notices in the school buildings, parents are made aware of the identities of the DSL and Deputy DSL with whom they may discuss concerns.
- Eaton House Schools will work with parents and outside agencies to help support pupils and their families; however, it will always put the duty of care to the child as its priority and will refer concerns if it considers a pupil is or may be at risk of harm or has suffered harm.
- The DSL will normally request a meeting with the parents of the pupil about whom there are concerns to discuss the matter. They will explain the reasons for the Schools concerns and the course of action the school intends to take.
- Referrals to Children's Services or the LADO (or initial advice from either service) do not require prior parental consent. The DSL must act in the best interests of the pupil, even if this results in making a referral against the parents' wishes.
- If the DSL believes that notifying parents might in any way exacerbate the problem, increase the risk to the pupil or if there are any other extenuating circumstances, initial advice will be sought from Children's Services prior to notifying the parents. This may result in an immediate referral to Children's Services without parents being notified.
- If there is an allegation which involves a member of staff, parents will only be informed after the school has consulted with the LADO and has obtained the LADO's consent.
- If a parent has any safeguarding concerns, he/she should contact the Schools DSL as soon as possible.

Referrals to Children's Services and/or other agencies

Referrals about an individual pupil must be made to the borough in which the pupil resides. However, advice may always be obtained from the Children's Services department of the Schools local authority, regardless of where the pupil resides.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.

The DSL follows the Levels of Need thresholds from Wandsworth Safeguarding Children's Partnership (WSCP) for Eaton House Manor Schools, and Westminster's Access and Assessment Services team for Eaton House Belgravia when decisions are made about making referrals.

Available here:

Wandsworth: [Levels of Need Framework 2023 \(wscp.org.uk\)](https://www.wscp.org.uk)

(Neighbouring London authorities also use these London wide thresholds, should a pupil not reside within Wandsworth.)

There are 4 levels.

1. Universal services
2. Child in need of Early Help/Targeted Support (Early Help Assessment)
3. Child in need (Referral to MASH)
4. Child at risk of significant harm, Child Protection and Specialist Support (Urgent referral to MASH)

Eaton House Schools will ensure as a relevant agency that it should be part of discussions with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as a part of “local arrangements”.

Our DSL / DDSLs will be familiar with Wandsworth Council’s local threshold document and Chelsea and Westminster Council’s local threshold document.

Early Help

Early help is support for children of all ages that improves resilience and outcomes or reduces the chance of a problem getting worse. Early help may be appropriate for children who have several needs, or whose circumstances might make them more vulnerable.

Additional support systems in school may form part of early help strategies e.g. additional pastoral support, school mentors, support from a counsellor and should feed into Local Authority early help measures as required.

Evidence is kept of all early help interventions.

Any pupil may benefit from early help, but KCSIE recommends that all staff should be particularly alert to the potential need for early help for a pupil 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
- 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 experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited

- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

Form teachers through PSHE and form periods ensure that pupils are aware that staff are available to listen and provide additional in-school support if necessary.

Eaton House Schools also has access to other counselling and support services if needed.

Wandsworth Council (and other London boroughs) Threshold Levels 3 and 4

- Pupils who meet the threshold of Level 3 or Level 4 will be referred to MASH immediately by the DSL.
- If there is ever any doubt about whether a referral should be made advice will be sought from the Wandsworth and Westminster Safeguarding Advisors or from the MASH team.
- The DSL may also take initial advice and discuss matters with other services such as the Education Welfare Officer, CAMHS or the police. Under no circumstances will the situation be left beyond the day that the concern is first raised.
- If a referral is made or advice is obtained from Children's Services, the safeguarding governor will be informed of the case by the DSL as soon as possible.
- All telephone conversations with Children's Services, the LADO or other local authority officers are recorded by the DSL on CPOMS.
- The DSL will discuss the concerns with the pupil's parents/carers at the earliest appropriate opportunity.
- The DSL will assist other agencies to make enquiries into concerns about a pupil's welfare. This will include ensuring that the school is represented at multi-agency meetings, including child protection conferences, and that reports/information about the pupil are provided as required.
- In cases of extreme emergency or if a serious criminal offence appears to have been committed **the police will be contacted immediately.**
- The referral process outlined is also followed when there are concerns about a pupil who may be at risk of radicalisation. The level of risk will identify the most appropriate referral, which could include Children's Services and/or **Channel.**

(Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.)

The policy of the school requires that all referrals are made by the Schools DSL; however, **anybody can make a referral** and in exceptional circumstances staff may raise concerns directly with Children's Services.

If, at any point, there is a risk of immediate serious harm to a pupil a referral should be made to Children's Services or the police on 999 immediately.

Safer recruitment

The school follows statutory guidance for the safer recruitment and employment of staff who work with children as set out in Part Three of KCSIE and Disqualification under the Childcare Act 2006. Please also see our *Selection, recruitment and Disclosure Policy*.

All staff are checked as to their suitability. These checks include

- a) The taking up of references
- b) Verification of identity
- c) Verification of right to work in the UK
- d) Where appropriate, verification of qualifications
- e) Where appropriate, overseas police checks
- f) (A satisfactory enhanced check with the Disclosure & Barring Service (DBS), including a Barred List check for staff engaged in regulated activity
- g) A self-declaration to ensure compliance with disqualification regulations made under the Childcare Act 2006
- h) For teachers, verification of Qualified Teacher Status (QTS), and the completion of teacher induction or probation.
- i) For staff engaged in teaching duties, a check that the teacher is not subject to a prohibition order issued by the Secretary of State.
Checks for h) and i) can be completed at: [Check a teacher's record - GOV.UK](#)
- j) Where appropriate, a check that there is no teacher prohibition order issued by any overseas professional authority
Further guidance can be found at: [Criminal records checks for overseas applicants - GOV.UK](#)
- k) Where appropriate, an overseas criminal record check(s)
- l) Where appropriate, a check to ensure the person is not barred from taking part in the management of an independent school – also known as a Section 128 / S128, using the link: [Individuals prohibited from managing or governing schools - GOV.UK](#)
- m) A medical fitness questionnaire and / or medical self-declaration.

Staff involved in recruitment receive appropriate training in safer recruitment.

In addition, as part of the shortlisting process our schools **will carry out an online search** as part of their due diligence on any shortlisted candidates.

This may help identify any incidents or issues that have happened, and are publicly available online, which the schools might want to explore with the applicant at interview.

Our human resources department will make known of this due diligence by placing this intention to research publicly available online material within the advert, candidate pack and application form so that it is well known before any short-listing takes place that this will occur.

Safer recruitment – Governors

The majority of our governors are also serving Managing Directors or Directors employed centrally by Dukes Education and therefore operate a model of “professional governance”.

Appropriate recruitment checks will be undertaken as standard for anyone appointed to the management role with Dukes Education to ensure that they are fit and proper to be part of the leadership and management. Dukes Education will provide a letter of assurance to our organisation that all suitability checks have been carried out prior to commencement of their governor role. Our organisation will further check Identity and DBS (enhanced with barred if applicable) prior to their first governor meeting.

Visiting Speakers

Visiting speakers are always vetted and staff must obtain permission from the Head Teachers/Principal for any speakers to visit the schools.

On arrival, photographic evidence will be asked to check their identification and they will be asked to sign in the signing in book in reception. As they will be always supervised, a DBS or barred list check will not be required, unless it is deemed, they may be undertaking regulated activity.

Information on any online research undertaken, references received (written or verbal on their suitability) etc. must be collated in the Eaton House Schools visitor log which must be a separate document from the signing in book at reception.

This log will contain date of visit, company name, person's name, purpose of visit, visit approved by and risk assessment checked if activity being undertaken requires a review.

Suitable online research might include a review of the visiting speaker's website or company information held at companies house, news articles of their visits to other organisations, comments made on www.mums.net and should be limited to the suitability of them to present / undertake tasks to children / pupils in the nursery / school.

Verbal references from other educational establishments or persons known to the visiting speaker will also be recorded in the visiting speaker's log / file.

A review of the presentation or workshop material planned to be delivered will be undertaken to ensure it is stage and age appropriate and does not contain any disinformation or misinformation (including Fake news and conspiracy theories).

Staff Induction

The DSL is responsible for ensuring that all new members of staff working in the schools, and any volunteers, receive training on their responsibilities for safeguarding and child protection and on the

procedures for recording and referring any concerns. This training will take place prior to the new member of staff starting work with the children.

All newly recruited staff are provided with the following information and given in-house training on safeguarding issues as part of their induction. This includes:

- Keeping Children Safe in Education, Part 1 and Annex A. (and Annex B if they work directly with children)
- The identities and roles of the DSL and DDSL safeguarding team, including safeguarding governor.
- Safeguarding Policy
- Staff Code of Conduct
- ICT Acceptable Usage Policy.
- Sharing of Concerns (Whistleblowing) Policy
- Low Level Concerns Policy
- Pupil Behaviour, Discipline and Exclusions Policy
- Anti-bullying Policy
- Prevent training
- Procedures on managing children who are absent from education / go missing from education (in Attendance Policy)
- How to report concerns through CPOMS

Eaton House Schools takes a risk-based approach to the level of information provided when training other temporary staff, staff running clubs, contractors and volunteers.

Staff Training

- All staff are required to read, at least annually, the Safeguarding Policy (i.e. this policy) and the Staff Code of Conduct and must confirm that they have done so.
- All staff are required to read and understood the guidance for staff in Part 1 and **Annex A** of KCSIE and confirm that they have done so. **Annex A** is a condensed version of Part one of Keeping children safe in education. It can be provided (**instead of Part one**) to those staff who **do not directly work with children**, if the governing body or proprietor think it will provide a better basis for those staff to promote the welfare of and safeguard children.
- Every member of staff receives comprehensive level 2 training in safeguarding (including on-line safety) at least **every two years**. Refresher training is provided annually at the start of the academic year and on specific issues through the year as required.
- Staff will also receive regular informal updates on safeguarding and child protection (including online safety) / related issues as and when required through bulletins, INSET training and staff meeting announcements from the DSL or if local circumstances warrant. This could also include updates via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.
- All staff are trained in how to listen, respond to and report any disclosures including those which involve **child-on-child** sexual violence or sexual harassment.
- All staff will have training on child protection (including online safety, which amongst other things includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. This training should be regularly updated and will ensure that staff understand the current IT provision in place, manage them effectively and know how to escalate concerns when identified.
- Induction training for staff will be in line with any advice from the organisations safeguarding partners.

DSL and DDSLs Training

The DSL and Deputy DSL undergo level 3 training at a minimum **every two years**, which includes training in inter-agency working in line with **Annex C** of KCSIE. They have updates, at least annually, on specific issues as required.

Governor Training

The Board of Governors will ensure that **all** governors and proprietors receive appropriate safeguarding and child protection (including online) training at induction.

This knowledge should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in our organisation are effective and support the delivery of a robust whole Eaton House Schools approach to safeguarding. Their training will be regularly updated.

The governor responsible for safeguarding has received safeguarding training specifically for governors and undertakes refresher training **every two years, as a minimum**.

Acceptable Use of technology – (including in the EYFS)

(Also see ICT Acceptable Usage Policy)

- Staff must not take video footage or photographs of pupils except for Eaton House Schools purposes.
- Any such images must not be placed in the public domain without the permission of the Head Teachers/Principal.
- Eaton House Schools devices should be used wherever possible
- If a personal device is used, photographs or videos of pupils must not be stored or retained on personal cameras, mobile phones, or other devices. Any images must be uploaded to the Eaton House Schools server as soon as possible and permanently deleted from the personal device.
- Permitted images are stored securely on a password-protected section of the school intranet. They are deleted when no longer required.
- Cameras, mobile phones, or other photographic devices are not allowed in any areas where pupils may be washing or changing, nor should photography be used in a manner that may offend or cause upset.
- Parents / carers are asked to restrict photography whether on cameras, mobile phones, or other devices to major school events published in the school calendar only. General filming in the Eaton House Schools by parents / carers is never permitted.

- Parents / carers should be aware that other parents in the Eaton House Schools may object to photographs being taken which, inadvertently or otherwise, include their child; therefore, any images taken must be for personal use only and should not be shared on social media.
- Other visitors, volunteers and contractors in Eaton House Schools are not permitted to take photographs in any area of the school without specific permission from the Head.
- The general use of mobile telephones in all areas of Eaton House Schools (calls, texting and email) by parents is not permitted.
- Staff may only communicate with pupils through Eaton House Schools email system and the designated apps used by older pupils for homework.
- Staff must not use their mobile phones or other personal devices for calls or messaging when engaged with pupils and all devices must be out of sight.

Filtering and Monitoring Systems

The appropriateness of any filtering and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty (2023).

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

The appropriateness of any filtering and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty.

To support schools and colleges to meet this duty, the Department for Education has published filtering and monitoring standards which set out that schools and colleges should:

- Identify and assign roles and responsibilities to manage filtering and monitoring systems.
- Review filtering and monitoring provision at least annually.
- Block harmful and inappropriate content without unreasonably impacting teaching and learning.
- Have effective monitoring strategies in place that meet their safeguarding needs Governing bodies and proprietors should review the standards and discuss with IT staff and service providers what more needs to be done to support schools and colleges in meeting this standard.
- Use the department's [plan technology for your school service](#) to self-assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them

Our organisation will ensure that our leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

Our Governing Body will consider the number of and age range of our children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

Further advice can be found at:

[Appropriate Filtering and Monitoring - UK Safer Internet Centre](#)

Reviewing online safety

Technology, and risks and harms related to it, evolve, and change rapidly. Our organisation will consider carrying out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks our young people face including the use of Artificial Intelligence (AI).

Further guidance on the product safety expectations of AI in educational settings can be found at:

[Generative AI: product safety expectations - GOV.UK](#)

Information security and access management

Our organisation is directly responsible for ensuring we have the appropriate level of security protection procedures in place in order to safeguard our systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

We take into account the guidance on e-security is from the National Education Network.

Where possible, we will consider meeting the Cyber security standards for schools and colleges.

[Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance - GOV.UK](#)

Our named Governor for ICT is: Rachael Friend

Our Senior Leader Team member responsible for implementing the DFE Digital Standards is: Liam Corbett

Broader guidance on cyber security including considerations for governors and trustees can be found at Cyber security training for school staff:

<https://NCSC.GOV.UK>

Online Safety

Online safety policy (please also see our separate Online Safety Policy)

Our approach to online safety is reflected in this safeguarding policy, which includes appropriate filtering and monitoring on school devices and school networks.

Considering the 4Cs (below) provides the basis of an effective online policy for our organisation which covers:

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

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

Further guidance can be found at:

<https://pearsfoundation.org.uk/partners/the-commission-into-countering-online-conspiracy-in-schools/>

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

conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography/ fake pornographic images, sharing other explicit images and online bullying, and spreading / publishing disinformation / misinformation to others online.

commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If we feel our pupils, students or staff are at risk, then we will seek advice from the Anti-Phishing Working Group which can be found at: <https://apwg.org/>

Our organisation has a clear policy on the use of mobile and smart technology, which will also reflect the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school may sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content.

Our organisation does carefully consider how this is managed on our premises and have reflected this in our Staff Mobile Telephone Usage Policy and our Pupil Telephone Usage Policy and this safeguarding policy.

Staff Code of Conduct

The Staff Code of Conduct gives comprehensive, clear guidance on the expected behaviour of **all adults** in the school. Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by pupils or others and report any conduct by an adult which raises concern. Failure to follow the Staff Code of Conduct is likely to result in disciplinary action being taken.

Please refer to the separate Staff Behaviour Safeguarding (Code of Conduct) Policy.

Whistleblowing

It is recognised that pupils cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, which may include the attitude or actions of colleagues. All members of the school community have a duty to protect children and should they have concerns must make these concerns known to the Head Teachers/Principal.

Please also see our Sharing Concerns (Whistleblowing) Policy as well as advice on low-level concerns.

Allegations against staff

As part of its overall safeguarding ethos, the school ensures that it promotes an open and transparent culture in which staff feel confident to report all concerns about adults working in Eaton House Schools (including self-employed staff, supply teachers, volunteers and contractors).

All members of staff must follow the Staff Code of Conduct and conduct themselves in a professional manner at all times, both to ensure the safety of the pupils, and to reduce the risk of any allegation of improper behaviour.

If any allegation of abuse or suspected abuse is made against a member of staff or volunteer, Eaton House Schools will follow the guidance in part four of KCSIE and the procedures of Wandsworth Safeguarding Children's Partnership (WSCP), for Eaton House Manor Schools, and Westminster's Access and Assessment Services team for Eaton House Belgravia.

Allegations that might indicate that a person is unsuitable to work with children are where a person has:

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

The following procedures relate to all members of all staff, (including the self-employed, supply staff and contractors) governors and volunteers or any other adults who are currently working in the schools, regardless of whether the schools, is where the abuse is alleged to have taken place and regardless of whether it involves pupils at these schools.

Please note that all other concerns about members of staff should be reported through the organisation's Sharing of Concerns (Whistleblowing) Policy and Low-Level Concerns Policy.

If in any doubt, please speak with the Head Teachers/Principal in the first instance.

Reporting an allegation or concern

- Staff must never think that abuse by an adult is not possible in these schools, or immediately disbelieve an accusation against someone who is known well and trusted.
- A member of staff receiving an allegation of abuse by another member of staff, or with concerns about another member of staff, should report this immediately to the Head Teachers/Principal, unless the Head Teachers/Principal, is the one against whom the allegation is made.
- An allegation against the Head Teachers/Principal, should be reported to the Safeguarding Governor, without notifying the Head Teachers/Principal, first.
- In the absence of Head Teachers/Principal, an allegation against a member of staff must be reported to the Safeguarding Governor and in their absence the **Chairman of Dukes Education, Mr Aatif Hassan**.
- In any instance where there may be a conflict of interest about reporting an allegation or concern to the Head Teachers/Principal, or to the Safeguarding Governor, the **Chairman of Dukes Education – Mr Aatif Hassan** should be **contacted directly** and without hesitation. He will then contact the LADO immediately for further advice. If Mr Hassan is unavailable, then Mr Tim Fish CEO of Dukes Education [UK and ROI] can also be contacted.
- Concerns may be reported verbally, directly to the relevant senior member of staff, or by email. Any staff who make a report verbally in the first instance will also be required to make a written record of the information they have disclosed.

Procedures & Informing the Local Authority Designated Officer (LADO)

- If the allegation constitutes a possible serious criminal offence, or in the case of serious harm, or if a pupil is in immediate danger, a referral to Children's Services and/or the police **MUST** be made immediately.
- An allegation of abuse by an adult will always result in a senior person from the school (as detailed above) contacting the LADO of Wandsworth Safeguarding Children's Partnership (WSCP), for Eaton House Manor Schools, and Westminster's Access and Assessment Services team for Eaton House Belgravia, who will advise on the next steps to be taken.
- Under no circumstances will Eaton House Schools conduct an investigation without first informing the LADO and seeking advice about the course of action to be taken.
- Borderline cases will also be discussed and, following discussions, the LADO will advise what further steps should be taken.
- There are two aspects to consider when an allegation is made: -
- Look after the **welfare of the child** - the DSL is responsible for ensuring that the child is not at risk and for referring cases of suspected abuse to Children's Social Care as described earlier.
- Investigate and support the person subject to the allegation - the case manager (usually the Head Teachers/Principal, unless the Head Teachers/Principal, is the subject of the allegation)

should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

- Eaton House Schools aim will be to achieve a quick resolution of the allegation in a fair and consistent way that provides effective protection for any child involved and at the same time supports the person who is the subject of the allegation.
- The Head Teachers/Principal will obtain written details of the allegation, signed and dated, from the person who received the allegation or the person who is making the allegation. If a pupil has made an allegation, a written note of what the pupil has said will be made by the member of staff to whom the pupil made the allegation.
- The Head Teachers/Principal will also record any basic information to establish the facts, including dates, times, locations and names of potential witnesses and any CCTV footage.
- Any allegation against employed staff or volunteers, including those considered borderline, must be reported and discussed with the LADO without delay, and **within one working day**.
- An initial assessment of any allegation referred will be made by the LADO and the Head Teachers/Principal. They will judge whether there is a need for immediate action, whether the allegation is demonstrably false or whether there has been inappropriate behaviour or poor practice that can be dealt with through the Eaton House Schools usual staff disciplinary or low-level concerns procedures.
- Where the initial discussion leads to no further action, the case manager and the LADO should:
 - record the decision and justification for it; and
 - agree on what information should be put in writing to the individual concerned and by whom.
- Where further enquiries are required the LADO and case manager will discuss how and by whom the investigation will be undertaken. In straightforward cases, the investigation will normally be undertaken by the Head Teachers/Principal.
- If the nature or complexity of the allegation requires it, the allegation may require an independent investigator.
- In the case of a referral and investigation, the Head Teachers/Principal must ensure, before contacting any interested parties, that there is no objection by the investigating agencies.
- Where there are no objections from the investigating agencies, the Head Teachers/Principal will:
 - inform the person making the allegation and explain the likely course of action
 - ensure the parents of the pupil(s) who is the alleged victim have been informed about the allegation and the likely course of action
 - inform the member of staff against whom the allegation is made and explain the likely course of action
 - keep a written record of the above.
- The Head Teachers/Principal, in consultation with the LADO, will make the decision whether or not to suspend the teacher / member of staff involved.
- If an allegation is made, every effort will be made to maintain confidentiality and guard against unwanted publicity while the allegation is being investigated. *The Education Act (2011)* prevents the 'publication' of material by any person that may lead to the identification of a teacher who is the subject of an allegation. Parents and carers will also be made aware of the prohibition on reporting or publishing allegations about teachers.

- The Head Teachers/Principal, will take advice from the LADO, the Safeguarding Governor and other agencies to agree:
- Who needs to know and exactly what information can/cannot be shared
- How to manage speculation and gossip
- What, if any, information can be given to the wider community to reduce speculation
- If necessary, how to manage the press.
- The school has a duty of care towards its employees and will ensure that effective support is provided for anyone facing an allegation. The individual concerned will be advised to contact their trade union representative, if they have one, or a colleague for support.
- The following definitions will be used when determining the outcome of allegation investigations:
 - Substantiated: there is sufficient evidence to prove the allegation.
 - Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
 - False: there is sufficient evidence to disprove the allegation.
 - Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
 - Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.
- Allegations that are found to have been malicious will be removed from personnel records and any that are not substantiated, are unfounded or are malicious will not be referred to in employer references.
- Records concerning allegations of abuse must be preserved until the accused has reached normal pension age or for 10 years from the date of the allegation if longer.
- Both the DSL and Head Teacher will ensure that all staff should expect to support social workers and other agencies following any referral.

Allegations relating to supply teachers/employees of third party

Eaton House Schools procedures for managing allegations against staff above also apply to staff not directly employed by the schools, for example, supply teachers provided by an employment agency or business ('the agency'). Eaton House Schools will usually take the lead, but agencies/ third party employers will be notified and should co-operate in any enquiries from the LADO, police and/or Children's Services.

In no circumstances will Eaton House Schools decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome.

The Eaton House Schools will discuss with the agency whether it is appropriate to suspend the supply teacher an investigation is carried out but this decision rests with the Head Teachers/Principal, and the LADO.

Referral to the Disclosure & Barring Service (DBS) and Teaching Regulation Agency (TRA)

If the Eaton House Schools ceases to use the services of any person (whether employed, contracted, a volunteer or a student) because that person was considered unsuitable to work with children, a prompt and detailed report will be made to the DBS.

Referrals will be made as soon as possible when an individual is removed from regulated activity. This could include when an individual is suspended, redeployed to work that is not regulated activity, dismissed or when they have resigned.

This will also include anyone who would have been dismissed if they had not resigned first.

For teaching staff, the school also has a legal responsibility to report the matter to the Teaching Regulation Agency (TRA) which may result in a prohibition order being issued by the Secretary of State for Education, as required by sections 141D and 141E of the Education Act 2002.

A report to the TRA may also be made for additional reasons 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'.

Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found in misconduct: the prohibition of teachers (October 2015). Further guidance is published on the TRA website - <https://teacherservices.education.gov.uk/>

The website landing page for reporting a teacher for misconduct can be found at: - [Report serious teacher misconduct - GOV.UK](#)

Low-level Concerns

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside of work, and does not appear to meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

A member of staff may have doubts about the behaviour of another adult towards a pupil, or another child, or concerns about how their own behaviour might be interpreted.

- Examples of such behaviour could include, but are not limited to:
 - being over friendly with children
 - having favourites
 - taking photographs of children on their mobile phone/other device

- engaging with a child on a 1:1 basis in a secluded area or behind a closed door
 - using inappropriate sexualised, intimidating, or offensive language,
- Email, messaging, use of social media sites or other communication between adults and pupils outside agreed protocols
- Any incident where he/she feels that his/her actions or behaviour towards a pupil or that of another adult, may have been misinterpreted or may have given rise to a risk or misinterpretation.
- Staff must report any low-level concerns whatsoever to the Head Teachers/Principal or Safeguarding Governor.
- The Head Teachers/Principal will be the ultimate decision maker in respect of all low-level concerns. The Head Teachers/Principal may wish to consult with the DSL and take a more collaborative decision-making approach if the need arises. (KCSIE 2025).
- Staff are also encouraged, and to feel confident if the need arises, for them to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.
- When a low-level concern has been raised by a third party, the Head Teachers/Principal will collect as much evidence as possible by speaking where possible with the person who raised the concern, to the individual involved and to any witnesses. The name of the person making the report will be noted and requests to remain anonymous will be respected as far as reasonably possible.
- The school will also consider if any wider issues in the school enabled the behaviour to occur or contributed to it, and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence.
- All low-level concerns will be recorded in writing. The record will include:
 - details of the concern.
 - the context in which it arose.
 - evidence collected by the Head Teachers/Principal where the concern has been raised via a third party.
 - the decision categorising the type of behaviour.
 - action taken.
 - the rationale for decisions and action taken.
 - the name of the individual sharing the concerns (respecting any wish to remain anonymous as far as possible)
- Records will be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the school will decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, in which case it will be referred to the LADO.
- The purpose of low-level reporting is to protect both pupils and the staff working with them and allows a system for a simple record to be kept in case events are later referred to or any patterns emerge.
- Low-level concerns relating to supply staff and staff employed by a third party will be reported to the agency/employer in order that any patterns of behaviour may be identified.

- A staff member who reports a low-level concern, or a more serious allegation, in good faith will suffer no detriment as a result and will benefit from the protection set out in the Eaton House Schools Sharing of Concerns (Whistleblowing) Policy.
- If there is any doubt as to whether a low-level concern meets the harms threshold, then the Head Teachers/Principal will consult with the LADO.

Non-recent / Historical allegations

Abuse can be reported no matter how long ago it happened.

Where an adult makes an allegation to the school that they were abused as a child, the individual will be advised to report the allegation to the police.

Non-recent / historical allegations made by a child, will be reported to the LADO in line with Wandsworth Safeguarding Children's Partnership (WSCP), for Eaton House Manor Schools, and Westminster's Access and Assessment Services team, for Eaton House Belgravia, procedures for dealing with non-recent allegations. The LADO will coordinate with Children's Services and the police.

Board of Governors and Proprietorial Oversight

Termly reports are sent to the Board of Governors where we discuss all safeguarding issues, and they will review the data breakdown logged on Eaton House Schools CPOMS system for each term.

In addition, the Head Teachers/Principal speaks to the safeguarding governor about any concerns.

Should the school need to make a referral the governors will be immediately informed.

The SCR is checked by the safeguarding lead at Dukes Education as well as periodically by the Safeguarding Governor and DSL.

Use of school premises by external organisations

Our Board of Governors will ensure that when our schools hire or rent out our facilities to organisations or individuals (for example to community groups, sports associations, and/or service providers to run community or extra-curricular activities) that appropriate arrangements will be in place to keep children safe as per the DfE guidance [After-school clubs, community activities and tuition: safeguarding guidance for providers](#)

If these services or activities are under direct supervision or management of our staff, the Schools arrangements for child protection will apply.

Where services or activities are provided separately by another body our Board of Governors will seek assurance that the external organisation or person concerned has appropriate safeguarding and child protection policies and procedures in place. The external organisation will also agree to inspection of these arrangements and associated documentation when required.

This applies regardless of whether or not the children who attend any of these services or activities are children on the Schools roll.

Our organisation may receive an allegation relating to an incident that happened when an individual or organisation was using our school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities).

As with any safeguarding allegation, our organisation will follow our safeguarding policies and procedures, including informing the LADO.

The Board of Governors will also ensure safeguarding requirements are included in any service level agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

Keeping Children Safe outside of our Organisation

When services or activities are provided separately by another body, The governing body will seek assurances that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school or college on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll.

Our organisation will seek written assurances from any alternative provider that the staff teaching or instructing our pupils have had appropriate safer recruitment checks completed on them as we would complete with our own staff.

This includes written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that the commissioning school can ensure itself that appropriate safeguarding checks have been carried out on new staff.

We will request a letter of assurance from any alternative provider that all safeguarding checks have been completed to the right standard including appropriate level of DBS certificate, barring information (if appropriate) and two satisfactory references obtained to evidence that they are deemed suitable and safe to work with children and young persons.

Our organisation will seek clarification that those same persons have self-declared that they know of no reason why they would not be deemed to work with children and young people and that they are also medically (physically and mentally fit) to work.

The governing body will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of our premises; and that failure to comply with this would lead to termination of the agreement.

The guidance on Keeping children safe in out-of-school settings details the safeguarding arrangements that our organisations should expect these providers to have in place is as below:

<https://www.gov.uk/government/publications/alternative-provision>

Adults who supervise children on work experience

Safer Recruitment Consortium 'Guidance for safe working practice for those working with children and young people in education settings' (Feb 2022) Our organisation will ensure that the placement provider has policies and procedures in place to protect children from harm.

Children's barred list checks via the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement.

The School will consider the specific circumstances of the work experience. Consideration must be given in particular to the nature of the supervision and the frequency of the activity being supervised, to determine what, if any, checks are necessary.

These considerations would include whether the person providing the teaching / training / instruction / supervision to the child on work experience will be:

- unsupervised themselves, and
- providing the teaching/training/instruction frequently (more than three days in a 30-day period, or overnight).

If the person working with the child is unsupervised and the same person is in frequent contact with the child, the work is likely to be regulated activity relating to children.

If so, the School will ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person.

Whilst it is acknowledged that Eaton House School is not able to request that an employer obtains an enhanced DBS check with children's barred list information for staff supervising children aged 16 to 17 on work experience, it will still make enquiries with that work placement provider to seek assurances on what checks are completed on their staff.

If the activity undertaken by the child on work experience takes place in a 'specified place, such as in a nursery, school or sixth form college environment, and gives the opportunity for unsupervised contact with children / young people, this may itself be considered to be regulated activity relating to children. In these cases, and where the child doing the work experience is 16 years of age or over, the work experience provider e.g. nursery, school or sixth form college should consider whether a DBS enhanced check should be requested for the child in question. DBS checks cannot be requested for children under the age of 16.

Other documents informing the policy

1. Safer Recruitment Consortium 'Guidance for safe working practice for those working with children and young people in education settings'

<https://saferrecruitmentconsortium.org/>

2. NSPCC guidance 'Online safety and school'

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

3. Mental health and behaviour in schools: departmental advice

<https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>

4. *When to call the police*, non-statutory guidance from the National Police Chiefs' Council

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20police%20guidance%20for%20schools%20and%20colleges.pdf>

5. DfE advice 'Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers

https://assets.publishing.service.gov.uk/media/66320b06c084007696fca731/Info_sharing_advice_content_May_2024.pdf

7. DfE Searching Screening and Confiscation Advice for schools

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

8. UKCIS Education Group: Sharing nudes and semi-nudes: advice for education settings working with children and young people

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

9. Designated teacher for looked after children

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

10. Counselling in schools: *a blueprint for the future*

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/497825/Counselling_in_schools.pdf

11. UK Council for Internet Safety (UKCIS) guidance: *Education for a connected World*

<https://www.gov.uk/government/publications/education-for-a-connected-world>

12. The UKCIS ***external visitors' guidance*** will help schools and colleges to ensure the

maximum impact of any online safety sessions delivered by external visitors

<https://www.gov.uk/government/publications/using-external-visitors-to-support-online-safety-education-guidance-for-educational-settings>

13. National Crime Agency's CEOP education programme: Thinkuknow

<https://www.ceopeducation.co.uk/>

14. Public Health England: ***Every Mind Matters***

<https://www.gov.uk/government/news/public-health-england-launches-new-every-mind-matters-campaign>

15. Harmful online challenges and online hoaxes - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support.

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

16. London Grid for Learning – undressed guidance,

[Undressed \(lgfl.net\)](http://lgfl.net)

17. Force Marriage Unit resources

<https://www.gov.uk/guidance/forced-marriage>

18. Forced Marriage – The Right to Choose

<https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage>

19. County Lines – disruption toolkit

<https://www.gov.uk/government/publications/child-exploitation-disruption-toolkit>

20. Operation Encompass

The helpline is available 8AM to 1PM, Monday to Friday on **0204 513 9990** (charged at local rate).

[Home : Operation Encompass](#)

Appendix1: Categories of abuse and specific Safeguarding issues

Abuse, neglect and exploitation

Eaton House Schools staff are aware that abuse, neglect and 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. Therefore, staff should always be vigilant and always raise any concerns with the DSL or DDSL.

Some staff may feel that the content of this appendix does not apply to them due to the age-range and nature of activity described.

However, all staff must be prepared to act on disclosures from any child or parent / carer which may be occurring or witnessed outside of their organisation.

Adults or young people from within or outside of their organisation may also commit inappropriate acts which are or can cause risk of harm to young people. Therefore, information in this section is deemed relevant to be read and understood by all.

It is therefore essential that all staff are familiar with the rest of the information contained in this policy and assume it would never occur in their establishment and if any doubt refer anything reported to the DSL in the first instance.

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse including where they see, hear or experiences its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. (KCSIE 2025)

KCSIE 2025 also states the following:

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.

The DSL will ensure that all staff are aware of the signs of abuse. The following information on signs of abuse is intended as a guide only; signs listed in one category may apply equally to another, as behaviours can be very interlinked.

Any concerns, whether they are listed below or not, should be brought to the attention of the DSL immediately. The following signs are not conclusive evidence but may be a warning, particularly if a pupil exhibits several signs or a pattern emerges. It is important to remember that there may also be explanations, other than abuse, for a pupil showing such signs.

Categories of Abuse

The main categories of abuse outlined in KCSIE, are

- Physical abuse
- Emotional abuse (including domestic abuse)
- Sexual abuse
- Neglect

Risk factors

In an abusive relationship the child may

- appear frightened or wary of the parent/s or other adult
- act in a way that is inappropriate to her/his age and development, although full account needs to be taken of different patterns of development and different ethnic groups.
- The parent or carer may
 - persistently avoid child health promotion services and treatment of the child's episodic illnesses
 - have unrealistic expectations of the child
 - frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
 - be absent or misusing substances
 - persistently refuse to allow access on home visits
 - be involved in domestic violence.

Staff should be alert to changes in a pupil's behaviour if there is a new carer (e.g., nanny or au pair) in the pupil's home.

Recognising signs of physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

The following are often regarded as indicators of concern:

- an explanation which is inconsistent with an injury
- several different explanations provided for an injury
- unexplained delay in seeking treatment
- the parents/carers are uninterested or undisturbed by an accident or injury
- parents are absent without good reason when their child is presented for treatment
- repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- family use of different doctors and A&E departments
- reluctance to give information or mention previous injuries
- two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)

- repeated or multiple bruising on the Head or on parts of the body unlikely to be injured accidentally
- variation in colour, possibly indicating injuries caused at different times
- the outline of an object used, e.g., marks from a belt or a hairbrush, or of a handprint
- bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- bruising around the face
- grasp marks on small children
- bruising on the arms, buttocks and thighs may be an indicator of sexual abuse
- bite marks
- circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- scalds that have a line indicating immersion or poured liquid (a child getting into hot water of his/her own accord will struggle to get out and cause splash marks)
- scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath
- medical attention is sought after a period of delay when a fracture has caused symptoms such as swelling, pain or loss of movement.

Recognising signs of emotional abuse

Another form of abuse is 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 he or she is worthless or unloved, inadequate, or valued only insofar as meeting the needs of another person. It may include not giving the child opportunities to express his or her views, deliberately silencing the child or 'making fun' of what he or she says or how the child communicates. It may feature age or developmentally inappropriate expectations being imposed on the 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, including domestic violence.

It may involve serious bullying (including cyberbullying), causing the child frequently to feel frightened or in danger, or the exploitation or corruption of the child. Some level of emotional

abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

The following may be indicators of emotional abuse:

- developmental delay
- abnormal attachment between a child and parent/carer, e.g.,
- excessive anxiety on the part of either
- indiscriminate attachment or failure to attach

- aggressive behaviour towards others
- scape-goated within the family
- frozen watchfulness, particularly in pre-school children
- low self-esteem and lack of confidence
- withdrawn or seen as a “loner” – difficulty relating to others
- reverting to younger behaviour
- depression, withdrawal
- fear of academic failure or ‘getting things wrong’.

For further information on bullying, including cyber bullying, please see Eaton House Schools Anti-bullying Policy.

Recognising signs of sexual abuse

Sexual abuse 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 oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching the 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 (including via the internet). 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.

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about, and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child makes a disclosure. There may be no physical signs and indications are more likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are

- inappropriate sexualised conduct
- sexually explicit behaviour, play or conversation, inappropriate to the pupil’s age
- continual and inappropriate or excessive masturbation
- self-harm (including eating disorders), self-mutilation and suicide attempts
- involvement in prostitution or indiscriminate choice of sexual partners
- an anxious unwillingness to remove clothes, e.g. for sports events (but this may be related to cultural norms or physical difficulties).
- Some physical indicators associated with this form of abuse are:

- pain or itching of genital area
- blood on underclothes
- pregnancy in a younger girl where the identity of the father is not disclosed
- physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

Staff should also be aware of the possibility of sexual exploitation.

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected too inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and

May cause developmental damage. A useful umbrella term is "***harmful sexual behaviour (HSB)***". The term has been widely adopted in child protection and is used in this advice.

HSB can occur online and/or face-to-face and can also occur simultaneously between the two. HSB should be considered in a child protection context.

Signs of neglect

Neglect may 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 as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to;

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caregivers)
- ensure access to appropriate medical care or treatment.
- be responsive to a child's basic emotional needs.

The following may be indicative of neglect of a child:

- the child is dirty, smelly, poorly clothed or appears underfed
- the child has lingering illnesses which are not attended to
- there is a marked deterioration in schoolwork
- the child exhibits significant changes in behaviour, aggressive behaviour, severe tantrums
- an air of 'detachment' or a 'don't care' attitude
- overly compliant behaviour
- a child who is reluctant to go home or is kept away from school for no apparent reason
- 'tummy pains' with no medical reason
- running away from home, suicide attempts
- extreme anger, sadness or depression
- child left with adults who are intoxicated or violent

- child left alone for excessive periods
- child thrives away from home environment.

Affluent neglect

Staff should also be aware of the impact of affluent neglect, which refers to the neglect experienced by children in more wealthy families. This can be difficult to identify, as the type of neglect experienced by children in these circumstances is often emotional.

Parents may work very long hours or be absent for extended periods, leaving children in the care of paid carers. This can create an emotional disconnect and leave children feeling isolated and lonely, with their emotional needs unfulfilled by their parents.

Affluent parents may also subject their children to a high amount of pressure to succeed academically, or in other pursuits such as sport or music, which can lead to psychological and emotional problems.

Absent parents may also have little knowledge of what their children are doing.

This can lead to increased risks with children who may spend long periods online or at an older age have the financial means to facilitate drug abuse and the independence to engage in harmful sexual activity.

Specific safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Below are some safeguarding issues all staff should be aware of.

Extensive guidance on a wide variety of specific issues can be found in **Annex B of KCSIE** and in other guidance listed at the end of this policy.

- Child abduction and community safety incidents
- Children missing from education – also see Attendance Policy
- Children and the court system
- Children missing from education
- Children with family members in prison
- Child criminal exploitation (CCE) (including county lines/gangs) & child sexual exploitation (CSE)domestic abuse
- Fabricated or induced illness
- Homelessness
- So-called ‘honour based’ abuse, female genital mutilation (FGM) and forced marriage
- Mental health
- **Child-on-child** abuse including: Nudes/semi-nudes, youth produced sexual imagery
 - Sexual violence and sexual harassment
 - Up-skirting
 - Online behaviour and cybercrime

- Private fostering
- Preventing radicalisation (including Channel)

Guidance and practical support on specific safeguarding issues or concerns will be sought where necessary by the DSL.

The DSL will ensure that staff are aware of specific issues including, but not limited to: **child-on-child** abuse; sexual violence and sexual harassment; online abuse, including imagery; domestic abuse; parents affected by drug or alcohol abuse; child sexual exploitation, female genital mutilation; fabricated or induced illness; children missing education; preventing radicalisation; mental health

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child.

Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

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 available on the gov.uk website.

5–11-year-olds: <https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>

12–17-year-olds: <https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds>

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. The schools may refer some parents and carers to this service where appropriate.

Children who are absent from education

At Eaton House Schools we adhere to statutory guidance of '[Working Together to Improve School Attendance](#)'. All staff should be aware of the safeguarding responsibilities for children who are absent from education, particularly on repeat occasions, or for prolonged periods, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of them going missing in future.

Our organisation's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Further information and support which our organisation draws upon, includes:

Working together to improve school attendance

https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf

Early years foundation stage statutory framework (July 2025)

https://assets.publishing.service.gov.uk/media/687105a381dd8f70f5de3ea9/EYFS_framework_for_group_and_school_based_providers_.pdf

Children missing education - DfE statutory guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

Child missing from home or care - DfE statutory guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/307867/Statutory_Guidance_-_Missing_from_care_3_.pdf

Children and adults missing strategy - Home Office strategy

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/117793/missing-persons-strategy.pdf

Further information for colleges providing education for a child of compulsory school age can be found in: Full-time-Enrolment of 14- to 16-year-olds in Further Education and Sixth Form Colleges.

<https://www.gov.uk/government/publications/full-time-enrolment-of-14-to-16-year-olds-in-further-education-and-sixth-form-colleges/full-time-enrolment-of-14-to-16-year-olds-in-further-education-and-sixth-form-colleges-2023-to-2024-academic-year>

We adhere to the following procedures and processes to ensure there is an appropriate safeguarding response to children who are absent from education:

- All pupils are recorded on the Schools admission register and their attendance is recorded in the daily attendance register.
- Staff must be aware that repeated absence may be an indicator of can be a potential indicator of abuse or neglect and repeated absence must be brought to the attention of the DSL.
- All unexplained absences will be followed up in accordance with the Attendance and Truancy Policy for each of the schools.

- The local authority is informed of any child whose name is added to or deleted from the admission register at a non-standard transition point, in accordance with Working together to improve school attendance.
- If a pupil leaves the schools, whether there are any concerns about that child or not, the schools will seek to obtain, for inclusion in the return the name of the future school, the expected date of the child's first day there, and, if applicable, the family's new home address and the date on which the family will be moving to it.
- The schools will also follow up directly by phone call or email with any future school to establish that the leaver has indeed turned up on day one at their intended destination
- If there are concerns about a pupil and a parent refuse to supply the information this may also result in a report to Children's Services.
- The school will inform the local authority of any pupil who fails to attend school regularly or who has been absent without the Schools permission for a continuous **period of ten days or more**.
- However, our organisation will endeavour to deal with any unexplained or unusual patterns of attendance or absence well before this statutory requirement and on most occasions before a **continuous period of 5 days**.
- If a pupil who has current involvement with Children's Services is absent from the school the normal procedure of a first day call to the home will be followed.
- The pupil's social worker must be informed of all absences promptly, and immediately, if no response is received or if no adequate or credible reason is given for the absence.
- When a pupil moves to another school, the DSL must inform the receiving school without delay that child protection records. Within 5 days the original records must be passed on either by hand or sent by Royal Mail Special Delivery Guaranteed or Royal Mail Signed For post and a receipt obtained at the post office at which the letter with the records is handed in. Duplicate records must be retained. Duplicate records should be kept securely until the pupil reaches the age of 25 years.
- The school holds contact details for both parents (unless a parent is deceased, or a parent has no contact with the child) and two emergency contact numbers.

Please also see the Attendance Policy.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Victims can be exploited even when the sexual activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

The schools are aware that often a child is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. However, staff must act on their concerns as they would for any other type of abuse.

Children also rarely self-report CSE so staff must be particularly vigilant to potential indicators of risk.

There are three main types of child sexual exploitation:

Inappropriate relationships:

Usually involves just one abuser who has inappropriate power –physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

Boyfriend:

Abuser grooms the victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims are required to attend parties and sleep with multiple men and threatened with violence if they try to seek help.

Organised exploitation and trafficking:

Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

Any concerns that a child is being or is at risk of being sexually exploited should be passed immediately to the DSL. If a child is in immediate danger the police should be called on 999.

Criminal Exploitation (CCE) including gangs and County Lines

CCE is also a form of abuse and involves taking advantage of an imbalance in power to coerce, manipulate or deceive a child into criminal activity.

Criminal exploitation of children is a typical feature of county lines criminal activity where children and young people are recruited to transport drugs. Key identifying features of involvement in county lines are when children are missing.

Staff should be aware of the key indicators of children being sexually or criminally exploited which can include:

- Going missing for periods of time or regularly coming home late,
- regularly missing school or education or not taking part in education,
- appearing with unexplained gifts or new possessions,
- associating with other young people involved in exploitation,
- having older boyfriends or girlfriends,
- suffering from sexually transmitted infections,
- mood swings or changes in emotional wellbeing,
- drug and alcohol misuse,
- displaying inappropriate sexualised behaviour.

Domestic abuse

Domestic abuse includes any incident or pattern of incidents of controlling, coercive, threatening behaviours, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidences. The abuse can be but not limited to, psychological, physical, sexual, financial and emotional.

Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and / or suffer domestic abuse in their own intimate relationships (**teenage relationship abuse**). All of which can have a detrimental long-term impact on their health, well-being, development, and ability to learn.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Domestic abuse may lead to other safeguarding concerns and should therefore be managed under this policy.

All staff are aware that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. We understand that children can be victims of domestic abuse. Where they see, hear or experience the effects, this can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Extra-familial Harms

All our staff, but especially the designated safeguarding lead (and deputies) will consider whether children are at risk of abuse or exploitation in situations **outside their families**.

Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) **sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse)**, criminal exploitation, serious youth violence, county lines, and radicalisation.

Multi-agency practice principles for responding to child exploitation and extra-familial harm – non-statutory guidance for local areas, developed by the Tackling Child Exploitation (TCE) Support Programme, funded by the Department for Education and supported by the Home Office, the Department for Health and Social Care and the Ministry of Justice can be found at:

<https://tce.researchinpractice.org.uk/>

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

Operation Encompass

When police are called to an incident of domestic abuse and there is a child(ren) in the household the police will usually inform the DSL in the schools before the child(ren) arrives at the schools the following day. This ensures that the schools have up to date relevant information about the child's circumstances and can enable appropriate support to be given to the child.

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead (or deputy)) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs.

Operation Encompass **does not replace statutory safeguarding procedures**. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website. Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse.

The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate)

Homelessness

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

The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

So called 'honour based' abuse (HBA)

HBA is a collection of practices, which are used to control behaviour and exert power within families to protect perceived cultural and religious beliefs and/or honour.

Such abuse can occur when perpetrators perceive that an individual has shamed the family and/or community by breaking their honour code this includes Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

There is a statutory duty on teachers to personally report to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate.

If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or it involves a pupil over 18, teachers should follow the Schools local safeguarding procedures.

Female Genital Mutilation

Female genital mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is a form of child abuse and is illegal in the UK. A pupil may have difficulty walking, sitting or standing and may even look uncomfortable. A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating. There may be prolonged or repeated absences from school and/or noticeable behaviour changes (e.g. withdrawal or depression) on the pupil's return.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHCE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Mandatory Reporting of FGM

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. This will usually come from a disclosure.

Under no circumstances should school staff physically examine pupils.

The duty applies to the individual who becomes aware of the case to make a report direct to the Police by dialing 101.

The report should be made immediately.

The duty to report should not be transferred to the DSL, however the DSL must be informed. Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including by dialing 999 if appropriate.

Forced Marriage

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. A forced marriage is not the same as an arranged marriage which is common in many cultures. Forcing a person into a marriage is a crime in England and Wales.

The Forced Marriage Unit (FMU) has created: multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of schools and colleges) and, multi-agency statutory guidance for dealing with forced marriage, which can both be found at The right to choose: government guidance on forced marriage -

GOV.UK ([Welcome to GOV.UK \(www.gov.uk\)](https://www.gov.uk))

School staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fcdo.gov.uk

In addition, **since February 2023** it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Mental health

Schools and colleges have an important role to play in supporting the mental health and

wellbeing of pupils. Mental health problems can also, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Early intervention to identify issues and provide effective support is crucial. The Schools role in supporting and promoting mental health and wellbeing can be summarised as:

- Prevention: the creation of a safe, calm school environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stresses of life effectively.
- This includes teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities.
- Identification: recognising emerging issues as early and accurately as possible
- Early support: helping pupils to access early support and intervention
- Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

When the schools suspect that a pupil is having mental health difficulties, support will be put in place, using a graduated response process.

1. an assessment to establish a clear analysis of the pupil's needs.
2. a plan to set out how the pupil will be supported.
3. action to provide that support.
4. regular reviews to assess the effectiveness of the provision

Adverse Childhood Experiences (ACEs) and other events may also have an impact on pupils.

These include:

- loss or separation – resulting from death, parental separation, divorce, hospitalization
- loss of friendships (especially in adolescence)
- family conflict or breakdown that may result in the child having to live elsewhere, being taken into care or adopted, deployment of parents in armed forces families
- life changes – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school
- traumatic experiences such as abuse, neglect, domestic violence, bullying, violence, accidents or injuries.
- other traumatic incidents such as a natural disasters or terrorist attacks - Where children - experience a range of emotional and behavioural problems that are outside the normal range for their age, they might be described as experiencing mental health problems or disorders.
- Mental health professionals have classified these as:
 - emotional disorders - phobias, anxiety states and depression
 - conduct disorders - stealing, defiance, fire-setting, aggression and antisocial behaviour
 - hyperkinetic disorders - disturbance of activity and attention
 - developmental disorders - delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders
 - attachment disorders - children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers
 - Trauma disorders, such as post-traumatic stress disorder, as a result of traumatic experiences or persistent periods of abuse and neglect
 - other mental health problems including eating disorders, habit disorders, somatic disorders; and psychotic disorders such as schizophrenia and manic-depressive disorder

Only appropriately trained professionals can make a diagnosis of a mental health problem.

School and college staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have any concerns about the mental health of a child, they should report this to the DSL immediately following the procedures outlined in this policy.

More information can be found in the DfE 'Mental Health and Behaviour in Schools guidance.

Child-on-Child Abuse (formerly known as Peer-on-peer abuse)

(also see Anti-bullying policy, Staff Behaviour Safeguarding (Code of Conduct) Policy, PHSE and RSE Policies)

Children are also vulnerable to abuse by their peers. The school has a zero-tolerance approach to such abuse and it will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". Staff will always challenge such behaviours. Any child can be vulnerable to **child-on-child** abuse and staff should be alert to signs of such abuse amongst all children. However, individual, and

situational factors can increase a child's vulnerability to abuse by their peers. For example; children who are more likely to follow others and/or who are socially isolated from their peers may be more vulnerable as may pupils with SEND or certain medical conditions. Children who are LGBT can also be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Children who are lesbian, gay, bisexual, or trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, in line with 'Keeping Children Safe in Education', we recognise that these children and in some cases children who are perceived by other children to be lesbian, gay or bisexual can be just as vulnerable as children who are.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. Our staff will therefore endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns whenever needed.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and staff will be made aware of the range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse from the statutory guidance available.

The Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism and/or attention deficit hyperactivity disorder.

Our staff will work with families of those young persons who may be questioning their own gender and encourage them to seek clinic help and advice from a clinical professional with relevant experience.

Our staff, when supporting a gender questioning child, will take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying.

All children involved whether victim or perpetrator will be treated as "at risk" and supported. The school recognises the gendered nature of **child-on-child** abuse and that it is more likely that girls will be victims and that boys will be perpetrators, but all **child-on-child** abuse is unacceptable and will be taken seriously.

Staff are made aware that **child-on-child** abuse may happen inside or outside school or online and that that even if there are no reports in the school it does not mean **child-on-child** abuse is not happening, it may be the case that it is just not being reported. A member of staff receiving an allegation of abuse by a pupil, or with concerns about a pupil, should report this immediately to the DSL following the reporting procedures outlined above.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence and sexual harassment (see below and Part five of KCSIE)
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Up-skirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission
- Initiation/hazing type violence and rituals.

Where a child or young person may be asked to perform an act or series of inappropriate acts to gain membership to a group or partake in the wearing of a plastic bag over their head to allegedly heighten sexual experience before they pass out.

Through safeguarding training and anti-bullying training, staff will be made aware of Schools Pupil Behaviour, Discipline and Exclusions Policy, Anti-bullying Policy and safeguarding procedures as appropriate.

- It may be appropriate to regard a young person's behaviour as abusive if:
- There is a large difference in power (for example age, size, ability, development) between the young people concerned.
- The perpetrator has repeatedly tried to harm one or more other children.
- There are concerns about the intention of the alleged perpetrator.
- There is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm

The DSL will not undertake any enquiry or investigation where a case is referred to Children's Services or the police.

The initial assessment of any allegation will be made by Children's Services and the DSL to judge whether there is a need for immediate action to protect the pupils involved, whether the allegation is demonstrably false or whether there has been inappropriate behaviour that can be dealt with through the Schools usual disciplinary procedures.

The DSL will lead enquiries at the Schools level if agreed with the relevant investigating agencies.

The DSL will inform the parents of the pupil making the allegation and explain the likely course of action. If Children's Services or the police have been informed the schools will follow the relevant agency's guidance about what information may be disclosed and to whom.

The DSL will ensure the parents of the pupil who is the alleged perpetrator are informed about the allegation and the likely course of action. If Children's Services or the police have been informed the school will follow the relevant agency's guidance about what information may be disclosed and to whom.

The necessary support and any required sanctions following **child-on-child** abuse will be determined on a case-by-case basis.

The Head Teachers/Principal will make the decision whether or not to suspend or exclude the pupil(s) involved.

The DSL will keep a written record of all conversations with parents and other professionals and any decisions made

The management of pupils with harmful behaviour (including sexually harmful behaviour) can be complex. The schools will follow guidance and work with other relevant agencies to support perpetrators and to maintain the safety of the whole school community.

Appropriate support in schools, and from outside agencies if applicable, will also be put in place for any victims or any other pupil affected. The support offered in these circumstances will be determined on a case-by-case basis depending on the circumstances.

If pupils are found to have made malicious allegations, appropriate sanctions will be applied, which could include temporary or permanent exclusion.

Strategies to reduce the risk of child-on-child abuse

Preventative strategies for **child-on-child** abuse are regularly considered. Eaton House Schools has an ethos where pupils feel safe to share information about anything that is upsetting them and any derogatory language or behaviour is always by staff.

There is a strong and positive PHSE and RSE curriculum and pastoral care system, which gives pupils an open forum to talk things through and explore disputes or difficulties. The IT curriculum also teaches pupils about acceptable online behaviour.

The School Council provides a 'pupil voice' and encourages pupils to develop the rules and boundaries of acceptable behaviour.

Prejudiced Behaviour

Pupils may also display hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities, special educational needs, medical conditions, ethnic, cultural and religious backgrounds, gender, home life and sexual identity. These factors can make it more difficult for a child to report abuse.

Child-on-child Abuse - sexual violence and sexual harassment

The school also has a **zero-tolerance** approach to any form sexual violence and sexual harassment; it is never acceptable and **will not be tolerated**.

All staff working or volunteers working in our organisation have been advised to maintain an attitude of **"it could happen here"**.

Staff have been trained to be aware of and respond to ALL reports and concerns relating to sexual violence and / or sexual harassment both online and offline, including those which might be happening outside the school. Our DSL will take charge of procedures following a report on sexual violence / sexual harassment.

Sexual violence and sexual harassment can occur between children or groups of children of any age and sex, and within intimate personal relationships between peers.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

A victim must never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, or any other form of abuse. Nor should a victim ever be made to feel ashamed for making a report.

However, it should be made clear to any alleged victim that their information stated may have to be passed onto relevant people to help support them with their disclosure.

Staff should follow the processes outlined in this policy when dealing with any report of sexual violence or sexual harassment, including those that have happened outside the school and/or online.

A child displaying harmful sexual behaviour may also be an indication that they are a victim of abuse themselves.

When responding to a report of sexual violence the DSL will decide on the response following the advice in Section 5 of KCSIE.

This will include

- Initial response - considering the needs of both victim(s) and alleged perpetrator(s).

The victim will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support they will be offered.

This however will be balanced against the Schools duty and responsibilities to protect other children and the following factors below:

- The nature of the alleged incident (s), including whether a crime may have been committed and /or whether Harmful Sexual Behaviour (HSB) has been displayed.
- The ages of children involved.
- The developmental stages of the children involved.
- Any power imbalance between the children – are alleged perpetrators significantly older, more mature, confident and well-known social standing? Does the victim have a disability or learning difficulty?
- Is the incident a one-off or sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- Has the sexual violence / harassment taken place within an intimate personal relationship?
- Importance of understanding intra familial harms and any necessary support for siblings following incidents.
- Any on-going risks to victim, other children, adult students or school or college staff?
- Other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation?

The DSL will also review the following when responding to a report of sexual violence in order to make sure the right procedures are carried out

- Record Keeping
- Risk Assessment of the disclosure / event.
- Consideration of most appropriate response: internal management, early help, referral to Children's Social Care and/or referral to the Police.
- Ongoing response – safeguarding and support for all parties

The DSL will not undertake any investigation where it is decided a case must be referred to Children's Services or the police.

The initial assessment will be made by Children's Services and the DSL to judge whether there is a need for immediate action to protect the pupils involved. The DSL will lead enquiries at the Schools level if agreed with the relevant investigating agencies.

Support will depend on the circumstances of each case and the needs of the child, it may include completion of risk assessments to support children to remain in school whilst safeguarding other children and the victim, delivery of early intervention in respect of HSB and/or referral to [The Harbour Centre Sexual Assault Referral Centre](#) (SARC) where a pupil discloses a rape, an attempted rape or a serious sexual assault whether this has happened recently or in the past. The SARC also has a 24/7 helpline 01603 276381 if pupils or staff need to speak to a Crisis Worker for help & advice. Referral forms can be found on [The Harbour Centre website](#). The DSL will always contact the police in cases of rape and serious sexual assault as per the guidance [When to call the Police: a guide for schools and colleges, National Police Chiefs Council](#).

The DSL will inform the parents of the pupil making the allegation and the alleged perpetrator and will explain the course of action, unless this is considered to place either of them at further harm.

If Children's Services or the police have been informed the school will follow the relevant agency's guidance about what information may be disclosed and to whom.

The DSL will keep a written record of all conversations with parents and other professionals and any decisions made.

Considering confidentiality and anonymity

Confidentiality

Staff taking a report should never promise confidentiality as it is very likely that it will be in the best interest of the victim to seek advice and guidance from others to provide support and engage appropriate agencies.

The schools will only engage staff and agencies who are required to support the children involved and/or be involved in any investigation.

The victim may ask the schools not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies.

For example, the public task basis may apply, where the overall purposes is to perform a public interest task or exercise official authority, and the task or authority has a clear basis in law.

Staff MUST seek advice from the designated safeguarding lead (or deputy), who will consider the following:

- parents or carers should normally be informed (unless this would put the victim at greater risk)
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and the police.

Rape, assault by penetration and sexual assaults are crimes.

Where a report of rape, assault by penetration or sexual assault is made, this will be referred to the police.

Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

Ultimately, the designated safeguarding lead (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children.

If the designated safeguarding lead (or a deputy) decide to go ahead and make a referral to local authority children's social care and/or a report to the police against the victim's wishes, this will be handled extremely carefully, and the reasons will be explained to the victim and appropriate specialist support will be offered to the child.

Anonymity

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, appropriate staff will be aware of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately.

We will do all we can as an organisation to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved.

We will also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

The management of pupils with harmful behaviour (including sexually harmful behaviour) can be complex. The schools will follow guidance and work with other relevant agencies to support perpetrators and to maintain the safety of the whole school community.

Any sanctions required following a report of **child-on-child** abuse will be determined on a case-by-case basis.

Risk assessment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual

harassment, the need for a risk assessment will be considered on a case-by-case basis. The risk and needs assessment for a report of sexual violence will consider:

- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator(s)
- all the other children, (and, if appropriate, adult students and staff) at the schools, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and
- The time and location of the incident, and any action required to make the location safer.
- Risk assessments should be recorded (paper or electronic) and will be kept under review. At all times, we will be actively considering the risks posed to all our children and young people and put adequate measures in place to protect and keep the child safe.

Appropriate Support for Victim and Perpetrator

Appropriate support in schools, and from outside agencies if applicable, will also be put in place for any victims or any other pupil affected. The support offered in these circumstances will be determined on a case-by-case basis depending on the circumstances.

This will include pastoral support for both perpetrator and / or victim, through in-house counselling, reflection or behaviour modification support which may also be sought from external specialist agencies.

In all cases the schools will monitor the progress of both perpetrator and victim to ensure that this type of behaviour does not occur again.

E-safety and online behaviour

The school adopts a whole school approach to online safety which seeks to reduce risk as far as possible without depriving pupils of the significant benefits provided by technology and the internet. Computing and PSHE lessons are used to help pupils to understand and avoid the risks associated with 'online activity'.

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

- content: being exposed to illegal, inappropriate, or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm.
- commerce: - risks such as online gambling, inappropriate advertising, phishing and or financial scams

Eaton House Schools Online Safety Policy explain the responsibilities of staff in relation to keeping pupils safe online.

Eaton House Schools does all it reasonably can to limit the pupil's exposure to the above risks in school. It has sophisticated filters and monitoring systems in place, which are designed to protect them from online abuse without imposing unreasonable restrictions and preventing pupils benefitting from the wealth of resources available online.

Pupils also receive guidance on the safe use of the internet and are educated about the risk of online harm (including anti-bullying) primarily through their Computing and PSHCE lessons.

Cyber-bullying by pupils, via texts, direct messages, social media or email, will be treated as seriously as any other type of bullying and will be managed through the Schools anti-bullying policy and procedures.

Social networking sites and other apps can be sources of risk of inappropriate and harmful behaviour. If staff suspect that a pupil may be at risk of or suffering from online harm, they should follow the reporting procedures set out in this policy.

Remote Education

Remote education can be defined as when the Eaton House Schools are in regular contact with pupils who have logged onto the system for receiving the delivery of educational lessons over the internet. This method of delivery is classed by our organisation as **lone working** if only one tutor is working with one pupil over the internet e.g. holding a tutorial or an online peripatetic lesson.

Therefore, specific arrangements must be in place to safeguard both parties involved in the session. All our staff who deliver online learning will be appropriately trained to do so.

Eaton House Schools will ensure that those communications will be used to reinforce the importance of children being safe online and enable parents and carers to understand what systems Eaton House Schools uses to filter and monitor online use.

Parents and/or carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from Eaton House Schools and if their child is going to be interacting with online.

Filters and monitoring

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, our Board of Governors will do all they can to limit our children's exposure to the above risks from the Eaton House Schools IT system.

Youth produced sexual imagery, nudes/semi-nudes, sexting, up-skirting

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute inappropriate imagery (nudes, semi-nudes, sexting) in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

Up-skirting is also a criminal offence and typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their

genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.

Anyone of any gender can be a victim.

If a member of staff becomes aware of an incident involving inappropriate material (whether this has taken place in or out of school) they should follow the safeguarding procedures and report it to the DSL immediately.

The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view images, delete images or look for further images. They should not copy or print images, nor forward images by email or any other electronic means.

Parents / carers will be informed at an early stage of inappropriate online behaviour, unless there is reason to believe that involving parents would put the pupil at risk of harm.

If there is concern a young person has been harmed or is at risk of harm a referral will be made to Children's Services, or the police following the procedures as outlined above.

Thresholds of Sexual behaviour by children

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate, or abusive will hinge around the related concepts of true consent, power imbalance and exploitation.

Developmental sexual activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional, and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Children's sexual behaviour is usually categorised by professionals using the following **'traffic light' approach**:

Green behaviours reflect safe and healthy sexual development. They

are:

- Displayed between children or young people of similar age or developmental ability
- Reflective of natural curiosity, experimentation, consensual activities, and positive choices

Amber behaviours have the potential to be outside safe and healthy development. They may be:

- Unusual for that particular child or young person
- Of potential concern due to age or developmental differences

- Of potential concern due to activity type, frequency, duration or the context in which they occur.

Amber behaviours signal the need to make a report to the DSL.

Red behaviours are outside safe and healthy behaviour. They may be:

- Excessive, secretive, compulsive, coercive, degrading or threatening
- ii. Involving significant age, developmental or power differences
- iii. Of concern due to the activity type, frequency, duration or the context in which they occur.

Red behaviours would indicate a need for referral to Children's Services.

Preventing Radicalisation

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This is known as the '**Prevent Duty**'. Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of Eaton House Schools safeguarding approach.

Radicalisation refers to the process of legitimising support, or use of terrorist violence.

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs 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).

It can also call for the death of members of the armed forces, whether in this country or overseas.

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

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside school
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)

- Secretive behaviour
- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti, artwork or writing that displays extremist themes
- Attempts to impose extremist views or practices on others
- Verbalising anti-Western or anti-British views
- Advocating violence towards others

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability. At Eaton House Schools, we will ensure that:

- Through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.
- The DSLs has received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.
- The DSL will make referrals in accordance with Wandsworth Channel Procedures

<https://www.wandsworth.gov.uk/community-safety/counter-terrorism-and-counter-extremism/prevent-counter-terrorism/#:~:text=However%2C%20anyone%20in%20Wandsworth%20can,best%20way%20to%20provide%20support.>

<https://www.rbkc.gov.uk/lscp/information-professionals-and-volunteers/radicalisation-and-extremism>

Martyn's Law (Terrorism Protection of Premises Act 2025 - Unwanted Visitors / Lockdown procedures)

Martyn's Law – The Terrorism (Protection of Premises) act 2025 became law on 3rd April 2025. Named after Martyn Hett who was sadly killed in the Manchester Arena bombing on 22nd May 2017.

Whilst this policy has been written taking into account child protection guidance provided from the Prevent Duty, our organisation will be working towards achieving the STANDARD TIER recommendations for venues who can hold between (100 to 799 persons) as laid out in Martyn's Law.

Eaton House Schools will ensure steps have been taken to prepare for any potential terrorist attack and be ready to help keep our young people, staff and anyone else on the premises in the event of any attack or unwanted intruder on the premises.

Eaton House Schools has a member of the senior leadership who has been appointed to oversee the roll out of security procedures to meet our duty under the new Act is:

Liam Corbett, Bursar.

Please refer to our lockdown policy for further information which can be found at:

Private Fostering

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 years old or 18 years old if the child is disabled.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. However, where a member of staff becomes aware that a child may be in a private fostering arrangement, they must notify the DSL immediately.

Fabricated Illness

Fabricated or induced illness is a condition whereby a child has suffered, or is likely to suffer, significant harm through the deliberate action of their parent and which is attributed by the parent to another cause.

There are three main ways of the parent fabricating (making up or lying about) or inducing illness in a child:

- Fabrication of signs and symptoms, including fabrication of past medical history.
- Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluid.
- Induction of illness by a variety of means

Further information may be found at :- https://www.londoncp.co.uk/fab_ind_ill.htm

Appendix 2: Human Rights and Equality Act

Human Rights Act

The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them. Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention.

The specific convention rights applying to schools and colleges are:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, and Protocol 1,
- Article 2: protects the right to education. Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances. Further information (including on absolute and qualified rights) can be found at Human Rights | Equality and Human Rights Commission (equalityhumanrights.com).

Equality Act 2010

Schools and colleges have obligations under the Equality Act 2010 (the Equality Act 2010).

According to the Equality Act, schools and colleges must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

Whilst all of the above protections are important, in the context of safeguarding, this guidance, and the legal duties placed on schools and colleges in relation to safeguarding and promoting the welfare of children, governing bodies and proprietors should carefully consider how they are supporting their pupils and students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.

Provisions within the Equality Act allow schools and colleges to take positive action, where it can be shown that it is proportionate, to deal with disadvantages affecting pupils or students with a particular protected characteristic to meet their specific need, this includes a duty to make reasonable adjustments for disabled children and young people, including those with long term conditions. A

school or college, could, for example, consider taking positive action to support girls if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment.

Guidance to help schools understand how the Equality Act affects them and how to fulfil their duties under the act can be found at Equality Act 2010: advice for schools -GOV.UK (www.gov.uk), it may also be useful for colleges. For further information Equality Act guidance | Equality and Human Rights Commission (equalityhumanrights.com).

Appendix 3: Dukes Governance and Oversight of Safeguarding in the United Kingdom

3.1 The Dukes UK Board

Dukes Education Group takes very seriously the wellbeing of its pupils and staff, and the safeguarding of its pupils. The Dukes UK Board has responsibility for, and oversight of, all the educational activities of Dukes Education Group within the UK.

In the Group's UK schools and colleges, Dukes Education is the registered proprietor with the Department for Education with responsibility for compliance with the Education (Independent School Standards) Regulations 2014. Responsibility for safeguarding compliance sits with the legal entity registered with the Department for Education and/or Ofsted to provide these services, or those which are providing them in practice (if no registration is required), but in all cases the safeguarding operations of the UK settings and their effectiveness is overseen by the Dukes UK Board. This document clarifies how and to whom it delegates its responsibilities for safeguarding and how it monitors its effectiveness.

The Dukes UK Board (the Board) comprises the following roles: Group Chairman; Group Chief Financial Officer; CEO UK; Group Property Director; Director of People (UK); Director of Marketing (UK); Group Director of Education; Deputy Director of Education; and three Divisional Managing Directors (UK).

The Board sets the safeguarding culture across all educational settings. It ensures that each setting has an appropriate governance structure in place to discharge its responsibilities under KCSIE and Early Years legislation and ensures that appropriate reporting procedures are in place at each setting. It encourages the spread of good practice and consistently high standards through the work of the Dukes UK Safeguarding Support Team, comprised of experienced and senior safeguarding staff. The UK Board also receives periodic, external, audits of safeguarding operations and culture across the settings to assure itself that the implementation of policy, training and practice on the ground all contribute effectively to a strong safeguarding culture across Dukes Education Group, commissioned every two to four years. This Policy/Governance document serves as a mandate for the UK educational settings of Dukes Education Group to ensure consistent safeguarding standards, as per the appendix, but there are no central Dukes policies for safeguarding.

In schools and colleges in England and Wales, the Board delegates the responsibility for safeguarding to the Board of Governors (GB) of each setting, each of which is responsible for fulfilling the statutory responsibilities of 'governing bodies/proprietors' as described in Keeping Children Safe in Education (KCSIE, see section 3 below). The Board monitors safeguarding in each school and college through regular reporting of the most serious safeguarding concerns from the Managing Director (MD) responsible for each cluster of settings (known as an ExComm), which takes two forms: a standing item on the weekly informal meeting of the Board, and also a standing item in the formal written reporting of MDs to the cycle of Board meetings throughout the year.

In Little Dukes the Board delegates the responsibility for all aspects of safeguarding to the Heads and DSLs in each individual setting, whose mandatory responsibilities are those detailed in EYFS (see section 4 below). The Board sets the safeguarding culture and monitors effective management of safeguarding across the settings comprising the Little Dukes sub-group in two ways. First, the Principals of each setting are members of the Little Dukes Executive Leadership Team, whose regular meetings monitor and receive reports on

safeguarding practice in each group, sharing good practice and advising on training. Second, the Little Dukes Executive Leadership Team includes the Little Dukes Head of Safeguarding, who provides support to the Heads, Principals and Designated Safeguarding Leads (DSLs) as required and undertakes advisory and supporting duties as detailed in section 2 below. The chair of the Little Dukes Executive Team, who is a Divisional MD, reports back to the Board. Dukes Plus comprises a range of separate educational businesses, some of which have no direct unsupervised contact with children. Those with direct contact are all regulated for safeguarding through statutory bodies, which provide guidance for safeguarding in all relevant settings and inspect the same to ensure compliance. The responsibility for safeguarding lies with the operational Director of each individual business. The Board promotes a strong safeguarding culture in Dukes Plus through working and engaging with the Dukes UK Safeguarding Support Panel, which provides advice, training and annual safeguarding audits of the Dukes Plus businesses.

3.2 Dukes UK Safeguarding Support Panel (including Heads of Safeguarding)

The Dukes UK Safeguarding Support Panel reports to the Board termly, providing Group data to the Board to enable it to monitor trends and culture across the Group, which in turn informs the Board's strategic decision-making. The Panel shares good practice and enables discussion to take place around how to improve safeguarding practice and culture across the Group. It establishes and reviews non-statutory escalation procedures within Dukes, including when to report cases up the chain of responsibility line, including reporting serious incidents to UK Board and insurers. In general, its role is to monitor and advise, not to actively manage cases on behalf of DSLs and Heads. It advises on the roles, responsibilities and work of the Heads of Safeguarding. The safeguarding panel also commissions an external safeguarding review, usually every three years, reports on its findings to the board, and oversees action plans from the audit as appropriate.

The Dukes UK Safeguarding Support Panel comprises two MDs (one chairs the team on a rota), the Dukes UK Director of Compliance, Head of Safeguarding (Little Dukes), and two Heads of Safeguarding (Schools/Colleges), and a representative from Dukes Plus.

The three Heads of Safeguarding—covering each section of Dukes—provide day-to-day support, advice and non-statutory training to the Principals, Heads and DSLs within each individual settings for their respective sub-group. They monitor

and review statutory and non-statutory escalation and reporting procedures within and without settings. They provide

'supervision' for DSLs, enabling them to meet or exceed the DFE's DSL Standards, and provide and monitor training. They offer expert advice to DSLs and Heads on latest developments and good practice in safeguarding and safer recruitment. They conduct annual 'critical friend' internal audits of safeguarding at each setting. They support DSLs and Heads proactively through crisis management of individual safeguarding cases or incidents. The two Heads of Safeguarding (Schools/Colleges) are automatically the safeguarding governors at each setting within their area of responsibility. All Heads of Safeguarding are line managed by the MD who chairs the Dukes UK Safeguarding Support Team.

3.3 The Governing Body (GB) of each Dukes UK School and College

Each GB of a Dukes school/college comprises a minimum of: the Chair of the GB, the Dukes Managing Director for that school's ExComm; the Dukes FD for that ExComm; an independent governor; and a safeguarding governor (who is the relevant Head of Safeguarding).

The safeguarding responsibilities of each GB are those detailed in KCSIE for 'governing bodies and proprietors. In general terms, KCSIE directs the GB to 'ensure they facilitate a whole school or college approach to safeguarding. This means involving everyone in the school or college, and ensuring that safeguarding, and child protection are at the forefront and underpin all relevant aspects of process and

policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart. Governing bodies have a strategic leadership responsibility for their school or college's safeguarding arrangements and must ensure that they comply with their duties under legislation. They must have regard to this guidance, ensuring policies, procedures and training in their schools or colleges are effective and comply with the law at all times.'

The safeguarding policy for each setting will be reviewed each August and presented for formal approval to the first GB meeting of the new academic year. It will also contain a clear safeguarding escalation/delegated authority flowchart with named functions and roles to reflect the overall safeguarding structure for that setting.

3.4 Heads and Principals in UK Schools and Colleges

The responsibilities of Heads and Principals are those detailed in KCSIE. They should ensure that the policies and procedures adopted by their GBs are understood and followed by all staff.

They have overall responsibility for the implementation of the safeguarding and child protection policy, and of safer recruitment, within the setting, which they delegate to the DSL. They report to the GB on safeguarding issues, liaise closely with the Safeguarding Governor as per the safeguarding protocols set out in this policy, and line manage the DSL. They are responsible for the SCR and safeguarding related compliance issues.

3.5 Principals and Heads in Little Dukes

It is the responsibility of the Head of each individual nursery setting to ensure that the policies and procedures adopted by their nursery school are understood and followed by all their staff. They are responsible for all safeguarding related compliance issues within their setting. Each Head reports on safeguarding matters to the Principal of the wider group of nurseries to which they may belong. The Principal of each wider Nursery group is the Nominated Individual for all settings in that specific Nursery group, who ensures that each Nursery setting within their group is compliant with EYFS and Ofsted requirements and monitors each Nursery setting's adherence to those policies and to statutory guidance.

The Head of Safeguarding and Compliance (Little Dukes) will review and authorise the safeguarding policy for each setting every August. The policy will also contain a clear safeguarding escalation/delegated authority flowchart with named functions and roles to reflect the safeguarding structures set out in this policy.

3.6 The Designated Safeguarding Lead

Each GB should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of Designated Safeguarding Lead. The DSL in each setting should take lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes. The role of the DSL carries a significant level of responsibility, and each Head and/or Principal of a setting should ensure that they be given the necessary time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children. The full responsibilities are detailed in KCSIE Annex C.

3.7 All Staff

Every member of staff has a responsibility for safeguarding, as detailed in KCSIE. In general, they should be aware of systems within their setting or business which supports safeguarding, and these should be explained to them as part of staff induction. This should include the child protection policy, behaviour policy,

staff behaviour policy, safeguarding responses to children who are absent from education, and the role of the designated safeguarding lead and any deputies. All staff should receive appropriate safeguarding and child protection training, including regular updates. In addition, all staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings).

All staff should know what to do if a child tells them they are being abused, exploited, or neglected, including how to manage the requirement to maintain an appropriate level of confidentiality. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.

3.8 Good Practices for Implementation

Clear Documentation: ensure every setting has access to the scheme of delegation document.

Training and Induction: conduct safeguarding training for all levels, especially governors and ensure safeguarding duties are understood.

Regular Reviews and Audits: conduct group-wide and setting- specific safeguarding audits.

Transparency and Communication: establish clear communication channels for safeguarding reporting.

Dukes UK: Safeguarding Oversight and Support Structure (Group)

