The Park Federation
ACADEMY TRUST

Lake Farm Park Academy

Approved by	Helen Abell, CEO		
Date	August 2026	**Next review due**	August 2027

Summary of Changes

Version	Date	Summary of Changes	Approved By
1	September 2021	Policy now in line with KCSIE 2021 changes.	CEO, on behalf of the Board of Directors
2	January 2022	Added version history table to track updates. Changes to contacts for Slough Children First emergency out of hours and admin contact numbers. Updated links to all policies related to wider safeguarding. Update Slough Prevent contacts and referral flowchart. Changed name of Physical Intervention Policy to Positive Handing Policy.	CEO, on behalf of the Board of Directors
3	August 2022	Now in line with KCSIE 2022	CEO, on behalf of the Board of Directors
4	July 2023	Now in line with KCSIE 2023	CEO, on behalf of the Board of Directors
5	July 2024	Now in line with KCSIE 2024 and with reference to Working Together to Safeguard Children 2023 and The Prevent Duty Guidance 2023	CEO, on behalf of the Board of Directors
6	September 2024	Appendix 2: Safer Recruitment Section title: Seeking references and Checking Employment History – now in line with KCSIE 2024	CEO, on behalf of the Board of Directors
7	September 2025	Change technical vocabulary to be in line with KCSIE 2025. Add more guidance around web filtering and AI. Add more information about DBS checks and ID documents for supply and visitors. More guidance around alternative provision	CEO, on behalf of the Board of Directors
8	September 2026	Changes made in line with KCSIE 2026, TPFAT Online Safety Policy, TPFAT Mobile Phone Policy and TPFAT Reasonable Force Policy Inclusion of definitions of different types of abuse, including, exploitation and modern slavery in the main policy. Removed further information in appendix 1 to avoid duplicate reading of this policy and KCSIE part 1 and annex. Removed Safer Recruitment from Appendices as there will now be a separate TPFAT Policy on Safer Recruitment. Updated table of contents, headers and sub headers so all are connected	CEO, on behalf of the Board of Directors

Contents

Heading	Page
1. Legislation and guidance	6
2. Policy aims	7
3. Training	8
4. Definitions	9
5. Equality Statement	11
6. Role and responsibilities	11
7. Confidentiality	16
8. Recognising abuse and taking action	17
9. Notifying parents and carers	28
10. Pupils with special educational needs and disabilities (SEND) or medical conditions	28
11. Mobile phones, smart technology and cameras	29
12. Complaints and concerns about school safeguarding policies	30
13. Record keeping	30
14. Supporting pupils	31
15. Mental health	33
16. Children walking home alone	34
17. Non-collection of children	35
18. Missing pupils	35
19. Keeping children safe in out of school settings	35
20. Alternative provision	35
21. Further reading, related policies and guidance	36
22. Appendix 1: Further information regarding specific Safeguarding Issues in KCSIE	38
23. Appendix 2: Allegations of abuse made against staff	38
24. Appendix 3:Guidance on searching & confiscation	48

Key Contacts

Role	Name	Contact details
Designated Safeguarding Lead & teacher for LAC Prevent Champion	Fathia Adams	0208 573 3453 / 07720164274 fadams3@theparkfederation.org
Deputy Designated Safeguarding Leads	Harshindar Buttar Kirsty Maclaren	0208 573 3453 / 07718124565 hbuttar@theparkfederation.org 0208 573 3453 kmaclarenlfp@theparkfederation.org
Child Sexual Exploitation Champion (DSL)	Fathia Adams	0208 573 3453 / 07720164274 fadams3@theparkfederation.org
Named Safeguarding Governor, also for LAC	Sue Wilson	swilsongov@theparkfederation.org
Local Authority Designated Officer (LADO)	Hannah Ives	07753431285 hives@hillingdon.gov.uk
Deputy Local Authority Designated Officer (LADO)	Nicole Diamond	07943 097366 ndiamond@hillingdon.gov.uk
Education, Safeguarding & Well-Being Advisor	Amandeep Tamber	07523 804367 atamber@hillingdon.gov.uk
Prevent Lead contact for the Local Authority	Fiona Gibbs	fgibbs@hillingdon.gov.uk

Strategic Lead for Domestic Abuse	Sarah Carter	07507475797 lclarke@hillingdon.gov.uk
AXIS & Serious Youth Violence Advisor for Local Authority	Phil Skidmore	01895277177 axis@hillingdon.gov.uk

Other useful contacts:

Hillingdon Stronger Families Hub	Hillingdon Stronger Families Hub (encompassing Children's Social Care and the Targeted Early Help process) Civic Centre Uxbridge UB8 1UW E-Mail: strongerfamilieshub@hillingdon.gov.uk https://archive.hillingdon.gov.uk/inter-agency-referral-form Tel: 01895 556006 Fax: 01895 250869 Out of hours – 01895 250111 email: strongerfamilieshub@hillingdon.gov.uk or dial 999.
Targeted Early Help Assessment Hub	01895 556006 New referrals via Stronger Families Hub strongerfamilieshub@hillingdon.gov.uk
Hillingdon Safeguarding Partnership Board	Hillingdon Safeguarding Children Partnership Arrangements (Hillingdon LSCB) (hillingdonsafeguardingpartnership.org.uk)
NSPCC Whistleblowing Helpline	0800 028 0285 help@nspcc.org.uk
Channel Helpline (Prevent)	0207 340 7264 counter.extremism@education.gov.uk
NSPCC	Useful information on abuse and neglect and what to look for https://www.nspcc.org.uk/ Report abuse in Education Helpline – Everyone's Invited 0800 136 663 help@nspcc.org.uk

Section 1: Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2026), Working Together to Safeguard Children (2026), DfE Information Sharing Guidance (2024), Behaviour in Schools (2024), Teaching Online Safety in Schools (2023), Meeting Digital and Technology Standards (2026), The Academy Trusts Governance Guide (2026) , DfE Restrictive Interventions including Use of Reasonable Force in Schools (2025), DfE Mobile Phones in Schools (2026). We comply with this guidance and the arrangements agreed and published by our three local safeguarding partners.

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

- **Crime and Policing Act 2026**, landmark UK legislation enacted on June 29, 2026, designed to tackle serious violence, anti-social behavior (ASB), and technology-assisted abuse. It also significantly broadens corporate criminal liability.
- **Children's Wellbeing and Schools Act 2026**, It overhauls children's social care, school management, and online safety. The act aims to ensure vulnerable children are protected, ease the cost-of-living burden on families, and improve consistency across both academy and maintained schools.
- Online Safety Act (2023), a new set of laws that protect children and adults online.
- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- General Data Protection Regulation (UK GDPR), Data Protection Act 2018 and Data (Use and Access) Act 2025
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children
- This policy has been written with reference to the Pan Berkshire Safeguarding Children Procedures Manual: Slough Safeguarding Children Partnership https://berks.proceduresonline.com/
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)

- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment.
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and persons impacted by the behaviour. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination.
- DfE After School Clubs, Community Activities and Tuition (2026) details the safeguarding arrangements that schools and colleges should expect these providers to have in place.
- Alternative Provision DFE statutory guidance (Feb 2025)
- Education for children with health needs who cannot attend school (December 2023)
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- Statutory guidance on the Prevent duty (2023), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage (2026)
- This policy also complies with our funding agreement and articles of association.

Section 2: Policy Aims

The Park Federation Academy Trust fully recognises its responsibilities for safeguarding and child protection. Schools and their staff form part of the wider safeguarding system for children. **Safeguarding and promoting the welfare of children is everybody's responsibility.** Everybody who comes into contact with children and their families and carers have a role to play in safeguarding children. Consideration should be given, at all times, to the best interests of the child.

Our policy applies to all staff, Board Directors, Trust Members, Academy Council Governors, outside providers and volunteers who have access to children at Cranford Park Academy (for brevity all the preceding groups, apart from staff, will be referred to in the rest of the policy as **"relevant persons"**).

The policy is to be made available to parents and carers via the website, and in

writing if requested. There are five main elements to our policy:

1. Ensuring we practice safe recruitment in checking of all who work with children and train all

in safe procedures and child protection

2. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
3. Procedures for identifying and reporting cases, or suspected cases,

of abuse (including protecting children from radicalisation and extreme views, sexual exploitation and forced marriages)

4. Supporting pupils
5. Establishing a safe environment in which children can learn and develop.

No single professional can have a full picture of a child's needs and circumstances and positive outcomes for children depend on strong multi-agency working. If children and families are to receive the right help at the right time, everyone who comes in contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Section 3: Training

3.1 All staff

All staff members will undertake appropriate safeguarding and child protection training annually, and those that join the academy in-year, at induction. **All staff are expected to read DfE Keeping Children Safe in Education (KCSIE) 2026 Statutory Guidance for schools and colleges - Part One Information for all school and college staff. Once read, all staff should sign to say they have read and understood this guidance.** In addition to this, staff will also receive regular safeguarding and child protection updates, which includes updates on online safety. This could be, for example, through emails, e-bulletins and staff meetings as required. Training includes a wide range safeguarding issues, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the three safeguarding partners.

Training covers the following:

- All staff will have annual training on the government's anti-radicalisation strategy, Prevent, to enable them to identify people at risk of being susceptible to terrorism and to challenge extremist ideas. It is recommended that leads with designated Prevent responsibilities receive more in-depth training, including on extremist and terrorist ideologies to enable them to train and advise other staff and support making informed referrals to Prevent where necessary.

- All staff will receive annual training on online safety, including information around the benefits and precautions when using generative Artificial Intelligence (AI), and will be informed of the schools web filtering and monitoring practices and procedures so that they have an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. This will allow them to be fully aware of how the school reduces the risks of online harm and how to report and resolve concerns over online safety.

- All staff will receive annual training on Female Genital Mutilation (FGM) so that they can spot the signs of harm and act swiftly to prevent further risk of abuse. This will also ensure staff know their statutory duties related to reporting concerns of FGM to the police and children's services.

- Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training. Volunteers will receive appropriate training, if applicable.

- Staff will also be made aware of the school's whistleblowing policies and procedures so that they know how to raise concerns regarding safeguarding practice and procedures.

3.2 The DSL and Deputy

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years. In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).
They will undertake more in-depth Prevent training as well as an online module/face to face training with regards to FGM and Online Safety. They will also have an understanding of the school's filtering and monitoring systems and processes in place, which is now detailed within their job descriptions.

3.3 Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities. They will also undertake Prevent awareness training, Online Safety training and an online module with regards to FGM. As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Principal, they receive training in managing allegations for this purpose. Governors should ensure all staff undergo appropriate safeguarding training, including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring, annually, or at induction. The named governor for Safeguarding for Lake Farm Park Academy is **Sue Wilson.**

3.4 Children

Schools should ensure that children are taught about safeguarding issues such as online safety and safety in the outside world, e.g. water, road and rail safety. This should be done through a broad and balanced curriculum. School should consider teaching this through PSHE lessons as well as the RHE/RSE curriculum, assemblies and where there are appropriate links to the curriculum. External visitors will be invited into schools to discuss relevant issues, e.g. Police, NSPCC and water safety experts. Children will also be listened to and pupil voice will be considered when discussing key issues. To reduce the risk of access to mobile and smart technology on pupils' personal devices, pupils must hand their devices in at the front office at the start of the school day so that it cannot be used during the school day. This will reduce the ability of some children, whilst at school, to sexually harass, bully, and control others via their mobile and smart technology, consensually and non-consensually making and sharing of nudes and semi-nudes (often via large chat groups) and view and share pornography and other harmful content.

Section 4: Definitions

Safeguarding and promoting the welfare of children means:

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

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

Children includes <u>everyone under the age of 18.</u>

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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 experience 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. Children may also cause harm to other family members, often referred to as child to parent or caregiver abuse.

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, 14 including assault by penetration (for example rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

Neglect: 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, for example, 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Exploitation: is where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity.

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

Make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs. These partners are the local authority (LA), a clinical commissioning group (CCG) for an area within the LA and the chief officer of police for a police area in the LA area.

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a person impacted by the

behaviour, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with. At this school we prefer the term person(s) impacted by the behaviour (this is how we will refer to the term previously known as 'victim' throughout the policy).

Alleged perpetrator is a widely used and recognised term. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the persons who instigated the behaviour too. At this school we prefer the term person(s) who instigated the behaviour (this is how we will refer to the term previously known as 'perpetrator' throughout the policy).

Section 5: Equality statement

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

We give special consideration to children who:

- 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 pregnant and/or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
- is at risk of being radicalised into terrorism
- 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 honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage, and
- is a privately fostered child.

Section 6: Roles and Responsibilities

All schools should have a child-centred and coordinated approach to safeguarding. Safeguarding and child protection is **everyone's** responsibility.

This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the three safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero

tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment. This will be underpinned by our:

- Positive Behaviour policy
- Staff Code of Conduct
- Attendance Policy - with reference to children missing in education
- Online Safety Policy
- Pastoral support system (Wellbeing Team)
- Planned programme of relationships and health education (RHE), which is inclusive and delivered regularly, tackling issues such as:
  - Healthy and respectful relationships
  - Boundaries and consent
  - Stereotyping, prejudice and equality
  - Body confidence and self-esteem
  - How to recognise an abusive relationship (including coercive and controlling behaviour)
  - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and female genital mutilation (FGM) and how to access support
  - What constitutes sexual harassment and sexual violence and why they're always unacceptable

6.1 All staff

All staff will:

- read and understand DfE Keeping Children Safe in Education Part 1: Information for all school and college staff.
- sign a declaration at the beginning of each academic year to say they have received, read and understood Keeping Children Safe in Education (KCSIE) guidance.
- sign a declaration at the beginning of each academic year to say they have read and understood the staff code of conduct and other important guidance and policies as listed by the school.
- reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns. At school we would expect children to approach a trusted adult who can signpost them to an appropriate member of the wellbeing team.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies (DDSLs), the positive behaviour policy, Online Safety Policy, and the safeguarding response to children who go missing from education.
- The Targeted Early Help assessment process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment. All staff should be aware of the local authority Targeted Early Help referral process and understand their role in it.

- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- The signs of different types of abuse, neglect and exploitation, as well as specific safeguarding issues, such as child- on-child abuse, modern slavery, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation and serious violence (including that linked to county lines). The importance of reassuring person impacted by the behaviours that they are being taken seriously and that they will be supported and kept safe.
- The fact that children can be at risk of harm inside and outside of their home, at school and online.
- The fact that children who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children.
- What to look for to identify children who need help or protection.
- The fact that children may not feel ready, or know how to tell someone they are being abused,

exploited or neglected, but staff should still have a 'professional curiosity' and should speak to the DSL/DDSL regarding their concerns.

- The school's filtering and monitoring systems and know how to raise concerns if this is breached.
- New and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm

6.2 The Designated Safeguarding Lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is Fathia Adams.
The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

The DSL can also be contacted out of school hours if necessary by email: fadams3@theparkfederation.org or by phone: **07720164274.**

When the DSL is unavailable or absent, the Deputy Designated Safeguarding Leads (DDSLs) – Kirsty Maclaren – Vice Principal/SENDCO and Harshindar Buttar will act as cover.

If the DSL and DDSLs are not available, Nalini Subramaniam – Vice Principal will act as cover. The DSL and the DDSLs form the core of the safeguarding team at LFPA but there are also other members of staff who can provide non-urgent support and advice. Caroline Woodley (Family Liaison Officer), Raji Nair (GDPR and Mental Health First Aider), Sarah McMenemy (Director of Digital Strategy) and Roopinder Gill (Director of Curriculum). Please note that the named DSL and DDSL will make all referrals to children's' social care in the first instance. Other DDSLs will do so if neither of them are available.

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

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority

children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

- Take lead responsibility for safeguarding and child protection. This responsibility should not be delegated.
- Ensure that all staff are aware of these procedures.
- Work closely with the Safeguarding Team.
- Have a good understanding of harmful sexual behaviour
- Ensure that Child Protection concerns or allegations against adults are referred to the Local Authority Designated Officer (LADO), **Hannah Ives** for advice. In her absence the Deputy LADO, **Nicole Diamond** will support.
- The DSL will also keep the Principal informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The DSL will also:

- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- Be confident that they know what local specialist support is available to support all children involved (including person impacted by the behaviours and alleged persons who instigated the behaviours) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search
- The full responsibilities of the DSL and deputies are set out in their job description.
- Have an understanding of the school's web filtering and monitoring practices and procedures and will ensure awareness of these are raised with all staff so that they know what to look out for and how to raise concerns.
- As the Prevent Lead, will ensure that all staff have training in Prevent.

6.3 The governing board

a. Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development

b. The governing board will approve this policy at each review, ensure it complies with the law and hold the Principal to account for its implementation.

c. Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements

d. The governing board will appoint a senior board level (or equivalent) lead - **Ranisha Dhamu,** – Chair of Academy Council and **Sue Wilson,** link Safeguarding Governor for LFPA, to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.

e. Have an awareness of the risks of online safety and the school's approach to web filtering and monitoring.

Make sure:

- The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support

- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
- The leadership team and relevant staff are aware of and understand the web filtering and monitoring systems in place, manage them effectively and know how to escalate concerns.
- Staff are appropriately trained and have a good awareness of online safety and the school's web filtering and monitoring systems in place.
- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure.
- That this policy reflects that children with SEND, or certain medical or physical health and mental health conditions, can face additional barriers to any abuse or neglect being recognised.

Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):

- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
- Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
- Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply
- The CEO, **Mrs Helen Abell**, will act as the 'case manager' in the event that an allegation of abuse is made against the Principal, where appropriate (see appendix 3).
- All governors will read DfE Keeping Children Safe in Education (2026) in full.

6.4 The Principal

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

f. Ensuring that staff (including temporary staff) and volunteers

i. are informed of our systems which support safeguarding, including this policy, as part of their induction;

ii. Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse, neglect and exploitation.

g. Communicating this policy to parents when their child joins the school and via the school website;

h. Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent;

i. Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly;

j. Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3);

k. Ensuring the relevant staffing ratios are met, where applicable;

l. Making sure each child in the Early Years Foundation Stage is assigned a key person;

m. All staff and "relevant persons" feel able to raise concerns about poor or unsafe

practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner;

n. Children are taught so as to equip them with the skills they will need to keep them safe.

6.5 Digital Leads

The Director of Digital Learning and the Digital Leads are responsible for:

- Staying informed on best practices about using technology safely for teaching and learning.
- Supporting the school's DSL and other digital leaders in implementing best practices for online safety in schools.
- Supporting teachers with resources and teaching materials that explicitly teach online safety behaviours
- Creating or Co-Creating with the school Senior Leadership team, policies or contracts for the safe and appropriate use of technology in schools, including the use of Artificial Intelligence (AI).
- Supporting parents and the wider school community by disseminating online safety information to support the safe use of technology at home and in school.
- Supporting schools in monitoring online safety environments by conducting audits and providing the next steps for improvement.
- Work with the school IT department to ensure the smooth running of systems and policies in place for safe use.
- Support the IT department with monitoring the GDPR requirements for external apps, extensions and programs to ensure compliance requirements are being met.

6.6 Virtual School Heads

Virtual School Heads (VSHs) have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker as well as pupils who are looked after, previously looked after and those who are care leavers.

VSHs also have a non-statutory responsibility to promote the educational achievement of children in kinship care (children who live with a relative or close family friend).

They should also identify and engage with key professionals, e.g. DSLs, SENCOs, social workers, mental health leads and others.

Section 7: Confidentiality

The school's approach to confidentiality and data protection with respect to safeguarding is in line with all GDPR (General Data Protection Regulations May 2018), Children Act 1989 and Children Act 2004 section 11 and the Data (Use and Access) Act 2025.

You should note that:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018, UK GDPR and and the Data (Use and Access) Act 2025 do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018/Data (Use and Access) Act 2025 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it

cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk

- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests

If a person impacted by the behaviour asks the school not to tell anyone about the sexual violence or sexual harassment:

- There's no definitive answer, because even if a person impacted by the behaviour doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
- The DSL will have to balance the person impacted by the behaviour's wishes against their duty to protect the person impacted by the behaviour and other children

The DSL should consider that:

- Parents or carers should normally be informed (unless this would put the person impacted by the behaviour 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
- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged persons who instigated the behaviour is under 10, the starting principle of referring to the police remains

Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing person impacted by the behaviours' identities
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)

Section 8: Recognising abuse and taking action

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

Please note – in this and subsequent sections, you should take any references to the DSL to mean "the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead).

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

Make a referral to children's social care and/or the police **immediately** if you believe a child

is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral and you can call your local authority Children's Safeguarding Service for advice and support.** For further, detailed information on when to call the police regarding a safeguarding issue, please read When to call the police - guidance for schools and colleges.

The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations. Permanent staff members have access to CPOMs to record concerns but there are also paper referral forms in the school office, and on each year team leader's board, for non- permanent staff members and anyone who has difficulty accessing CPOMs.

The Designated Lead for Safeguarding will confidentially share and discuss information with members of the Safeguarding Team at the academy. The Designated Safeguarding Lead will decide whether the concerns should be referred to Social Care, if a referral has not already been made by the member of staff raising concerns.

If a child protection referral is made to Social Care, the Designated Safeguarding Lead will ensure that a written report of the concerns is sent to the Social Worker dealing with the case within 24 hours (using the inter-agency referral form).

Particular attention will be paid to the attendance and development of any child who has been identified as at risk, or who is subject to a child protection plan. Any absence needs to be investigated immediately.

If a pupil who is subject to a child protection plan changes school, the Designated Safeguarding Lead will immediately inform the Social Worker responsible for the case and transfer the appropriate records to the receiving school or academy. Tell the DSL as soon as possible if you make a referral directly. For more information on reporting abuse see, Reporting child abuse to your local council

8.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset;
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner;
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret;
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it – this should be completed via CPOMs (Child Protection Online Monitoring system), or a paper form if you are unable to access this;
- If in written form, sign and date the write-up and pass it on to the DSL. Alternatively, if

appropriate, make a referral to children's social care and/or the police directly and tell the DSL as soon as possible that you have done so.

If a disclosure, related to significant harm, happens at the end of the school day, alert the DSL immediately and seek advice from Children's Social Care as to how to proceed. **Do not** allow a child to go home without informing the DSL/DDSL first, who will decide what action to take.

Bear in mind that some children may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

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

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

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

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 1.

Any teacher who either :

- discovers (either through disclosure by the person impacted by the behaviour or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18**
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Must immediately report this to the police, <u>personally</u>. This is a **mandatory reporting duty**, and teachers will face disciplinary sanctions for failing to meet it.

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

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

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

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out or discovers that a pupil **aged 18 or over** appears to have been a person impacted by the behaviour of FGM should speak to the DSL and follow our local safeguarding procedures.

- Telephone '101', the non-emergency crime number;
- Discuss with Children's Social Care, the local safeguarding lead and follow normal safeguarding procedures;
- Make a record of your actions/decisions on CPOMS, and write down the Police reference number;
- Update your safeguarding lead

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

The flowchart on page 17 illustrates the procedure to follow if you have any concerns about a child's welfare. Where possible, speak to the DSL first to agree a course of action.

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

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

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments. Staff will be expected to contribute to assessments, e.g. completing welfare checks and contributing to reports for section 17/47 enquiries.

Levels of need

Tier 1: No additional needs

These are children with no additional needs; all their health and developmental needs will be met by universal services. These are children who consistently receive child focused care giving from their parents or carers. The majority of children living in each local authority area require support from universal services alone.

Tier 2: Targeted Family Help – previously Early Help

These are children with additional needs, who may be vulnerable and showing early signs of abuse and/or neglect; their needs are not clear, not known or not being met. Targeted Early Help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. These children may be subject to adult focused care giving. This is the threshold for a multi-agency Targeted Early Help assessment to begin. These are children who require a lead professional for a coordinated approach to the provision of additional services such as family support services, parenting programmes and children's centres. These will be provided within universal or targeted services provision and do not include services from children's social care.

Tier 3: Children with complex multiple needs – Intensive Family Help (previously Child in Need)

These children require specialist services in order to achieve or maintain a satisfactory level of health or development or to prevent significant impairment of their health and development and/or who are disabled. They may require longer term intervention from specialist services. In some cases these children's needs may be secondary to the adults' needs. This is the threshold for an assessment led by children's social care under Section 17, Children Act 1989 although the assessments and services required may come from a range of
provision outside of children's social care.

Tier 4: Children in acute need – Child suffering or are likely to suffer significant harm – Child Protection

This is the threshold for child protection. These children are likely to have already experienced adverse effects and to be suffering from poor outcomes. Their needs may not be considered by their parents. This tier also includes Tier 4 health services which are very specialised services in residential, day patient or outpatient settings for children and adolescents with severe and /or complex health problems. This is likely to mean that they may be referred to children's social care under section 20, 47 or 31 of the Children Act 1989. This would also include those children remanded into custody and statutory youth offending services.

Targeted Early Help

If Targeted Early Help is appropriate, the DSL/DDSLs or Family Liaison Officer generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Targeted Early Help could draw on universal community services or be more targeted and be coordinated by a Targeted Early Help Worker. Staff may be required to support other agencies and professionals in a Targeted Early Help assessment, in some cases acting as the lead practitioner.

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

Issues identified as requiring further support are

- 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 pregnant and/or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
- is at risk of being radicalised into terrorism
- 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 honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage, and
- is a privately fostered child.

All these concerns can be raised through the Targeted Early Help process, or through referral to other targeted services. Details can be found at: https://pre.hillingdon.gov.uk/stronger-families

If Targeted Early Help is appropriate, support is requested through a Stronger Families Hub portal referral The case should be kept under constant review and consideration given to a referral to Social Care if the child's situation does not appear to be improving.

For more information regarding the Targeted Early Help process as well as statutory assessments can be found in Working Together to Safeguard Children.

Referrals to social care when there is a risk of harm

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

If you make a referral directly, you must tell the DSL as soon as possible.

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

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

Concerns about a child's welfare should be raised through Hillingdon Children's Social Care: Hillingdon Stronger Families Hub, who can be contacted on:

Hillingdon Stronger Families Hub (encompassing Children's Social Care and the Targeted Early Help process)

Civic Centre,

Uxbridge

UB8 1UW

E-Mail: strongerfamilieshub@hillingdon.gov.uk https://archive.hillingdon.gov.uk/inter-agency-referral-form

www: https://pre.hillingdon.gov.uk/stronger-families

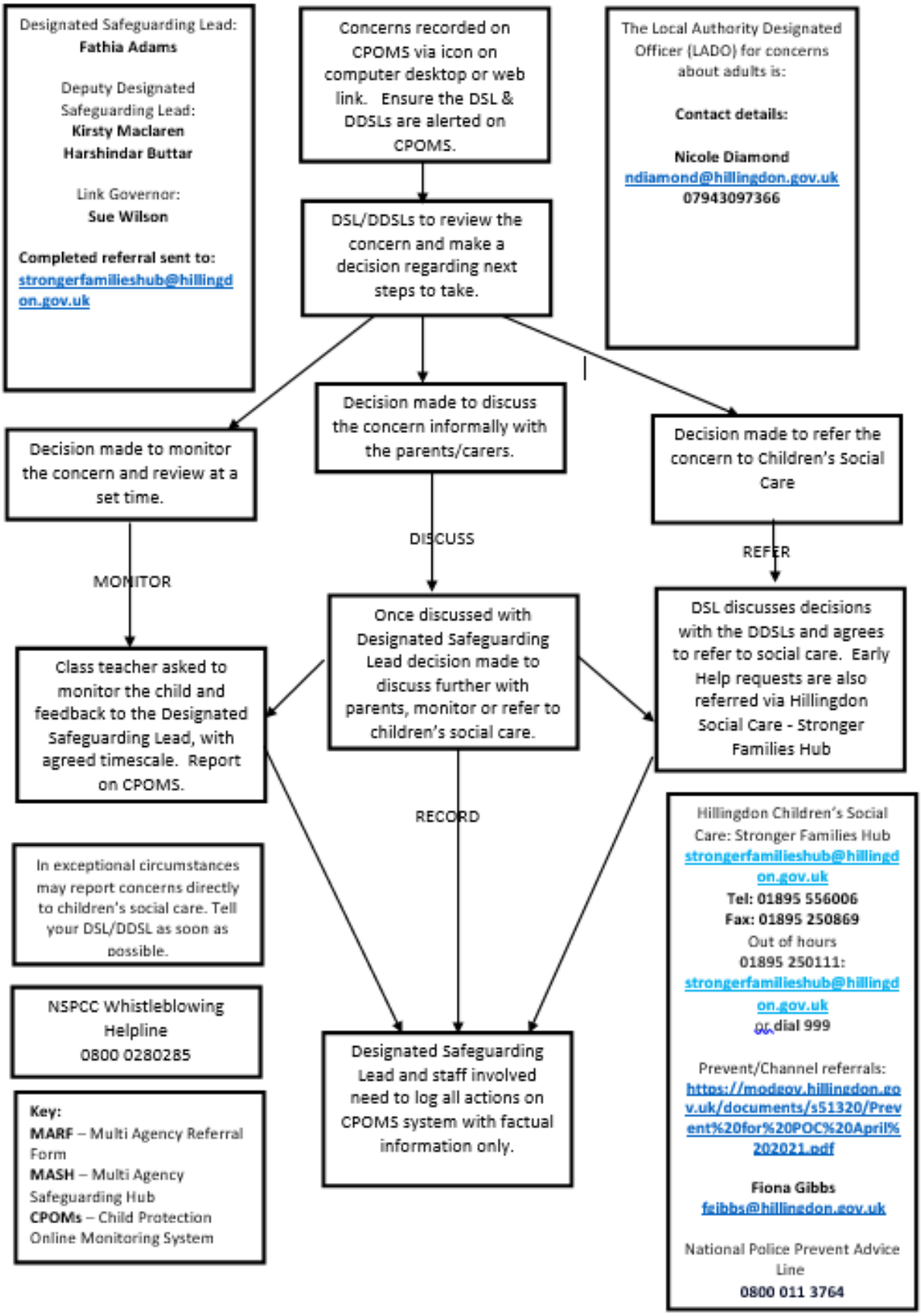
Tel: 01895 556006

Fax: 01895 250869

Out of hours – 01895 250111 email: strongerfamilieshub@hillingdon.gov.uk or dial 999.

Concerns about a child's welfare that you feel are not being addressed, and requires escalation, should be raised by the resolving Hillingdon Escalation policy. Escalation-Policy-2021.pdf (hillingdonsab.org.uk)

Safeguarding Flowchart



8.5 If you have concerns about extremism

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".

This duty is known as the Prevent duty.

There is an expectation that all staff will undertake Prevent training annually.
The Designated person for Prevent will have more in-depth training. More in-depth training on making referrals and the Channel Panel can be found here Prevent learning module.

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

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

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. If outside involvement is needed, the DSL can do a referral using the National Referral System which is the new system used in Slough for referring concerns around radicalisation and extremism. Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, and the local authority children's social care team may also be involved at this stage.

If you need to share the personal data of someone susceptible to radicalisation, you don't need to rely on that person's consent to share it if you have a lawful basis for doing so. You can also share information about someone susceptible to radicalisation without the consent of parents and carers.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

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

- Discuss with DSL and follow normal school safeguarding procedures;
- The DSL may telephone '101', the non-emergency crime number for help and advice after speaking to the local Prevent officer.
- Actions/decisions to be recorded on CPOMS, and write down the Police reference number if applicable.

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

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

DSLs/Prevent Leads will share information from the Counter Terrorism Local Policing (CTLP) document to raise awareness about local threats. We will ensure that suitable web filtering and monitoring is in place, and will equip our pupils to stay safe online at school and at home. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period. Staff will be alert to changes in a person, or learners, behaviour.

These aspects will be included in the school's Prevent risk assessment. (Do all schools have this?)

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

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution

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

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

If staff are concerned about a person or learner, they will follow our procedures set out in section 6.0 of this policy, including discussing their concerns with the DSL.

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

The Prevent Duty Guidance was updated in December 2023. Please see the guidance for more information.

Please see DfE Keeping Children Safe in Education Part One: Information for all school and college staff for detailed information about preventing radicalisation, the Prevent Duty & Channel process.

8.6 Concerns about a staff member or volunteer

If you have concerns about a member of staff, trainee teacher, volunteer or supply staff (as well as external professionals who come into school, e.g. SALT, OT, music teachers, sports coaches) or an allegation is made about a member of staff, trainee teacher, volunteer or supply staff (as well as external professionals who come into school, e.g. SALT, OT, music teachers, sports coaches) posing a risk of harm to children, speak to the DSL or Principal. If the concerns/allegations are about the Principal, speak to the CEO. The DSL/Principal/CEO will then follow the procedures set out in appendix 2, if appropriate.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the local authority designated officer (LADO).

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

8.7 Allegations of abuse made against other pupils – Child on Child Abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.
We also recognise the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be person impacted by the behaviours and boys persons who instigated the

behaviours). However, all child on child abuse is unacceptable and will be taken seriously. Most cases of pupils hurting other pupils will be dealt with under **our school's positive behaviour policy and the anti-bullying policy,** but this safeguarding and child protection policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)
- (For more information see appendix 1 Further information about specific safeguarding issues)

If a pupil makes an allegation of abuse against another pupil

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk needs assessment and support plan into place for all children involved (including the person impacted by the behaviour(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.
- If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged persons who instigated the behaviour. We will ask the police if we have any questions about the investigation.

8.8 Sharing of Nudes and Semi-Nudes

Your responsibilities when responding to an incident

If you are made aware of an incident involving youth produced sexual imagery, you must report it to the DSL immediately.

You must **not**:

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

You **should** explain that you need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL. The DSL will then conduct an initial review of the image/footage and decide as to whether or not outside agencies need to be involved.

Please see Online Safety Policy for more information on online safety and sharing nudes and semi nudes.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

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

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult. Where an adult poses as a child to groom or exploit a child or young person, the incident may first present as a child-on-child incident. See appendix 4 for more information on assessing adult-involved incidents
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to their SEN)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

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

They will hold interviews with the pupils involved (if appropriate).

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

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process,

unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through the DSL calling 101 or liaising with community police if in place.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

8.9 Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.
We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

Points to be considered when children are reporting:

- Your reporting systems for pupils, e.g. what it looks like for pupils in terms of who they should report concerns to
- How you make pupils aware of the reporting systems and processes, e.g. through discussion in your relationships/sex education curriculum
- How pupils will feel safe in submitting any concerns, e.g. reassurances provided following disclosures

8.10 Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our [relationships education / relationships and sex education] and computing programmes. Teaching covers the following in relation to the sharing of nudes and semi nudes:

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

Pupils also learn the strategies and skills needed to manage:

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

This guidance on youth produced sexual imagery is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

Section 9: Notifying parents/Carers

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

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

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

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the person impacted by the behaviour's parents or carers, with the person impacted by the behaviour, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged persons who instigated the behaviour's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the person impacted by the behaviour, and the reason(s) behind any decision(s).

Section 10: Pupils with Special Educational Needs and Disabilities (SEND) or Medical Conditions

We recognise that pupils with Special Educational Needs and Disabilities (SEND) or medical conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse, neglect and exploitation in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils or bullying (including prejudice based bullying and bullying related to medical conditions such as allergy)
- The potential for pupils with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers
- Cognitive understanding – being able to understand the difference between fact and fiction in online content and then repeating these in school or being unable to understand the consequences of doing so
- Where an incident highlighted concern that the child might be at an increased risk of being neglected, abused or exploited by persons because of their medical condition e.g where relevant information about a child's medical condition or allergy is not provided to a school, or where they are repeatedly sent without essential medication

Staff must be aware of working at a safe and appropriate, professional distance when working with children with SEND and disabilities, in order to safeguard themselves and the child they are working with. See Staff code of conduct/Safer working practices for more information.

We offer extra pastoral support for pupils with SEN and disabilities.

This includes:

- SENCO support,
- Emotional Literacy Support Assistants (ELSAs),
- Pupil and Families Support and Learning Mentor Interventions/programmes.

Any abuse involving pupils with SEND will require close liaison with the DSL (or deputy) and the SENCO.

Please see the school's SEND Policy for more information.

Use of Reasonable force

All members of school staff have the legal power to use reasonable force in certain circumstances. However, wherever necessary it is preferred that two trained members of staff use reasonable force. Staff may use reasonable force to prevent or stop a pupil from:

1. Causing injury to themselves or others
2. Committing a criminal offence
3. Damaging property
4. Causing disorder among pupils at the school, whether during a teaching session or otherwise

Reasonable force will only be used if it is deemed proportionate, necessary and if the pupils' welfare has been appropriately considered. The term 'reasonable' means *'using no more force than is necessary for them least amount of time'*. Where possible this will be indicated in a child's positive handling plan and/or risk assessment. A positive handling plan and/or risk assessment may be in place to support a child when they are in crisis or at risk of harm. It will highlight the awareness of triggers and promote de-escalation strategies to support the child when in crisis.
Staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies. At The Park Federation Academy Trust, we use the Team Teach method of intervention and a variety of members of staff are trained to varying levels.

It is illegal to use force on a pupil for the purpose of punishment. Reasonable force would only be considered when all other possible de-escalation strategies have been tried and exhausted, or if a child/ren were at immediate risk of harm.

Incidents must be recorded as soon as practicable after the event. It should be recorded by the staff member(s) involved, and they should endeavour to do this no later than the same day.

For further information about reasonable force, de-escalation strategies, recording and reporting procedures see the schools Reasonable Force Policy.

For further details refer to the Use of Reasonable Force Policy.

Section 11: Mobile phones, smart technology and cameras

Our school's primary aim is to establish a calm, safe and supportive environment conducive to teaching by ensuring the school is a mobile free environment by default.

11.1 Expectations of staff

Staff should not use their own mobile phones, including smart watches, for personal reasons in front of pupils during the school day. Staff members' personal phones and devices will remain in their bags or cupboards during contact time with pupils. The use of mobile phones for personal reasons must be approved by the Principal and used in an area of the school where children are not present. Staff will not take pictures or recordings of pupils on their personal phones, smart devices or cameras. We will follow the General Data Protection Regulation (UK GDPR), Data Protection Act 2018 and Data (Use and Access) Act 2025 when taking and storing photos and recordings for use in the school. No member of staff is

permitted to take pictures of pupils on their personal devices. All photos must be taken on school devices unless permission has been sought from the DSL to use external devices such as Cameras.

11.2 Expectations for pupils – handing in devices

Children are expected to turn off and hand in their devices to the front office on arrival so that access to the internet is limited during school hours; limiting this access means that children will be unable to sexually harass, bully, and control others via their mobile and smart technology, share nudes or semi-nudes consensually and non- consensually (often via large chat groups) and view and share pornography and other harmful and violent content. Parents/carers must sign a mobile phone parental consent form if their child brings a mobile phone to school. Children are not permitted to wear/bring smart watches where cameras could be used to take pictures on the way to and from school as well as in school.

Adjustments will be made where the use of a mobile phone is necessary for a pupil to manage a medical condition such as diabetes.

For more detailed information refer to the Mobile Phone Policy.

Section 12: Complaints and concerns about school safeguarding policies

12.1 Complaints against staff

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

12.2 Other complaints

Any other complaints will be handled by the Principal in accordance with guidance from the Governing Body and the Chief Executive Mrs Helen Abell.

12.3 Whistle-blowing

There is a separate whistle-blowing policy that covers concerns regarding the way the school safeguards pupils
– including poor or unsafe practice, or potential failures – please see for further details.

Section 13: Record-keeping

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

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

Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

Concerns and referrals will be kept in a separate child protection file for each child.

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right

or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.
Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.
If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main pupil file. This includes information on referrals to Prevent.

To allow the new school/college to have support in place when the child arrives, this should be within:

- **5 days** for an in-year transfer, or within
- **The first 5 days** of the start of a new term

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

- Records are both paper-based and electronic
- Records are held on school premises as well as on the electronic system
- Paper files are passed on to a new school and copies are not kept in the previous school, unless there is an existing family member attending. Electronic files are kept and stored securely indefinitely until the child is 25 (7 years after school leaving age).
- Electronic files are secure with access restrictions as embedded within CPOMs. This allows DSLs and Deputies to tailor what information is shared. Paper files are kept in a locked cabinet, in the DSLs office. Files are sent to a new school with signed for, recorded delivery. Files are placed in two envelopes; the first labelled for the DSL and Strictly Private and Confidential, and the second addressed to the school. This prevents sensitive information being obvious during transit. Electronic files are sent via a secure system such as CPOMs or Egress.

Further information about the sharing of information can be found in **Information Sharing: Advice for Practitioners providing safeguarding services to children**

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

Section 14: Supporting Pupils

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self- worth. They may feel helplessness, humiliation and some sense of blame. The federation and its academies may be the only stable, secure and predictable elements in the lives of children at risk. When in the federation their behaviour may be challenging and defiant or they may become withdrawn. The federation will endeavour to support the pupil through:

- The content of the curriculum;
- The Federation ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- The federation ethos which supports and promotes British Values;
- The Positive Behaviour Policy, in line with the Park Federation Academy Trust's Statement of General Principles With Regard To Behaviour, which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be

blamed for any abuse which has occurred; Liaison with other agencies that support the pupil.

It is important to make children and young people aware of behaviour towards them that is not acceptable and how they can help keep themselves safe:

- The framework for Personal, Social and Health Education (PSHE) provides opportunities for children and young people to learn about keeping safe and who to ask for help if their safety is threatened.
- Issues such as Domestic Violence and abuse can be difficult to broach directly in the classroom. However, discussions about personal safety and keeping safe can reinforce the message that any kind of violence is unacceptable. Let children know that it is acceptable to talk about their own problems and signpost sources of help.
- Raising these issues can lead children to bring up personal problems and concerns and staff delivering lessons on these subjects need to be prepared for that possibility.
- All children are taught about internet safety and all parents and carers have access to materials which support this, information is advertised in the academy newsletter, school app and website and the federation's website.
- Pupils wishes and feelings are sought and shared regularly; in conversations, meetings and in reports to outside professionals.

14.1 The Use of Appropriate Adults - Police and Criminal Evidence Act (1984) – Code C

The Designated Safeguarding Lead (and deputy) are aware of the requirement for children to have an appropriate adult when in contact with Police officers who suspect them of an offence.

PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child for the purposes of this Code and any other Code. PACE also states that If at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.

The Designated Safeguarding (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a pupil about an offence they may suspect. This communication will be recorded, on CPOMS. If having been informed of the vulnerabilities, the designated safeguarding lead (or deputy) does not feel that the officer is acting in accordance with PACE, they should ask to speak with a supervisor or contact 101 to escalate their concerns. A person whom there are grounds to suspect of an offence must be cautioned [1] before questioned about an offence [2], or asked further questions if the answers they provide the grounds for suspicion, or when put to them the suspect's answers or silence, (i.e. failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution. A Police Officer must not caution a juvenile or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.

The appropriate adult means, in the case of a child:

- the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation
- a social worker of a local authority

Failing these, some other responsible adult aged 18 or over who is not:

- a police officer;

- employed by the police;
- under the direction or control of the chief officer of a police force; or
- a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions,
- the Principal of the school

Further information can be found in the Statutory guidance **- PACE Code C 2019.**

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

[1] The police caution is: *"You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in Court. Anything you do say may be given in evidence."*

[2] A person need not be cautioned if questions are for other necessary purposes, e.g.: (a) solely to establish their identity or ownership of any vehicle; to obtain information in accordance with any relevant statutory requirement; in furtherance of the proper and effective conduct of a search, e.g. to determine the need to search in the exercise of powers of stop and search or to seek cooperation while carrying out a search; or to seek verification of a written record.

14.2 Private Fostering

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home.

A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

The school or college should then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

See DfE statutory guidance Children Act 1989 Private fostering for comprehensive guidance on private fostering.

Section 15: Mental Health

All staff should be aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which staff are well placed to recognise. These could include:

- significant changes in behaviour,
- ongoing difficulty sleeping,
- withdrawing from social situations,
- not wanting to do things they usually like, and physical signs of self-harm or neglecting themselves
- At Lake Farm Park Academy we pride ourselves on all staff having an awareness of mental health, we also have a mental health team for both children and staff. Our trained Mental Health First Aider is Mrs. Nair. Our mental health team who are trained to support pupils with mental health are Mrs. Ives, Mrs. Vaghela, Mrs. Kerai, Mrs. Sivakanthan, Mrs. M. Kaur, Mrs. Siddiqa, Mrs. Ijaz, Mrs. Shaheen & Ms. Pearce. We

also signpost children, families and staff to external agencies, better placed to support them.

The mental health lead is **Raji Nair**. (GDPR and Mental Health First Aider)

- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the child protection policy and speaking to the DSL/DDSL.
- If a child is in **immediate danger**, the school should call **999 or arrange for the child to attend A&E**. For **urgent help, that is not an emergency**, staff can get help from **NHS 111.**
- If staff have a mental health concern about the parents of a child that is also a safeguarding concern, immediate action should be taken, following the child protection policy and speaking to the DSL/DDSL.
- If staff have a mental health concern about another member of staff, this should be brought to the attention of the DSL/DDSL and/or Principal.
- Where children have suffered abuse, neglect and exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is important that staff are aware of how these children's experiences, and their high prevalence of special educational needs and mental health needs, can impact on their behaviour and education.

15.1 Adverse Childhood Experiences (ACEs)

Adverse Childhood Experiences (ACEs) are potentially traumatic events that occur in childhood. ACEs such as poverty, deprivation, physical or sexual abuse, having a parent or carer with a mental health problem, witnessing domestic conflict or violence have an impact on mental health. Toxic stress from ACEs can change brain development and affect how the body responds to stress. ACEs are linked to chronic health problems, mental illness, and substance misuse in adulthood. Some factors make the child more at risk than others whilst other factors can protect them from some of these experiences.

For more information on supporting Mental Health & Behaviour in Schools please see the guidance, as well as teaching resources and materials to heighten children's awareness of safeguarding issues at Rise Above UK and Better Health - Every Mind Matters. The Anna Freud Mental Health Charity also has further information on Adverse childhood experiences.

Section 16: Children Walking Home Alone

At Lake Farm Park Academy only children in years 5 & 6 are allowed to come to school unaccompanied or walk home alone. All other year groups, children need to be accompanied to and from school by an adult or child over the age of 16. Outside of this age restriction, parents/carers need to put in writing a request for a younger teenage sibling to collect and this will only be considered in highly exceptional circumstances.

Pupils will not be allowed to be collected by another adult unless school is made aware first. If no one comes to collect a child and they do not have permission to walk home alone, they will be kept in school until parents are contacted and come to collect them. If no contact is made, a referral to Social Care will be made **one hour** after the child should have been collected, as per the Local Authority Policy guidance.

Parents should ensure that their child understands the green cross code/road safety and is aware of stranger danger. If your child is in year 5 or 6 and you would like to request that they

come to school and/or walk home alone then the school requires you to sign a parental permission slip. When making the decision to allow your child to come to/from school unaccompanied please refer to the school guidance at the back of the permission slip. Please read our WALKING TO AND FROM SCHOOL ALONE POLICY

Section 17: Non-collection of children

If a child is not collected at the end of the session/day, we will:

- Make call/s to all parent or named carer contact number/s

If it is not possible to contact a parent or named carer, 1 hour after the agreed finish time for the school day/activity, a phone call will be made to Hillingdon Stronger Families Hub on 01895 556006 or the out of hours social care line if after 5pm, 01895 250111.

Section 18: Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

- Carry out any necessary search of premises and local areas for ten minutes (from when SLT are notified)
- Make call/s to all parent or named carer contact number/s
- Inform the Emergency Services by calling 999 For further details see our **Missing Pupils Policy**.

Section 19: Keeping children safe in out of school settings

Use of school premises for non-school activities

When services or activities are provided by the Academy Council, under the direct supervision or management of their school or college staff, their arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case.

The Academy Council should therefore seek assurance 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.

The Academy Council should 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 the premises; and that failure to comply with this would lead to termination of the agreement.

After School Clubs, Community Activities and Tuition: Safeguarding guidance for providers, February 2026 details the safeguarding arrangements that schools and colleges should expect these providers to have in place.

Section 20: Alternative Provision

Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs. The school will do its own due diligence and safeguarding checks to confirm the setting meets each individual child's needs.

The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to. Schools should obtain written information

from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e. those checks that schools would otherwise perform on their 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 assure itself that appropriate safeguarding checks have been carried out on new staff.

Schools should always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. They should regularly review the alternative provision placements they make. Reviews should be frequent enough (at least half termly) to provide assurance that the child is regularly attending and the placement continues to be safe and meets the child's needs. Where safeguarding concerns arise, the placement should be immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.

The Department for Education has issued statutory guidance to which commissioners of Alternative Provision should have regard:

- Alternative Provision
- Education for children with health needs who cannot attend school (December 2023)
- National standards for non-school alternative provision

Section 21: Further Reading: Related Policies and Guidance

Please read this policy in conjunction to other policies related to the safeguarding of adults and children.

Read in conjunction with:

Government recommended documents

- **Keeping Children Safe in Education (2026)– for leaders DSLs and DDSLs**
- **Keeping Children Safe in Education (2026) Part One – Part 1 and Annexes A and B – for all staff**
- **Prevent Duty Guidance: Guidance for specified authorities in England and Wales – for DSLs and DDSLs**
- **Prevent duty guidance update: a briefing for schools and early years providers – for all staff**
- **Working together to safeguard children 2026**

School Policies (these may be titled differently in different schools so each school to check)

- Staff Code of Conduct
- Attendance Policy
- Anti-Bullying Policy
- Positive Behaviour Policy
- Use of Reasonable Force – created 2026
- Intimate Care Policy
- Children Looked After and Previously Looked After Policy
- Online Safety Policy
- Internet and Email Policy
- Social Media Policy
- Remote Learning Policy
- Missing Child Policy
- WALKING TO AND FROM SCHOOL ALONE POLICY
- Sex and Relationships Policy - updated 2026
- Whistleblowing Policy
- Evacuation Policy
- Lockdown Procedures
- Fire Safety Policy

- Business Continuity Plan
- Anti-Modern Slavery Statement
- Health and Safety Policy
- First Aid Policy
- SEND Policy
- Supporting Children with Medical Conditions Policy
- Supporting Children with Asthma Policy
- Children with Medical Needs who Cannot Attend School
- Wellbeing Policy for Staff
- Wellbeing Policy for Pupils
- AI Policy
- Mobile Phone Policy
- Allergy Policy

Appendix 1: Further information regarding specific Safeguarding Issues in KCSIE

In order to achieve full compliance, all staff are required to read DfE Keeping Children Safe in Education Part 1 which includes Annex A: Further Information. The annex provides essential further information on the following safeguarding issues and must be read:

- Child abduction and community safety incidents
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- County lines
- Children and the court system
- Children missing from education
- Children with family members in prison
- Cybercrime
- Domestic abuse
- Homelessness
- Modern Slavery and the National Referral Mechanism
- Preventing radicalisation
- The Prevent duty
- Channel
- Serious Violence
- Honour based abuse (including Female Genital Mutilation and Forced Marriage)
- FGM
- FGM mandatory reporting duty for teachers
- Forced marriage
- Additional advice and support

Appendix 2: Allegations of abuse made against staff

Section 1: Allegations of abuse made against staff

This section is based on 'Section 1: Allegations that may meet the harm threshold' in part 4 of Keeping Children Safe in Education.

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

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
  - Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children, or
  - Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

If we're in any doubt as to whether a concern meets the harm threshold, we will consult our local authority designated officer (LADO).

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

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

A ‘case manager’ will lead any investigation. This will be the Principal, or the Chief Executive Officer, where the Principal is the subject of the allegation. The case manager will be identified at the earliest opportunity.

Suspension

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

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

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

If in doubt, the case manager will seek views from the Trust HR department and the designated officer at the local authority, as well as the police and children’s social care where they have been involved.

Definitions for outcomes of allegation investigations

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

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the Principal (or the CEO where the allegation is
directly reported to the MAT and is against a staff member employed in the MAT’s Central Trust Team or CEO where the Principal is the subject of the allegation or Federation Governance Safeguarding Lead where the CEO is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority (LADO). This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the local authority designated
officer (LADO) – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)

- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (LADO) (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. Further support is available through trade union representatives, or a colleague,

for example your line manager and/or the DSL as well as through the 'Employee Assistance Programme for guidance, support and counselling.

- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child
- It is vital to note that if there is an allegation made against the Principal then this must be reported to the CEO of The Multi-Academy Trust (MAT) – Mrs Helen Abell. If there was an allegation against the CEO, Mrs Helen Abell, Ranisha Dhamu (Federation Governance Safeguarding Lead) would be contacted.
- **Organisations or Individuals using school premises -** Schools and colleges may receive an allegation relating to an incident that happened when an individual or organisation was using their 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, the school will follow their safeguarding policies

and procedures, including informing the LADO.

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

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

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

Where there is no further action from the LADO, Police or Local Authority Childrens' Social Care, following an allegation against a member of staff, the Park Federation may still choose to investigate internally.

Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

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

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

Specific actions

Action following a criminal investigation or prosecution

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

Conclusion of a case where the allegation is substantiated

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

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

Individuals returning to work after suspension

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

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

Unsubstantiated, unfounded, false or malicious allegations

If an allegation, or report, is shown to be deliberately invented, or malicious, the Principal (or the CEO in the case of an allegation against the Principal or staff member in the MAT's Central Trust Team; or Federation Governance Safeguarding Lead in the case of an allegation against the CEO) will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

It will be decided if the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate.

Confidentiality

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

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

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises
- We do not enter any safeguarding concerns about an adult on CPOMs. This is entered in the schools allocated recording system for LADO referrals or staff concerns.

Record-keeping

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

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

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

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

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

References

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

We will include substantiated allegations, provided that the information is factual and does not include opinions.

Learning lessons

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

This will include consideration of (as applicable):

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

If a staff member feels unable to raise an issue with the federation or Local Authority, or feel that their genuine concerns are not being addressed, then they can contact the NSPCC whistleblowing helpline on 0800 028 0285.

Non-recent allegations

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

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

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

Section 2: Concerns that do not meet the harm threshold

This section is based on 'Section 2: Concerns that do not meet the harm threshold' in part 4 of Keeping Children Safe in Education.

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Safeguarding concern or allegation from another member of staff
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – 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 meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

- Examples of such behaviour could include, but are not limited to:
- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating pupils

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

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

- Empowering staff to share any low-level concerns as per section 7 of this policy
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised

- Helping to identify any weakness in the school's safeguarding system

The DSL/DDSL and the Principal will work together to investigate low-level concerns, decide actions and reasons for actions.

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's code of conduct. The headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate

behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority

- Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

Section 3: Simplified description of initial reporting process

Allegations against a staff member, trainee teacher or volunteer

If a complaint of abuse is made against a member of staff, trainee teacher or volunteer, the person receiving the complaint must take it seriously and immediately inform the Principal of the school. The Local Authority Designated Officer (LADO) must be involved at this initial stage.

Allegations against a member of the MAT's Central Trust Team staff

The federation has employees who are members of the MAT's Central Trust Team. These employees work across federation schools. If a complaint of abuse against one of these employees is received, it must be immediately reported to the Principal if the complaint has been made in a school, and to the Chief Executive

Officer (CEO) if the complaint has been received directly by the MAT. The Local Authority Designated Officer (LADO) must be involved at this initial stage. If the complaint is reported to a Principal, he or she must inform the MAT's CEO too but the reporting to the LADO must come first.

Allegation against the Academy Principal:

If the allegation is made against the Academy Principal, this must be reported to the MAT's CEO who then must contact the LADO at this initial stage. The procedures in this case will be similar to those for any other member of staff.

Allegation against the Trust's Chief Executive Officer:

If the allegation is made against the MAT's CEO, this must be reported to the Federation Governance Safeguarding Lead, Ranisha Dhamu who must then contact the LADO at this initial stage. The procedures in this case will be similar to those for any other member of staff.

Appendix 4: Guidance on searching & confiscation

Staff can search a pupil with their consent.
Any member of school staff can search a pupil for any item with their consent.
You don't need written consent – you can simply ask the pupil to turn out their pockets or to let you look in their bag or locker, and if the pupil agrees, you can go ahead.
If you suspect the pupil has an **inappropriate item** in their possession and they refuse a search, you can apply an appropriate punishment.

What counts as an inappropriate item, and what the punishment might be for refusing to comply with a search request, should be set out in your positive behaviour policy.

Certain staff can search a pupil without their consent.

What you can search for:

You can only undertake this type of search if you have 'reasonable grounds' for suspecting a pupil may have a **prohibited item** in their possession.
It's up to you to decide what 'reasonable grounds' might be. For

example, you may: Hear other pupils talking about the prohibited

item; or

Notice a pupil behaving in a way that causes you to suspect they're concealing a prohibited item

Prohibited items:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Vapes

Any article that the member of staff reasonably suspects has been, or is likely to be, used to:

- Commit an offence
- Cause personal injury or damage to property
- You can also search for any item that's:
- Restricted by your school's rules, **and**
- Been identified in the rules as an item which may be searched for

Who can carry out the search?

Only your Principal or a member of school staff authorised by them can search without consent.

The searcher must be the same sex as the pupil being searched, and another staff member **must** be present (if possible, they should be the same sex as well).

However, staff can search an opposite sex pupil and/or search without a witness present if:

- There's a risk that serious harm will be caused to a person if they don't conduct the search immediately, **and**

- It isn't reasonably practicable to summon another member of staff.

Carrying out searches

Clothing

- The searcher may not require the pupil to remove any clothing other than outer clothing (i.e. clothing not worn next to the skin or immediately over underwear).
- Intimate searches can only be conducted by a person with more extensive powers (e.g. a police officer).

Lockers, desks and bags

These can only be searched in the presence of the pupil and another member of staff, except if:

- There's a risk that serious harm will be caused to a person if they don't conduct the search immediately, **and**
- It isn't reasonably practicable to summon another member of staff
- You can allocate lockers and desks to pupils on the condition that they consent to having these searched for any item whether or not they're present.

Use of force

Staff can use reasonable force when conducting a search for prohibited items (see the section above for a list).

You can confiscate items under certain circumstances

You can confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. There are ways you should handle specific prohibited items (see below):

- Weapons or items which are evidence of an offence - Pass these on to the police as soon as possible.
- Alcohol, tobacco and cigarette papers, fireworks - Either retain or dispose of these, but don't return them to the pupil.
- Controlled substances - In most cases, deliver these to the police as soon as possible. However, you can dispose of them if you think there's a good reason to do so. Take into account the relevant circumstances and use your professional judgement to determine whether you can safely dispose of the item yourself. If you're not sure of the legal status of a substance but you have reason to believe it may be a controlled drug, treat it as such.

Stolen items

If the items are valuable or illegal, deliver these to the police as soon as possible.
If they're low value, you may return them to the owner if you think there's a good reason to do so, or retain or dispose of them if returning them is not practicable.

Pornographic images

Dispose of the images, unless you have reasonable grounds to suspect that their possession constitutes a specific offence (i.e. it is extreme or child pornography).
If you do, deliver them to the police as soon as reasonably practicable.

Electronic devices

You can search and confiscate electronic devices.
If during a search you find an electronic device, you may examine its data or files – and delete files – if you have a good reason to do so and:

- The device is prohibited by school rules, or
- You reasonably suspect it has been, or is likely to be, used to:
- Commit an offence
- Cause personal injury or damage to property
  - A 'good reason' to examine devices or erase data or files is if you reasonably suspect that data or files on the device in question have been, or could be, used to:
- Cause harm
- Disrupt teaching
- Break the school rules
- Evidence related to an offence

If you have reason to believe that the device contains evidence in relation to an offence, you must give the device to the police as soon as reasonably practicable.

If you search the device and find data or files related to the offence, don't delete these before handing the device over.

Reporting searches to parents

You don't need to inform parents before a search takes place, and you don't need their consent to search their child.
You should inform them if any of the following are found:

- Weapons
- Alcohol
- Illegal drugs
- Potentially harmful substances

Internal records

There's no requirement to make or keep a record of a search, however it may be advisable to do so for your own records, e.g. on CPOMs.