MAYFIELD PREPARATORY SCHOOL

Believe It! Achieve It!

Safeguarding Policy

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1. NAMED STAFF IN OUR SCHOOL ARE:

Designated Safeguarding Lead (DSL) & Deputy SENDCO	**Emma Hawthorne, Assistant Head** ehawthorne@mayfieldprep.co.uk
Head teacher (and Deputy DSL)	**Matthew Draper** mdraper@mayfieldprep.co.uk
Chair of Governors	**Ed Ng** info@mayfieldprep.co.uk
Safeguarding Governor	**Amrit Johal** info@mayfieldprep.co.uk
Deputy DSL	**Sarah Draper, Deputy Head** sdraper@mayfieldprep.co.uk
DSL (EYFS)	**Emma Hawthorne, Head of EYFS** ehawthorne@mayfieldprep.co.uk
Deputy DSL (EYFS)	**Hannah Dallaway** hdallaway@mayfieldprep.co.uk
Attendance Officer	**Kerrie Pittaway** kpittaway@mayfieldprep.co.uk
Holiday Club DSL	**Mary Vigrass** mvigrass@mayfieldprep.co.uk
Holiday club Deputy DSL	**Yasmin Ahmed** yahmed@mayfieldprep.co.uk
Single Point of Contact (Preventing Radicalisation) (SPOC)	**Emma Hawthorne, Assistant Head** ehawthorne@mayfieldprep.co.uk
Looked After Children Designated Teacher, SENDCO & Deputy DSL	**Claire Flanagan, SENDCO** cflanagan@mayfieldprep.co.uk
Designated Lead for online Safety (responsible to DSL)	**Emma Hawthorne, Assistant Head** ehawthorne@mayfieldprep.co.uk
Designated Allergy Lead	**Emma Hawthorne, Assistant Head** ehawthorne@mayfieldprep.co.uk

SCHOOL CONTACT DETAILS:
Email: info@mayfieldprep.co.uk
Tel no. (01922)624107

LOCAL SAFEGUARDING CONTACT DETAILS:

Walsall Multi-Agency Safeguarding Walsall Multi-Agency Safeguarding Hub (MASH)
Telephone: 0300 555 2866
(Monday to Thursday 8.45am to 5.15pm, Friday 8.45am to 4.45pm)
Emergency Duty Team (Out of Hours):

0300 555 2922 or 0300 555 2836

Esther Cotton, Head of Safeguarding 01922 710129
esther.cotton@walsall.gov.uk

Belinda Crowshaw *(LADO)and Jaspal Tattar (IRO)*
LADO@walsall.gov.uk
Tel : 01922 652322

Further information regarding allegations management and LADO referrals can be found via the Walsall Safeguarding Partnership website.

Birmingham Children's Advice and Support Service (CASS)
Telephone: 0121 303 1888
Emergency Duty Team (Out of Hours): 0121 675 4806

Staffordshire County Council's First Response Service: Telephone: 0800 1313126

E-mail: firstr@staffordshire.gov.uk |
Open: Monday - Thursday 8:30am - 5:00pm, Friday 8:30am - 4:30pm

Emergency Duty Service: (Out of Hours Service)
Telephone: 0345 604 2886

Sandwell Safeguarding
Sandwell MASH 0121 569 3100

Preventing Radicalisation
The school recognises its duty under the Prevent Duty to safeguard pupils from radicalisation and extremism.
Concerns regarding radicalisation should be reported immediately to the Designated Safeguarding Lead (DSL).

Local Authority *Prevent* lead is Niall Markham (Niall.Markham@walsall.gov.uk). Advice can be sought from: West Midlands Police (non-emergency): 101, Emergency Services: 999, The Local Authority Prevent Team,

DBS disclosure service
DBS customer services
PO Box 165
Liverpool
L69 3JD

Email: customerservices@dbs.gov.uk
Disclosure helpline 03000200190

Emergency: call Police on 999

Ofsted
Picadilly Gate, Store Street,
Manchester. M1 2WD
Tel : **03001231231**
ISI
Ground Floor
CAP House
9-12 Long Lane
London. EC1A 9HA

2. STATEMENT OF INTENT

Mayfield Preparatory School recognises its responsibilities for child protection. The school is committed to acting in the best interests of the child. Our policy applies to all staff, governors and volunteers working in the school. This policy applies to all pupils at Mayfield Preparatory School, including all pupils in the Early Years Foundation Stage. This policy is available for parents on the school website and as a hard copy from the school office on request.

Mayfield Preparatory School (the **School**) is committed to ensuring safeguarding and promoting the welfare of children is our highest priority. The School promotes a whole school approach to safeguarding. This means involving everyone in the School and ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. The School promotes an inclusive, anti-discriminatory culture where racism, and other forms of discriminatory behaviour are recognised, challenged and addressed as part of our safeguarding responsibilities. Ultimately, all systems, processes and policies operate with the best interests of the child at their heart.

Safeguarding is defined as: {WT 2026/KCSIE}

- 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 and
- taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18.

School staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

All school staff have a responsibility to provide a safe environment in which children can learn.

The School has a designated safeguarding lead who provides support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

All school staff are prepared to identify children who may benefit from Family Help. Family Help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Any staff member who has a concern about a child's welfare should follow the referral processes set out in Section 3. Staff may be required to support social workers and other agencies following any referral.

The Teachers' Standards 2021 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties

Keeping Children Safe in Education (KCSIE)

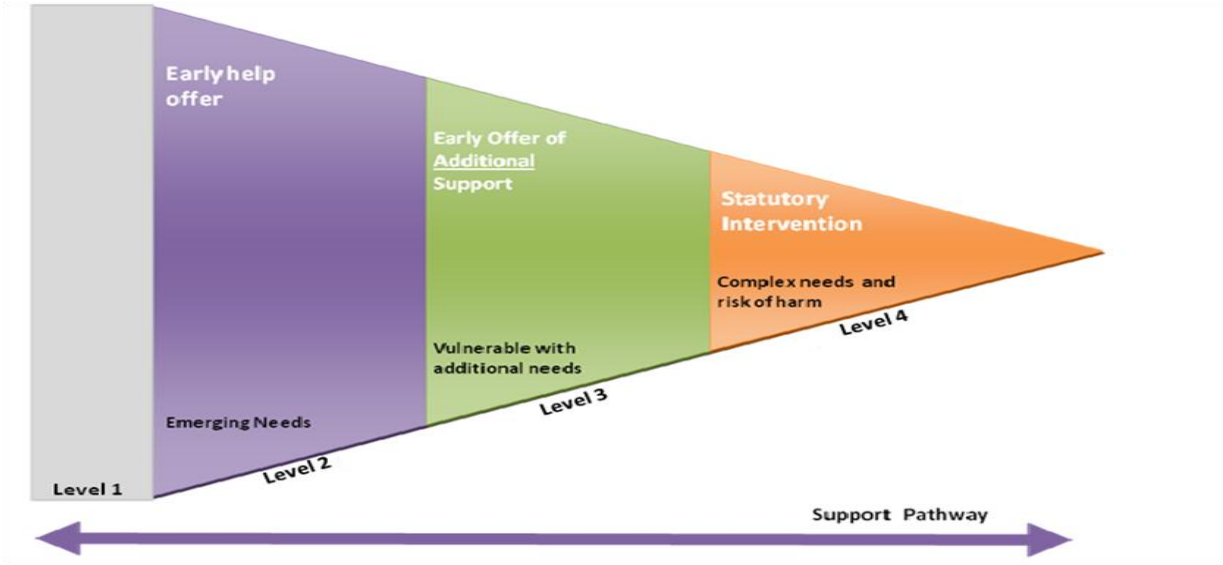
The school acknowledges legal duties imposed by the Human Rights Act 1998 and the Equality Act 2010 and acts in accordance with the legal duties imposed by statute when implementing safeguarding.

PROCEDURES FOR DEALING WITH AND REFERRING CONCERNS ABOUT CHILDREN IN NEED AND/OR AT RISK

All staff and volunteers should be aware of the referral pathway in Walsall including single and multi agency Family Help offers as defined in Walsall Safeguarding Partnerships Threshold guidance (www.wlscb.org.uk http://wlscb.org.uk/wp-content/uploads/WSP-Multi-agency-guidance-for-thresholds-PDF-216KB.pdf)

If staff have **any concerns** about a child's welfare, they should act on them immediately. Many children are vulnerable in various ways and this is not always as a result of actions by parents/carers. Children can be deemed to be vulnerable in many ways as defined later in this section.

The Walsall Pathway for levels of concern is defined below:-



Options will therefore include:

• managing any support for the child internally via our school own pastoral support processes or
• an Family Help assessment or
• a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm.

All school staff should be prepared to identify children who may benefit from Family Help (levels 2 and 3) in addition to identifying risks of significant harm (level 4).

Family Help

Any child may benefit from family help, but all school and college staff should be particularly alert to the potential need for Family Help for a child who:

• is disabled or has certain health conditions and has specific additional needs
• has special educational needs (whether or not they have a statutory Education, Health and Care plan)
• has a mental health need
• is a young carer
• is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
• is frequently missing/goes missing from education, home or care,
• has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
• is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
• is at risk of being radicalised or exploited
• has a parent or carer in custody, or is affected by parental offending
• is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
• is misusing alcohol and other drugs themselves
• is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
• is a privately fostered child

If Family Help is appropriate, our designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an Family Help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

Child in Need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in

need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse, neglect and exploitation, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

The role of the Local Authority

The local authority will make a decision, within one working day of a referral being made, about the type of response that is required and should let the referrer know the outcome, the referrer should follow up if this information is not forthcoming.

If, after a referral, the child's situation does not appear to be improving, our school will consider following local escalation procedures to ensure our concerns have been addressed and, most importantly, that the child's situation improves.

When our staff members have any **concerns** about a child (as opposed to a child being in immediate danger) they will need to decide what action to take. Where possible, there must be a conversation with the designated safeguarding lead to agree a course of action.

Where there is a safeguarding concern our school will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback.

3. PROCEDURES FOR STAFF

Any member of staff who has suspicions that a child is being abused should inform Emma Hawthorne (Assistant Head) as Designated Safeguarding Lead (DSL) with status and authority for child protection matters and with responsibility for liaising with the relevant local agencies. Staff have an awareness that a child may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and /or they may not recognise their experiences as harmful. For example, children feeling embarrassed, humiliated or being threatened. This could be due to their vulnerability, disability and / or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the Designated Safeguarding Lead if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children which facilitate communication.

In case of the DSL's absence, inform Claire Flanagan (SENDCO), or Sarah Draper (Deputy Head) as Deputy DSL or Hannah Dallaway(Deputy Head of Early Years Foundation Stage), as DDSL for EYFS. If there is a safeguarding concern during Holiday Club, the DSL is Mary Vigrass and the DDSL is Yasmin Ahmed. Normal referral processes also apply when there are concerns that children are at risk of being drawn into terrorism. The responsibility of making decisions about referrals is with the school's designated safeguarding lead. However, anyone can make a referral, if necessary. It is important that children receive the right help at the right time to address risks and prevent issues escalating. It is also important to act on and refer the early signs of abuse, neglect, child-on-child abuse, radicalisation and any other concerns, keep clear records, listen to views of the child, reassess concerns when situations do not improve, share information quickly and challenge inaction. If a pupil speaks to a member of staff about the fact that either he/she, or a pupil known to them, is being bullied, harassed and abused, the member of staff should listen carefully to the child and follow these procedures:

4. RESPONDING TO A CONCERN – THE "6 R's RESPONSE"

Remember you have a statutory duty under the Education Act 2002 to pass on any child protection concerns about the child.

RECEIVE

- If a child wants to talk to you, never ask them to come back later. Ask them what they want to talk to you about and, if you are concerned about their welfare, give them the time to speak to you.
- Never promise confidentiality, inform the child that you are happy to talk to them but if they tell you anything that you believe may be putting them at harm that you will have to talk to someone.
- Listen carefully to the child. Do not stop a child who is freely recalling information.
- Where a child is visibly upset or has an obvious injury, it is good practice to ask a child why they are upset or how an injury was caused, or respond to a child wanting to talk to you to help clarify vague concerns and result in the right action being taken.

REASSURE

- Ensure that the child is aware that they have done the right thing in talking to you and that they have not done anything wrong.
- If you have any concerns that the child has been, or is at risk of harm, you must tell them that you will speak to someone to get help.

REACT

- If you need to clarify information ask open-ended questions e.g." *Is there anything you'd like to tell me?", "Can you explain to me…", Can you describe to me…."*
- **Never** ask leading or suggestive questions e.g. '*Did he/she do anything that they shouldn't have done?*'
- **Never** ask 'accusing' questions e.g." *Why didn't you tell someone earlier?*"
- **Never** criticise the alleged perpetrator, it may be someone that they will continue to live with.
- **Never** ask the pupil to repeat their disclosure for any other member of staff, it is your responsibility to share the information
- These four factors may compromise enquiries that need to be made later by children's social care or Police.

RECORD

- Make notes as soon as possible afterwards using the words that the child has used.
- Do not record your assumptions and interpretations, just what you heard and saw.
- Do not destroy original notes even if you later write things up more neatly and fully.
- Record the date, time and place of the disclosure.
- Sign any written records and identify your position in the school setting.
- Do not ask a child to write an account or sign any of your documentation as this may compromise enquiries that may be made later by children's social care or Police.

REFER

Immediately inform the Designated Safeguarding Lead for child protection (Emma Hawthorne) or in her absence the Deputy Designated Safeguarding Lead for child protection (Claire Flanagan, Sarah Draper or Alison Roberts) who will be responsible for following the appropriate procedures. If there is a safeguarding concern during Holiday Club, the DSL is Hannah Dallaway and the DDSL is Mary Vigrass. In the absence of anyone being available in school, contact the Local Authority.

REFLECT

Ask yourself if you have done everything you can within your role.

Refer any remaining concerns to the designated teacher, e.g. any knowledge of siblings in the school, or previous contact with parents.

Dealing with disclosures can be difficult and disturbing; you should seek support for yourself via the support within your school or an alternative source but be aware of principles of confidentiality

CONFIDENTIALITY

A pupil who is insistent upon confidentiality should be referred to an external source, such as ChildLine (details are given later in this Policy), which is displayed on notices around the school and the member of staff should terminate the conversation at that point. The adult should provide the DSL with a written account of what has transpired as a matter of urgency. Whatever the nature of your concerns, discuss them with your DSL. If you still have concerns, you or your DSL should refer to the LSCB for further advice.

Prejudice-based harm

All staff should recognise that children may experience prejudice-based harm, including racism, faith-based prejudice, and other forms of discrimination. Such experiences may affect a child's welfare, wellbeing, mental health, and willingness to seek help. Staff should be alert to the signs and impact of prejudice-based harm and ensure that concerns are considered within safeguarding practice where appropriate".

5. PROCEDURES FOR THE DESIGNATED SAFEGUARDING LEAD (DSL)

Upon receiving a report of abuse, the DSL will:

- Listen to the child and limit any questioning to the minimum necessary to seek clarification only, strictly avoiding 'leading' the pupil or adult who has approached them by making suggestions or asking questions that introduce their own ideas about what may have happened.
- Tell the informing pupil or adults that they will now make sure that appropriate people are contacted to follow the problem up. Explain that confidentiality cannot be promised.
- Take any steps needed to protect any pupil involved from risk of immediate harm.
- If it is an allegation of abuse by a member of staff or volunteer, the DSL should follow the school's 'procedures when a member of staff faces allegations of abuse' detailed later in this policy.
- Otherwise, contact the WSP MASH straight away, on 0300 555 2866. [In situations where the child resides in another local authority, contact the WSP MASH and seek guidance on whether to contact directly the team for the area in which the child resides – see for contact details of neighbouring Local Authorities].

FAMILY HELP OR HAS SUFFERED, OR AT RISK OF SUFFERING, SERIOUS HARM

In discussion with the MASH it will be determined whether the child may be in need of additional support from one or more agencies or whether the child has suffered or is at risk of suffering serious harm. In the former case, the LSCB will make arrangements for an Family Help Assessment involving one or more agencies, the pupil and parents. In the latter case, a referral will be made to the relevant department, for which parental consent is not required, and the procedure is outlined below.

Making a referral when there are reasonable grounds to believe that a child has suffered, or is at risk of suffering, serious harm

Guidance from the Walsall MASH states, you will be asked to provide as much information as possible. Such as the child's full name, date of birth, address, school, GP, languages spoken, any disabilities the child may have, details of the parents. Do not be concerned if you do not have all these details, you should still make the call.

You should follow up the verbal referral in writing, within 24hrs. This should be done on a MARF up to and including level 3 referrals and a Family Help Partnership Tool (EHPT) from and including level 4 referrals. This can be downloaded from https://go.walsall.gov.uk/forms/on-line-tool and the WSP website

(https://go.walsall.gov.uk/walsall-safeguarding-partnership/) under Child Protection Procedures. It is also available on the staff intranet.

- Follow advice given regarding
  - medical examination or treatment for the pupil (Follow CP procedures/ medicals completed within Section 47 enquiries)
  - immediate protection that may be needed for the pupil
  - informing other people of the School (including any other members of staff) of the investigation
- Inform the pupil or adult who made the initial report of what the next steps are to be, having agreed these with the LSCB.
- Take any necessary steps for the longer term protection and support of the pupil
- Ensure that any pupil being interviewed by the police has available a supportive member of staff of their own choice to accompany them if they so wish.
- Notify any relevant agencies, eg DBS, DfE or OFSTED (if the pupil is in the Early Years Foundation Stage) of any report that is being investigated by the LSCB and/or police.
- Ensure co-operation by the school in any subsequent investigation by the LSCB or police.
- Co-operate with arrangements where feasible for any pupil who has been the subject of abuse to receive any necessary continuing counselling and support by agreement the LSCB.

6. INFORMATION SHARING

School staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the data protection laws. This includes:

• being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data',

• understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows, where appropriate, practitioners to share special category personal data without the need for consent.

• for the School, not providing pupils' personal data in response to a Subject Access Request where the serious harm test under data protection legislation is met.

For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harm test is met, the School must withhold providing the data in compliance with schools' obligations under the data protection laws. Where in doubt the School will seek independent legal advice.

The data protection laws do not prevent the sharing of information for the purposes of keeping children safe.

Fears about sharing information must not be allowed to stand in the way of the need to

safeguard and promote the welfare and protect the safety of children.
Further details on information sharing can be found:

Working Together to Safeguard Children, which includes a myth-busting guide to information sharing
• at Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers,
• the Information Commissioner's Office (ICO) guide to sharing information to safeguard children and young people in the education sector in the UK which is intended to help practitioners to feel confident to share personal information for safeguarding purposes, and
• in Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the UK GDPR, Data Protection Act 2018 and the Data (Use and Access) Act (July 2025).

Where children leave the School, the designated safeguarding lead (or a deputy) should ensure their child protection file is transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school to have support in place for when the child arrives. The designated safeguarding lead should ensure secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools should ensure key staff such as designated safeguarding leads and special educational needs coordinators (SENCOs) are aware as required. It will then be for the designated safeguarding lead to consider what other information should be shared with other relevant staff and when appropriate to do so.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school in advance of a child leaving particularly where the information would support an assessment of risk to others in the school as well as the individual pupil. For example, information that would allow the new school to continue supporting children who have had a social worker and been victims of abuse, or those who are currently receiving support through the 'Channel' programme and can have that support in place for when the child arrives or incidents that may indicate concerns about serious violence or harmful behaviours.

Where information indicates a risk to others and/or the individual pupil, for example where a pupil has previously carried, threatened with, or used a knife or weapon, it is incumbent on the receiving school to assess risk, and accordingly, put in place a safety and support plan for when the child arrives. It would be good practice for a conversation to take place between the designated safeguarding leads at both settings, where there are issues or concerns.

7. LOCAL SAFEGUARDING CHILDREN'S BOARD AND SAFEGUARDING PARTNERS

The Local Safeguarding Children's Board (LSCB) is the Walsall Safeguarding Partnership

(*https://go.walsall.gov.uk/walsall-safeguarding-partnership/*). To report suspected child abuse, contact the WSP Multi Agency Safeguarding Hub (MASH) on 0300 555 2866 (weekdays 8.45am – 5.15pm) and 0300 555 2922 or 0300 555 2836 (evenings, weekends or bank holidays). For support and advice about extremism, the Local Authority *Prevent* lead is Niall Markham (Niall.Markham@walsall.gov.uk), the local police force 0845 113 5000, the non-emergency police number 101 and the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk.

REFERENCES TO UP-TO-DATE KEY STATUTORY GUIDANCE

The school will operate in line with guidance set out by the Walsall Safeguarding Partnership (WSP) and will give due regard to the Government Guidance Documents:

- *Keeping Children Safe in Education (KCSIE)*
- *KCSIE incorporates the additional statutory guidance, Disqualification under the Childcare Act 2006 (September 2018)*
- *KCSIE, from September 2023, incorporates the (now withdrawn) DfE guidance Sexual violence and sexual harassment between children in schools and colleges*
- *KCSIE's Annex B contains additional information about specific forms of abuse and safeguarding issues, including, eg, children missing from education, cybercrime, mental health, preventing radicalisation, and sexual violence and sexual harassment between children in schools and colleges.*
- *Working Together to Safeguard Children (September 2023)*
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019, updated September 2021, updated for introduction 1 September 2026)
- *Prevent Duty Guidance: for England and Wales (July 2015, updated 31.12.2023) (Prevent). Prevent is supplemented by non-statutory advice and a briefing note:*
- *The Prevent duty: Departmental advice for schools and childminders (June 2015)*
- *The use of social media for on-line radicalisation (July 2015)*

WT 2026 sets out important national systemic changes.

A Shared Responsibility bringing together new and existing guidance to emphasise that successful outcomes for children depend on strong multi-agency partnership working across the whole system of help, support and protection including effective work from all agencies with parents, carers, and families. This includes principles for working with parents and carers to centre the importance of building positive, trusting, and co-operative relationships to deliver tailored support to families, and expectations for multi-agency working that apply to all individuals, agencies and organisations working with children and their families, across a range of roles and activities.

Multi-Agency Safeguarding Arrangements introduce substantive changes to strengthen how local multi-agency safeguarding arrangements (local authorities, integrated care boards and the police) work to safeguard and protect children locally, including with

relevant agencies. Changes include clarifying the roles and responsibilities of safeguarding partners, distinguishing between Lead Safeguarding Partners (LSPs) and Delegated Safeguarding Partners (DSPs), introducing a partnership chair role, emphasising the role of education in safeguarding arrangements and strengthening accountability by clarifying expectations for information-sharing, independent scrutiny, funding, and reporting. Agencies are encouraged to consider the importance of voluntary, charity and social enterprise (VCSE) organisations within arrangements to improve oversight, engagement, and consistency.

Providing Help, Support and Protection has a renewed focus on how organisations and agencies provide help, safeguarding and protection for children and their families. There are three sections: Family Help, Safeguarding and promoting the welfare of children, and Child protection.

Family Help strengthens the role of education and childcare settings in supporting children and keeping them safe, including information on a child's right to education and risk factors for practitioners to consider when identifying children and families who may benefit from Family Help. The approach to working with families has been strengthened throughout the guidance, outlining the role of family networks, including stronger guidance on the use of family group conferences to improve family network engagement in decision making and supporting children.

DEFINITIONS OF ABUSE, NEGLECT AND EXPLOITATION

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 another child or children.

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All our staff, especially the designated safeguarding lead (or deputy) will be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.
https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding

All staff are aware of safeguarding issues and aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

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

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers

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 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.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as "traumatic mutism") can indicate maltreatment.

SEXUAL ABUSE: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching 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. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. The sexual abuse of children by other children is a specific safeguarding issue in education. Children who have experienced sexual violence display a wide range of responses to their experiences, including in some cases clear signs of trauma, physical and emotional responses, or no overt sign at all. The school remains alert to the possible challenges of detecting those signs and show sensitivity to the needs of the child. There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;

- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

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

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

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

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

In our school we understand that children with special educational needs and disabilities can face additional safeguarding challenges because:

- There may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Being more prone to peer group isolation than other children;
- Cognitive understanding- being unable to understand the difference between fact and fiction in online content then repeating the content/ behaviour in school or the consequences of doing so.
- children with SEN and disabilities can be disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, the school will consider extra pastoral support and attention for children with SEN and disabilities, along with ensuring any appropriate support for communication is in place. Further information can be found in:

• SEND Code of Practice 0 to 25 years,

• Supporting Pupils at School with Medical Conditions

Further information can be gathered from specialist organisations such as:

• The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: Find your local IAS service (councilfordisabledchildren.org.uk)

• Mencap - Represents people with learning disabilities, with specific advice and information for people who work with children and young people

• NSPCC - Safeguarding children with special educational needs and disabilities (SEND) and NSPCC - Safeguarding child protection/deaf and disabled children and young people

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;

- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or inappropriate invasive procedures.

8. FURTHER SAFEGUARDING ISSUES

All staff will have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, unexplainable and/or persistent absences from education serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos. 8 can be signs that children are at risk.

Additional information on these safeguarding issues and information on other safeguarding issues is included in Annex A Keeping Children Safe in Education (KCSIE) which is read and understood by all staff/volunteers outlining risk as below:-

CHILD ABDUCTION AND COMMUNITY SAFETY INCIDENTS

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Mayfield provides outdoor-safety lessons run by teachers and by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

CHILDREN AND THE COURT SYSTEM

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed.

There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

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

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice provides an information service which helps parents make child arrangements, without going to court and for them to understand alternative resolution options. They have also launched an online child arrangements plan tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

We will recognise these vulnerabilities and offer Family Help where necessary for the children, young people and their families to safeguard emotional wellbeing; we will access resources as defined in Keeping Children Safe in Education (KCSIE).

CHILDREN MISSING FROM EDUCATION

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse, neglect and exploitation and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay. The school follows the Working together to improve school attendance (2026) statutory guidance. This also reflects the importance of securing good attendance in school, and the need to tackle persistent absence which often is a sign of safeguarding issues or unmet social care or educational needs.

We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2021) our school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
    - leave school to be home educated
    - move away from the school's location
    - remain medically unfit beyond compulsory school age
    - are in custody for four months or more (and will not return to school afterwards); or

- are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Our school will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

CHILDREN WITH FAMILY MEMBERS IN PRISON

These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. We will work with the children and their families as much as possible to mitigate the harm by offering Family Help and emotional wellbeing support where necessary and recognise additional risks such as witnessing arrests, trauma of prison visits, concerns regarding an offenders release and return home.

CHILD CRIMINAL EXPLOITATION (CCE) AND CHILD SEXUAL EXPLOITATION (CSE)

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources. Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late; and

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

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

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Our school refers to Walsall Safeguarding Partnership procedures to consider completion of the screening tool and/or NWG risk assessment. Walsall Safeguarding Partnership

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

Their Principal Exploitation Reduction Officer & Exploitation and Missing Team Manager is Katie Storer-Young who manages the Exploitation team, if there are any worries about exploitation or missing concerns about a child please refer to MASH or the child's social worker. You should also copy missingexploitedchildren@walsall.gov.uk in to any referrals.

COUNTY LINES

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".'

This activity can happen locally as well as across the UK - no specified distance of travel is required. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts which need to be worked off and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

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

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Further information
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf

Any concerns will be referred to Children's Services and support will also be sought from:-

Their Principal Exploitation Reduction Officer & Exploitation and Missing Team Manager is Katie Storer-Young who manages our Exploitation team, if there are worries about exploitation or missing concerns about a child please refer to MASH or the child's social worker. You should also copy missingexploitedchildren@walsall.gov.uk in to any referrals.

CHILDHOOD MENTAL HEALTH

All our staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

We are clear in our school that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Our 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. We understand that when children have suffered abuse, neglect and exploitation, or other potentially traumatic adverse childhood experiences (especially in the context of Covid 19), this can have a lasting impact throughout childhood, adolescence and into adulthood. We know that Family Help is critical when supporting children and young people who are suffering trauma, depression, anxiety, low mood and other indicators of mental health.

If our staff have a mental health concern about a child they know that it is also a safeguarding concern, immediate action will be taken as with all other vulnerabilities. Records will be made and reported immediately to our Designated Safeguarding Lead and Special Educational Needs Coordinator.

In our school we offer additional support by celebrating Mental Health Awareness Week, holding weekly nurture groups and having two trained Mental Health First Aiders available for children to discuss issues with.

Further details can be found in the school's Mental Health Policy and further advice can be found via
Preventing and tackling Bullying
Mental Health and behaviour in Schools
Promoting children and young people's emotional health and wellbeing
Lesson plans and materials: Rise above

MODERN SLAVERY

If modern slavery is suspected the National referral mechanism must be followed to ensure the safeguarding and wellbeing of all involved.

CYBERCRIME

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

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;

- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK

DOMESTIC ABUSE

Our staff understand Domestic Abuse can encompass a wide range of behaviours, such as controlling, coercive, threatening behaviour, violence or abuse. It may be a single incident or a pattern of incidents. The abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and / or suffer domestic abuse in their own personal relationships, all of which can have a detrimental and long -term impact on their health, well being, development and ability to learn.

Controlling behaviour

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Operation Encompass

Our school is signed up to Operation Encompass, the Walsall Joint Agency Protocol for Domestic Abuse – notifications to Schools. This protocol sets out Walsall's plans for a multi-agency operation to notify schools when a pupil has experienced domestic abuse in their household, which will allow the school to provide appropriate early intervention and support in a timely manner. Our DSL will receive notifications and ensure the children receive the right help at the right time.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- Safelives: young people and domestic abuse.

EXTENDED SCHOOL AND OFF SITE ARRANGEMENTS

Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site the school will undertake checks to ensure that they provide adequate safeguarding arrangements.

When pupils attend off-site activities, including day and residential visits and work related activities, the school will ensure that the proprietors of the activity/venue operate safe practices to maintain the safety of our children/young people and liaise with investigating agencies in the locality relevant to where the concern has taken place.

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 cohort of pupils in Alternative Provision often have complex needs, The Governing Body is aware of the additional risk of harm that their pupils may be vulnerable to. The school will 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 (e.g. staff changes), so that the commissioning school can ensure 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 will 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 will be immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.
The department has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard:

- Alternative Provision DFE statutory guidance and
- Education for children with health needs who cannot attend school - GOV.UK (www.gov.uk) – DFE statutory guidance.

ELECTIVE HOME EDUCATION (EHE)

Many home educated children have a positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all. Elective home education can mean that some children are not in receipt of suitable education and are less visible to the services that are there to keep them safe and supported in line with their needs.

In accordance with the School Attendance (Pupil Registration) (England) Regulations 2024, a school must make a return to the local authority when a pupil's name is deleted from the admission register.

HOMELESSNESS

Our staff/volunteers understand that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Our designated safeguarding lead (and deputies) are aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. We understand that a referral into

children's social care where a child has been harmed or is at risk of harm may still be made to Children's Services.
We are aware that indicators may be:-

- household debt
- rent arrears
- domestic abuse
- anti-social behaviour
- the family being asked to leave a property

We recognise in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a level of intervention and support.

Further explanation is found at Homeless Reduction Act Factsheets https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets

Here is a link to new statutory guidance for local authorities: Homelessness code of guidance for local authorities - Download this guidance - Guidance - GOV.UK

HONOUR BASED ABUSE (FORCED MARRIAGE, FEMALE GENITAL MUTILATION AND BREAST IRONING)

So-called 'honour-based' abuse encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Our staff/volunteers understand that abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators.

If our staff/volunteers have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they will speak to our designated safeguarding lead (or deputies). We understand that if FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach as below.

Female Genital Mutilation

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

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

Risk factors for FGM include:

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

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

We know that where a teacher (including HLTA's and cover supervisors) discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory duty upon that individual to report it to the police. We know teachers (including HLTA's and cover supervisors) must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless our teachers (including HLTA's and cover supervisors) have good reason not to, they will still consider and discuss any such

case with our schools designated safeguarding lead (or deputies) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where teachers (including HLTA's and cover supervisors) do not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers (including HLTA's and cover supervisors) will follow our safeguarding procedures and those set out in Walsall's procedures.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

- Forced Marriage

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. We can play an important role in safeguarding children from forced marriage, our staff have been briefed on the indicators of possible forced marriage and honour based violence and will refer any concerns to the Designated Safeguarding Lead immediately

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdf

PREVENTING RADICALISATION

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

Extremism is the vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use

or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern.

It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) making a Prevent referral.

Our staff/volunteers are aware that children can be vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of our schools safeguarding approach.

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where our staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

Our Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

Staff are alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Our school governors, the Head Teacher, Single Point of Contact and the Designated Safeguarding Lead will assess the level of risk within our school and put actions in place to reduce that risk. We have risk assessments that include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

The broader responsibilities for our *school/college* are defined within the Walsall Radicalisation and Extremism guidance September 2015.

Channel

Our school's Designated Safeguarding Lead (and any deputies) are aware of local procedures for making a Channel referral. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation.

https://www.gov.uk/government/publications/channel-guidance

Our school refers to Educate Against Hate, a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of

fundamental British values) to help recognise and address extremism and radicalisation in young people.

If a member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they will speak with the SPOC and to the Designated Safeguarding Lead (if this is not the same person).

Niall Markham is Walsall's Prevent Education Officer & Prevent Coordinator. david.chadwick@walsall.gov.uk

01922 654499

07766 160646

PRIVATE FOSTERING ARRANGEMENTS

Our staff are aware that a private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child.

It is the duty of local authorities to satisfy themselves that the welfare of children who are, or will be, privately fostered within their area is being, or will be, satisfactorily safeguarded and promoted, but our responsibility to be aware and refer children who may be privately fostered.

If our school makes arrangements for children to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to whom they are not related then we will consider whether the arrangement where children stay with UK families could amount to "private fostering"

All staff in our school will inform the Designated Safeguarding Lead (or their deputies) of any children that fall into the category of private fostering.

REASONABLE FORCE

With reference to the April 2026 Government guidance: DfE guidance - Restrictive interventions, including use of reasonable force, in schools, there are circumstances when it

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

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions we will consider the risks carefully recognise the additional vulnerability of these children.

Our procedures are clear that any member of staff who uses reasonable force completes a report immediately and share the report with the Designated Safeguarding Lead (or their deputies) to ensure that:-

- The child was not harmed
- That first aid has been considered
- That the parents/carers of the child or young person have been informed
- That reasonable force was the best and most proportionate response to the situation

Further information

https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

SERIOUS VIOLENCE

Our staff are aware of indicators which may signal children are at risk of, or involved in serious crime. This includes an increased absence from school, changes in friendship groups, relationships with older individuals or groups, a significant decline in performance, signs of self harm or significant changes in their wellbeing, signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. Our PSHE curriculum explores understanding for pupils to be resilient and to talk to a trusted adult.

The School will consider the Home Office and Ministry of Justice's Government Guidance for Child Knife Possession Offences, which outlines the Government's expectations when a child is found in possession of a knife or bladed article. The guidance emphasises the need for a swift, robust, evidence-based and thorough response to ensure that the child receives timely and appropriate support, reducing the risk of reoffending.

Further information

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

YOUNG CARERS

We understand that a young carer is someone aged 18 or under who helps look after a relative who has a condition, such as a disability, illness, mental health condition, or a drug or alcohol problem.

Most young carers look after one of their parents or care for a brother or sister. They do extra jobs in and around the home, such as cooking, cleaning, or helping someone to get dressed and move around.

Some children give a lot of physical help to a brother or sister who is disabled or ill. Along with doing things to help your brother or sister, you may also be giving emotional support to both your sibling and your parents.

We know that some of the risks associated with being a young carer are risk of truancy, under-achievement, isolation, mental and physical ill health, poverty and stress.

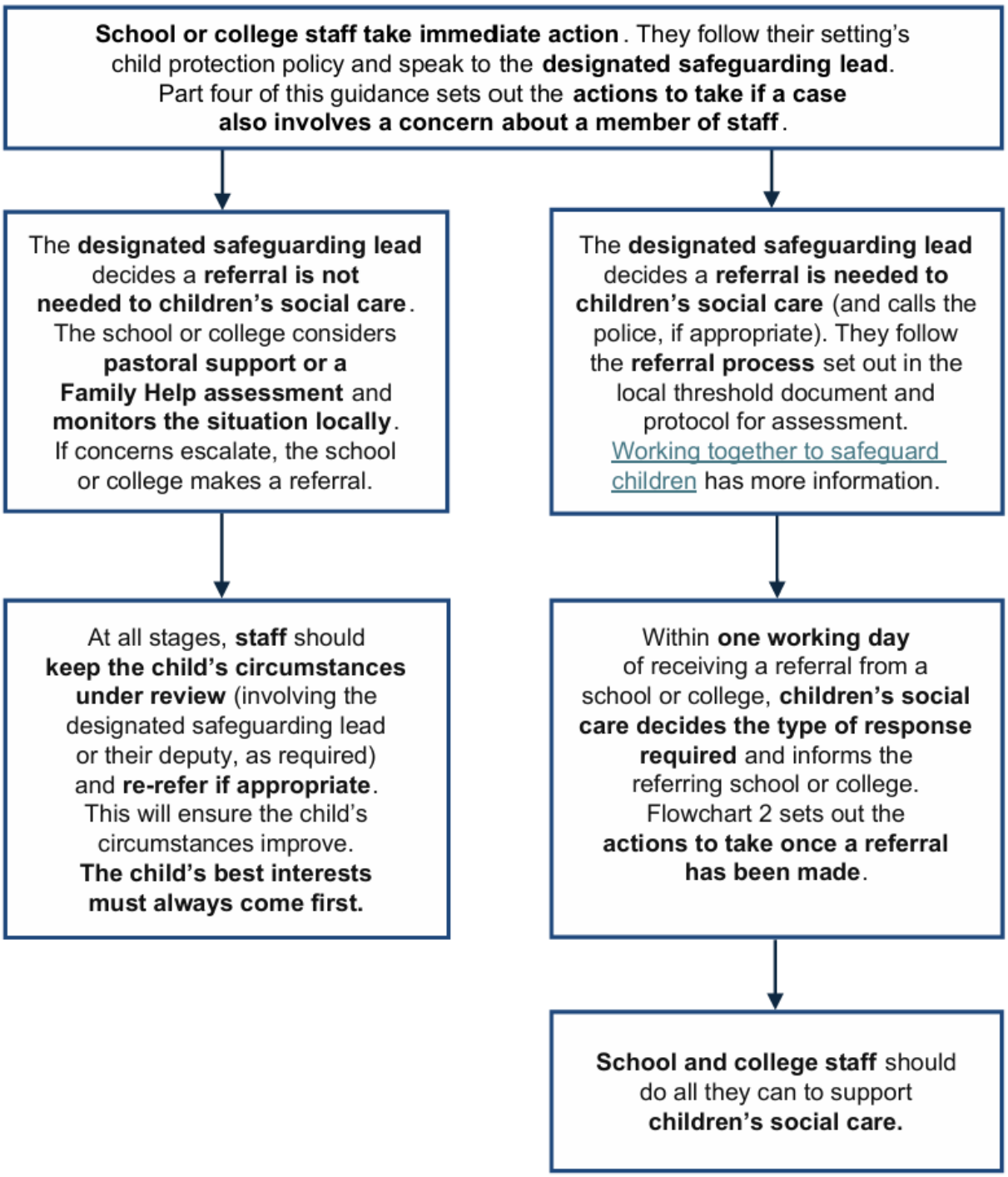
We will follow our safeguarding and child protection procedures if we are concerned and complete the Young Carers screening and assessing tool using our local procedures; found at http://www.mywalsall.org/walsallearlyhelp/providers-youngcarers/

ONE-TO-ONE TEACHING

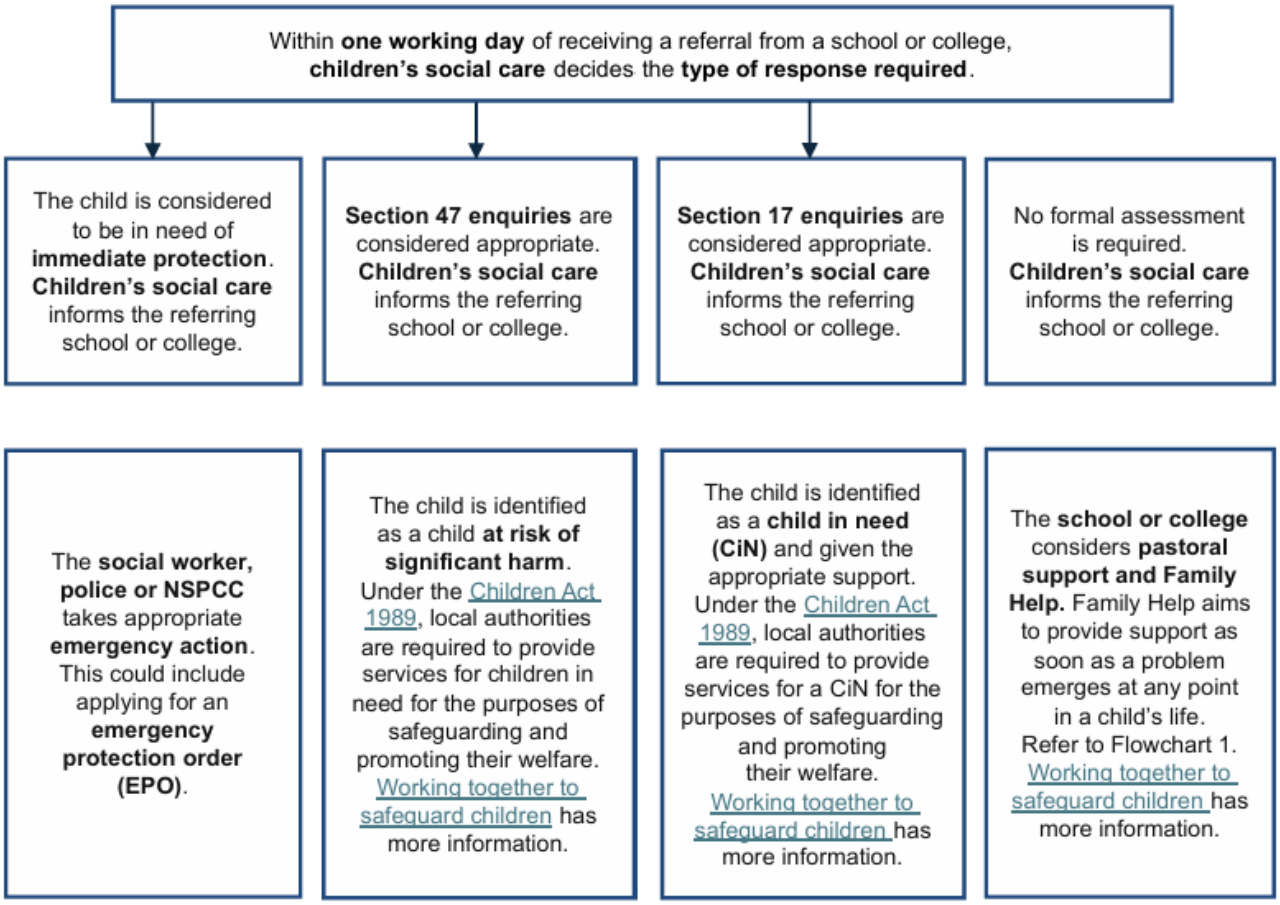
When pupils are engaged in one-to-one tuition, for example in music, performing arts or sports coaching, the school and the teaching staff involved ensure that either the classroom door is open or a classroom is used with a window on the door and with regular traffic of people walking past, so that the one-to-one teaching is being monitored and that the school's safeguarding procedures are being followed. The school will have regard to the helpful guidance from the NSPCC:

https://www.nspcc.org.uk/preventing-abuse/safeguarding-in-the-performing-arts/

Flowchart 1: actions taken by a school or college when there are concerns about a child



Flowchart 2: actions taken once a referral has been made to children's social care



9. ARRANGEMENTS FOR DEALING WITH ALLEGATIONS OF CHILD ON CHILD ABUSE

All staff recognise that children are capable of abusing other children (often referred to as child-on-child abuse) and that it can happen both inside and outside of school and online. All staff are clear about the school's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff should recognise that racism, faith-targeted abuse, and other forms of discriminatory behaviour may have a significant impact on a child's welfare, wellbeing and sense of safety and should be considered within safeguarding practice where appropriate.

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying),
- discriminatory behaviour, including racism, faith-targeted abuse, and other prejudice based incidents,
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse'),
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse),
- serious physical assault and harm, or the threat of harm with a weapon,
- sexual violence7 such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence),
- sexual harassment8 such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse,
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party,
- consensual and non-consensual making or sharing of nudes and semi nudes9,
- upskirting10 which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Our procedures for dealing with abuse by one or more pupils against another pupil

Procedures are in place to minimise the risk of child-on-child abuse. Steps are taken to ensure a high level of supervision in class, around the school, at playtimes, on trips and during sports, music and drama events. Our curriculum endorses child on child abuse is not acceptable through assemblies, PSHE, E-safety in ICT, Current Affairs, Science, English and Humanities and our actions are supported by associated safeguarding policy and procedures in our school (Anti Bullying, Behaviour, Discipline, E-Safety, Acceptable Use and broader child protection procedures).

All staff are aware that even if there are no reports in school it does not mean it is not happening and acknowledge it may be the case that it is just not being reported. In situations where staff have any concerns regarding child on child abuse they will speak to the DSL.

All staff will record and report all allegations of child on child abuse to our designated safeguarding lead (or deputies) and ensure the best action is taken to safeguard children and young people in our school.

All Staff are aware that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". All Staff are aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and children who are lesbian, gay, bisexual, or questioning their gender, are at greater risk. It is important that all victims are taken seriously and offered appropriate support.

In our school we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. The school applies a zero - tolerance approach to child-on-child abuse. The school acknowledges that even where there are no reported cases of child-on-child abuse, we must recognise that abuse may still be taking place.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. We ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

It is important that all victims are taken seriously and offered appropriate support. All Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and children who are lesbian, gay, bisexual, or questioning their gender, are at greater risk.

All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting abuse. Nor will a victim ever be made to feel ashamed for making a report. We will complete a risk assessment to mitigate further abuse both towards the victim and the perpetrator.

The threshold for dealing with an issue of pupil behaviour or bullying under the safeguarding policy is subject to local specifics as in any other case: when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm'. Any such abuse will be referred to local agencies. In the event of disclosures about pupil-on-pupil abuse all children involved, whether perpetrator or victim, are treated as being 'at risk'.

CHILDREN WHO ARE LESBIAN, GAY, BISEXUAL, OR GENDER QUESTIONING

A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

Caution is necessary for children questioning their gender as there remain unknowns about the impact of social transition and children may have wider vulnerabilities, such as complex mental health and psychological needs, additional diagnoses of autism and/or attention deficit hyperactivity disorder.

Families/carers will also be encouraged to seek clinical advice when making decisions about support for gender questioning children. As such, when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying.

Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

10. CHILD ON CHILD ABUSE - SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN IN SCHOOLS AND COLLEGES

With regard to KCSIE Part 5 on how to prevent and respond to reports of sexual violence and harassment between children all staff and volunteers understand the guidance and our school's responses to such abuse, and that children can abuse their peers in this way.

Following a recommendation in Ofsted's Review of sexual abuse in schools and colleges, Mayfield will create a culture where sexual harassment and online sexual abuse are not tolerated, we identify issues and intervene early to better protect our children and young people. In order to do this, the school assumes that sexual harassment and online abuse are happening in our setting, even when there are no specific reports, and we will put in a whole-school approach to address this.

All staff understand that:

- Sexual violence and sexual harassment can occur between two children of **any age and sex** and within intimate personal relationships between peers.
- A group of children may sexually assault or sexually harass a single child or group of children.
- Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.
- Abuse that occurs online or outside of the school should not be downplayed and **should be treated equally seriously.**
- It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given

the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or have their experience minimised.

- All staff working with children are advised to maintain an attitude of 'it could happen here'.
- Early intervention can help prevent problematic, abusive and/or violent behaviour in the future.
- The distress experienced by children who are victims will likely find the experience stressful and distressing, which is likely to adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attend(s) the same school.
- The school is aware that safeguarding incidents and/or behaviours can be associated with factors outside the school, including intimate personal relationships.
- It is more likely that girls will be the victims of sexual violence and sexual harassment and more likely that it will be perpetrated by boys.
- All staff should be trained to manage a report.
- The starting point regarding any report should always be that there is a **zero-tolerance approach** to sexual violence and sexual harassment and it is never acceptable and will not be tolerated. It is especially important not to pass off any sexual violence or sexual harassment as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.
- Where there is an online element to a report, effective safeguarding practice includes being aware of searching screening and confiscation advice (for schools) and UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people. The key consideration is for staff **not to view or forward illegal images of a child**.
- Whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was.
- It is essential that a written record is made of the report.
- Any risk and needs assessment should now also consider whether there may have been other victims.
- The victim's wishes in terms of how they want to proceed with regard to control and support will need to be balanced with the school's duty and responsibilities to protect other children.
- Part 5 *KCSIE* should be read alongside the Departmental advice: Sexual Violence and Sexual Harassment Between Children in Schools and Colleges, which contains further detailed information on: what sexual violence and sexual harassment constitutes; important context (consent, power imbalances

and developmental stages); harmful sexual behaviour (HSB), including that a child displaying HSB may be a victim of abuse themselves; related legal responsibilities for schools; advice on a whole-school approach to preventing child-on-child sexual abuse

The Lucy Faithfull Foundation in collaboration with the Home Office, has developed 'Shore Space', an online resource which works to prevent harmful sexual behaviour. Shore Space offers a confidential chat service supporting young people who are concerned about their own or someone else's sexual thoughts and behaviour.

Sexual violence can include rape, assault by penetration and sexual assault and that it is important that children and young people are familiar with issues of consent. Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline even when there are no specific reports. Child on child sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
    - non-consensual sharing of sexual images and videos;
    - sexualised online bullying;
    - unwanted sexual comments and messages, including, on social media;
    - sexual exploitation; coercion and threats; and

- upskirting.

Details recorded on EduKey in line with any other safeguarding concerns. Log of sexual harassment and sexual violence can be generated from Edukey.

UPSKIRTING

With reference to KCSIE Part 5 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. We understand in our school that anyone of any gender, can be a victim.

11. OUR PROCEDURES

- There are four likely scenarios for the school to consider when managing any reports of sexual violence and/or sexual harassment. It will be important in all scenarios that decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learnt. It is particularly important to look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, the school or college should decide on a course of action. Consideration should be given to whether there are wider cultural issues within the school that enabled the inappropriate behaviour to occur and where appropriate extra teaching time and/or staff training could be delivered to minimise the risk of it happening again. The four scenarios are:

1. **Manage internally**

- In some cases of sexual harassment, for example, one-off incidents, Mayfield may take the view that the children concerned are not in need of Family Help or that referrals need to be made to statutory services and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour policy and by providing pastoral support;
- Whatever the response, it should be underpinned by the principle that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated;
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

2. Family HelpFamily Help

- In line with 1 above, we may decide that the children involved do not require referral to statutory services but may benefit from Family Help. Family Help means providing support as soon as a problem emerges, at any point in a child's life. Providing Family

Help is more effective in promoting the welfare of children than reacting later. Family Help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence. It is particularly important that the designated safeguarding lead (and their deputies) know what the Family Help process is and how and where to access support;

- More information on Family Help is set out in Part one KCSIE Section 5 with full details of the Family Help process in Chapter one of Working Together to Safeguard Children 2026;
- Multi-agency Family Help will work best when placed alongside strong school or college policies, preventative education and engagement with parents and carers;
- Family Help and the option to manage a report internally do not need to be mutually exclusive: a school could manage internally and seek Family Help for both the victim and perpetrator(s);
- Whatever the response, it should be under-pinned by the principle that there is zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated;
- All concerns, discussions, decisions and reasons for decisions should be recorded on edukey.

3. Referrals to children's social care

- Where a child has been harmed, is at risk of harm, or is in immediate danger, we should make a referral to local children's social care;
- At the point of referral to children's social care, we will inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care;
- If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services;
- Where statutory assessments are appropriate, the designated safeguarding lead (or a deputy) should be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator(s) and any other children that require support;
- We should not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school. It will be important for the designated safeguarding lead (or a deputy) to work closely with children's social care (and other agencies as required) to ensure any actions the school or college takes do not jeopardise a statutory investigation. The risk assessment

will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator(s), any other children directly involved in the safeguarding report and all children at the school or college should be immediate;

- In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. We (generally led by the designated safeguarding lead or a deputy) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) should consider other support mechanisms such as Family Help, specialist support and pastoral support;
- Whatever the response, it should be under-pinned by the Headmaster that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated;
- All concerns, discussions, decisions and reasons for decisions should be recorded on edukey.

4. Reporting to the Police

- Any report to the police will generally be in parallel with a referral to children's social care (as above);
- It is important that the designated safeguarding lead (and their deputies) are clear about the local process for referrals and follow that process;
- Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator(s) is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach. The following advice may help schools and colleges decide when to engage the Police and what to expect of them when they do: When to call the police;
- Where a report has been made to the police, the school should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. They should also discuss the best way to protect the victim and their anonymity;
- At this stage, parents or carers will be informed unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that we are supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies;
- All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local forces. It will be important

that the designated safeguarding lead (and their deputies) are aware of their local arrangements;

- In some cases, it may become clear very quickly that the police (for whatever reason) will not take further action. In such circumstances, it is important that we continue to engage with specialist support for the victim and alleged perpetrator(s) as required;
- Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator(s), it will be important for the designated safeguarding lead (or a deputy) to work closely with the police (and other agencies as required), to ensure any actions we take do not jeopardise the police investigation;
- If we have questions about the investigation, we should ask the police. The police will help and support the school or college as much as they can (within the constraints of any legal restrictions);
- Whatever the response, it should be under-pinned by the Head Teacher that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated;
- All concerns, discussions, decisions and reasons for decisions should be recorded on Edukey.

CHILD ON CHILD ABUSE – SEXTING

Sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'('Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police).

Our procedures for dealing with the concerns are:-

- We will never view, download or share the imagery, or ask a child to share or download – this is illegal.
- If we have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), we will report this to the Designated Safeguarding Lead (or their deputies).
- We will not delete the imagery or ask the young person to delete it.
- We will not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the Designated Safeguarding Lead and/or our statutory partners.
- We will not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers unless advised by the Designated Safeguarding Lead and/or our statutory partners to do so.
- We will not say or do anything to blame or shame any young people involved.
- We will explain to them that you need to report it and reassure them that they will receive support and help from the Designated Safeguarding Lead.

Patterns

We recognise that it is imperative that decisions and actions are regularly reviewed and relevant policies updated to reflect lessons learnt. The school will look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, we will decide not only on a course of action, but also consider whether there are wider cultural issues within the school that enabled the inappropriate behaviour to occur and what could be done to minimise the risk of it happening again such as extra teaching time and or staff training. Alongside this, patterns identified may also be reflective of the wider issue within the local area and it would be good practice to share emerging trends with safeguarding partners.

We can access further information from:

https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
https://www.gov.uk/government/publications/searching-screening-and-confiscation

12 PROCEDURES WHEN A MEMBER OF STAFF FACES ALLEGATIONS OF ABUSE

INTRODUCTION

Mayfield Preparatory School is committed to having effective recruitment and human resources procedures, including checking all staff and volunteers to make sure they are safe to work with children and young people. Key staff involved in recruitment processes will undertake Safer Recruitment Training.

However, there may still be occasions when there is an allegation against a member of staff or volunteer. Allegations against those who work with children, whether in a paid or unpaid capacity, cover a wide range of circumstances. Allegations that a member of staff has abused a pupil or pupils either inside the school premises or during a school trip or visit could be made by parents, the abused pupil, other members of staff, other pupils, the Police or Social Services, or a third party.

All allegations of abuse of children by those who work with children or care for them must be taken seriously. The Headmaster, Matthew Draper, will receive all reports of allegations. If the allegation concerns the Headmaster, the person receiving the allegation should immediately inform the Chair of Governors, without notifying the Headmaster first. In case of serious harm, the police should be informed from the outset.

If an allegation is made against anyone working with children in a school, all unnecessary delays should be eradicated. The school will not undertake its own investigations of allegations without prior consultation with the local authority designated officer or team of officers (LADO(s)), or in the most serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases, discussions with the LADO(s) can be held informally and without naming the school or individual.

If an allegation is made against a supply staff this will be handled in accordance with guidance provided by KCSIE which will usually require the school to take the lead while keeping the supply agency fully informed and involved.

These procedures are for dealing with concerns and/or allegations against those working in or on behalf of the school in a paid or unpaid capacity, this includes, members of staff, supply teachers, volunteers and contractors.
This part of the guidance has two sections covering the two levels of allegation/concern:

1. Allegations/concerns that may meet the harms threshold.
2. Allegation/concerns that do not meet the harms threshold – referred to for the purposes of this guidance as 'low level concerns'.

These procedures are consistent with local safeguarding procedures and practice guidance.

Section One: Concerns/Allegations that may meet the harms threshold.

THE FIRST RESPONSE (see flow chart on the procedures)

Mayfield Preparatory School will respond promptly and sensitively to the legitimate concerns of the victim and his or her family. We undertake to:

- Take any allegation of abuse, involving a member of staff, very seriously;
- Establish the facts before jumping to any conclusion;

The following procedure should be applied in all situations where it is alleged that a person who works with children has:

- Behaved in a way which has harmed a child, or may have harmed a child and/or
- Possibly committed a criminal offence against or related to a child and/or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children and /or
- Behaved towards a child or children in a way which indicates that he/she is unsuitable to work with children

The allegations may relate to the persons behaviour at work, at home or in another setting.

The Headmaster should receive reports straight away in relation to allegations against those within the school. If an allegation is reported to a DSL, not the Headmaster, then the DSL should notify the Headmaster straight away. In the absence of the Headmaster, the DSL should report the allegations to the Chair of Governors. If the Headmaster is the subject of the allegations, these should be reported straight away to the Chair of Governors, without informing the Headmaster first. If there is a conflict of interests, such as allegations made against a spouse, then the allegations should be reported directly to the LADO.

Where an allegation may meet the harm threshold, the school will contact the Local Authority Designated Officer (LADO) without delay and normally within one working day. The position of LADO in Walsall is currently being advertised LADO@walsall.gov.uk or by phone on 01922 652322.

The LADO will discuss the allegation with the Headmaster, consider the nature, content and context of the allegation and agree a course of action including any involvement of the

police. GDPR cannot be allowed to stand in the way of safeguarding children. Discussions should be recorded in writing, and communication with both the individual and the parents of the child/children agreed. It must be carefully considered whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. The school will give full weight to the views of the LADO, KCSIE, WT and this policy when making a decision about suspension. The discussion should also consider whether there is evidence/information that establishes that the allegation is false or unfounded, whether a referral to the Local Safeguarding Partnership (LSCB) and/or Police is required and/or whether disciplinary action is appropriate.

Where the safety of other children is in question as a result of the allegation, consideration should be given to invoking the Complex (Organised or Multiple) Abuse Procedure (this can be found on the WSP website *(https://go.walsall.gov.uk/walsall-safeguarding-partnership/)*.

Some allegations may be less serious and at first sight might not seem to warrant consideration of a police investigation or enquiries by LSCB. However, it is important to ensure that even apparently less serious allegations are followed up and examined objectively by someone independent of the school. Consequently the LADO should be informed of all allegations that come to the employer's attention and appear to come within the scope of this procedure so that he or she can consult Police and social care colleagues as appropriate.

Where such allegations are made, consideration must be given to the following three strands:

1. The police investigation of a possible criminal offence

2. Enquiries and assessment by LSCB as to whether the child is in need of protection or in need of services

3. Consideration by an employer of disciplinary action in respect of the individual

In addition, such allegations may give rise to complaints of poor practice, which should be considered in line with the school's complaints or disciplinary procedures.

SUPPORT FOR THE PUPIL

Our priority is to safeguard the young people in our care. We will give all the support that we can to a pupil who has been abused. The DSL will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with

parents, guardians, LADO, LSCB, or other agencies involved to identify the support strategies that will be appropriate.

CONFIDENTIALITY

The school must make every effort to maintain confidentiality and guard against unwanted publicity, even up to the point where the accused person is charged with an offence, or the DfE/NCTL publish information about an investigation or decision in a disciplinary case.

SUSPENSION

Suspension of a member of staff is a neutral act and does not imply that any judgement has been reached about his or her conduct. Even so, it is a serious step, and we will take legal advice beforehand, and will normally only suspend a member of staff where:

- There is a serious risk of harm (or further harm) to a child who attends the school,
- The allegations are so serious as to constitute grounds for dismissal, if proven,
- The police are investigating allegations of criminal misconduct.

We recognise fully that we have a duty of care towards all of our staff, and we will always:

- Keep an open mind until a conclusion has been reached.
- Suspension will not be an automatic response to an allegation. The case manager will consider suspension and appropriate alternatives on a case-by-case basis, taking account of the circumstances of the allegation and advice from the LADO and, where appropriate, the police, children's social care, HR and/or legal advisers. The welfare of children will remain the paramount consideration. KCSIE 2026 continues to require a case-specific approach to allegations and suspension.
- Keep him or her informed of progress of the investigation.

Any member of staff who is invited to a meeting whose outcome is likely to result in his or her suspension, is entitled to be accompanied by a friend or Trade Union representative.

ALTERNATIVES TO SUSPENSION

We will always consider whether an alternative to suspension might be appropriate. Possibilities include:

- Sending the member of staff on leave,

- Giving him or her non-contact duties,
- Ensuring that a second adult is always present in the classroom when he or she teaches.

IF THE MEMBER OF STAFF RESIGNS

The resignation of a member of staff or volunteer mid-way through an investigation would not lead to the investigation being abandoned. Our policy is always to complete every investigation into allegations of child abuse.

COMPROMISE AGREEMENTS

The policy at Mayfield Preparatory School is to follow the DfE guidance set out in "*Keeping Children Safe in Education (KCSIE)*" on the use of compromise agreements in cases of child abuse which is:

"Compromise agreements, by which a person agrees to resign, and a school... ... agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, must not be used in these cases. In any case, such an agreement will not prevent a thorough police investigation where that is appropriate. Nor can it override the statutory duty to make a referral to Barred List *where circumstances require it"*

LENGTH OF INVESTIGATORY PROCESS

We recognise that everyone's interests are served by completing any investigatory process as swiftly as possibly. Mayfield Preparatory School is a small community and we will aim to spend as little time as is compatible with fair and impartial processes on the investigatory process. We would expect almost every case to be completed within one month.

REFERRAL TO THE DISCLOSURE AND BARRING SERVICE (DBS)

The school is committed to promptly report to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used and the DBS referral criteria are met.

Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using

staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. It is important that reports include as much evidence about the circumstances of the case as possible. 'Compromise Agreements' cannot apply in this connection, or where the individual refuses to cooperate with an investigation. Reports concerning members of staff or volunteers are normally made by the Headmaster. If the Headmaster is involved, the Chair of Governors will be informed by another DSL (Emma Hawthorne, Sarah Draper or Claire Flanagan) and then the report is made by the Chair of Governors.

The referral form can be downloaded from the DBS website on (https://www.gov.uk/government/organisations/disclosure-and-barring-service). The school plays no part in the subsequent process of barring individuals from working with children and/or vulnerable adults. We also have a legal duty to respond to any requests from the DBS for information that we hold already, but we do not have to find it from other sources.

REFERRAL TO THE TEACHING REGULATION AGENCY (TRA)

As an independent school we are also under a duty to consider making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed [or would have been dismissed had he/she not resigned] and a prohibition order may be appropriate. The reasons such an order would be considered are:

- Unacceptable professional conduct, or
- Conduct that may bring the profession into disrepute, or
- A conviction at any time for a relevant offence.

Where a referral has been made to the DBS, it may still be necessary for a referral also to be made to TRA, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration should be given to an TRA referral, particularly as the TRA is an executive agency of the DFE.

RECORDING ALLEGATIONS OF ABUSE

Records relating to safeguarding concerns, allegations, referrals and investigations will be created, stored and retained securely in accordance with current safeguarding requirements, the school's records-retention arrangements and applicable data protection legislation. Records will be retained for no longer than necessary, except where a longer retention period is required by law or is necessary for legal, regulatory or safeguarding purposes.

ANONYMOUS ALLEGATIONS

If we are faced with an anonymous allegation of child abuse which names both a member of staff and a child, we will handle it in exactly the same way as if we knew the identity of the person making the allegation. We will report the matter to the LADO and be guided by them in our handling of the allegation. Where the allegation names the member of staff; but not the pupil, we will normally interview the member of staff, and ask for his or her version of events, unless the LADO has advised a different course of action. It could be appropriate to establish a mentoring or review programme for that individual, or to provide him or her with further training. A record would normally be kept.

HANDLING UNFOUNDED OR UNSUBSTANTIATED ALLEGATIONS

The Child

A child who has been the centre of unfounded or unsubstantiated allegations of child abuse needs professional help in dealing with the aftermath. We will liaise closely with the LSCB to set up a professional programme that best meets his or her needs, which may involve the Adolescent Mental Health Services and an Educational Psychologist, as well as support from the School Counsellor. We shall be mindful of the possibility that the allegation of abuse was an act of displacement, masking abuse that is actually occurring within the child's own family and/or community.

However much support the child may need in such circumstances; we need to be sensitive to the possibility that the aftermath of an unfounded allegation of abuse may result in the irretrievable breakdown of the relationship with the teacher. In such circumstances, we may conclude that it is in the child's best interests to move to another school. We would do our best to help him/her to achieve as smooth a transition as possible, working closely with the parents or guardians.

The Member of Staff

A member of staff could be left at the end of an unfounded or unsubstantiated allegation of child abuse with severely diminished self-esteem, feeling isolated and vulnerable, all too conscious that colleagues might shun him/her on the grounds of "no smoke without fire". If issues of professional competency are involved, and though acquitted of child abuse, disciplinary issues are raised; we recognise that he or she is likely to need both professional and emotional help. We will undertake to arrange a mentoring programme in such circumstances, together with professional counselling outside the school community. A short sabbatical or period of re-training may be appropriate.

ALLEGATION OF ABUSE OF A CHILD WHO IS NOT A PUPIL AT THE SCHOOL

If we were given information that suggested that a member of staff may have harmed or may pose a risk of harm to a child who was not a pupil at Mayfield Preparatory School, we will act in accordance with its allegations procedure and will consult the LADO and, where appropriate, the police or children's social care.

The school will not undertake investigative action that could prejudice another agency's investigation without first agreeing the appropriate course of action with the relevant agencies.

MALICIOUS ACCUSATIONS AGAINST STAFF

Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in employer references.

Pupils that are found to have made malicious allegations are likely to have breached the school Behaviour Policy. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion or referral to the police.

ALLEGATIONS INVOLVING THE HEADMASTER OR DESIGNATED SAFEGUARDING LEAD

Where an allegation concerns the Headmaster, the matter will be reported immediately to the Chair of Governors, without first informing the Headmaster where doing so would create a conflict of interest. The Chair will contact the LADO and agree the appropriate course of action.

Where an allegation concerns the DSL, the matter will be reported to the appropriate senior person who is independent of the allegation, and the LADO will be consulted immediately.

Suspension will not be automatic. Any decision regarding suspension or alternative arrangements will be made on the individual circumstances of the case, taking account of advice from the LADO and other relevant agencies.

Managing Allegations Against Staff and Volunteers

Section Two: Concerns or allegations that do not meet the harm threshold

Concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken. The school has appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children.

Low level concerns

As part of the whole school approach to safeguarding, the school promotes an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Creating a culture in which **all** concerns about adults (including allegations that do not meet the harms threshold (see Section one)) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should encourage an open and transparent culture; enable the school to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

What is a low level concern?

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

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

It is crucial that any such concerns, including those which do not meet the harm threshold (see Section two), are shared responsibly with the Headmaster, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

Low-level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

If the school is in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, the school will consult with the LADO.

The staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Recording low-level concerns

All low-level concerns will be recorded in writing. The record will include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns will also be noted, if the individual wishes to remain anonymous then that will be respected as far as reasonably possible.

The records are kept confidential, held securely and comply with the Data Protection laws.

Records will be reviewed so that potential patterns of concerning, inappropriate, problematic or concerning behaviour can be identified. Where a pattern of such behaviour is identified, the school will decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a low-level concern to meeting the harm threshold, in which case it will be referred to the LADO. Consideration will also be given to whether there are wider cultural issues within the school that enabled the behaviour to occur and where appropriate policies could be revised, or extra training delivered to minimise the risk of it happening again.

Such information will be retained at least until the individual leaves their

employment.

References

The school will only provide substantiated safeguarding concerns/allegations that meet the harm threshold in references. Low-level concerns will not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. It follows that a low- level concern which relates exclusively to safeguarding (and not to misconduct or poor performance) will not be referred to in a reference. However, where a low-level concern (or group of concerns) meets the harm threshold for referral to the LADO and found to be substantiated, it will be referred to in a reference.

Responding to low-level concerns

If the concern has been raised via a third party, the headmaster (or in the case of the Headmaster's absence, the Deputy) will collect as much evidence as possible by speaking:

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

The information collected will help them to categorise the type of behaviour and determine what further action may need to be taken. This information needs to be recorded in writing along with the rationale for the decisions and action taken.

13 STAFF CODE OF CONDUCT

This code applies to all adults who work within the school in any capacity, paid or as a volunteer. Pupils are learning all of the time and it is therefore important that the example we set them is always of the highest calibre. Pupils will be watching you as you work and move around the school. They may copy you, and may talk about you to others outside of the school. We expect all adults to comply with this code of conduct at all times, within the school, or on visits on behalf of the school.

As professionals, and to uphold the statutory requirements of working with other members of staff and pupils, members of staff will:

- use a positive statement rather than a negative one so that pupils can learn what we expect of them in any situation
- use a calm tone of voice at all times, to explain something to or instruct the pupils, so that they can follow our words without feeling threatened or uncomfortable
- avoid using sarcastic words or phrases as these demean pupils and prevent them from developing high self-esteem
- demonstrate through our conversations with pupils and adults, and by our responses, that racist or sexist language and attitudes are never acceptable
- speak respectfully to other adults at all times, even if we disagree with them
- Under no circumstances harass, sexually harass, bully or victimise pupils or other members of staff (see the school's Prevention of Sexual Harassment and Anti-Harassment and Bullying policies)
- maintain confidentiality regarding other members of staff, governors, volunteers and visitors, and uphold standards both inside and outside school that will ensure that the school is not brought into disrepute
- avoid encouraging gossip about adults or pupils, and will take active steps to divert conversations away from this if we come across it
- maintain confidentiality about anything that we see or hear in the school, so that parents and pupils can trust us, and as a way of showing respect to our fellow professionals
- work as part of a team, contributing as well as learning from others and helping to build up a strong workforce so that we can provide the best possible learning opportunities for the pupils
- treat everyone with respect
- dress appropriately, so that we set a good example for the pupils and to show that we are here to work – When considering jewellery, piercings and tattoos that can be seen by colleagues, pupils and members of the

public, consideration must be given to ensuring that an employee is in keeping with a professional appearance and with health and safety requirements. Visible tattoos are to be discouraged and where present must not be offensive to others. Jewellery must be discreet and appropriate and must not be a health and safety hazard. Jewellery/piercings must be removed where they are a risk to health and safety or where their appearance may be inappropriate in school. During PE lessons, jewellery should be removed, covered or taped up where necessary.

- behave in a positive way despite any personal problems that we may have, especially in front of the pupils.
- ensure that all information handling is carried out in accordance with existing policy, process and procedures implemented for the protection of all information processed by Mayfield.
- maintain professionalism and confidentiality if using social networking sites, e.g. WhatsApp, Facebook, X, Instagram etc. and under no circumstances interact privately with pupils or parents using social networking sites or engage in inappropriate electronic communication with a pupil. Staff should not give their personal mobile phone numbers or email addresses to pupils, nor should they communicate with them by text message or personal email. If they need to speak to a pupil by telephone, they should use one of the school's telephones and/or email using the school email (info@mayfieldprep.co.uk) preferably with another member of staff present. Teams and Seesaw are used to communicate between home and school to set homework, etc. The school monitors staff and parent communications.
- Be aware and follow appropriate behaviour with pupils and avoid inappropriate behaviour as set out in the low-level concerns policy set out in the previous section.
- understand that it is an offence for a person aged 18 or over, such as a teacher, to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if, in the case of those over 16, the relationship is consensual.
- Ensure that where possible more than one member of staff is supervising when children are changing for sports, swimming or drama activities, etc either in the room for younger children in EYFS and Key Stage One, or nearby for older children in Key Stage Two.
- Ensure that either the classroom door is open or using a classroom with a window on the door and with regular traffic of people walking past when engaged in one-to-one tuition, music, performing arts or sports coaching
- Ensure that pupils are accompanied by a member of staff or responsible adult when conveying a pupil/s by car, walking, coach, minibus or train for a trip, sporting activity or to another school, etc.

- Work within the school's policies and practices, so that what we do is consistent with what has been agreed between all members of the staff and the governors
- Follow the school's guidelines on dealing with the pupils, with particular regard to policies and practices about behaviour and discipline, and about when and how we are able to restrain or handle pupils
- keep up to date with the guidelines for child protection, know what to do and who to report to if anything occurs
- Record any injury to a pupil on an accident form, notify the pupil's Form Teacher and notify the Head or Deputy Head in the event of a serious injury to a pupil (*see First Aid Policy*)
- Maintain confidentiality about pupils, their families, home circumstances, medical conditions, work, behaviour and progress.
- Staff must seek medical advice if they are taking medication which may affect their ability to care for children, and any staff medication must be securely stored at all times.
- In circumstances giving rise to a whistleblowing situation, staff must refer to the school's whistleblowing policy.

Corporal Punishment

No corporal punishment of any sort will be administered or threatened to a pupil during any activity, whether or not within the school premises. This prohibition applies to all members of staff, including those who are acting *in loco parentis*, such as unpaid, volunteer supervisors. The Education and Inspections Act 2006 introduced a statutory right for school staff to use "such force as is reasonable in the circumstances" to prevent a pupil from:

- Committing an offence or engaging in conduct that could be an offence;
- Causing injury to themselves or others;
- Damaging property;
- Prejudicing good order and discipline at the school.
- This power applies where the pupil is on school premises or any other place where the pupil is in the lawful control or charge of the school staff member. This would include school trips.
- All incidents involving the use of physical intervention should be recorded in writing and reported immediately to the Designated Safeguarding Lead/Headmaster who will decide what action to take and inform the parents of the child on the same day or as soon as reasonably practicable.

Further Guidelines for Staff Awareness

Members of staff are advised against spending excessive amounts of time alone with one pupil away from other people. Pupils should not be detained alone for disciplinary purposes. Specific attention should be given to safeguarding arrangements where children are engaged in close one-to-one teaching, particularly in specialist music, SEN, Speech and sports provision, or administering first aid. Classroom doors should be left open where possible; every classroom door also has a window for monitoring purposes.

Physical contact with pupils can cause difficulties as actions can be misconstrued. It is therefore important for staff to be aware of this in their dealings with pupils. Where possible, a gap or barrier should be maintained between teacher and child at all times. Any physical contact should be the minimum required for care, instruction or restraint. (See *The Use of Reasonable Force Guidelines*)

During an overnight stay on a residential trip, staff should not permit a pupil into their bedroom under any circumstances.

Staff should take care if pupils go to their home for any reason. There should always be at least one other adult or child present. Permission from the Headmaster should be sought first.

Staff should exercise caution when offering a lift to a pupil; where possible other pupils or staff should also be present. Permission from the Headmaster should be sought first.

Staff are reminded that suspicions of abuse by a colleague must be passed on. The identity of the member of Staff reporting suspicions of abuse by a colleague will remain confidential. Information to be passed on to the Head Teacher or Chair of Governors. (Refer to the policy on '*Procedures when a member of staff faces allegations of abuse*' for subsequent actions).

3. WHISTLEBLOWING

Mayfield Preparatory School has a culture of safety and of raising concerns. The school has a culture of valuing staff and of reflective practice. There are procedures for reporting and handling concerns, provision for mediation and dispute resolution where necessary. Training and support are provided for staff. There is transparency and accountability in relation to how concerns are received and handled. In circumstances giving rise to a whistleblowing situation, staff should refer to the school's Whistleblowing Policy.

14 STAFF RECRUITMENT POLICY AND PROCEDURE

Introduction

Mayfield is committed to providing the best possible care and education to its pupils and to safeguarding and promoting the welfare of children and young people. The School is also committed to providing a supportive and flexible working environment to all its members of staff. The School recognises that, in order to achieve these aims, it is of fundamental importance to attract, recruit and retain staff of the highest calibre who share this commitment.

The aims of the School's Staff Recruitment Policy are as follows:

- to ensure that the best possible staff are recruited on the basis of their merits, abilities and suitability for the position;
- to ensure that all job applicants are considered equally and consistently;
- to ensure that no job applicant is treated unfairly on any grounds including race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, marital or civil partner status, disability or age;
- to ensure compliance with all relevant legislation, recommendations and guidance including the statutory guidance published by the Department for Education (DfE), *Keeping Children Safe in Education (KCSIE)* and any guidance or code of practice published by the Disclosure and Barring Service (DBS); and
- to ensure that the School meets its commitment to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment checks.

Employees involved in the recruitment and selection of staff are responsible for familiarising themselves with and complying with the provisions of this policy.

Recruitment and selection procedure

All applicants for employment will be required to complete an application form containing questions about their academic and employment history and their suitability for the role. Incomplete application forms will be returned to the applicant where the deadline for completed application forms has not passed. A curriculum vitae will not be accepted in place of the completed application form.

Applicants will receive a job description and person specification for the role applied for. Application forms, job descriptions, person specifications and the School's Safeguarding Policy are available to download from the School's website and can be printed and forwarded to applicants on request.

As part of the shortlisting process, the school will carry out an online search as part of their due diligence on the shortlisted candidates to help identify any

incidents or issues that have happened, and are publicly available online, which the school might want to explore with the applicant at interview The applicant may then be invited to attend a formal interview at which his / her relevant skills and experience will be discussed in more detail.

If it is decided to make an offer of employment following the formal interview, any such offer will be conditional on the following prior to the start date of the appointment:

- where the position amounts to "regulated activity" (see section below) confirmation that the applicant is not named on the Barred List administered by the DBS*; check that the applicant is not subject to a prohibition order issued by the Secretary of State;
- verification of the applicant's identity and address;
- verification of the applicant's right to work in the UK;
- satisfactory check of the applicant's qualifications;
- applicant's self-declaration regarding disqualification under the Childcare Act 2006;
- a check that the applicant is not on the Barred List;
- the receipt of an enhanced disclosure from the DBS which the School considers to be satisfactory;
- Satisfactory Prohibition Order Checks including prohibition from leadership and management (s128 direction) where applicants will be in management positions.
- verification of the applicant's medical fitness for the role (see section below);
- overseas check, including EEA check, where appropriate;
- the receipt of at least two references (one of which must be from the applicant's most recent employer) which the School considers to be satisfactory; the agreement of a mutually acceptable start date and the signing of a contract incorporating the School's standard terms and conditions of employment.
- Verification from Teacher Regulation Agency, Employer Access Service of any award of Qualified Teacher Status (QTS) and completion of teacher induction or probation.

*A check of the Barred List is not permitted if an individual will not be undertaking "regulated activity". Whether a position amounts to "regulated activity" must therefore be considered by the School in order to decide which DBS checks are appropriate.

Pre-employment checks

In accordance with the recommendations set out in the Guidance, and the requirements of The Education (Independent School Standards) (England) Regulations 2014 the School carries out a number of pre-employment checks in respect of all prospective employees.

Verification of right to work in the UK, qualifications, identity and address

All applicants who are invited to an interview will be required to bring with them evidence of identity, right to work in the UK, address and qualifications as set out below and in the List of Valid Identity Documents at Appendix 1 (these requirements comply with DBS identity checking guidelines):

one document from Group 1; and

two further documents from either of Group 1, Group 2a or Group 2b, one of which must verify the applicant's current address; and

original documents confirming any educational and professional qualifications referred to in their application form.

Where an applicant claims to have changed his / her name by deed poll or any other means (e.g. marriage, adoption, statutory declaration) he / she will be required to provide documentary evidence of the change.

The School asks for the date of birth of all applicants (and proof of this) in accordance with the Guidance. Proof of date of birth is necessary so that the School may verify the identity of, and check for any unexplained discrepancies in the employment and education history of all applicants. The School does not discriminate on the grounds of age.

The School asks for sight of original certificates of appropriate qualifications and retains copies to be stored safely and locked securely in the successful applicant's personnel file. The School must be satisfied with the validity and appropriateness of the applicant's qualifications for the post.

Criminal records check

Due to the nature of the work, the School applies for an enhanced disclosure from the DBS in respect of all prospective staff members, governors and volunteers.

The school will obtain the appropriate level of DBS check for each role, in accordance with current legislation and KCSIE. Where the role constitutes regulated activity with children, the school will obtain an enhanced DBS check with children's barred-list information where legally permitted and required.

The school will apply the current DBS filtering rules and will not require applicants to disclose protected convictions or cautions where disclosure is not legally permitted. Recruitment staff will refer to current DBS guidance when determining what applicants are required to disclose.

Please note that according to the requirement in the EYFS Statutory Framework that individuals cannot start working/volunteering in the School's EYFS setting until their DBS, including barred list information, has been obtained.

DBS checks will still be requested for applicants with recent periods of overseas residence and those with little or no previous UK residence. These applicants may also be asked to provide further information, including a criminal records check from the relevant jurisdiction(s).

Disqualification under the Childcare Act 2006

The school will not knowingly employ people if they are disqualified from working with children pursuant to the *Disqualification under the Childcare Act 2006* (September 2018) and supporting Childcare (Disqualification) Regulations 2018. This rule will not only apply to employees, but also to volunteers, supply/agency staff, self-employed people (such as peripatetic music teachers or extra-curricular activity providers), staff of other organisations contracted to work at the school, governors, administrative, cleaning and maintenance staff.

The grounds for disqualification include, in summary,:

- being on the DBS Children's Barred List;
- being cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad;
- being the subject of certain other orders relating to the care of children;
- refusal or cancellation of registration relating to childcare or children's homes or being prohibited from private fostering;
- any offence involving death or injury to a child (even if not specifically listed in evidence).

Disqualification occurs as soon as the above criteria are met, for example, as soon as a caution or conviction occurs, even before the person is formally included on the children's barred list.

During the recruitment process, the applicant will be asked to make a self-declaration that they are not disqualified from working with children according to the grounds detailed above. If they are unable to make such a declaration, then the school will not offer, or will withdraw an offer, of employment.

Prohibition Orders

The School will check that the applicant is not subject to a prohibition order issued by the Secretary of State. The check is completed using the free DfE's Check a teacher record on GOV.UK.

Prohibition from management of independent schools directions (also known as "section 128 directions")

The school will ensure that staff appointed to management positions after 12th August 2015, are subject to a S128 direction. For staff in regulated activity, the check is done via the DBS; a s128 direction would show on a DBS barred list

check. The School must include on the DBS application form, within box 61, Position Applied for, "Child Workforce Independent School". This allows the DBS to confirm if a s128 direction has been made.
The following staff are considered to be in management positions for the purpose of this check:

- Headteachers;
- All staff on the senior leadership team (including non-teaching staff);
- Teaching positions with departmental headship; and

The school will also ensure that governors appointed after the 12th August 2015 are subject to checks relating to prohibition from leadership and management. These checks will be done via the DBS or where this is not appropriate, via GOV.UK. From September 2018, the school will extend the S128 direction so that it applies to persons appointed both externally and internally.

Suitability checks for applicants who have lived or worked outside the UK

From 1 January 2021 (Brexit), the TRA Teacher Services no longer maintains a list of teachers who have been sanctioned in EEA member states. All applicants (for any role) who have lived and worked in any country overseas (since the age of 16) must have

• all the checks as for other staff (including a UK DBS check) plus
• any additional checks the school considers appropriate. KCSIE says that these additional checks 'could include where available' an overseas criminal record check. In addition,
• for applicants for teaching roles, the additional checks 'could include' a letter of professional standing.

Medical fitnessThe School is legally required to verify the medical fitness of anyone to be appointed to a post at the School. Each applicant must declare their medical fitness for the post on the application form, which is duly signed.

The School may also seek a further medical opinion from a specialist or request that the applicant undertakes a full medical assessment.

The School is aware of its duties under the Equality Act 2010, that employers may only ask health-related questions of applicants before the appointment is offered if the questions are specifically related to an intrinsic function of the work. The school may decide to ask necessary health questions after the appointment has been offered, ensuring that health-related questions are necessary and relevant to the post applied for. Any further medical information required should be sought with the person's permission. No job offer will be withdrawn without first consulting with the applicant, obtaining medical evidence, considering reasonable adjustments and suitable alternative employment.

References

References will usually be taken up on short listed candidates prior to interview. All offers of employment will be subject to the receipt of a minimum of two references which are considered satisfactory by the School. One of the references must be from the applicant's current or most recent employer. If the current / most recent employment does / did not involve work with children, then the second reference should be from the employer with whom the applicant most recently worked with children. Neither referee should be a relative or someone known to the applicant solely as a friend.

All referees will be asked whether they believe the applicant is suitable for the job for which they have applied and whether they have any reason to believe that the applicant is unsuitable to work with children. All referees will be sent a copy of the job description and person specification for the role for which the applicant has applied. If the referee is a current or previous employer, they will also be asked to confirm the following:

the applicant's dates of employment, salary, job title / duties, reason for leaving, performance, sickness and disciplinary record;

whether the applicant has ever been the subject of disciplinary procedures involving issues related to the safety and welfare of children (including any in which the disciplinary sanction has expired), except where the issues were deemed to have resulted from allegations which were found to be false, unsubstantiated, unfounded or malicious; and

whether any allegations or concerns have been raised about the applicant that relate to the safety and welfare of children or young people or behaviour towards children or young people, except where the allegation or concerns were found to be false, unsubstantiated, unfounded or malicious.

The School will only accept references obtained directly from the referee and it will not rely on references or testimonials provided by the applicant or on open references or testimonials.

The School will compare all references with any information given on the application form. Any discrepancies or inconsistencies in the information will be taken up with the applicant and the relevant referee before any appointment is confirmed.

Agency and third party staff (supply staff)

Agencies who supply staff to the School must also complete the pre-employment checks which the School would otherwise complete for its staff. This information is required in respect of any individual who will be working at the school (or who will be providing education on the school's behalf, including through online delivery). Again, the School requires written confirmation that these checks have been completed before an individual can commence work at the School.

The School will independently verify the identity of staff supplied by an agency in accordance with section above.

Contractors and employees of third parties (other than supply agencies)

The School requires written confirmation from the Contractor or third party agency that relevant checks have been completed before employees of the Contractor can commence work at the School. The relevant checks are:

- Barred list check for those in regulated activity;
- Appropriate level of DBS check;
- Identity check upon arrival;
- Any other role-specific checks, where applicable, eg disqualification from childcare.

The appropriate level of DBS check is as follows:

- If the person will be in regulated activity: enhanced DBS with barring information;
- If the person will not be in regulated activity but their work will provide them with opportunity for regular, unsupervised contact with children: enhanced DBS;
- Other situations: a DBS check at enhanced, standard or basic level can be considered if assessed to be indicated by the context.

Visiting Speakers

Following Prevent guidelines, background checks will be made on visiting speakers, which include ID checks, references from present or past employers, and criminal records check if provided by the individual or their employer. Visiting Speakers will also be directly supervised by a member of staff at all times when they are in contact with school pupils.

Policy on recruitment of ex-offenders

Background

The School will not unfairly discriminate against any applicant for employment on the basis of conviction or other details revealed. The School makes appointment decisions on the basis of merit and ability. If an applicant has a criminal record, this will not automatically bar him / her from employment within the School. Instead, each case will be decided on its merits in accordance with the objective assessment criteria set out in paragraph below.

All positions within the School are exempt from the provisions of the Rehabilitation of Offenders Act 1974. All applicants must therefore declare all previous convictions and cautions, including those which would normally be considered "spent" except for those to which the DBS filtering rules apply (see paragraph above). A failure to disclose a previous conviction (which should be declared) may lead to an application being rejected or, if the failure to disclose is discovered after employment has started, may lead to summary dismissal on the grounds of gross misconduct. A failure to disclose a previous conviction may also amount to a criminal offence.

It is unlawful for the School to employ anyone who is barred from working with children. It is a criminal offence for any person who is barred from working with children to attempt to apply for a position at the School. The School will make a report to the Police and / or the DBS if:

it receives an application from a barred person;

it is provided with false information in, or in support of an applicant's application; or

it has serious concerns about an applicant's suitability to work with children.

Assessment criteria

In the event that relevant information (whether in relation to previous convictions or otherwise) is volunteered by an applicant during the recruitment process or obtained through a disclosure check, the School will consider the following factors before reaching a recruitment decision:

whether the conviction or other matter revealed is relevant to the position in question;

the seriousness of any offence or other matter revealed;

the length of time since the offence or other matter occurred;

whether the applicant has a pattern of offending behaviour or other relevant matters;

whether the applicant's circumstances have changed since the offending behaviour or other relevant matters; and

the circumstances surrounding the offence and the explanation(s) offered by the convicted person.

If the post involves regular contact with children, it is the School's normal policy to consider it a high risk to employ anyone who has been convicted at any time of any the following offences:

murder, manslaughter, rape, other serious sexual offences, grievous bodily harm or other serious acts of violence; or

serious class A drug related offences, robbery, burglary, theft, deception or fraud.

If the post involves access to money or budget responsibility, it is the School's normal policy to consider it a high risk to employ anyone who has been convicted at any time of robbery, burglary, theft, deception or fraud.

If the post involves some driving responsibilities, it is the School's normal policy to consider it a high risk to employ anyone who has been convicted of drink driving within the last ten years.

Assessment procedure

In the event that relevant information (whether in relation to previous convictions or otherwise) is volunteered by an applicant during the recruitment process or obtained through a disclosure check, the School will carry out a risk assessment by reference to the criteria set out above. The assessment form must be signed by the Headmaster before a position is offered or confirmed.

If an applicant wishes to dispute any information contained in a disclosure, he / she can do so by contacting the DBS direct. In cases where the applicant would otherwise be offered a position were it not for the disputed information, the School will, where practicable and at its discretion, defer a final decision about the appointment until the applicant has had a reasonable opportunity to challenge the disclosure information.

Retention and security of disclosure information

The School's policy is to observe the guidance issued or supported by the DBS on the use of disclosure information, but is under no obligation to do so.

In particular, the School will:

store disclosure information and other confidential documents issued by the DBS in locked, non-portable storage containers, access to which will be restricted to members of the School's senior management team;

not retain disclosure information or any associated correspondence for longer than is necessary, and for a maximum of six months. The School will keep a record of the date of a disclosure, the name of the subject, the type of disclosure, the position in question, the unique number issued by the DBS and the recruitment decision taken;

ensure that any disclosure information is destroyed by suitably secure means such as shredding; and

prohibit the photocopying or scanning of any disclosure information.

Retention of records

If an applicant is appointed, the School will retain any relevant information provided on his / her application form (together with any attachments) on his / her personnel file. If the application is unsuccessful, all documentation relating to the application will normally be confidentially destroyed after six months.

Queries

If an applicant has any queries on how to complete the application form or any other matter he / she should contact the Headmaster.

List of Valid Identity Documents

Group 1 – Primary Trusted Identity Credentials

- **Current valid Passport**
- **Biometric Residence Permit (UK)**
- **Current Driving Licence (Full or provisional) (UK/Isle of Man /Channel Islands;**

Photo card with the associated counterpart licence; except Jersey)

- **Birth Certificate (UK & Channel Islands) - issued at the time of birth (within 42 days of date of birth);**

Full or short form acceptable including those issued by UK authorities overseas, such as Embassies, High Commissions and HM Forces

Group 2a – Trusted Government/State Issued Documents

- **Current UK Driving licence (old style paper version)**
- **Current Non-UK driving licence (valid for up to 12 months from the date the applicant entered the UK)**
- **Birth Certificate (UK and Channel Islands) – issued at any time after the date of birth by the General Registrar Office/ relevant authority i.e. Registrars).**
- **Marriage/Civil Partnership Certificate (UK and Channel Islands)**
- **Adoption Certificate (UK and Channel Islands)**
- **HM Forces ID Card (UK)**
- **Fire Arms Licence (UK and Channel Islands)**

Group 2b – Financial/Social History Documents

- **Mortgage Statement (UK or EEA)****
- **Bank/Building Society Statement (UK and Channel Islands or EEA)***
- **Bank/Building Society Account Opening Confirmation Letter (UK)**
- **Credit Card Statement (UK or EEA)***
- **Financial Statement ** - e.g. pension, endowment, ISA (UK)**
- **P45/P60 Statement **(UK & Channel Islands)**
- **Council Tax Statement (UK & Channel Islands) ****
- **Work Permit/Visa (UK) (UK Residence Permit) ****
- **Letter of sponsorship from future employment provider (Non UK/Non EEA only valid for applicants residing outside the UK at the time of application)**
- **Utility Bill (UK)* – Not Mobile Telephone**
- **Benefit Statement* - e.g. Child Allowance, Pension**
- **A document from Central/ Local Government/ Government Agency/ Local Authority giving entitlement (UK & Channel Islands)*- e.g. from the Department for Work and Pensions, the Employment Service , Customs & Revenue, Job Centre, Job Centre Plus, Social Security**
- **EU National ID Card**

- **Cards carrying the PASS accreditation logo (UK)**
- **Letter from Head or College Principal (UK) for 16-19 year olds in full time education. This is only used in exceptional circumstances if other documents cannot be provided.**

Note:

If a document in the List of Valid Identity Documents is:

denoted with * - it should be less than three months old

denoted with ** - it should be less than 12 months old

not denoted – it can be more than 12 months old

15 MANAGEMENT OF SAFEGUARDING

The governing body has appointed **Emma Hawthorne, Assistant Head**, and **Head of Early Years Foundation Stage** as the school's Designated Safeguarding Lead as the appropriate **senior member** of staff with the authority to perform the role and form part of the *school's* leadership team and who is also the DSL for EYFS. The designated safeguarding lead takes **lead responsibility** for safeguarding and child protection (including online safety). In case of the DSL's absence, Claire Flanagan (SENDCO) is the Deputy DSL. In case of the Deputy DSL's absence, report to Sarah Draper (Deputy Head). Staff in the EYFS should report to Emma Hawthorne, or in her absence, Hannah Dallaway, EYFS Deputy. In case of the absence of all those above, report to Matthew Draper, the Headmaster, who is also a Deputy DSL. If there is a safeguarding concern during Holiday Club, the DSL is Mary Vigrass and the DDSL is Yasmin Ahmed. 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. You 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.

DSL Emma Hawthorne, Assistant Head, has responsibilities as follows:-

- Maintain an overview of safeguarding within the school;
- keep detailed, accurate, secure written records of all concerns, discussions and decisions made about children, including the rationale for those decisions even where there is no need to refer the matter immediately and that all records are kept securely, separate from the main pupil file, and in locked locations. All written reports will be signed and dated in ink;
- open channels of communication with local statutory agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences;
- refer cases of suspected abuse to the local authority children's social care as required;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;

- refer cases where a crime may have been committed to the Police as required;
- support staff in carrying out their safeguarding duties;
- Monitor the effectiveness of policies and procedures in practice;
- When a child moves school, in addition to handing over any child protection file securely, share information proactively with the new school to enable the new school to have support in place when a child arrives and to ensure that key staff, such as the SENCO, are aware of any needs;
- act as a source of support, advice and expertise for all staff; and
- Liaise with the headmaster to inform him of issues – especially ongoing enquiries under S47of the Children Act 1989 and police investigations, including an awareness of the requirement for children to have an Appropriate Adult.

The job descriptions of the DSL and DDSLs include the key activities of the role, as per KCSIE Annex B, and including the responsibility of on-line safety in school. The school will make arrangements to ensure that the DSL has sufficient time, funding, supervision and support to fulfil his or her child welfare and safeguarding responsibilities effectively. All staff will have regular reviews of their practice and opportunities to discuss any concerns they may have about welfare and safeguarding matters. This includes the personal and professional duty to report welfare and safeguarding concerns to the DSL, or in the absence of action, directly to local children's services.

If the Designated Safeguarding Lead is not available you must refer your concerns to Claire Flanagan, SENDCO, Sarah Draper, Deputy Head, or Matthew Draper, Headmaster, who are named deputies for this role, or to Hannah Dallaway**, Deputy Head of EYFS, who is a named deputy and DDSL responsible for safeguarding in the EYFS of Mayfield Preparatory School.**

TRAINING

Arrangements for the training require that the school ensures:

- that all staff read and understand at least part 1 and Annex B of *Keeping Children Safe in Education (KCSIE)* and updated where appropriately. Copies are distributed and kept electronically in the Staff Intranet. Staff sign that they have read each updated KCSIE. For staff who cannot read English, or at all, the school will take steps to ensure that they understand key information;
- the designated safeguarding leads to receive appropriate training (updated every 2 years) in child protection and inter-agency working and support for this role (in Walsall this is Level 2 Safeguarding Children training), including local inter-agency working protocols and training in the LSCB's/safeguarding partner's approach to *Prevent* duties, which will mean a higher level training in the Prevent strategy of the LSCB/Safeguarding Partner to be able to assess the risk of children being drawn into terrorism, including being drawn into support for the extremist ideas that are part of terrorist ideology. This will be based on an understanding shared with local partners of the potential risk in the local area. There will also be additional training such as online safety, supporting children in need, female genital mutilation, forced marriage, honour killings, identifying children at risk of radicalisation, record keeping, promoting a culture of listening to children, cyberbullying, and mental health; this will be supplemented with informal updates, such as e-bulletins and in termly local authority DSL meetings;
- all staff, including temporary and voluntary staff, to receive Level 1 Safeguarding training in child protection (updated regularly at least every 1 year) in line with advice from the WSP, including additional training such as Prevent awareness, online safety, radicalisation, children in need, child sexual exploitation, female genital mutilation, so-called honour-based violence, forced marriage, cyberbullying, and mental health; this will be supplemented with informal updates, such as e-bulletins and in staff meetings;
- all staff, including temporary and voluntary staff, to receive training in the school's whistleblowing procedures;
- all staff, including temporary and voluntary staff, to receive training in procedures when members of staff face allegations of abuse;
- all staff to understand the safeguarding policy and procedures, and ensures that all staff have up to date knowledge of safeguarding issues. Training will enable staff to identify signs of possible abuse, neglect and

exploitation at the earliest opportunity, and to respond in a timely and appropriate way. These may include:

- significant changes in children's behaviour;
- deterioration in children's general well-being;
- unexplained bruising, marks or signs of possible abuse or neglect;
- children's comments which give cause for concern;
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or
- inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.
- that all new staff must be provided with induction training that includes:
  - *the school's child protection policy, including the policy and procedures to deal with child-on-child abuse and information about the identity and role of the DSL and any deputies;
  - *the staff code of conduct/behaviour policy including the whistleblowing procedure and the acceptable use of technologies policy, if separate (see above for more about the staff code);
  - *the pupil behaviour policy;
  - *the school's safeguarding response to children who go missing from education (children missing education policy to be provided);
  - on-line safety;
  - *A copy of part 1 of KCSIE

  Copies of the above documents marked with an asterisk * are provided to all staff during induction, either by link, electronically or on paper. The school takes a risk-based approach to the level of information provided to temporary staff and volunteers.

- All staff are trained to manage a report of child-on-child sexual violence and sexual harassment. Detail is provided, largely in line with traditional guidance on how to receive a disclosure (don't promise confidentiality, listen, be non-judgemental, don't lead, take notes, report to DSL etc) but with the added guidance that staff should not view or forward illegal images of a child. Staff will be directed to DfE guidance on Searching, Screening and Confiscation and the UKCCIS Sexting Advice.
- Staff or contractors working regularly in the school with opportunity for contact with pupils to have level 1 safeguarding training, to know the identity of the DSL and Deputy DSLs, and to know the school's procedures on passing on concerns and adhering to appropriate behavioural boundaries.

- That all governors receive appropriate safeguarding and child protection (including online) training at induction, to equip them with the knowledge to provide strategic challenge to test and assure themselves that safeguarding policies and procedures in place are effective and support the delivery of a robust whole school approach to safeguarding.
- That governor training on safeguarding will be updated regularly.

16. THE ROLE OF THE GOVERNING BODY

The Governing Body will ensure:

- The creation of a culture of safety in every part of the school;
- That Amrit Johal is the designated governor who will take a lead in relation to responsibility for the safeguarding arrangements, including within the Early Years Foundation Stage. Although he is the 'board-level lead', the safeguarding duties remain the responsibility of the Governing Body as a whole. The designated governor has the required knowledge, skills and expertise and is sufficiently qualified and experienced to take leadership responsibility for the school's safeguarding arrangements i.e. he is trained in Level 2 Safeguarding, which is renewed every 2 years,;
- that staff are competent to carry out their responsibility for safeguarding and promoting the welfare of children;
- that an environment is created where staff feel supported in their safeguarding role and able to raise concerns;
- 'practitioners' (such as those who work directly with children) have regular reviews of their own practice so that they have knowledge, skills and experience which improve over time. This is ensured through a robust programme of relevant INSET and the staff appraisal process;
- That safe recruitment procedures are in operation and supplemented by ongoing safe working practices for all members of staff at the school;
- that the Governing Body undertakes an annual review (or more often if required) of the school's child protection policies and procedures and of the efficiency with which the related duties have been discharged, including an update and review of procedures and their implementation. The DSL will work with the Governing Body on this. The Governing Body should also ensure that the school contributes to interagency working in line with *Working Together to Safeguard Children 2026)* through effective communication and good co-operation with local agencies. The Governing Body draws on the expertise of the staff, including the DSL, in shaping the safeguarding arrangements and policies;
- that if there has been a substantiated allegation against a member of staff, the school should work with the LADO to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future;
- that the school has a Safeguarding Policy and procedures in accordance with locally agreed inter-agency procedures and ensures that parents have an understanding of the responsibility placed on the

school and staff for child protection. This policy is included in the parents' information pack, is available on the school website and on request;

- that arrangements are made to deal with Disqualification under the Childcare Act 2006 and changes made by the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018. The school does not employ people who work in early years and relevant later years provision (such as under 8's in before or after school care) or to be directly concerned in their management if they are "disqualified" pursuant to the regulations. Enquiries are made of current staff and conducted by means of a self-declaration form and records will be kept by the DSL. The relevant information will also be sought as part of pre-employment checks undertaken when appointing new staff and records of these checks will be kept on the Single Central Register;
- that every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated safeguarding leads (Emma Hawthorne, Claire Flanagan, Sarah Draper andHannah Dallaway) responsible for child protection and their role. If there is a safeguarding concern during Holiday Club, the DSL is Mary Vigrass and the DDSL is Yasmin Ahmed;
- that all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated safeguarding leads responsible for child protection;
- that any deficiencies or weaknesses in child protection arrangements are remedied without delay;
- that staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by a local authority. This includes ensuring that staff have the information they need about the child's status, contact arrangements with parents, care arrangements and delegated authority to carers, and information available to the DSL;
- that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site (for example, in another institution);
- that a report is made to the Disclosure and Barring Service (DBS) in conjunction with the LADO, within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he/she is considered unsuitable to work with children;
- that the school responds to requests from DBS for information we hold already, but do not have to find from other sources on new and existing referrals on or after 20th January 2009;
- that the school considers making a referral to the TRA where a teacher has been dismissed (or would have been dismissed had he/she not

resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”.

12. ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING AND WELFARE RESPONSIBILITIES, INCLUDING ONLINE SAFETY

Mayfield Preparatory School will:

- establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to;
- ensure children are taught through the wider curriculum, PSHE and relationships and sex education, how to stay safe, based on a wide view of what may happen to pupils, not only in school but also beyond it. This will include staying safe online and the dangers of cyberbullying and sexting – even if pupils in a particular faith community are not meant to use mobile phones or have limited access to the internet. Particular attention will be paid to school practices to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet. Where possible, these practices should be age appropriate and delivered through a planned component of the curriculum. Children should understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. Internet safety will be integral to the school's ICT curriculum and can also be embedded in PSHE and relationships, sex and health education (RSHE)(revised for introduction 1 September 2026). The latest resources promoted by DfE can be found at:
  - *The use of social media for on-line radicalisation*
  - The UK Safer Internet Centre (*https://www.saferinternet.org.uk/about*)
  - CEOP's Thinkuknow website (*www.thinkuknow.co.uk*);
- let pupils know that there are adults in the school whom they can approach if they are worried, e.g. Form Teacher, Head of EYFS, Assistant Headteacher, Deputy Head, Headmaster or any other member of staff;
- let pupils know that outside help is also available via:
  - The MASH in Walsall 0300 555 2866
  - ChildLine is a free confidential helpline for children and young people. Call any time on 0800 11 11, or look at their website at www.childline.org.uk
  - In an emergency, call the Police on Telephone 999 (01922 439136)or 112. Or call Police on 101, the non-emergency number.
  - The NSPCC have a contact line on 0808 800 5000 for children and young people. Their web site is www.nspcc.org.uk/kidszone.
  - Kidscape has helpful advice on www.kidscape.org.uk

- Another helpful web site is www.worriedneed2talk.org.uk
- The Samaritans can be called at any time on 0116 123

- support pupils who have been abused in accordance with his/her agreed child protection plan;

Mayfield recognises 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 school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. Mayfield will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy 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 such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service.

The school will ensure that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Mayfield will follow the procedures set out by the LSCB and take account of guidance issued by the Department for Education (DfE).

LOOKED AFTER CHILDREN

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Our Governing body will ensure that staff have the skills, knowledge and understanding necessary to keep safe children looked after by the local authority. A previously looked after child potentially remains vulnerable and all our staff will have the skills, knowledge and understanding to keep previously looked after children safe.

Our governing body has appointed a designated teacher, the SENDCO Claire Flanagan, to have the responsibility for the welfare and progress of children who are looked after or previously looked after and ensure that this person has appropriate training. The designated teacher will have up-to-date assessment information from the relevant local authority, the most recent care plan and contact arrangements with parents, and delegated authority to carers. The school will be aware of the statutory guidance to local authorities about how they are to support schools with the care and education of these pupils: *Promoting the education of looked after and previously looked after children.*

On commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf

The role of the designated teacher was extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker.

In September 2024, the role of the designated teacher was further extended to include a non-statutory responsibility to promote the educational achievement of all children in kinship care. Non-statutory guidance on Promoting the education of children with a social worker and children in kinship care arrangements contains further information on the roles and responsibilities of the designated teacher.

DISQUALIFICATION UNDER THE CHILDCARE ACT 2006

The school requires staff to comply with disqualification, including provisions pursuant to the *Disqualification under the Childcare Act 2006* (September 2018) and supporting Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018. This rule will not only apply to employees, but also to volunteers, supply/agency staff, self-employed people (such as peripatetic music teachers or extra-curricular activity providers), staff of other organisations contracted to provide childcare, governors who volunteer with the relevant groups or are directly concerned with their day-to-day management.

The school will not knowingly employ people to work in childcare or allow them to be directly concerned in its management, if they themselves are directly

‘disqualified’ from childcare.

Early years childcare means education, care (excepting health care) and any supervised activity for a child from birth until 1 September following their fifth birthday. It applies to all early years provision during school hours, including in school nursery and reception classes, after-school clubs and wrap-around childcare.

Later years childcare means childcare (but not education, health care or co-curricular activities) for children under the age of 8. For children who are older than ‘early years’ but under the age of 8, the normal school day, after-school co-curricular educational clubs and health care are, therefore, not within scope of the regulations. This essentially means that only wrap-around childcare (crèche-like facilities before and after school) and holiday care constitutes later years childcare.

The school has taken steps to:

- inform all existing staff and applicants for employment at the school of the legislation;
- check whether existing staff, and applicants, are disqualified from childcare or ensure that others have done so (eg their own employer or training provider). Staff and applicants are asked to make a self-declaration whether they are disqualified, according to the grounds below – staff will be reminded annually of their duties to disclose the relevant information;
- keep records, on the Single Central Register of all staff employed to work in the school and including the date disqualification checks were completed.
- follow the safer recruitment processes of KCSIE fully;
- ensure policies are clear about the expectations they place on staff, including where their relationships and associations both within and outside of the workplace (including online) may have implications for the safeguarding of children in school;
- create a culture and environment where staff feel comfortable, if appropriate, ‘to discuss matters outside of work, which may have implications for the safeguarding of children in the workplace. These discussions can help schools safeguard their employees’ welfare and contribute to their duty of care towards their staff. Where appropriate, it will help schools identify whether arrangements are needed to support these staff. These discussions can also help schools manage children’s safety’.

In taking steps to gather information, staff can be expected to disclose all their convictions and cautions including those which are spent.

The grounds for disqualification include, in summary:

- being on the DBS Children’s Barred List;

- being cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad;
- Any offence involving death or injury to a child (even if not specifically listed in guidance);
- being the subject of certain other orders relating to the care of children;
- refusal or cancellation of registration relating to childcare or children's homes or being prohibited from private fostering.

Disqualification occurs as soon as the above criteria are met, for example, as soon as a caution or conviction occurs, even before the person is formally included on the children's barred list.

By definition, a person who is disqualified cannot lawfully do the work from which they are disqualified. If a person is found to be disqualified or if there is doubt over that issue, then pending resolution they must be removed from the work from which they are or may be disqualified. There is no requirement automatically to suspend or dismiss all individuals found to be disqualified; there is scope in principle to redeploy them with other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the LADO when appropriate.

The Schools will inform Ofsted (not ISI, although ISI can be copied in) where they are satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Staff who are disqualified may apply to Ofsted for a waiver of disqualification, unless they are barred from working with children.

FURTHER GUIDANCE

When considering the school's provision for children in need of additional support, the school will have regard to the DfE's non-statutory documents:

- *Mental health and behaviour in schools: departmental advice*
- *Counselling in schools: a blueprint for the future (February 2016)*

SAFEGUARDING PROVISIONS IN EARLY YEARS FOUNDATION STAGE

Mayfield Preparatory School will ensure that this Safeguarding Policy also applies to the Early Years Foundation Stage and, according to the following specific additional requirements, it will:

- require pupils, parents and staff to adhere to the school's Acceptable Use Policy of Mobile Phones, Cameras and Recording Devices.
- designate Emma Hawthorne (Head of EYFS, 01922624107, info@mayfieldprep.co.uk) to take lead responsibility for safeguarding children within the EYFS setting and liaising with LSCBs as appropriate;

- require the designated safeguarding lead to receive appropriate training (updated every 2 years) in child protection and inter-agency working and support for this role (in Walsall this is Level 2 Safeguarding Children training);
- require all staff to understand the school's safeguarding policy and procedures. Staff will be trained annually in Level 1 Safeguarding, which will enable them to identify signs of abuse and respond in a timely and appropriate way;
- require staff to seek medical advice if they are taking medication which may affect their ability to care for children, and require any staff medication to be securely stored at all times;

17. MEASURES FOR ONLINE SAFETY

With reference to DfE: Mobile phones in schools (June 2026) and DfE: Meeting digital and technology standards in schools and colleges (2022) (updated June 2026) it is essential that children are safeguarded from potentially harmful and inappropriate online material. At Mayfield, there is an effective whole school approach to online safety to protect and educate pupils, students, and staff in their use of technology and to establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.

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

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

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

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

commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).

The School follows the Department for Education's filtering and monitoring standards and will:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet their safeguarding needs.
- the school can use the department's 'plan technology for your school service' to self-assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them.

The School has given devices to all teachers to use as a teaching tool and link to interactive whiteboards or TVs. There is an ICT Suite with 26 computers, used

by the teacher and pupils either in ICT curriculum lessons or in other subjects, such as Maths, History, Science etc, and sometimes pupils and teachers access the internet for the work. The School uses Classroom Monitoring Software which provides reports of computer usage across the network. Violation Reports are automatically generated when the software detects phrases / words that would need to be investigated such as bullying, discrimination, sexting, violence and adult content. The school has filtering software in place which automatically blocks certain web sites so that users cannot access them such as gambling or adult content sites and we have the capability to add further sites to the blocked lists. All users log onto the network through a username and password set up by the ICT department; only staff members have login credentials for the network. Office 365 access is restricted to staff members and is accessed by individual usernames and passwords.

The Department has published Generative AI: product safety expectations to support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education.

In addition, the school will consider taking appropriate action to meet the Cyber security standards for schools and colleges which were developed to help improve our resilience against cyber-attacks.

Teachers are given school laptops. Laptops have been restricted from inappropriate sites and are managed by the School. Laptop users have a bitlocker code on their machines which means that no one can access anything on the laptop until the bitlocker code is entered and then the username and password for the user is entered. USB sticks are also bitlocker encrypted to ensure that data is kept secure.

Ipads have been restricted from inappropriate sites and are managed by the School so that apps can only be distributed through a central software program. Staff ipads all have pass-codes on them and are assigned to a staff member. Pupil iPads are kept in a locked cupboard and children are always supervised when using them; pupils cannot install applications on iPads.

Server Backups are taken periodically to ensure a suitable disaster recovery strategy is in place.

(Please also refer to the school's Esafety Policy)

ACCEPTABLE USE POLICY OF MOBILE PHONES, CAMERAS AND RECORDING DEVICES (INCLUDING EYFS)

Policy statement

Our setting aims to provide an environment in which pupils, parents, visitors and staff are protected from unauthorised image recording, misuse of technology, and breach of privacy. This policy applies to all pupils, parents, staff and visitors at Mayfield Preparatory School including in the Early Years Foundation Stage.

Scope of Devices

This policy covers mobile phones, smart watches, tablets, fitness trackers with cellular/camera capability, digital cameras, video recorders, and any other device capable of capturing images, recording audio/video, or transmitting data.

Procedure

- All staff, volunteers, work experience students and visiting speakers must ensure that their mobile phones, smart watches (with cellular/camera function), personal cameras and recording devices are left securely inside the staffroom during working hours.

Mobile Phones

- Children and pupils of the school are not allowed to bring mobile phones to school. If a pupil makes their own way to and from school on foot, bicycle, scooter or public transport and parents wish them to have a mobile phone for their safety on the journey, then permission must be sought from the Headmaster and the pupil must hand the mobile phone in to the school office on arrival at school and pick it up on leaving the school.
- If any staff member has an emergency which requires them to keep their mobile close at hand, they should consult with the Head or Senior Manager and get permission for this. In this situation, any phone calls taken or made should be done so in a designated staff area of the setting where possible i.e. staffroom or office.

- If a member of staff needs their mobile phone, for example for multi-factor authentication, this should be done in the staffroom, or in the classroom with the permission of the Headmaster.
- When on outings, a preschool nominated mobile phone should be used. This telephone will not have a camera incorporated in it.
- Staff should not give out personal mobile numbers to pupils or parents/carers.
- It is the responsibility of all members of staff to be vigilant and report any concerns to the Head or, in the case of reporting concerns about the Head, to the Chair of Governors.
- Any non-compliance will be taken seriously, logged and investigated appropriately in line with our disciplinary policy

Cameras/smart devices

Pupils should only be photographed or filmed on video for the purpose of recording their development of participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child.

- Only the designated school cameras are to be used to take any photo within the setting or on outings.
- Images taken must be deemed suitable without putting the child in any compromising position that could cause embarrassment or distress
- All staff are responsible for the location of the cameras, which should be placed securely, such as within a lockable cabinet in the office, when not in use.
- Images taken and stored on the camera must be downloaded as soon as possible, with the Head's consent. Images should be downloaded on site.
- Images may only be uploaded to the secure school website and should never be uploaded to the internet for any other reason, including onto social networking sites e.g. Facebook.
- Under no circumstances must cameras of any kind be taken into bathrooms without prior consultation with the Head.
- Should photographs need to be taken in a bathroom, i.e. of pupils washing their hands, then the Head must be asked first and staff should be supervised whilst carrying out this activity. At all times the camera must be placed in a prominent place where it can be seen.
- It is the responsibility of all members of staff to be vigilant and report any concerns to the Head or, in the case of reporting concerns about the Head, to the Chair of Governors.

- Any non-compliance will be taken seriously, logged and investigated appropriately in line with our disciplinary policy.

This policy is monitored, evaluated and reviewed on a continual basis by the Senior Leadership Team, with termly oversight by the Governors' Personnel & Curriculum Committee and the Board of Governors (for the annual review).

Reviewed : 1st September 2026
Review date: 1st September 2027
Headmaster : Matthew Draper
Board of Governors : David Williams