

Safeguarding and Child Protection Policy [Paragraph 3, Part 7 ISSR] Bablake Senior and Junior School

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| Author | Headmaster and Designated Safeguarding Lead (DSL), Andrew Wright; and Deputy Head Pastoral and DSL, Lorrian Holder |
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| Next Approval | FGB, Autumn Term 2024 |

If you have an immediate need to apply the ‘Procedures for Dealing with a Safeguarding Concern’, click [here](#).

For external contacts and their details, click [here](#). For internal contact details, click [here](#).

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| Regulatory / Statutory Authority(ies) | <ul style="list-style-type: none"> ▪ The Independent School Standards Regulations (ISSR). ▪ Independent Schools Inspectorate (ISI) - Para 3, Part 7 ISSR – Safeguarding. ▪ Keeping Children Safe in Education, 2024. ▪ Human Rights Act 1998. ▪ Equality Act 2010. ▪ Public Sector Equality Duty. ▪ Section 5B of the Female Genital Mutilation Act 2003. ▪ Teaching Standards, 2012. ▪ Working Together to Safeguard Children (2018). ▪ Section 1 of the Protection of Children Act 1978. ▪ Section 160 of the Criminal Justice Act. |
| Related Policies, Procedures, and/or Documentation | <ul style="list-style-type: none"> ▪ Part 1 and Annex A of Keeping Children Safe in Education 2024 ▪ Annex B of Keeping Children Safe in Education 2024 ▪ Prevent Duty Guidance for England and Wales 2023 ▪ Section J Pastoral Handbook for local/operational procedures ▪ Coventry Safeguarding Children Partnership’s (CSPC’s) ‘Right Help, Right Time’ guidance ▪ Foundation and School Policies: <ul style="list-style-type: none"> ○ Admissions Policy ○ Accessibility Plan ○ Allegations Against Staff or Volunteers (CSCP) ○ Anti-Bullying Policy ○ Attendance Policy ○ Behaviour Policy ○ Complaints Policy ○ Critical Incident Plan |

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| | <ul style="list-style-type: none"> ○ Data Protection Policy and Privacy Notice ○ Drugs and Substance Misuse Policy ○ EAL Policy ○ Exclusions Policy ○ EYFS Policy ○ First Aid and Medical Policy ○ Managing Professional Disagreements (CSCP) ○ Health & Safety Policy ○ IT Policies ○ Intimate Care Policy ○ Online Safety Policy ○ Premises management documents ○ Positive Mental Health Policy ○ Life Choices Policy ○ RSE Policy ○ Search, Screening and Confiscation Policy ○ Recruitment and Onboarding Policy ○ Site Security Policy ○ SEND Policy ○ Staff Code of Conduct ○ Trips and Visits Policy ○ Visitor Management Policy ○ Whistleblowing Policy |
| Published To | <ul style="list-style-type: none"> <input type="checkbox"/> CSF Website <input checked="" type="checkbox"/> School Website <input checked="" type="checkbox"/> Shared Staff Area <input checked="" type="checkbox"/> Available to Parents |

VERSION HISTORY

| Version Number | Amendment(s) / Formal Review | Date [Month/Year] | Summary of change(s) |
|----------------|------------------------------|-------------------|--|
| 1.0 | Formal Review | August 2023 | Formal Review and Approval at Full Governing Board |
| 1.1 | Update & Formal Approval | December 2023 | Updated / Formal Approval at Full Governing Board |
| 1.2 | Update | April 2024 | Converted to new policy template and structure; Updated Role Descriptors / Titles. Links added for 'click-through', quick access to essential information. Reviewed by Head. |
| 1.3 | Formal Review DRAFT | September 2024 | Full review including updates following KCSIE 2024 and Local Authority recommendations. Senior and Junior school policies combined into one. Draft pending Governor Approval. |

Purple font indicates updates and changes as per KCSIE 2024
 Green font indicates updates and changes August 2023 Review



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KEY EXTERNAL CONTACT DETAILS

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| <p>Local Authority Designated Officer (LADO)</p> | <p>Nina Farrimond Telephone: 02476 975483 Email: lado@coventry.gov.uk Online referral: www.coventry.gov.uk/ladorefferral</p> |
| <p>Early Help Assessment Co-ordinator (EHAC)</p> | <p>Kerrie Holdback Telephone: 02476 978100 / 07534 168 445 Email: aspirefamilyhub@coventry.gov.uk South Area Help and Protection Address: Aspire Family Hub (Gosford Park School Site) Humber Avenue Coventry CV1 2SF</p> |
| <p>Local Authority Children's Social Services.</p> <p>Multi-Agency Safeguarding Hub (MASH)</p> | <p>Telephone: 02476 788555 Email: MASH@coventry.gov.uk</p> <p>Out of Hours Emergency Duty Team: Telephone: 02476 832222</p> |
| <p>MASH Education Representative</p> | <p>Claire McElroy claire.mcelroy@coventry.gov.uk Telephone: 024 7697 8352</p> |
| <p>Safeguarding in Education Adviser</p> | <p>Charlotte Hegarty Charlotte.hegarty@coventry.gov.uk Telephone: 02476 977715</p> |
| <p>Coventry Safeguarding Children Partnership (CSCP)</p> | <p>Coventry Safeguarding Children Partnership MASH online referral form (MARF) Website: http://www.coventry.gov.uk/safeguardingchildren</p> <p>Leicestershire Safeguarding Children Partnership Telephone: 0116 3050005 Email: childrensduty@LEICS.gov.uk</p> <p>Warwickshire Safeguarding Children Partnership Telephone: 01926 410410 Emergency Team: (Out of hours): 01926 886922 Website: https://www.safeguardingwarwickshire.co.uk/safeguarding-children</p> <p>Solihull Local Safeguarding Children Partnership Telephone: 0121 788 4325 Children's Services (Office hours): Telephone 0121 788 4333 Emergency Team (Out of hours): Telephone 0121 605 6060 Website: https://solihulllscp.co.uk/</p> |





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| | <p>Birmingham Safeguarding Children Partnership Specific area needs to be contacted. Information via Integrated Access Team (IAT) IAT Citywide service: Telephone: 0121 303 9515 Website: http://www.lscpbirmingham.org.uk/</p> |
| Central email for all Police Matters | Email: snwsecondaryschools@westmidlands.police.uk |
| West Midlands Police Coventry Child Abuse Investigation Unit | Telephone: 0845 113 5000 or 101 Address: Police Station, Little Park Street, Coventry, CV1 2JX |
| Support and Advice about Extremism | <p>Local Authority Prevent Co-ordinator: Refer to MASH Channel Lead, Coventry: Telephone 02073407264 Email: Prevent@coventry.gov.uk And/or CTU: Gateway@west-midlands.pnn.police.uk</p> <p>Police Telephone: 101 Telephone: 0845 113 5000</p> <p>Department for Education Non-Emergency Number: Telephone 020 7340 7264 Email: counter.extremism@education.gsi.gov.uk</p> |
| Prevent | Prevent Education Officer: Viv Brosnahan (part-time only) Telephone: 07701022994 (mobile) Email: viv.brosnahan@coventry.gov.uk Or Email: prevent@coventry.gov.uk |
| Prevent/ Channel Panel Referral | Refer to MASH: Email: mash@coventry.gov.uk and to CTU_GATEWAY@west-midlands.pnn.police.uk |
| Tony Ashton | Gang Response Email: A.Ashton@west-midlands.pnn.police.uk |
| RISE (Emotional wellbeing and mental health services for children and young people in Coventry and Warwickshire) | <p>Rise: Monday to Friday 8am – 6pm Telephone: 0800 200 2121</p> <p>Rise Crisis Team (Children): Telephone: 0808 1966798 Rise Crisis Team (Adults):</p> |





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| | Telephone: 0300 2000011 |
| RISE ADVICE for Professionals | Website: https://cwrise.com |
| Kooth Education Lead | Donna Woodward Telephone: 07944 725943 Website: https://www.kooth.com |
| Female Genital Mutilation | Known FGM or disclosure by victim in immediate danger: Telephone 999 FGM hotline Telephone: 0800 0283550 Email: fgmhelp@nspcc.org.uk |
| Operation Encompass (Domestic Violence) | Operation Encompass - Supporting Children Through Key Adults Email: info@operationencompass.org Website: https://www.operationencompass.org |
| Police Liaison Officer | PC Wayne Smith & PCSO Libby Stiles wayne.smith@westmidlands.police.uk elizabeth.stiles@westmidlands.police.uk |
| NSPCC Whistleblowing Advice Line | Telephone: 0800 028 0285 Email: help@nspcc.org.uk Address: Weston House, 42 Curtain Road London EC2A 3NH |
| NSPCC Report Abuse | Sexual Violence and Sexual Harassment Report Abuse in Education Telephone: 0800 136 663 Email: help@nspcc.org.uk NSPCC Helpline for Professional Telephone: 0808 800 5000 |
| Anti-Bullying Alliance | Guidance on Bullying (including sexual) https://anti-bullyingalliance.org.uk/ |
| UK Safer Internet Centre for Professionals | Telephone: 0344 381 47772 Email: helpline@saferinternet.org.uk |
| Child Exploitation Online Protection (CEOP) | Think U Know Website: https://www.thinkuknow.co.uk Website: www.ceop.police.uk |
| UK Council for Internet Safety UKCIS | Website: www.gov.uk/gov/groups/UK-council-for-child-internet-safety-UKCCIS |
| Internet Matters | Website: www.internetmatter.org.uk |



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| <p>Disclosure and Barring Service</p> | <p>Telephone: 01325 953795 Email: dbdispatch@db.gsi.gov.uk Address: PO Box 181, Darlington, DLI 9FA</p> |
| <p>Teaching Regulation Agency</p> | <p>Telephone: 0207 593 5393 Email: misconduct.teacher@education.gov.uk Address: 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH</p> |
| <p>ISI Safeguarding Children</p> | <p>General Matters: Telephone: 02076000100 Child Protection: Telephone: 02077109900 Email: concerns@isi.net</p> |

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I Definitions

1.1 'Safeguarding' is defined in *Keeping Children Safe in Education (2024)* as:

- providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment;
- 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
- acting to enable all children to have the best outcomes.

1.2 'Child Protection' is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.

1.3 'Child' refers to everyone under the age of 18.

1.4 'Parent' refers to birth parents and other adults in a parenting role, for example, adoptive parents, step-parents and foster carers.

1.5 'Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Bablake.

1.6 Within this policy, we use the term 'victim', although it is recognised that not everyone considers themselves to be a victim or would want to be described in this way. We also recognise the importance of not using the terminology of 'perpetrator' in relation to children in cases where the behaviour can be harmful to both parties. The appropriate use of terminology will be determined on a case-by-case basis.

2 Introduction

2.1 We recognise that safeguarding and child protection and promoting the welfare of children is an essential part of our duty of care to all students. As such, all staff and governors have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is everyone's responsibility and everyone has a role to play in protecting children. We recognise that our school is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider what is in the best interests of each child in line with and upholding the Human Rights Act 1998 and Equality Act 2010.

2.2 The purpose of this policy is to:

- promote safeguarding and child protection and to demonstrate Bablake's commitment to keeping children safe;
- provide all members of staff with the information required to meet their safeguarding duty and protect children from harm;
- provide stakeholders with clear information relating to Bablake safeguarding and child protection procedures;
- ensure that staff understand, can recognise and can respond to the indicators of abuse, exploitation or neglect;
- ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003; and



- ensure that children are protected from maltreatment or harm.

2.3 Bablake is committed to the following principles:

- All children have the right to be protected from harm.
- Children should feel safe and secure and cannot learn unless they do so.
- All staff are responsible for keeping children safe and have a responsibility to act if they think a child is at risk of harm.
- All staff take on a responsibility to promote children's welfare.
- Providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

2.4 Safeguarding Aims

2.4.1 The safeguarding aims of Bablake in line with Keeping Children Safe in Education (September 2024) are to:

- work to identify children who are suffering or likely to suffer abuse, exploitation or neglect and act to protect them;
- work with relevant services and agencies to ensure that children are protected from harm;
- provide a learning environment for children which is safe and secure;
- teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm;
- support children's mental health and wellbeing;
- ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;
- train staff effectively in all safeguarding issues (including online safety) and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- have a Designated Safeguarding Lead (DSL) and designated deputies (DDSL) who will provide support to staff, students and families;
- recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities or particular protected characteristics (LGBTQ+, etc);
- maintain a robust recording system for any safeguarding or child protection information;
- ensure that everyone in Bablake understands the safeguarding procedures; and,
- to regularly review policies and procedures to ensure that children are protected to the best of our ability.

2.5 This policy adheres to the following documents:

- [Keeping Children Safe in Education \(2024\)](#)
- [Working Together to Safeguard Children 2018 \(updated 2023\)](#)
- [Guidance for Safer Working Practice for those working with children and young people in education settings \(Feb 2022\)](#)
- [What to do if you are worried a child is being abused: Advice for practitioners \(2015\)](#)

2.6 We continue to work closely with the Local Authority and the Coventry Safeguarding Children Partnership to safeguard to safeguard children across the city.

2.7 Please note that there are a number of other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in [Annex B](#) of Keeping Children Safe in Education ([September 2024](#)).

2.8 This policy should be read in conjunction with the following policies:

- Part 1 and Annex A of Keeping Children Safe in Education 2024
- [Classroom teachers should also read Annex B \(KCSIE 2024\)](#)
- Behaviour Policy
- Online Safety Policy
- CSF Staff Code of Conduct
- CSF Attendance Policy
- Staff Handbook for local/operational procedures (section J in the Senior School, section 8 in the Junior School)

All staff will also be expected to complete HAYS Safeguarding and Child Protection module biannually and within 2 months of their start date.

A list of all other supporting policies can be found [here](#) and are available on the staff intranet, under the "[Policies](#)" tile.

2.9 Scope

2.9.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Bablake. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.

2.9.2 Rather than duplicating content from Keeping Children Safe in Education ([September 2024](#)) in this policy, it should be understood that Bablake will always refer to this document as the benchmark for all safeguarding practice.

3 Roles and Responsibilities

3.1 The Role of the Governing Body

3.1.1 Bablake has a senior board level lead to take leadership responsibility for safeguarding. This role is carried out by the named DSL (see front cover of this policy document for named DSL). Part 2 of Keeping Children Safe in Education ([September 2024](#)) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will:

- have a strategic leadership responsibility for Bablake safeguarding arrangements;
- ensure all Governors and trustees receive appropriate safeguarding and child protection training (including online safety) at induction and that is regularly updated;
- be aware of the obligations under the [Human Rights Act 1998](#), the [Equality Act 2010](#) and the [Public Sector Equality Duty](#);
- ensure that they comply with their duties under legislation;
- ensure a whole school approach to safeguarding, including the use of mobile technology in schools;



- ensure that policies, procedure and training in Bablake are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
- ensure the School considers local authority and Coventry Safeguarding Children Partnership policies and supply information as requested by the safeguarding partners (the Local Authority, a clinical commissioning group for an area within the local authority and the chief office of police for a police area within the local authority);
- ensure the School has an effective child protection policy, that it is published on the Bablake [website](#) or available by request and this policy is reviewed at least annually;
- ensure we have a Staff Code of Conduct which refers to low level concerns, allegations against staff and whistleblowing procedures alongside acceptable use of technologies;
- ensure that all staff and governors undergo safeguarding and child protection training on induction (including online safety [and filters and monitoring processes](#)) and this is regularly updated;
- ensure the School contributes to multi-agency working in line with statutory guidance;
- ensure that there are clear systems and processes in place for identifying when children may be experiencing mental health problems;
- ensure that children are taught about safeguarding, including online safety as a whole school approach and curriculum planning but recognising that a one size fits all approach may not be appropriate for all children. See [section 5](#) of this policy and the Online Safety Policy;
- put in place and follow appropriate safeguarding responses for children who are absent from education;
- appoint an appropriate member of staff from the Senior Leadership Team to the role of Designated Safeguarding Lead;
- recognise the importance of information-sharing between practitioners and local agencies but take a risk-based approach to the level of information that is provided to temporary staff, volunteers and contractors;
- ensure that appropriate filters and monitoring systems are in place to keep children safe online and share information regarding online abuse and risks including where to access advice with parents and carers;
- respond to allegations of abuse against the Principal whilst ensuring there are procedures in place to manage safeguarding concerns, or allegations against staff (including supply staff, volunteers and contractors);
- ensure safer working practice is embedded and effective within policies; and,
- complete appropriate safeguarding and child protection training (including online safety) at induction; complete refresher and/or new training as required to remain up to date with the latest guidance and training.

3.2 The Role of the Principal

3.2.1 The Principal will:

- lead and embed a culture across the Foundation in which it is understood that safeguarding, child protection and the promotion of the welfare of all children is everyone's responsibility; everyone understands the role they play in protecting children;
- hold overall accountability for the safeguarding of all pupils and staff in the Foundation;
- ensure Heads provide effective policies, procedure and training to enable all staff to fulfil their obligations and duties under legislation;

- ensure Heads recognise Schools are part of a wider safeguarding system for children and contribute to multi-agency working in line with statutory guidance to promote the welfare of children;
- ensure through Heads, all staff maintain an attitude of ‘it could happen here’ and will always consider what is in the best interests of each child in line with and upholding the Human Rights Act 1998 and Equality Act 2010;
- ensure to allegations of abuse against Heads whilst ensuring there are procedures in place to manage safeguarding concerns, or allegations against staff (including supply staff, volunteers and contractors);
- ensure safer working practice is embedded and effective within policies; and,
- ensure all Governors and trustees receive appropriate safeguarding and child protection training (including online safety) at induction and that this is regularly updated; and, that any newly released training is provided as necessary.

3.3 The Role of the Head

3.3.1 The Head will:

- ensure that this policy is reviewed annually **at a minimum** and ratified by the governing body;
- ensure that this policy and associated procedures are adhered to by all staff;
- ensure that all staff are made aware of the named governor for safeguarding and the Designated Safeguarding Lead;
- ensure that the role of ‘Designated Safeguarding Lead’ is explicit in the role-holder’s job description including leading on **filters and monitoring processes**;
- decide whether to have one or more Deputy Safeguarding Leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;
- organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;
- appoint a ‘Designated Teacher for Looked-After and Previously Looked-After Children’ to promote the educational achievement of children looked after;
- appoint a lead for online safety;
- promote a whole school approach to safeguarding;
- promote resilience to social and emotional wellbeing which is tailored to the needs of the children;
- ensure that all recruitment follows the ‘Safer Recruitment’ guidance, and a single, central record is maintained with details of all members of staff who are in contact with children;
- respond to allegations of abuse against all other members of staff including supply staff, volunteers and contractors;
- refer cases where a person is dismissed or has left due to risk/harm to a child to the Disclosure and Barring Service as required;
- ensure that the school works with Children’s Services, the police, health services and other services to promote the welfare of children; provide a co-ordinated offer of early help when need is identified; contribute to inter-agency plans for children subject to children protection plans and to protect children from harm;
- safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012); and
- ensure that Children’s Services (from the host local authority or placing authority) have access to Bablake, to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (**September 2024**).

3.4 The Role of the Designated Safeguarding Lead

3.4.1 The Designated Safeguarding Lead (DSL) for Bablake is **Mr Andrew Wright, Headmaster**. The Designated Safeguard Lead Cover in the DSL's absence is Mrs Sue Smith, Deputy Head Community. The Designated Safeguarding Lead for the Junior School is Mr Lorrian Holder, Deputy Head Pastoral. The Designated Safeguarding Lead Cover in the DSL's absence in the Junior School is Miss Lauren Maudlin, or Mr Warrick Laverick.

The Designated Safeguarding Lead will:

- take overall lead responsibility for safeguarding and child protection (including online safety and filters and monitoring) at Bablake;
- liaise with the safeguarding partners and work with other agencies in line with [Working Together to Safeguard Children \(2023\)](#);
- always be available during term time (during school hours) for staff at Bablake to discuss safeguarding concerns. In the event that they are not available, a deputy DSL will be made available;
- undergo training to provide them with the knowledge and skills required to carry out this role updated a minimum of biannually; this will include inter-agency training for example, DSL briefings and attendance at Police Panel meetings;
- act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- be best placed to advise on the response to safeguarding concerns;
- identify if children may benefit from early help;
- act as a point of contact with the safeguarding partners;
- make referrals to Coventry's Multi-Agency Safeguarding Hub (MASH) where children have been harmed or are at risk of significant harm;
- make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- support the school with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- refer cases to the police where a crime may have been committed;
- ensure all staff have read and understood Part 1 and Annex A of Keeping Children Safe in Education ([September 2024](#));
- update their knowledge and skills regularly and keep up with any developments relevant to their role;
- provide staff in school with the knowledge, skills and support required to safeguard children;
- take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- take responsibility for the transfer of safeguarding files when a child leaves the school;
- attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children;
- work closely with other relevant education professionals (e.g., SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- help to promote educational outcomes of children who have experienced or are experiencing safeguarding or child protection issues by sharing relevant information with teachers and the school leadership team;
- promote a 'culture of safeguarding', in which every member of the Bablake community acts in the best interests of the child;

- ensure Bablake knows its cohort of children or those who have or had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations;
- regularly meet (every half-term at a minimum) with the safeguarding link governor and/or Chair of Governors to review safeguarding at Bablake;
- liaise with the Head regarding safeguarding cases and issues;
- liaise with the senior mental health lead when safeguarding concerns are linked to mental health;
- be aware of the requirement for children to have an Appropriate Adult – PACE code C 2019; and,
- DSLs will receive safeguarding supervision from an independent qualified individual at least termly. Further support will be available on request.

3.4.2 Further details on the role of the Designated Safeguarding Lead can be found in Annex C of Keeping Children Safe in Education ([September 2024](#)).

3.5 The Role & Responsibilities of all Staff within School

3.5.1 School staff play a particularly important role because they are in a position to identify concerns early in order to provide help for children. All staff in Bablake:

- have a responsibility to provide a safe environment where children can learn;
- should know what to do if a child tells them that he/she is being abused, exploited or neglected;
- will be able to identify indicators of abuse, exploitation or neglect; with an awareness of safeguarding issues that put children at risk of harm and behaviours associated with these risks;
- should know what to do if a child tells them that he/she is being abused, exploited or neglected but that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or recognise their experience as harmful;
- will be aware of indicators of Child on Child abuse and procedures to deal with this;
- all staff, but especially the DSL and deputies, will also consider whether children are at risk of abuse or exploitation in situations outside their families;
- will be made aware of the Safeguarding and Child Protection Policy; the School's Behaviour Policy; the Staff Behaviour Policy; information about the safeguarding response to children missing in education; the role of the Designated Safeguarding Lead and systems in Bablake that support safeguarding and child protection;
- will be provided with a copy of Part 1 and Annex A of Keeping Children Safe in Education ([September 2024](#)) annually and receive annually updated training on their safeguarding roles and responsibilities; those that work directly with children e.g., classroom teachers, should also read Annex B.
- should have an awareness of safeguarding issues that put children at risk of harm and behaviours associated with those risks;
- should know what to do if a child makes a disclosure (see [Appendix D](#)) of abuse and never promise confidentiality when a child makes a disclosure;
- will be made aware of the early help assessment process and understand their role in it;
- should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance;
- may be required to support social workers and other agencies following a referral;
- will be made aware of the process for making referrals to Children's Services (through the MASH), understand statutory assessments and the role that they may be expected to play in such assessments;
- should be prepared to make referrals to the MASH if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;



- understand the referral process to the (LADO) and the role they play should they have concerns or allegations made against any member of staff;
- will receive safeguarding updates throughout the year as part of continuous professional development;
- should be able to contribute to the development of safeguarding policy and practice.
- should always seek advice from the Designated Safeguarding Lead if they are unsure; and,
- all teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

3.6 Multi-Agency Working

3.6.1 Bablake is committed to multi-agency working and operates under [Working Together to Safeguard Children \(2023\)](#) and local safeguarding arrangements.

3.6.2 Bablake will work with Children's Services the police, health services, local Early Help practitioners and other relevant agencies to promote the welfare of children and protect them from harm.

3.6.3 We work closely with our local Family Hub to ensure children receive appropriate, co-ordinated Early Help Assessments. Bablake Early Help Assessment Co-ordinator is Kerrie Holdback (telephone: 02476 978100 / 07534 168 445; email: aspirefamilyhub@coventry.gov.uk).

3.6.4 The Coventry Safeguarding Children Partnership (CSCP) have designated that schools and colleges are a named 'relevant agency'. As such, the schools are under a statutory duty to co-operate with published CSCP arrangements.

4 Types of Abuse

4.1 As outlined above, all staff will be trained in indicators of abuse, exploitation and neglect and should be able to recognise signs of these. We recognise that abuse, exploitation and neglect along with other safeguarding issues are complex and often multi-dimensional and therefore do not fall solely under one category. Types of abuse or harm can take many forms including directly inflicting harm on a child or failing to protect a child from harm online as well as face to face both inside and outside of the School [as well as online](#), including the multi-faceted occurrence of factors causing emotional harm.

The four main types of abuse that staff are trained to recognise are:

- Physical abuse;
- Sexual abuse;
- Emotional abuse;
- Neglect.

4.2 Types of Abuse

(Taken from [Keeping Children Safe in Education, 2024](#)).

| Type of abuse | Information |
|------------------------|--|
| 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. 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. |
| Physical abuse | A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. |
| Emotional abuse | The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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, though it may occur alone. |
| Sexual abuse | <p>Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, 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.</p> <p>The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of this and of Bablake policy and procedures for dealing with it.</p> |



| Type of abuse | Information |
|--|---|
| Child sexual exploitation (CSE) | CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, (b) for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. |
| Neglect | The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate 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. |

4.3 Indicators of abuse can be found in [Appendix B](#).

4.4 If a child is in immediate danger or at risk of harm, a referral will be made to Children’s Services (through the MASH) and any member of staff can make this referral. A Designated or Deputy Designated Safeguarding Lead should be available at all times, but in exceptional circumstances the member of staff should speak to a member of the Senior Leadership Team or seek advice directly from Children’s Services and then take appropriate action. The Designated Safeguarding Lead should be made aware as soon as possible.

4.5 Staff, parents and the wider community should report any concerns that they have about the welfare of children, however minor or seemingly insignificant. Staff should not assume that someone else will report concerns.

4.6 Bablake recognises that any child can be the victim of abuse and may benefit from early help. However, schools will be particularly vigilant to potential need for early help if a child:

- 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 into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is misusing drugs or alcohol themselves;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;



- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is at risk of 'honour-based' abuse such as Female Genital Mutilation or Forced Marriage;
- is persistently absent from education, including persistent absences for part of the school day;
- is a privately fostered child.

4.7 Bablake recognises that abuse can take many different forms. Staff will also receive training on the following issues and action will be taken if Bablake believes that a child is at risk of or is the victim of:

- bullying, including cyberbullying, prejudice-based and discriminatory;
- child criminal exploitation (including involvement in county lines);
- child sexual exploitation;
- domestic abuse;
- emotional abuse;
- fabricated or induced illness;
- faith-based abuse;
- female genital mutilation;
- forced marriage;
- homelessness;
- gangs or youth violence;
- gender-based violence;
- hate;
- mental health;
- neglect;
- Child on Child abuse;
- physical abuse;
- radicalisation;
- relationship abuse;
- serious violence and harassment;
- sexual abuse;
- sexual violence or sexual harassment (including Child on Child abuse);
- sharing of consensual or non-consensual nude and semi-nude images/videos;
- so-called 'honour-based' abuse;
- trafficking and modern slavery.

4.8 Bablake will also act to protect:

- children missing education;
- children missing from home or care.

4.8.1 There are other familial issues that can have a detrimental impact on children. We work with other agencies in line with Keeping Children Safe in Education (2024) to support children and families in the following circumstances:

- children facing the court procedures and/or children in the court system;
- children with family members in prison;
- children who are homeless;
- children who need a social worker.

4.9 Child Potentially at Greater Risk Of Harm

4.9.1 Bablake recognises that some children need a social worker due to abuse, neglect or complex family circumstances and that abuse and trauma can leave children vulnerable to further harm, as well as educational disadvantage.

4.9.2 The Designated Safeguarding Lead will hold information relating to social workers working with children in the school.

4.9.3 This information will inform decisions about safeguarding and promoting welfare (including the provision of pastoral and/or academic support).

4.10 Children Absent from Education

4.10.1 Bablake understands that children who are absent from education for prolonged periods and/or repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and criminal exploitation – particularly county lines.

4.10.2 Bablake will report information to the Local Authority when problems are first emerging and if there is a need for the removal of a child from roll.

4.10.3 Where reasonably possible, more than one emergency contact number for each pupil or student should be held on file. This gives the school additional options to contact a responsible adult when a child missing from education is also identified as a welfare and/or safeguarding concern.

4.11 Elective Home Education

4.11.1 Bablake recognises that many home-educated children have a positive learning experience, and the decision is one with the child's best interests at heart; however, elective home education can mean that some children are not in receipt of suitable education.

4.11.2 Since 2016, Bablake has a statutory duty to inform the Local Authority of all deletions from roll. When Elective Home Education is the reason for this removal, the Local authority and other key professionals will work alongside Bablake to coordinate a meeting with parents where possible, ideally before a final decision is made.

4.12 Children requiring Mental Health Support

4.12.1 Bablake recognises that safeguarding and promoting the welfare of children includes preventing the impairment of children's mental health or development.

4.12.2 All staff will be aware that mental health problems may be an indicator that a child is suffering or is at risk of suffering abuse, neglect or exploitation.

4.12.3 Staff will not attempt to make a diagnosis of a mental health problem unless they are appropriately trained.

4.12.4 We recognise that staff are well-placed to observe behaviour that may indicate that a child is experiencing a mental health problem or is at risk of developing one. There are clear systems and processes



in place for identifying possible mental health problems. If staff are concerned that a child is suffering a mental health problem, they should arrange to speak with the Designated Safeguarding Lead and relevant Head of Year, capturing any details on 'My Concern'. Relevant professionals will refer to Bablake's Positive Mental Health Policy and seek further guidance from Coventry and Warwickshire Rise on appropriate next steps.

4.12.5 If staff are concerned that a child is experiencing a mental health problem that is also a safeguarding concern, they must report this to the Designated Safeguarding Lead (or deputy Designated Safeguarding Leads) immediately.

4.12.6 The Designated Safeguarding Lead holds Designated Mental Health Lead status and has attended Mental Health First Aid Training. The school site also has a qualified nurse, full-time. In addition to this, Bablake operates a counselling service with RELATE, 3 days per week.

4.12.7 Further information, guidance and advice regarding mental health can be found on page 49 of Keeping Children Safe in Education 2024.

4.13 Children who are Lesbian, Gay, Bi or Trans (LGBT+)

4.13.1 The fact that a child or a young person may be LGBT+ is not in itself an inherent risk factor for harm. However, children who are LGBT+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT+ (whether they are or not) can be just as vulnerable as children who identify as LGBT+.

4.13.2 In line with updated Keeping Children Safe In Education (2024) guidance, it is important to consider the Cass review, which identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.

4.13.3 It is recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience.

4.13.4 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. Schools should refer to our Guidance for Schools and Colleges in relation to Gender-Questioning Children, when deciding how to proceed.

4.13.5 Risks can be compounded where children who are LGBT+ lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

4.13.6 LGBT+ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

5 Responding to Signs of Abuse

5.1 If a member of staff, parent or member of the public is concerned about a child's welfare, they should report it to the Designated Safeguarding Lead as soon as possible. On occasions when the Designated Safeguarding Lead is not available, it should be reported to the Deputy Safeguarding Lead without delay. Although any member of staff can make a referral to Children's Services where possible there should be a conversation with the Designated Safeguarding Lead.

5.2 If anyone other than the Designated Safeguarding Lead makes a referral to Children's Services or to the police, they should inform the Designated Safeguarding Lead as soon as possible.

5.3 All staff will be alert to indicators of abuse and will report any of the following to the Designated Safeguarding Lead immediately:

- any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;
- any concerning behaviours exhibited by children that may indicate that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories;
- any significant changes in attendance or punctuality;
- any significant changes in a child's presentation;
- any concerns relating to people who may pose a risk of harm to a child; and/or
- any disclosures/allegations of abuse that children have shared.

5.4 There will be occasions where a child discloses/alleges abuse directly to a member of staff. If this happens, the member of staff will:

- listen carefully to the child and believe what they are saying;
- not promise confidentiality as information may need to be passed on so the child and family can receive additional support;
- only ask for clarification if something is unclear and will not ask 'leading' questions;
- report disclosure to the Designated Safeguarding Lead as soon as possible, certainly by the end of the day;
- only discuss the issue with colleagues who need to know about it; and will write up the disclosure and pass it to the Designated Safeguarding Lead.

5.5 The Designated Safeguarding Lead will make a decision about the action that needs to be taken following a member of staff raising a concern about a child or following a direct disclosure recording a clear rationale. The DSL may consider the following options:

- manage support for the child within Bablake;
- seek advice from the Social Worker Advice Line in the MASH;
- instigate single agency intervention and work directly with the family to improve the situation;
- offer an Early Help Assessment to provide multi-agency help to a family;
- in cases where children are deemed to be at significant risk of harm, the Designated Safeguarding Lead will refer cases to the MASH for consideration for statutory intervention. Parental consent will



be obtained wherever possible before referring cases to the MASH. However, if Bablake is worried that telling parents will mean the child is at greater risk of harm, we may do this without informing them;

- if parents do not consent to a referral but the school believes that a child is at significant risk of harm, a referral will still be made to Children’s Services.

5.6 For further information about the Coventry Safeguarding Children Partnership’s ‘Right Help, Right Time’ guidance, which is used by Bablake to make decisions about protecting children, please visit <http://www.coventry.gov.uk/righthelprighttime> or view thresholds of need via the school intranet.

5.7 See page 24 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, (September 2024).

5.8 In cases where members of staff become aware that Female Genital Mutilation (FGM) has been carried out on a female below the age of 18, they have a mandatory duty to report this to the police without delay and will do so. Staff should refer this to the Designated Safeguarding Lead, but the legislation requires regulated health and Children’s Services professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl’s physical or mental health or for purposes connected with labour or birth.

5.9 Bablake has a duty to refer any children who are living in a private fostering arrangement to the local authority. Private fostering is when a child under the age of 16 (or under 18 if disabled) is cared for by someone who is not their parent or a close relative. This is a private arrangement made between a parent and a carer, expected to last 28 days or more, or the school are aware the 28 days has been exceeded.

5.10 All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have “due regard” to the need to prevent people from being drawn into terrorism. See [Appendix B](#) for further information on Bablake’s Prevent Duty.

5.11 If any member of staff is unsure about signs of abuse or neglect, they should speak to the Designated Safeguarding Lead.

5.12 Child on Child Abuse

5.12.1 Bablake understands that both adults and other children can perpetrate abuse, and that abuse can happen inside and outside of school, online or face to face. Child on Child abuse is taken very seriously and can include bullying (including cyber-bullying, prejudice-based and discriminatory bullying), abuse in intimate, personal relationships between children, physical abuse, sharing of consensual or non-consensual images or videos, causing someone to engage in sexual activity without consent, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies. The school recognises that safeguarding issues can manifest as Child on Child abuse. Further guidance can be found in the School’s Behaviour Policy.

5.12.2 All members of staff will be made aware of the school’s policy and procedures with regards to Child on Child abuse. The school will ensure staff understand what is meant by Child on Child abuse and the school policy on Child on Child abuse by ongoing training in this area, [including reference to what Child on Child abuse looks like in whole staff briefings.](#)



Child on Child abuse is most likely to include, but may not be limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate, personal relationships between peers; physical abuse 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); sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence); sexual harassment, 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 sharing of nudes and semi-nudes images and or videos (also known as sexting or youth-produced sexual imagery); upskirting, 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 causing 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).

The issue of Child on Child abuse is taken very seriously and in a proactive manner. Appropriate education and guidance are provided through Bablake's Life Choices programmes, whole school/year assemblies and by engaging with students via Pupil Voice channels, for example, Pupil Surveys and Student Council meetings.

All members of staff will be made aware of Bablake's policy and procedures with regards to Child on Child abuse. Bablake will ensure that staff understand what is meant by Child on Child abuse and all staff will be made aware that upskirting is a criminal offence.

Bablake recognises that children with special educational needs, disabilities and those from the LGBT+ community can be more prone to Child on Child abuse and group isolation than other children and will consider extra pastoral support for those children.

Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, staff should follow the procedures below rather than Bablake's Anti-Bullying and Behaviour policies:

- a pupil against whom an allegation of abuse has been made may be suspended from the school during the investigation;
- the school will take advice from the relevant Safeguarding Children Partnership on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator;
- if it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the school will ensure that, subject to the advice of the relevant Safeguarding Children Partnership, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed;
- confidentiality will be an important consideration for the school and advice will be sought as necessary from the relevant Safeguarding Children Partnership and/or the Police as appropriate;
- consideration must be given to informing the Police of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Allegations of rape assault by penetration, sexual assaults and upskirting will be passed to the police. If the Deputy Safeguarding Lead decides to make a referral to children's social care and/or a report to the police against a victim's wishes, the reasons should be explained to the pupil and appropriate specialist support offered.



Bablake's approach to non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth-produced sexual imagery) is:

- to consider each situation on a case-by-case basis whether to take disciplinary action and/or whether it is appropriate to refer the matter to the police or relevant SCP;
- the Deputy Safeguarding Lead will decide whether the incident is high risk, depending on the nature of the image and the family circumstances of the pupil involved;
- communication with parents will be determined in the best interests of the young person involved;
- where a child has been found to distribute indecent images of themselves or others, the Deputy Safeguarding Lead has a duty to report such activity to either Children's Services or the Police (Section 1 of the Protection of Children Act 1978 and Section 160 of the Criminal Justice Act.)

In the event of disclosures about Child on Child abuse:

- all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed;
- victims will be supported by the Deputy Safeguarding Lead and support from external agencies will be sought, as appropriate;
- when there has been a report of sexual violence, the Deputy Safeguarding Lead will make an immediate risk and needs assessment;
- where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs assessment should consider:

- the victim;
- the alleged perpetrator; and,
- the other children (and, if appropriate, staff) at the school.

Risk assessments will be recorded and kept under review. In relation to a report of sexual violence or sexual harassment, the Deputy Safeguarding Lead will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report. The Deputy Safeguarding Lead will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school transport.

5.12.3 Bablake will work to prevent Child on Child abuse by adopting an 'it can happen here' approach, including a zero tolerance culture to Child on Child abuse behaviours; an annual review of Life Choices/PHSE programmes (or sooner if required) including student consultation on its effectiveness; signposting to in-school, local and national agencies; whole school and year assembly themes and cross-curricular links on healthy relationships. Staff vigilance both in and outside the classroom environment, and especially during indirect supervision when on duty before, during or after-school. Toilets and changing room areas are likely to be areas of school where Child on Child abuse behaviours could occur. PE Staff and our Duty Staff members should periodically visit these areas to monitor behaviour.

5.12.4 In the event that an allegation of Child on Child abuse is made, Bablake will investigate this as per the School's Behaviour Policy. Although it is recognised that if there are no reported cases, such abuse may still be taking place.

5.12.5 In the event that an allegation of Child on Child abuse is made, victims and alleged perpetrators will be supported by the safeguarding team, pastoral staff, trusted adults and if needed, external agencies. Bablake has a clear procedure for investigating Child on Child abuse which can be found on the staff intranet. Once the investigation is complete a referral to the MASH will be considered.

5.12.6 Bablake will never pass off Child on Child abuse as ‘banter’, ‘having a laugh’, ‘part of growing up’ or other such termination that does not recognise the harm caused. This should be a zero-tolerance approach as this could lead to a culture of unacceptable behaviours. It is recognised with this, that all Child on Child abuse is unacceptable and will be taken seriously.

5.12.7 Bablake recognises that ‘it can happen here’ and lists below the safeguarding issues that have arisen at our schools:

- Children and the Court System
- Children Missing from Education
- Children with Family Members in Prison
- CSE
- Cyber Crime
- Domestic Abuse
- Honour-based Violence
- Prevent Duty
- Peer on Peer/Child on Child Abuse
- Sexual Harassment
- Sexual Violence
- Upskirting

5.12.8 Bablake will adhere to guidance set out in Keeping Children Safe in Education (2024) and Sexual Violence and Sexual Harassment in Schools (September 2021) when responding to incidents of Child-on-Child abuse.

5.12.9 All staff will be made aware that upskirting is a criminal offence.

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

5.13.1 Both CSE and CCE are forms of abuse that occur when an individual or group take advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator through violence or threat of violence. CCE and CSE can affect both males and females and can include children that have been moved for the purpose of exploitation (trafficking).

5.13.2 CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing, vehicle crime, threatening violence on others or even carrying weapons.

5.13.3 The school is responsible for recognising children involved in CCE are victims of exploitation and should be recognised as such due to the harm they have experienced even if they appear to have consented to the criminal activity.

5.13.4 CSE is a form of child sexual abuse including physical contact and non-contact online activities including the internet or by phone. This can happen over time or as a one off and may happen without the child recognising this as abuse or harmful.

5.13.5 The school recognises that children of the age of 16 and 17 who can legally consent to a sexual relationship may also be the victims of CSE but may not recognise this.

5.14 Sharing Of Consensual Or Non-Consensual Nude And Semi-Nude Images Or Videos

5.14.1 “Sharing of consensual or non-consensual nude and semi-nude images or videos” refers to any sharing of youth-produced sexual imagery between children. This includes:

- a person under the age of 18 creating and sharing sexual imagery of themselves with a peer under the age of 18;
- a person under the age of 18 sharing sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- a person under the age of 18 being in possession of sexual imagery created by another person under the age of 18.

5.14.2 The school has a responsibility to educate children in the risks relating to ‘sharing consensual or non-consensual nude images or videos’ and how to keep themselves safe online. See PSHE/Life Choices and Online Safety Policy (listed in [Appendix A](#)). The school has a responsibility to educate children in the risks relating to ‘sharing consensual or non-consensual nude images or videos’ and how to keep themselves safe online (see Appendix A & B in the RSE Policy for where this is covered in the RSE curriculum).

5.14.3 Any incidents or suspected incidents of ‘sharing consensual or non-consensual nude images or videos’ should be reported to the DSL without delay. In line with DfE Advice (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf p.13) any material found on a device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the Police.

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

In summary:

- **Never** view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal.**
- If you 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), report this to the Designated Safeguarding Lead (or equivalent) and seek support.
- **Do not** delete the imagery or ask the young person to delete it.
- **Do not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the Designated Safeguarding Lead (or equivalent).
- **Do not** share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- **Do not** say or do anything to blame or shame any young people involved.



- **Do** explain to them that you need to report it and reassure them that they will receive support and help from the Designated Safeguarding Lead (or equivalent).

5.14.4 Once reported to the Designated Safeguarding Lead, the Designated Safeguarding Lead will decide on the appropriate course of action. This could include:

- referrals to the MASH in regards to all parties involved (also, the Police if an urgent response is required);
- confiscation of mobile phones in line with guidance ‘Searching, Screening and Confiscation, (January 2018);
- support for young people involved to prevent reoccurrence;
- sanctions in accordance with the School’s Behaviour Policy.

5.14.5 Any incidents of ‘sharing consensual or non-consensual nude images or videos’ involving the following will result in a MASH and sometimes a police referral:

- adult involvement;
- coercion or blackmail;
- children under the age of 13;
- extreme, or violent content;
- immediate risk of harm.

5.14.6 **Staff will not view images or videos on pupil devices.** Confiscated devices will be stored securely and passed to the relevant agencies.

5.14.7 We will work with parents as necessary if their child is involved in the sharing of consensual or non-consensual nude images or videos.

5.14.8 We operate a culture of safeguarding and young people should feel confident to disclose if they have sent an inappropriate image of themselves. Children will always be supported to retrieve and delete the images. Posters are on display in form rooms signposting pupils to the NSPCC ‘Remove Tool’.

5.15 Domestic Abuse

5.15.1 Domestic Abuse can be a single incident or a pattern of incidents. It can also include psychological, physical, sexual, financial or emotional acts of abuse.

5.15.2 The school recognises that children can be a victim of domestic abuse by seeing, hearing or experiencing the effects or suffering domestic abuse in their own personal relationships. These all have a detrimental impact on children’s health, well-being, development and ability to learn. **Bablake works in partnership with the Police around Domestic Abuse and receives an alert via a scheme known as ‘Operation Encompass’.** This involves school receiving notification of domestic incidents so staff can remain vigilant around the child/children’s behaviour.

5.16 Searching, Screening and Confiscation

5.16.1 Where necessary, searching, screening and confiscation will be used to safeguard a child/children in Bablake.

5.16.2 Bablake adheres to ‘Searching, Screening and Confiscation: Advice for Schools (January 2018).



5.17 Online Safety.

5.17.1 The school recognises that in today's world, children need to be safeguarded from potentially harmful and inappropriate online material with many children having unlimited and unrestricted access to the internet via their mobile phone. The breadth of issues can be categorised currently into four areas of risk as taken from Keeping Children Safe in Education [2024](#):

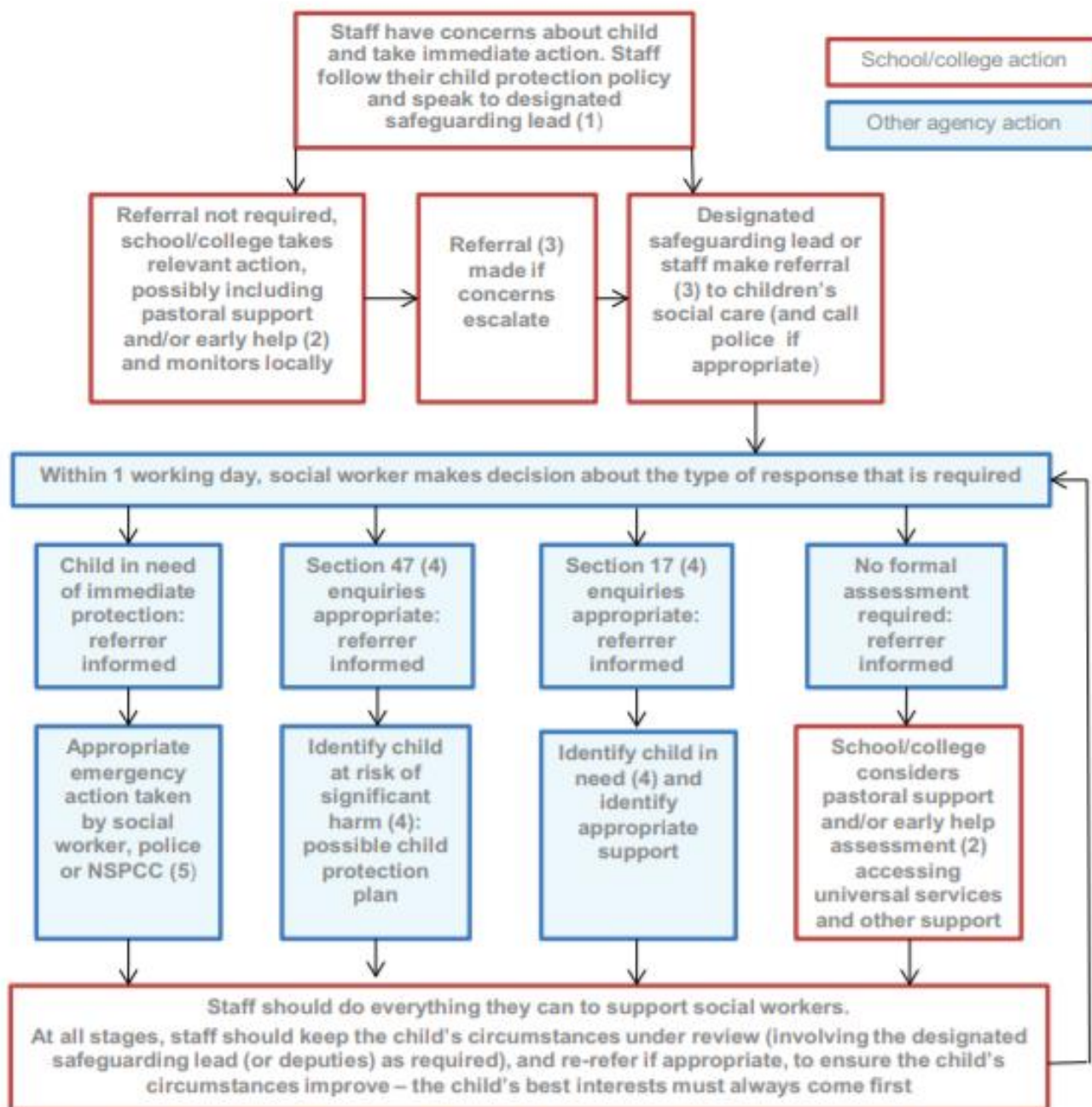
1. **Content** – being exposed to illegal, inappropriate, or harmful content (pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism);
2. **Contact** – being subject to harmful online interaction with other users (peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit);
3. **Conduct** – online behaviour that increases the likelihood of, or causes, harm (making, sending and receiving explicit images);
4. **Commerce** – risks such as online gambling, inappropriate advertising, phishing and or financial scams.

5.17.2 The school understands that the above can take place on a student's phone or smart device (including smart watches) while at school or elsewhere. The school has responded to this by having a whole school approach to online safety which aims to protect and educate students, parents and staff in their use of technology. Bablake pupils in Key Stage 3 & 4 are not permitted to use their mobile phones between 8am and 4pm; this includes smartwatches and other smart devices. All desktop computers across the school premises are monitored using DNA Alert software that captures keystrokes associated with inappropriate content (see point 1 under 5.17.1). Appropriate conversations and enquiries are then conducted between the child and a pastoral lead. Online safety reminders are also delivered weekly via staff briefing and bulletin notices.

5.17.3 The school has also established mechanisms to identify, intervene in and escalate any concerns highlighted through our filter and monitoring systems for both staff and students. The effectiveness of this is regularly reviewed with staff aware of how to escalate concerns.



Actions where there are concerns about a child



- (1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.
- (3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).
- (5) This could include applying for an Emergency Protection Order (EPO).



5.18 To raise concerns about children, members of staff should contact the Multi-Agency Safeguarding Hub (MASH) by telephone to discuss the referral. They should then complete the online Multi-Agency Referral Form (MARF) and submit this to the MASH. The school will follow up referrals if we do not receive feedback from Children's Services to ascertain the outcome of all referrals.

MASH Telephone number: 02476 788 555

MASH online referral form: <http://www.coventry.gov.uk/safeguardingchildren>

Out of hours Emergency Duty Team: 02476 832 222

Prevent/Channel Referrals: Refer to MASH (mash@coventry.gov.uk) and to CTU_GATEWAY@west-midlands.pnn.police.uk

5.18.1 If a child's situation does not appear to be improving following a referral, the school may re-refer the child. We will also consider using the [Coventry Safeguarding Children Partnership's Managing Professional Disagreements policy](#) to ensure that our concerns have been addressed and that the situation improves for the child.

6 Record-keeping

6.1 All concerns, discussions and decisions made will be recorded in writing and kept confidential and stored securely.

6.2 A secure, online record of all safeguarding and/or child protection concerns, discussions and decisions made will be kept in individual children's files. This will be separate from the main school file and will only be accessed on a need to know basis.

6.3 Bablake keeps all safeguarding files electronically, using a system called My Concern.

6.4 Staff will submit all concerns in writing via My Concern and will do so at the earliest opportunity. This may be after having a verbal conversation, but conversations will also be followed up in writing.

6.5 In the event that a child moves school, the safeguarding file will be transferred to the new setting securely and separately from the main school file in a timely manner (within 5 days for in-year transfers). Once received by the new school, this school will not retain the information.

6.6 The school will seek to hold at least two emergency contacts for every child.

6.7 All data processed by Bablake is done so in line with the General Data Protection Guidelines and the Data Protection Act (2018). Please see Data Protection Policy and Privacy Notice for additional information.

6.8 Further information regarding information sharing and data processing in relation to safeguarding can be found in Part One of Keeping Children Safe in Education (September 2024).



7 Photography and Images

7.1 Consent from parents to photograph children at school events for promotional reasons will be sought when the child joins Bablake.

7.2 Parents can withdraw consent at any time and must notify Bablake if they do not wish their child's photographs to be used.

7.3 Photographs of children used publicly will not be displayed with their name or other identifiable personal information.

7.4 Photographs of children will be processed in line with the General Data Protection Regulation Policy.

8 Early Help Assessment

8.1 Bablake has arrangements for listening to children and providing early help. All pupils know that there are adults to whom they can turn if they are worried. There is always a recognised requirement for sensitive communication and designated staff members are aware of the need to avoid asking leading questions. Our support to pupils includes the following:

- a school culture and ethos that models and encourages appropriate behaviour, pro-active support and guidance;
- all pupils have access to telephone helpline information in their school planners;
- advice on where pupils can seek help is displayed around our schools and in form rooms;
- older pupils are encouraged to offer advice and support to younger pupils;
- at Bablake, we provide leadership training for pupils which specifically covers safeguarding issues and the importance of offering support and assistance to younger pupils.

We are committed to supporting families as soon as a possible problem arises. It is more effective to support a family through early help than reacting to a problem later. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. Bablake works closely with its neighbouring family hub to work with families in the community to improve outcomes for children.

Early Help Assessment Coordinator (EHAC) – Kerrie Holdback

Telephone: 02476 978100 / 07534 168 445

Email: aspirefamilyhub@coventry.gov.uk

8.2 Any child may benefit from early help, but as guided by KCSIE (2024) all school and college staff will be particularly alert to the potential need for early 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.

8.3 Bablake works within the Coventry Safeguarding Children Partnership's 'Right Help, Right Time' framework, available on the CSCP website and Bablake intranet page.

9 Staff Training

9.1 In order for staff to be able to understand and discharge their safeguarding and child protection duties, Bablake has committed to training staff throughout the academic year. All staff members will be made aware of Bablake's safeguarding processes and structures and will receive training on these as part of their induction. As part of this training and their annual refresher, they will also receive:

- ☑ Part I and Annex A of Keeping Children Safe in Education 2024
- ☑ Classroom teachers should also read Annex B (KCSIE 2024)
- ☑ Safeguarding and Child Protection Policy 2024 (amends in purple)
- ☑ Behaviour Policy
- ☑ Online Safety Policy
- ☑ CSF Staff Code of Conduct
- ☑ CSF Attendance Policy
- ☑ Section J Pastoral Handbook for local/operational procedures

All staff will also be expected to complete HAYS Safeguarding and Child Protection module biannually and within 2 months of their start date.

9.2 Staff at Bablake will receive ongoing training from:

- New Staff Induction (including online safety);
- Weekly staff bulletins;
- DSL briefings;
- Police Panel updates;
- Twilight Sessions: Signs of Safety; Difficult Conversations; Mental Health; Online Safety.

9.3 Bablake recognises that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truanting and the sharing of consensual or non-consensual nude images or videos. Staff will also be trained in these areas in order to be able to further recognise if a child is at risk of harm.

9.4 All staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or 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 and young people which facilitate communication.



10 Safer Recruitment

10.1 Bablake is committed to providing children with a safe environment, in which they can learn. We take safer recruitment seriously and all staff are subject to the following checks:

- Proof of Identity check;
- DBS clearance;
- Prohibition from Teaching checks (where required);
- Barred List check;
- Section 128 checks (as required - leadership and management);
- Reference check (two references required);
- Professional qualifications check;
- Right to Work in the UK check;
- Further checks for those who have lived outside the UK;
- Disqualification Under the Childcare Act 2006 checks (as required);
- Verification on the candidate's mental and physical fitness may also be checked.

10.2 A record of all checks completed on members of staff will be recorded on the Single Central Record.

10.3 All new members of staff will be required to obtain DBS clearance. Bablake reserves the right to re-check DBS clearance for any member of staff where information is received that indicates that they may pose a risk to children and may ask candidates to be registered on the DBS update service.

10.4 At least one member of every interview panel will have undergone Safer Recruitment training which will be refreshed every 2 years.

10.5 We take proportionate decisions on whether to check individuals above and beyond what is legally required dependant on individual circumstance.

10.6 Any visitor to the school who has not been subject to the necessary checks will be issued with a pink lanyard and supervised at all times.

10.7 All safer recruitment practices at Bablake comply with Keeping Children Safe in Education ([September 2024](#)). See Part 3 of Keeping Children Safe in Education ([September 2024](#)) for further information. See CSF Recruitment and Onboarding policy for further details.

10.8 When using teacher Supply Agencies or visiting Student Teachers, an introduction to the DSL team will be made during their first visit to ensure they are briefed on safeguarding procedures including reporting concerns.

11 Allegations of Abuse against Staff

11.1 Bablake takes all safeguarding matters including low level concerns and/or allegations of abuse against staff (including agency, volunteers and contractors) seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education ([September 2024](#)) and the CSCP Guidance, '[Allegations Against Staff and Volunteers](#)'.

11.2 In the interests of a safer culture, leaders routinely address safer working practice and safeguarding issues during weekly staff briefing; this creates a culture of vigilance and expected staff behaviour as set out in the Staff Code of Conduct.

In accordance with the Whistleblowing Policy, staff are encouraged to express any concerns to the **Head**. The Head will then determine if it meets the harm threshold and take appropriate action in accordance with [KCSIE 2024](#).

Allegations or concerns that meet the harm threshold include:

- staff having behaved in a way that has harmed a child, or may have harmed a child;
- staff possibly committing a criminal offence against or related to a child;
- staff behaving towards a child or children in a way that indicates that he or she may pose a risk of harm to children; or
- staff behaving or possibly behaving in a way that indicates they may not be suitable to work with children (including behaviour outside of work). This is known as ‘Transferable Risk’.

11.3 If a concern or allegation of abuse arises against the Principal or should there be a conflict of interest to the Principal, it must be immediately reported to the Chair of Governors.

11.4 If a concern or allegation of abuse arises against the Head or should there be a conflict of interest to the Head, it must be immediately reported to the Principal.

11.5 If a concern or allegation of abuse arises against any member of staff, supply teacher, volunteer or contractor other than the Head or Principal, it must be reported to the Head without delay. If the Head is not available, it should be reported to the Principal.

11.6 Concerns or allegations of abuse against staff must be reported to the appropriate person as described above in paragraphs 11.3 to 11.5 and should not be discussed directly with the person involved.

11.7 The Head, Principal or Chair of Governors should consider if the concern or allegation meets the harm threshold [as outlined in Working Together to Safeguard Children \(2023\)](#) for Designated Officer intervention and seek guidance/advice if unsure by emailing lado@coventry.gov.uk. ‘Low-level’ concern does not mean it is not significant. This is a term used for any concern (no matter how small) that an adult working with a child may have breached the Staff Code of Conduct and does not meet the harm threshold. Examples of which may include:

- being overly friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or
- humiliating pupils.

The details of the LADO can be found on page 2 of this policy under ‘[Key External Contact Details](#)’. Immediate referrals can be made via the following link:

https://www.coventry.gov.uk/info/206/coventry_safeguarding_children_partnership/2628/local_authority_designated_officer_lado

Concerns relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours. In accordance with Keeping Children Safe in Education [2024](#), the school will make every effort to



maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

11.8 If a child has suffered or may have suffered abuse or harm, a MASH referral will also be made.

11.9 In the instances where an allegation is dealt with internally, the Local Authority Designated Officer will provide information and support to Bablake in managing the allegation.

11.10 A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns, irrespective of whether they have resigned.

Bablake will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with KCSIE 2024 and a copy will only be provided to the individual concerned.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a pupil who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

In all cases where there are concerns or allegations of abuse, Bablake will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

11.11 A referral to the Disclosure and Barring Service and the Teaching Regulation Agency will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns or would have been removed if they had not resigned.

11.12 Supply Teachers and All Contracted Staff

11.12.1 Although the school does not directly employ supply teachers and contractors, the school will ensure that any concerns or allegations are referred to LADO and the relevant agency informed as the employer.

11.12.2 The school will never cease to use a supply teacher for safeguarding reasons without liaising with the Local Authority Designated Officer and reaching a suitable outcome.

11.12.3 Governing bodies/proprietors will liaise with the supply agency to determine whether to suspend or redeploy the supply teacher whilst they carry out their investigation.

11.12.4 The school will inform supply agencies of its process for managing allegations, including inviting the agency's Human Resource Manager (or equivalent) to meetings and regularly updating agencies on relevant school policies. The school will usually take the lead because agencies do not have direct contact with children or staff, so will not be able to gather information.



11.13 Governors

11.13.1 If an allegation of abuse or concern arises about a Governor (other than the Chair of Governors), it must be reported to the Principal and Chair of Governors without delay and should not be discussed directly with the Governor involved.

11.13.2 If an allegation of abuse or concern arises about the Chair of Governors, it should be reported to the Principal without delay and should not be discussed with the Chair of Governors.

11.14 Volunteers

11.14.1 Risk assessments will be completed (and, if necessary, an Enhanced DBS check requested) for all volunteers. Under no circumstances will a volunteer prior to satisfactory checks being completed be alone with children unsupervised or allowed to work in regulated activity.

11.15 Whistleblowing

11.15.1 Bablake operates a culture of safeguarding, and all staff should report any concerns about poor or unsafe practice, or Bablake's safeguarding processes to the Senior Leadership Team.

11.15.2 Appropriate whistleblowing procedures are in place whereby the Senior Leadership Team will take all concerns seriously.

11.15.3 In the event that a member of staff is unable to raise an issue with senior leadership in school, they should refer to Part I of Keeping Children Safe in Education 2024 for additional guidance on whistleblowing procedures.

11.16 Complaints Procedure

11.16.1 The School operates a complaints procedure which will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by the Head, other members of the Senior Leadership Team, the Principal and Governors.

11.16.2 Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

11.16.3 Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedures.

12 Promoting Safeguarding and Welfare in the Curriculum

12.1 Bablake recognises the importance of teaching children how to stay safe and look after their mental health and is committed to equipping children with the skills and knowledge to have successful and happy lives.

12.2 The school will teach children about safeguarding, including online safety. As part of a broad and balanced curriculum, the school will cover relevant issues in line with government guidance on Relationships Education, Relationships and Sex Education and Health Education. See RSE Policy for further information.



12.3 Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school/college will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum (RSHE)

Children at Bablake will receive the following as part of our promotion of safeguarding across the curriculum:

- RSE mandatory requirements
- PSHCE Association Strands

Please see CSF RSE Policy for further details of the Life Choices/PHSE Curriculum.

12.4 Education at Home and Remote Learning

School continues to operate under this policy and KCSIE/WTTSC when children are learning at home or at school. Amends to the Life Choices programme will be made if material is unsuitable to be taught remotely.

13 Children Looked-After

13.1 The most common reason for children to be looked after is because they have experienced abuse and/or neglect. Bablake recognises that children looked-after may have additional vulnerabilities by virtue of this. The Designated Lead for Looked-After and Previously Looked-After Children is **Dr Louise Greenway** (Senior School) and **Lorrian Holder** (Junior School).

13.2 Staff will receive training on how to best safeguard children who are Looked-After and who have been previously Looked-After.

13.3 The school will work with Personal Advisors when children leave care (where applicable).

13.4 Bablake is committed to working with other agencies to ensure the best outcomes for Looked-After and previously Looked-After children.

14 Children with Special Educational Needs and Disabilities or Physical Health Needs

14.1 As outlined in [Keeping Children Safe in Education \(2024\)](#), Bablake is aware that children with additional needs or disabilities may be more vulnerable to abuse both online and offline and additional barriers may exist when recognising abuse and neglect. This could be because:

- 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 or bullying (including prejudice-based bullying) than other children;



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- the potential for children with SEN and disabilities or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers; and,
- being unable to understand the difference between fact and fiction in online content.

14.2 Any reports of abuse involving children with SEND will therefore require close liaison with the Designated Safeguarding Lead and SENCO. Staff will also be trained in recognising signs of abuse in children with SEN and disabilities or certain medical conditions.

14.3 Staff will consider the needs of a child when responding to concerns of abuse or when taking a disclosure. We recognise that some children require specialist intervention to communicate and advice from the SENCO will be sought in these circumstances.

14.4 Safeguarding learning opportunities within the curriculum will be appropriately differentiated to ensure all children can access it.

15 Use of Reasonable Force

15.1 There may be occasions where staff are required to use physical restraint, when a child is in imminent danger of inflicting an injury on themselves or on another. We will not use any more force than is proportionate and necessary. Please see CSF's Staff Code of Conduct Policy and Bablake's Reasonable Use of Physical Force Policy for further details.

16 Work Experience

16.1 Bablake will continue to be responsible for the safeguarding of students placed with an alternative provision provider or work experience and will be satisfied that this provider meets the needs of the pupil. Written confirmation from the provider that appropriate safeguarding checks have been carried out will be sought on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.

16.2 The Designated Safeguarding Lead will continue to have oversight of all pupils accessing any part of their learning from an alternative provider or delivery online or offsite provided by any organisation or individual not employed by the school. The DSL will ensure that robust arrangements are in place for timely and effective information sharing of safeguarding information between the school and alternative/external providers.

16.3 The Designated Safeguarding Lead will also take responsibility for ensuring that robust procedures are in place to confirm attendance and to enable the swift reporting of non-attendance and children going missing from alternative/ external providers at any time when they should be with that provider.



17 Children Staying with Host Families (see Annex D KCSIE 2024)

17.1 Bablake does provide homestays for children over the age 16. This does not require school to inform the Local Safeguarding Partnership.

18 Visiting Speakers

18.1 Bablake has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The school's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

Each school is required to undertake a risk assessment at least two weeks prior to the visit taking place before agreeing to a visiting speaker being allowed to attend the school **in person or virtually**. This will consider any vetting requirements considered appropriate in the circumstances and may include a DBS check if relevant (see [Appendix C](#)).

The Staff member is to notify main reception including to provide contact details for the proposed visit.

The receptionist emails the following documents to the teacher in charge of the visitor:

1. [Appendix C](#);
2. Email framework;
3. AUP (Acceptable Use Policy) for Visitors.

The teacher in charge then emails the visiting speaker requesting a copy of any slides or other presentation material to be used. After viewing the materials, the teacher in charge, completes the risk assessment and submits it to the Head/Deputy Head Teacher at least two weeks prior to the visit. The Head/Deputy Head Teacher reviews the risk assessment to determine if the visit can take place.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the school may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

Visiting speakers, whilst on a school site, will be supervised by a school employee. On attending the school, visiting speakers will be required to show original current identification documents including a photograph such as a passport or photo card driving licence. **If presenting virtually, the speaker should present the same original photographic identification on camera, ensure their background when presenting to pupils is appropriate and aligned to the ethos and values of the school.** The school shall also keep a formal register of visiting speakers retained in line with its Data Protection Policy. The Visiting Speaker Protocols and Risk Assessment can be found at [Appendix C](#). Further details can be found in the Visitor Management Policy.

19 Use of School Premises For Non-School Activities

19.1 The School may hire or rent out school or college facilities/premises to organisations or individuals. Safeguarding is still considered with this, and the school will seek assurance that the provider has appropriate



safeguarding and child protection policies and procedures in place including liaising directly with the school on these matters where appropriate. This applies whether the children in attendance are on the school's roll or not. The governing body/proprietor will ensure safeguarding requirements are included in any transfer of control agreement and that failure to comply with this would result in termination of the agreement. Keeping children safe in out-of-school settings offers guidance on this. In the event of an incident, the school will follow its own policy including informing the LADO.

20 Safeguarding Summary

20.1 The school is committed to safeguarding children and will always make safeguarding decisions that are in the best interests of each child. For further information or if you have any queries about this policy, please contact the school.

21 Review, Approval and Publication

The DSL has strategic oversight of this policy which is reviewed every year unless otherwise required owing to a change in policy/legislation or guidance, or **should an incident require immediate changes**; once reviewed, the policy is presented to the Education Oversight Committee for their formal recommendation to present it to the Full Governing Board for final approval.

This policy will also be made available to parents/carers via the Schools' website.

22 Related Policies and Procedures

This policy may need to be read in conjunction with the Foundation/School policies listed in [Appendix A](#).

And/or with reference to the following legislation or governance provisions:

- The Independent School Standards Regulations (ISSR).
- Independent Schools Inspectorate (ISI) - Para 3, Part 7 ISSR – Safeguarding.
- Keeping Children Safe in Education, 2024.
- Human Rights Act 1998.
- Equality Act 2010.
- Public Sector Equality Duty.
- Section 5B of the Female Genital Mutilation Act 2003.
- Teaching Standards, 2012.
- Working Together to Safeguard Children (2023).
- Section 1 of the Protection of Children Act 1978.
- Section 160 of the Criminal Justice Act.
- Part 1 and Annex A of Keeping Children Safe in Education 2024.
- [Annex B of Keeping Children Safe in Education 2024](#).
- Prevent Duty Guidance for England and Wales 2023.
- Section J Pastoral Handbook for local/operational procedures.
- Coventry Safeguarding Children Partnership's (CSPC's) 'Right Help, Right Time' guidance.

23 Appendices

- [Appendix A](#): Supporting Policies
- [Appendix B](#): Further Safeguarding Information
- [Appendix C](#): Visiting Speakers Protocol and Risk Assessment
- [Appendix D](#): Procedures for Dealing with Safeguarding Concerns

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Appendix A: Supporting Policies

Bablake's safeguarding policy is intended to be used in conjunction with the following policies:

- Admissions Policy
- Accessibility Plan
- Allegations Against Staff or Volunteers (CSCP)
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Complaints Policy
- Critical Incident Plan
- Data Protection Policy and Privacy Notice
- Drugs and Substance Misuse Policy
- EAL Policy
- Exclusions Policy
- EYFS Policy
- First Aid and Medical Policy
- Managing Professional Disagreements (CSCP)
- Health & Safety Policy
- IT Policies
- Intimate Care Policy
- Online Safety Policy
- Premises management documents
- Positive Mental Health Policy
- Life Choices Policy
- RSE Policy
- Search, Screening and Confiscation Policy
- Recruitment and Onboarding Policy
- Site Security Policy
- SEND Policy
- Staff Code of Conduct
- Trips and Visits Policy
- Visitor Management Policy
- Whistleblowing Policy



Appendix B: Further Safeguarding Information

Types of Abuse

As outlined in paragraph 4.4, the school will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual abuse and neglect. For further information on the definitions of the types of abuse below, please refer to [Keeping Children Safe in Education \(2024\)](#), Annex A.

Indicators of Abuse

See below for possible indicators of abuse. (Taken from ‘What to do if you are worried a child is being abused’, 2015):

- children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- children with clothes which are ill-fitting and/or dirty;
- children with consistently poor hygiene;
- children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- children who don't want to change clothes in front of others or participate in physical activities;
- children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- children who talk about being left home alone, with inappropriate carers or with strangers;
- children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- children who are regularly missing from school or education;
- children who are reluctant to go home after school;
- children with poor school attendance and punctuality, or who are consistently late being picked up;
- parents who are dismissive and non-responsive to practitioners' concerns;
- parents who collect their children from school when drunk, or under the influence of drugs;
- children who drink alcohol regularly from an early age;
- children who are concerned for younger siblings without explaining why;
- children who talk about running away; and,
- children who shy away from being touched or flinch at sudden movements.

The school recognises that the above list of indicators is not exhaustive, and staff will receive training on indicators of abuse.

See below for policy information relating to other key safeguarding issues that have occurred at one or more of the schools within Bablake.

Children and the Court System

Bablake will work alongside CAFCASS to ensure that the child is supported within school. This often involves arranging 121 meetings with the allocated social worker and offering mentoring support for missed work.

Children Missing from Education

It is imperative that school responds swiftly to a missing child notification and follows school policy.



Children with Family Members in Prison

Often, school only receives notification after the event when a member of the family is released. Through the Police Panel, we have requested Designated Safeguarding Leads be notified when a family member is arrested, particularly a parent.

CSE

Bablake will work alongside Horizon and CRASAC to support children who have been victims of CSE.

Cyber Crime

Bablake's Designated Safeguarding Leads will seek advice and support from the Police Liaison Officer in the first instance. In any police matter, Bablake will always complete a MARF to assist with multi-agency communications.

Domestic Abuse

Bablake receives notifications from 'Operation Encompass' and puts in place necessary support for the child/children, unless instructed not to communicate any information with the family.

Honour Based Abuse

Bablake has not formerly identified any HBA but has acted on intelligence from other pupils and or a parent.

Prevent Duty

Bablake has called upon the Prevent Duty Liaison Officer to seek advice.

Child on Child Abuse

Bullying, including cyber- or online-bullying:

- The school takes all forms of bullying seriously and will respond sensitively and quickly to any reported bullying. Children should report any bullying to their form tutor, to the Designated Safeguarding Lead or to any trusted member of staff and we will work to resolve it;
- We also teach children about the dangers of bullying through our curriculum;
- Bullying can take many forms and we have several policies that cover different aspects of bullying. Please see the Anti-Bullying Policy, the Behaviour Policy and paragraph 5.8 of this policy for further information.

Sexual violence and Sexual harassment (including Child on Child abuse):

- Bablake has conducted investigations following disclosures from pupils and following 'Everyone's Invited'. We are aware that it is happening in our schools and are committed to proactively reducing such behaviours;
- Upskirting: One instance of upskirting has occurred to our knowledge, with the intent of causing humiliation to a pupil. Sanctions and meeting with pupil and parent were conducted. Bablake has a strictly no mobile phone use between 8am and 4pm;
- Private Fostering: Bablake understands its duty to refer any children who are living in a private fostering arrangement to the local authority;
- We will do this through a MASH referral.



Statutory Obligations and Coventry Based Issues

Gangs or Youth Violence Gangs and Youth Violence and Child Criminal Exploitation

Defining a gang is difficult. They tend to fall into three categories: peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low-level youth offending, these activities should not be confused with the serious violence of a street gang. A street gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity. A street gang will engage in criminal activity and violence and may lay claim over territory (not necessarily geographical for example it could include an illegal economy territory). They have some form of identifying structure featuring a hierarchy usually based on age, physical strength, propensity to violence or older sibling rank. There may be certain rites involving antisocial or criminal behaviour or sex acts to become part of the gang. They are in conflict with other similar gangs. An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise). This involves serious and organised criminality by a hard core of violent gang members who exploit vulnerable young people and adults. This may also involve the movement and selling of drugs and money across the country, known as 'county lines' because it extends across county boundaries and is coordinated using dedicated mobile phone lines. It is a tactic used by groups or gangs to facilitate the use of vulnerable people or children to sell drugs in an area outside of the area in which they live, which reduces their risk of detection.

Child criminal exploitation, like other forms of abuse and exploitation, is a safeguarding concern and constitutes abuse even if the young person appears to have readily become involved. Child criminal exploitation is typified by some form of power imbalance in favour of those perpetrating the exploitation and usually involves some form of exchange (e.g., carrying drugs in return for something). The exchange can include both tangible (such as money, drugs or clothes) and intangible rewards (such as status, protection or perceived friendship or affection). Young people who are criminally exploited are at a high risk of experiencing violence and intimidation and threats to family members may also be made. Gangs may also target vulnerable adults and take over their premises to distribute Class A drugs in a practice referred to as 'cuckooing'. Young people can become indebted to the gang/groups and then exploited in order to pay off debts. Young people who are criminally exploited often go missing and travel to other towns (some of which can be great distances from their home addresses). They may have unexplained increases in money or possessions, be in receipt of an additional mobile phone and receive excessive texts or phone calls. White British children are often targeted because gangs perceive they are more likely to evade police detection and some children may be as young as 12, although 15 to 16 years old is the most common age range. The young people involved may not recognise themselves as victims of any abuse and can be used to recruit other young people. Staff who have concerns that a child may be at risk of harm as a consequence of gang activity including child criminal exploitation should discuss their concerns with the DSL or make a direct referral to Children's Social Care or the Police.

Radicalisation and Extremism – Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law,



individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media have become major factors in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may need help or protection.

Staff should follow Bablake's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a referral to Channel or Children's Social Care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999 or MASH. Advice and support can also be sought from Children's Social Care.

Bablake, in recognition that pupils may be at risk of being drawn into terrorism or other forms of extremism, carries out an annual audit, of the potential risk in the local area. Such risk assessments are discussed with the Head, Designated Safeguarding Lead and governors responsible for safeguarding to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

Serious Violence

Staff should follow Bablake's normal referral processes when there are concerns about children who may be at risk of or experiencing serious violent crime. All staff will be made aware of indicators which may signal that children are at risk of or are involved with serious violent crime. All staff will be made aware of the risks associated with serious violence, criminal networks and gangs and understand the measures in place to prevent these. All staff will have an awareness of child criminal exploitation and behaviours linked to criminal exploitation. Further information about child criminal exploitation can be found in **KCSIE 23**.

Serious Violent Crime

All staff should be aware of indicators, which may signal that children are at a risk from or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing or signs of assault or unexplained injuries. Unexplained gifts or possessions could also indicate that children have been approached by or are involved with individuals associated with criminal networks or gangs.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or



may have already taken place, can be found in the Multi-agency statutory guidance on FGM. To give an example of indications that a girl has already been subjected to FGM:

- a pupil may have difficulty walking, sitting or standing and may even look uncomfortable;
- a pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating;
- there may be prolonged or repeated absences from school and/or noticeable behaviour changes (e.g., withdrawal or depression) on the pupil's return;
- a pupil is reluctant to undergo medical examination.

If staff have a concern that a pupil may be at risk of FGM, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care. If in any doubt, staff should speak to the DSL.

There is a statutory duty on teachers to personally report to the Police where they **discover** (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the Designated Safeguarding Lead and involve Children's Social Care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the Designated Safeguarding Lead in accordance with this policy. Where a teacher suspects that a pupil is at risk of being subjected to FGM either in the UK or abroad they must consider the need to contact the police urgently to safeguard the child and ensure that they are not taken abroad by family members.

Special Educational Needs and/or Disabilities

Pupils with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and,
- communication barriers and difficulties in overcoming these barriers.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the Designated Safeguarding Lead as appropriate.

Appendix C: Visiting Speakers Protocol and Risk Assessment

The Prevent Duty requires schools to have clear protocols to ensure that any visiting speakers are both suitable and appropriately supervised. We should allow our pupils to critically assess the information they receive, whilst also ensuring that it is aligned to the ethos and values of the school and to British values. The school should therefore undertake a risk assessment before agreeing to a visiting speaker’s attendance. This might include any vetting procedures considered appropriate.

Visiting speakers will be expected to understand that, where relevant, they should actively promote the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, and at no point undermine these. In some cases, the school may request a copy of the visiting speaker's presentation in advance. Visiting speakers, whilst on the school site, should be supervised by a school employee. On arrival, they will be required to show an original current identification document including a photograph such as a photo-card driving licence or passport. The school shall keep a formal register of visiting speakers retained in line with its Data Protection Policy. This separate policy is available to parents on request from the school.

Please ensure the following Risk Assessment is submitted to the Head for approval at least two weeks in advance of the event. Once approved and signed, pass the form to School Reception who should attach evidence to show that the proof of identity check has been completed. Both the form and the evidence should be filed safely and may be scrutinised during an inspection.

Risk Assessment:

| | |
|--|--|
| Full name of Visiting Speaker: | |
| Organisation (where relevant) and Contact Details: | |
| Topic and Title: | |
| Date and Venue: | |
| To whom are they speaking (Year Group/s)? | |
| What is the purpose of their visit? | |





| | | | |
|---|--|-----|----|
| Member of staff organising: | | | |
| Member(s) of staff supervising/ present: | | | |
| What is the risk of this speaker undermining British values and/ or of pupils being radicalised? | Low / Medium / High | | |
| | Describe Risk: | | |
| Have the following control measures been actioned and proved to be satisfactory? | Verification of name and address of organisation | YES | NO |
| | Online search of speaker (e.g. Google, LinkedIn) | YES | NO |
| | Feedback obtained from another school regarding suitability of speaker | YES | NO |
| | Presentation received in advance and checked for suitability | YES | NO |
| | Acceptable use policy provided if ICT is required | YES | NO |
| Is the Visiting Speaker intending to use ICT facilities/equipment? | YES | NO | |
| Have you informed the speaker about where to sign in and asked them to bring photo ID (specifically linked to their organisation, if possible)? | YES | NO | |





| Head's Approval? | YES | NO |
|---|-----|----|
| Additional comments from the Head (if required)? | | |
| Head's signature: | | |
| Date: | | |

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Appendix D: Procedures for Dealing with Safeguarding Concerns

