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Code of Practice for Safeguarding and Child Protection

Last Reviewed September 2025

Reviewed by DSL

Date of next review September 2026

INTRODUCTION

In line with the Government's vision for all services for children and young people and the Department for Education Statutory Guidance "Keeping Children Safe in Education" September 2025, we recognise that children have a fundamental right to learn in a safe environment and to be protected from harm. Young people are less likely to learn effectively and go on to lead positive and independent lives if they are not kept healthy and safe. We are therefore committed to providing an environment which is safe and where the welfare of each child is of paramount importance. This will include a commitment to ensuring that all pupils feel confident that any concerns they may have will be listened to and acted upon.

To this end, all staff and governors will be committed to ensuring that all members of the school community are aware of school responsibilities and procedures in this area. This will include communicating policies and procedures effectively with parents/carers, ensuring all staff and relevant governors attend appropriate training and working effectively with other professionals on behalf of children in need or enquiring into allegations of child abuse.

The aims of this code of practice are:

- ☐ To support the child's development in ways that will foster security, confidence and independence;
- ☐ To raise the awareness of both teaching and non-teaching staff of:
 - the need to safeguard children and
 - their responsibilities in identifying and reporting possible cases of abuse, neglect and exploitation;
- ☐ To train all staff to act in the best interest of the child in any matter concerning their welfare;
- ☐ To provide a systematic means of monitoring children known or thought to be at risk of harm;
- ☐ To emphasise the need for good levels of communication between all members of staff;
- ☐ To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse, neglect or exploitation;
- ☐ To develop and promote effective working relationships with the other agencies, including Early Help Services in order to work together for the protection and welfare of all pupils;
- ☐ To ensure that all adults within our school who have access to children have been checked as to their suitability;
- ☐ To ensure that pupils and parents understand the school's commitment to safeguarding children and child protection, and its procedures for handling abuse and allegations, the school should implement the following strategies;
- ☐ To integrate a child protection curriculum within the existing curriculum, allowing for continuity and progress through all the Key Stages;
- ☐ To make appropriate links and reference to policies in related areas such as discipline and bullying.

This document should be read in conjunction with our school codes of practice for:

Safer Recruitment

Managing Allegation Against Staff

Low Level Concern

Prevention of bullying

Positive Behavior – Rewards, Discipline and Pastoral Care

Online-safety

Health & Safety

Non-collection of Children

Staff Code of Conduct (included in our Staff Handbook)

Data protection

Privacy

Our procedures will be followed by all adults, including volunteers, working with or on behalf of the school.

This Safeguarding and Child Protection Code of Practice is written with due regard to the following legislation and guidance:

[Working Together to Safeguard Children](#) (2023) and updated Jun 2025

[Keeping Children Safe in Education](#) (September 2025)

[Teaching online safety in school](#) (January 2023)

[Online Safety Act](#) 2023

[Meeting digital and technology standards in schools and colleges](#) (March 2023)

[The Children Act 1989](#) and [2004](#) and [Children Act 1989 \(Amendment\) \(Female Genital Mutilation\) Act 2019](#)

[Children and Social Work Act](#) 2017

[Human Rights Act 1998](#)

[Equality Act 2010](#)

[Education Act 2011](#)

[The Education \(Pupil Information\) \(England\) Regulations 2005](#) and subsequent amendments

[The education \(independent school standards\) regulations 2014](#) and subsequent amendments

[Apprenticeships, Skills, Children and Learning Act 2009](#) and subsequent amendments

[Early years foundation stage \(EYFS\) statutory framework](#)

[OFSTED - The education inspection framework](#) (July 2023)

[OFSTED - Inspecting Safeguarding in early years, education and skills settings](#) (August 2023)

[What to do if you are worried a child is being abused](#) (March 2015)

[Information Sharing](#) (May 2024)

[Serious Crime Act 2015](#)

[Counter-Terrorism and Security Act 2015/DfE Prevent Duty advice](#) (2023)

[Sexual violence and sexual harassment between children in schools and colleges](#) (September 2021)

School procedures for safeguarding children are compliant with procedures which have been adopted by the [Kensington and Chelsea & Westminster Local Safeguarding Children Partnership](#) (LSCP). These are based on the London Child Protection Procedures and are available from <http://www.londonscb.gov.uk>.

This Code of Practice is summarised in the Parents Handbook and in the Staff Handbook and is available in the School Office, on our website: <https://sial.school/our-school/policies/> and on the Staff Drive.

KEY PEOPLE

Designated Safeguarding Lead (DSL): Alessia Sbicca (head@sial.school)

Deputy Designated Safeguarding Lead (Deputy DSL): Katharine Whiteside (Katharine@sial.school)

Deputy Designated Safeguarding Lead (Deputy DSL): Rossana Bottino (rossana@sial.school)

Headteacher: Alessia Sbicca (head@sial.school)

Safeguarding for Schools & Education Settings Lead:

Elaine Campbell (elaine.campbell@rbkc.gov.uk)

Telephone: 020 7361 3000

Mobile: 07712 236 508

Governor responsible for Safeguarding and Child Protection:

Michaela Rees Jones mobile: 07904 031280 (michaela@scuolaitalianalondra.org)

Chair of the Board of Governors: Alberto Pravettoni (alberto@scuolaitalianalondra.org)

Allegations against Staff RBKC: Please call 02073613013 and ask to speak to the Duty Child Protection Adviser or email kclado.enquiries@rbkc.gcsx.gov.uk

Aqualma Daniel, Safer Organisations Manager and LADO: Aqualma.Daniel@rbkc.gov.uk

Early Help for Families RBKC: 0207 598 4601 / 0207 361 4129 (earlyhelp@rbkc.gov.uk)

Further Child Protection specialists available for consultation in Kensington and Chelsea can be found on the list at the end of this code of practice after **Appendix 10**.

GUIDING PRINCIPLES FOR PROTECTING CHILDREN

The governors and staff are aware of the following principles, which derive from the Children Act 1989 and are reinforced by current safeguarding guidelines:

- ☐ All children have a right to be kept safe and protected from all forms of abuse, neglect and exploitation,
- ☐ Child abuse can occur in all cultures, religions and social classes,
- ☐ Staff must be sensitive to the cultural, religious, and social backgrounds of families, and avoid stereotyping or assumption,
- ☐ Children must always have the opportunity to express their views and be heard, especially in matters concerning their safety and well-being,
- ☐ If there is a conflict of interests between the child and parent, the interests of the child must be paramount,
- ☐ The responsibility to initiate agreed safeguarding procedures lies with the individual who identifies the concern,
- ☐ All staff must endeavor to work in partnership with those who hold parental responsibility for a child, maintaining open and respectful communication while prioritising the child's welfare,
- ☐ Information in the context of safeguarding and child protection enquiry must be treated as CONFIDENTIAL and only shared with those who need to know, in line with safeguarding protocols,
- ☐ All staff must have access to regular and appropriate safeguarding training to ensure they are equipped to identify and respond to concerns effectively,
- ☐ The school will allow staff sufficient time to carry out their duties in relation to child protection and safeguarding.

RESPONSIBILITIES OF THE DESIGNED SAFEGUARDING LEAD (DSL)

A designated member of the leadership team holds the primary responsibility for safeguarding and child protection, including online safety and managing filtering and monitoring systems. This individual is known as the Designated Safeguarding Lead (DSL). There is also a Deputy Designated Safeguarding Lead (Deputy DSL) who supports the DSL. Both the DSL and Deputy DSL are trained in child protection procedures, with their training updated every two years and refreshed annually with the latest safeguarding developments.

The DSL and Deputy DSL are best positioned to have a comprehensive understanding of safeguarding issues and are the most suitable individuals to advise on responses to safeguarding concerns. They are responsible for liaising with local statutory agencies as needed to ensure effective safeguarding practices.

The DSL is responsible for:

Managing referrals

- ☐ Referring all cases of suspected abuse and neglect to:
 - the RBK&C children's social services
 - the Local Authority Designated Officer (all cases which concern a staff member)
 - the Channel programme (cases where there is a radicalisation concern)

- the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- the Police (cases where a crime may have been committed)
- ☐ Supporting staff who make referrals
- ☐ Ensuring that action points agreed at Child Protection Conferences, Child Protection Reviews and Core Group Meetings are carried out; Adhering to LSCP and national guidance, London Child Protection Procedures, and school procedures with regard to referring a child if there are concerns
- ☐ Ensuring that the correct procedures are followed if there are concerns
- ☐ Liaising with the three safeguarding partners and work with other agencies to ensure continued protection of children
- ☐ Liaising with Virtual School heads
- ☐ In consultation with RBKC ensuring their protocols for assessment are followed, using the LSCP threshold document
- ☐ Ensuring that any pupil currently on the child protection register who is absent without explanation is referred to Family Services and Education Welfare Service
- ☐ Ensuring that accurate and up to date information about individual children is presented at Child Protection Conferences, Core Group Meetings and Child In Need Meetings and that written reports are provided as required

Working with others

- ☐ serve as a source of support, advice, and expertise for all staff.
- ☐ act as a point of contact with the safeguarding partners
- ☐ liaise with the “case manager” and the Local Authority Designated Officer (LADO) regarding child protection concerns involving a staff member
- ☐ liaise with the headteacher and staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs) on matters related to safety, safeguarding, and welfare, including online and digital safety
- ☐ promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- ☐ work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school
- ☐ Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.

Information sharing and managing the child protection file

- ☐ take responsibility in maintaining up-to-date child protection files, ensuring they are confidential and securely stored.
- ☐ ensure child protection files are only accessed by those who need to see them
- ☐ oversee the secure sharing of files as needed.
- ☐ Ensure that child protection files of students leaving the school are transferred to the new school promptly, within 5 days for in-year transfers or within the first 5 days of the new term. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained

Raising awareness

- ☐ ensuring staff, including new, part-time and temporary staff, and volunteers, are properly trained in Safeguarding and Child Protection, including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring

- ☐ ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff
- ☐ Ensuring the school's child protection policy is reviewed at least annually and the procedures and implementation are updated and reviewed regularly, and work with governors and proprietors regarding this
- ☐ Ensuring that the policy is in accordance with RBK&C agreed inter-agency procedures
- ☐ Ensuring the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this procedure
- ☐ Linking with the Bi-Borough Safeguarding in Schools and Education Officer to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- ☐ Ensuring that staff receive regular procedural reminders and updates
- ☐ Ensuring that staff are aware of the 'early help' process and be prepared to identify children who may benefit from early help
- ☐ Ensuring that children are safeguarded from potentially harmful and inappropriate online material
- ☐ help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school leadership staff
- ☐ Ensuring that children are taught about safeguarding, including online safety

Training

- ☐ The designated safeguarding lead should undertake specific child protection training related to their roles at least every two years and keeps up-to-date with safeguarding developments at least annually, including local inter-agency working protocols and training in the LSCP's approach to Prevent duties. This is in order to:
 - understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
 - have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
 - understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
 - understand the lasting impact that adversity and trauma can have, including on children's behavior, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
 - are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
 - understand the importance of information sharing, within the school, and with the safeguarding partners, other agencies, organisations and practitioners
 - understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
 - are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
 - can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online

- obtain access to resources and attend any relevant or refresher training courses, and encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them.

Providing support to staff

- ☐ ensure that staff are supported during the referrals processes,
- ☐ support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

Understand the views of children:

- ☐ foster a culture of listening to children and taking account of their wishes and feelings, among all staff and school community
- ☐ understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

- ☐ understand the importance of information sharing, both within the school and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- ☐ understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
- ☐ be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

Record keeping and monitoring

- ☐ The DSL will ensure that the correct Safeguarding and Child Protection forms for monitoring, recording and reporting are made available to staff. Staff will ensure that these forms are kept confidentially, kept up to date and completed in line with school procedures (see Appendices 7-9 for copies of these forms)
- ☐ Keeping written records of concerns about a child even if there is no need to make an immediate referral
- ☐ Ensuring that children in need or requiring support (such as those with issues of body image, anorexia, self-harm and mental health) are recognised and identified; that they are carefully monitored and supported to prevent problems escalating and to this end working with external agencies such as CAMHS or CAF
- ☐ Ensuring that children with physical and medical conditions are recognised and supported effectively and appropriately
- ☐ Working with the special educational needs co-ordinator and staff to identify pupils with particular communication needs and to ensure clear guidance is available for staff in relation to their responsibilities when working with children with intimate care needs
- ☐ Being aware of all children within the school who are the subject of a Child Protection Plan or who are Looked After Children and ensure the child's social worker is informed if such children are subject of an exclusion from the school
- ☐ Ensuring that ongoing monitoring of children is kept up to date
- ☐ Ensuring that all such records are kept confidentially and securely and are separate from pupil records
- ☐ Ensuring that an indication of further record-keeping is marked on the pupils' records

RESPONSIBILITIES OF SCHOOL STAFF/VOLUNTEERS

Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.

All children deserve the opportunity to achieve their full potential. The purpose of all intervention is to safeguard and promote the welfare of the child.

We recognise the importance of children receiving the right help at the right time to address risks and prevent issues escalating. Acting on, and referring, early signs of abuse and neglect is therefore of great importance.

All school staff have a responsibility to identify and report suspected abuse, neglect and exploitation and to ensure the safety and well-being of the pupils in their school. In doing so they should never hesitate to seek advice and support as necessary from the DSL and other senior staff members.

Teachers do not decide if something is or is not a safeguarding/child protection issue, however whilst normal practice is for the DSL to make referrals, any member of staff may make a referral to external agencies. Similarly, inaction on anyone's part in connection with child protection issues should be challenged.

All school staff are expected to:

- Understand the difference between 'Safeguarding' and 'Child Protection', where
 - Safeguarding is what we do for all the children¹
 - Child Protection refers to the procedures we use for children at risk of significant harm or have been harmed
- Be familiar with the categories and definitions used in Child Protection, and be able to identify signs and symptoms of abuse, neglect, and exploitation, including the specific safeguarding issues outlined in *Keeping Children Safe in Education 2025* (KCSIE), for example:
 - o Radicalisation and extremism, in line with the Prevent Duty (2023)
 - o Children missing from education (CME), with reference to *Working Together to Safeguard Attendance* (2024)
 - o Child sexual abuse and exploitation (CSA)
 - o Domestic abuse
 - o Female genital mutilation (FGM)
 - o Child-on-child sexual abuse and harmful sexual behaviour
 - o Online safety risks including grooming, harmful content, misinformation, disinformation, conspiracy theories, and AI-generated content
 - o Contextual safeguarding risks such as gang involvement, county lines, forced marriage, honour-based abuse, and trafficking

See *When to be concerned* (Appendices 1–5 of this policy), Annex A (summary of Part 1), and Annex B (detailed safeguarding issues) of KCSIE for further guidance.

- Be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children

¹ In KCSIE Safeguarding and promoting the welfare of children is defined as:

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

are at risk of abuse or exploitation in situations outside their families. It is important that as much information as possible process are provided as part of a referral to allow any assessment to consider all the available evidence and the full context of any abuse.

- ☐ Be aware of the relevant school and local procedures and guidelines, including Safeguarding and Child Protection, Behaviour and Staff Behaviour Code of Practices
- ☐ Understand the role of the DSL, including the identity of the designated safeguarding lead and deputy
- ☐ Be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments – detailed information in Chapter 1 of [Working together to safeguard children \(2023\)](#)
- ☐ Be aware of the 'early help' process and be prepared to identify children who may benefit from early help – detailed information in Chapter 1 of [Working together to safeguard children \(2023\)](#)
- ☐ Be aware of the safeguarding response to children who are unexplainable and/or persistent absences from education
- ☐ Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful and that this should not prevent them from having a professional curiosity and speaking to the DSL if they have concerns about a child
- ☐ Determine how best to build trusted relationships with children and young people which facilitate communication
- ☐ Report concerns (including concerns about other staff/professionals) to the DSL
- ☐ Report any child who comes to school with injuries they sustained at home (cuts, bumps, bruises etc.), so that the Office can contact the parents/carers to discuss this with them (see our Health and Safety Code of Practice, Health and Safety paragraph, for further details)
- ☐ Monitor and report on, as required, the welfare, attendance and progress of all pupils
- ☐ Monitor and report on any children subject to a Child Protection or Child in Need plan
- ☐ Make clear, dated, factual and confidential written records of child protection concerns
- ☐ Respond appropriately to disclosures from children and young people (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgmental and keep records) and ensure that time is given to the child in order that they can fully concentrate on the child's disclosure and that this time is found as a matter of urgency
- ☐ Take extra care to interpret correctly apparent signs of abuse, neglect or exploitation in the following children as they may be especially vulnerable to abuse:
 - o Disabled, have special educational needs (SEN), or have a statutory Education, Health and Care (EHC) plan
 - o Young carers
 - o Showing signs of anti-social or criminal behaviour, including child criminal exploitation (CCE), county lines involvement, or association with organised crime groups
 - o Frequently missing or going missing from education, care, or home
 - o Misusing drugs, alcohol, or other substances
 - o At risk of modern slavery, trafficking, or other forms of exploitation
 - o Living in family circumstances that present challenges such as domestic abuse, parental substance misuse, or adult mental health problems
 - o Recently returned home to their family from care
 - o Showing early signs of abuse and/or neglect
 - o At risk of radicalisation or extremist exploitation
 - o Privately fostered children

RESPONSIBILITIES OF THE GOVERNING BODY

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment.

A nominated governor for Safeguarding is appointed to take leadership responsibility and has specific training in their role.

In particular, the Governing Body must ensure:

- ☐ Child protection policy and procedures are up-to-date and implemented
- ☐ Safe recruitment procedures are up-to-date and implemented
- ☐ Appointment of a DSL who is a senior member of school leadership team
- ☐ Relevant safeguarding children training for DSL/school staff/volunteers is attended
- ☐ Safe management of allegations
- ☐ Deficiencies or weaknesses in safeguarding arrangements are remedied without delay
- ☐ Appropriate safeguarding responses to children who are absent from education are in place
- ☐ A member of the Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Head Teacher
- ☐ Safeguarding policies and procedures are reviewed annually or more often if needed, and information is provided to the local authority about them and about how the above duties have been discharged
- ☐ All governors and trustees have an Enhanced DBS check
- ☐ All governors and trustees receive appropriate safeguarding and child protection (including online which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) training at induction and regular updates thereafter
- ☐ Governing bodies and proprietors are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements
- ☐ Ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Please also refer to the Charity Commission guidance on charity and trustee duties to safeguard children is available at [GOV.UK](https://www.gov.uk).

WHEN TO BE CONCERNED

It is the responsibility of the school community to be alert for signs of abuse. Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

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. They may be abused by an adult or adults or another child or children. There are four categories of abuse:

- ☐ **Physical abuse** — see Appendix 1
- ☐ **Emotional abuse** — see Appendix 2
- ☐ **Sexual abuse** — see Appendix 3
- ☐ **Neglect** — see Appendix 4

In addition to the above mentioned categories members of staff are also alert to the following specific safeguarding issues:

- ☐ Bullying and Cyberbullying
- ☐ Children and the courts
- ☐ Children are absent from education or prolonged periods and/or on repeat occasions or missing from home or care
- ☐ Child sexual abuse and exploitation (CSA/CSE), child criminal exploitation (CCE), county lines, and trafficking
- ☐ Children with family members in prison
- ☐ Domestic abuse
- ☐ Drugs
- ☐ Faith abuse
- ☐ Health and Well-being including Fabricated or induced illness and Mental health
- ☐ Homeless
- ☐ Honour based abuse (HBA) including Female genital mutilation (FGM) and Forced marriage
- ☐ Looked after, Previously looked after and Care leavers
- ☐ Private fostering
- ☐ Radicalisation
- ☐ Relationship abuse
- ☐ Consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
- ☐ Sexual violence and sexual harassment between children
- ☐ Upskirting
- ☐ Violence including Serious violence, Gangs and youth violence, Violence against women and girls (VAWG)

Child victims in the above mentioned vulnerable groups should be treated in the same manner as Child Protection. Please follow the Child Protection Procedures. More information on this can be found in **Appendix 5** and **Annex A** of Keeping Children Safe in Education – Part 1 (2025) all SIAL members, including volunteers and governors must read them (direct links also available from the school Staff Zone of our website). Departmental advice [What to do if you are worried a child is being abused - Advice for practitioners](#) (March 2015) and the [NSPCC](#) website provide also information on understanding and identifying abuse and neglect.

Other actions to cause concern: children may find themselves in situations that are not listed above but still might be at significant risk. These might include, for example, situations where another child in the household has been harmed or the household contains a known abuser.

Children potentially at greater risk of harm:

Children with SEN and disabilities:

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges including:

- ☐ Awareness that behaviour, mood and injury may relate to possible abuse and not just their SEN or disability - on occasions, for children with SEN and disabilities, their SEN or disability needs are seen first and the potential for abuse second. If children are behaving in particular ways or looking distressed or their behaviour or demeanour is different from in the past, it needs to be borne in mind that this may be indicative of or a sign of the potential for abuse and to not simply see it as part of their disability or their special educational needs.
- ☐ Higher risk of peer group isolation
- ☐ Disproportionate impact of bullying including cyberbullying
- ☐ Difficulties with communication which can become a barrier in overcoming these challenges

The school has its SEND Code of Practice which includes additional pastoral care for children with SEND, but staff are encouraged to always consider these additional safeguarding challenges for this group of children.

Children who need a social worker (Child in Need and Child Protection Plans):

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

Further information can be found here: [Improving the educational outcomes of Children in Need of help and protection](#).

Children requiring mental health support:

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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

Further information and resources can be found here: [Mental health and behaviour in schools](#) and [Promoting children and young people's emotional health and wellbeing](#).

Looked after children and previously looked after children:

Appropriate staff should have the information they need in relation to a child's looked after legal status and the child's contact arrangements with birth parents or those with parental responsibility.

They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

Children who have one or more 'protected characteristics'

[The Equality Act 2010](#) aims to protect people or groups of people who have one or more 'protected characteristics'. These protected characteristics are features of people's lives upon which discrimination, in the UK is now illegal.

The protected characteristics listed in the Act are:

1. Age
2. Disability
3. Sexual orientation
4. Sex
5. Gender reassignment
6. Marriage and civil partnership
7. Pregnancy and maternity
8. Race
9. Religion and belief

Schools and colleges have obligations under the Equality Act 2010 and must not discriminate against pupils because of any of the above protected characteristics. Staff should carefully consider how they are supporting their pupils and students with regard to particular protected characteristics (including LGBT children) and should take positive action, where it can be shown that it is proportionate, to

deal with particular disadvantages affecting pupils or students with a particular protected characteristic in order to meet their specific need.

Child on child abuse:

All staff should recognise that children are capable of abusing other children and that it can happen both inside and outside of school and online. This is generally referred to as child on child abuse and can take many forms. This can include (but is not limited to):

- ☐ bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- ☐ abuse in intimate personal relationships between children;
- ☐ 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-nude 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 cause the victim humiliation, distress or alarm; and
- ☐ initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

In the event of a disclosure about child on child abuse ALL children involved, whether alleged perpetrator or victim, are treated as being “at risk” – please see ‘Managing reports of child on child abuse and child on child sexual violence and sexual harassment’ session below.

We recognise that there may be a gendered nature of child on child abuse (i.e. the evidence shows that girls are more likely to be subject to sexual violence and sexual harassment than boys, and that boys are more likely to perpetrate such violence and harassment), but we strongly acknowledge that all child on child abuse is unacceptable and will be taken seriously. **Abuse is abuse and should never be tolerated** or passed off as ‘banter’, ‘just having a laugh’ or ‘part of growing up’.

We recognise the importance of supporting children and of education in prevention of child on child abuse and this is a fundamental part of the whole school approach on safeguarding – please see the ‘Supporting children’ and ‘Curriculum’ sessions below.

Smacking (for parents and carers):

Parents may not be familiar with the law in the UK, and some have asked us to clarify what is and isn't allowed.

- ☐ The law in the UK is clear that any chastisement that leaves marks and bruises or damages a child emotionally or mentally is unlawful.
- ☐ These practices are not acceptable in any culture of the world and are equally against the law in the UK.
- ☐ The LSCP itself would recommend that parents do not use physical chastisement (smacking) at all.

RESPONDING TO, AND REPORTING CONCERNS ABOUT, INDIVIDUAL CHILDREN

Our school procedures for safeguarding children comply with Working Together to Safeguard Children 2023, Keeping Children Safe in Education September 2025, and are in accordance with locally agreed inter-agency procedures and in line with the London Child Protection Procedures under the auspices of the LSCP.

When concerned about the welfare of a child, staff should always act in the best interests of the child.

Although normal reporting lines are described below, it is important to note that anybody can make a referral to children's social care if necessary (See 'Action when there are concerns about a child'). Staff should always inform the DSL if making a referral.

If at any time there is a risk of immediate serious harm to a child, a referral should be made to children's social care or the police immediately. Please note that any report to the police will generally be in parallel with a referral to children's social care.

The online tool [Report Child Abuse to Your Local Council](#) directs to the relevant local children's social care contact number.

To report any abuse or discuss concerns in relation to children and young people in our borough, please contact: Kensington and Chelsea - socialservices@rbkc.gov.uk or telephone: 020 7361 3013

In an emergency call the police on 999.

Further information from the RBKC Local Safeguarding Children Partnership can be found at [LSCP Multi-Agency Safeguarding Children Arrangements](#).

Staff should also note that the DSL or any other member of staff can consult social services for advice keeping the identity of the child and family confidential. If a name is disclosed, this immediately becomes a referral.

The school does not require the consent of parents to refer allegations to the Bi-Borough Safeguarding & Child Protection in School and Education Officer or LADO depending on the need.

If confronted with a possible case of abuse, or disclosure of abuse, each member of staff should in the first instance follow the simple rules of being supportive and listening in order to clarify the concerns, offer reassurance about how the child will be kept safe and explain what action will be taken and within what timeframe

The child must not be pressed for information, led or cross-examined or given false assurances of absolute confidentiality, as this could prejudice police investigations, especially in cases of sexual abuse.

If a pupil is deemed to be at risk, or has made an allegation or disclosure of abuse, it must be explained to the pupil that the member of staff cannot promise confidentiality as he/she is under a duty to report the matter. All staff will be made aware that they have a professional responsibility to share information with other agencies in order to safeguard children. The pupil will need to be reassured that only the minimum number of people will need to know in order to keep him/her safe, and that it is in their best interests that the matter is reported.

It is not appropriate for staff to conduct any kind of investigation; staff cannot undertake to keep secret what the pupil has told them.

All staff must therefore:

- ☐ Listen to what the child is saying without interruption and without asking leading questions
- ☐ Accept what is being said without displaying shock or disbelief
- ☐ Allow the child to talk freely
- ☐ Reassure the child, but not make promises which it might not be possible to keep

- ☐ Not promise confidentiality – it might be necessary to refer to Children’s Services: Safeguarding and Specialist Services
- ☐ Reassure the child that he has done the right thing in telling
- ☐ Not criticise the alleged perpetrator
- ☐ Explain to the child that in order to keep them safe from harm the information that has been shared must be passed on
- ☐ Record in a clear and precise way what you have been told, as soon as is practicable, using the child’s actual words. In most cases, it is not appropriate to write anything down during the disclosure. Staff are expected to maintain high quality signed and dated child protection records, which separate fact, allegation, hearsay and opinion and which clearly indicate decisions and action taken. These records may in some cases be required in court proceedings. If any injuries are visibly shown, record where they are and what they look like (do not ask a child to remove clothing to show you injuries). The school’s Child Protection Concern Form (Appendix 7) may be used for this. Copies of the form are available at the School Office and on the Staff Drive.
- ☐ Ensure you have signed your name legibly, and dated and timed the record
- ☐ Report what has been disclosed to the DSL in the school as soon as possible
- ☐ In the circumstance that a claim is made against a member of staff, reference should be made to the Head. In the case where a claim is made against the Head, then it must go immediately to the Chair of the Board of Governors. (Please see below Allegations against Staff)
- ☐ Staff must not discuss the allegation with the child, family members or colleagues.

See summary SIAL Safeguarding and Child Protection Procedures sheet for staff (Appendix 6)

When cases are reported to her/him, the DSL will judge how to proceed further. However, where a child is in immediate danger or at risk of harm, a referral should be made to children’s social care and/or the police immediately. Anyone can make a referral. Other parties will be involved only on a ‘need to know basis’ in the interests of the child concerned. Discussion might involve the pupil concerned (usually in the presence of another person); main teachers; other teachers; other pupils; parents (except where this is deemed to put the pupil at risk or danger and except in a case where there has been an allegation of sexual misconduct or abuse).

As a result of these discussions, the DSL will determine a strategy that might include:

- ☐ Consultation with the Head
- ☐ Consultation with the Governor responsible for Safeguarding and Child Protection
- ☐ Close monitoring of child’s behavior and well being
- ☐ A response to any bullying as laid down in the Prevention of Bullying Code of Practice
- ☐ A consultation (within 24 hours), on a no-names basis, with the RBKC LADO or Safeguarding and Child Protection in School and Education Officer
- ☐ An Early Help assessment
- ☐ A referral to the Social Services
- ☐ Reporting to the Police
- ☐ A call for a Strategy Meeting which would include interested parties

(Contact details for all of the above are given at the end of this Code of Practice).

In each case discretion and confidence will be maintained at the appropriate level, the DSL being responsible for communicating strategies and decisions on a ‘need to know basis’ and maintaining a written record. Continuing support will be given to a pupil who leaves the School, about whom there have been concerns, by ensuring that appropriate information is forwarded under confidential cover to the pupil’s new school.

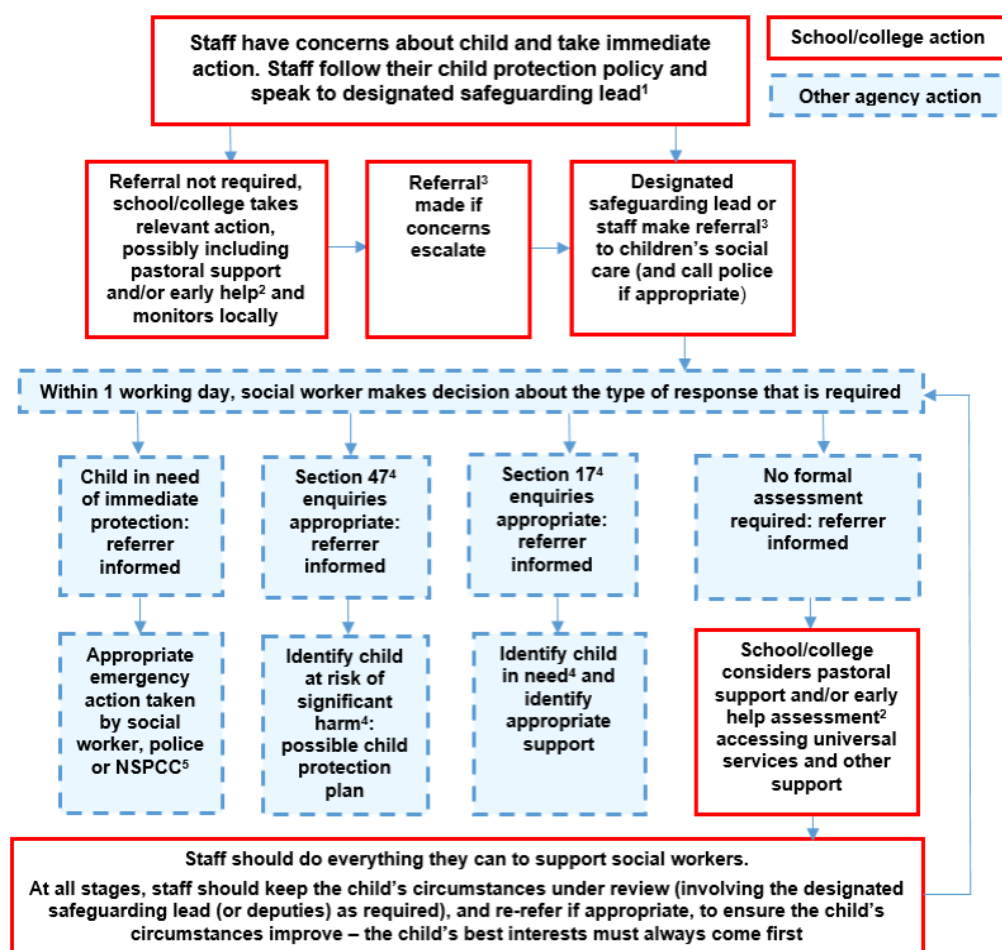
In the case of an allegation or suspicion of abuse directed against anyone working in the school, the school will consult the LADO without delay before conducting any further investigation.

Children of concern are raised and discussed in staff meetings every week and the minutes of these meetings are emailed to all teaching staff. Staff are made aware that it is their responsibility to read the minutes if they have been unable to attend the meeting. Key-stage Co-ordinators are responsible for communicating any concerns to additional staff in their department e.g. peripatetic music teachers, playground staff.

The attendance register is carefully monitored by the Head and staff follow the school's procedures for dealing with children who are unexplainable and or/persistent absences from education, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. For any concern regarding a pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, the DSL will inform the local authority. The Head is responsible for notifying the local authority when children join or leave the school at points other than Reception, Year 6 and Year 8.

ACTION WHEN THERE ARE CONCERNS ABOUT A CHILD

This diagram, from Keeping Children Safe in Education (2025), summarises what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral.



- (1) In cases which also involve an allegation of abuse against staff, see below Allegations against staff.
- (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. Detailed information on early help can be found in Chapter one of Working together to safeguard children.
- (3) Referrals should follow the local authority's referral process. 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. This can include s17 assessments of children in need* and s47 assessments of children at risk of significant harm. Detailed information on statutory assessments can be found in Chapter one of Working together to safeguard children.

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

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

SUPPORTING CHILDREN

We recognise that a child who is abused, neglected, exploited, or who sees, hears, or experiences violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all pupils by:

- ☐ Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying (PSCHE, Circle Time, Assemblies);
- ☐ Promoting a caring, safe and positive environment within the school (PSCHE, School Rules, Circle Time, Assemblies);
- ☐ Liaising and working together with all other support services and those agencies involved in the safeguarding of children;
- ☐ Notifying Family Services as soon as there is a significant concern;
- ☐ Ensuring that children in need or requiring support (such as those experiencing challenges with body image, eating disorders, self-harm, mental health issues, or struggles related to gender identity and sexual orientation) are recognised and identified; that they are carefully monitored and supported to prevent problems escalating, and to this end working with external agencies such as Child and Adolescent Health Service (CAMHS) or processes such as Common Assessment Framework (CAF);
- ☐ Ensuring that SEND children have adequate extra pastoral support if needed;
- ☐ Ensuring that looked after children are recognised, monitored and supported appropriately;
- ☐ Ensuring that children who are at risk or might need Early Help are closely monitored;
- ☐ Ensuring that concerns regarding children welfare are raised and discussed at weekly departmental meetings in EYFS, KS1 and KS2;
- ☐ Ensuring that healthy relationships among the children are encouraged through a variety of initiatives such as the Mood Measure, groups interventions and workshops with specialists, and any issue is raised and discussed at weekly departmental meeting and information shared with relevant staff in order to prevent and minimise the risk of child on child abuse of any kind (including online);
- ☐ Ensuring that monitoring procedures are up to date and regularly reviewed (during staff meeting);
- ☐ Children will be given time and privacy should they wish to talk to an adult;
- ☐ Providing continuing support to a pupil about whom there have been concerns who leaves the school, by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

MANAGING REPORTS OF CHILD ON CHILD ABUSE AND CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

In the event of a disclosure about child on child abuse and child on child sexual violence and sexual harassment ALL children involved, whether alleged perpetrators or victim, are treated as being “at risk”.

In the event of a disclosure about child on child abuse and child on child sexual violence and sexual harassment staff should follow the normal reporting lines described above in the ‘Responding to, and reporting concerns about, individual children’, ‘Action when there are concern about a child’ ‘Supporting children’ sessions, although extra measures should be also taken in consideration especially when sexual violence and sexual harassment are involved.

Detailed advice from the Department of Education can be found at [Sexual violence and sexual harassment between children in schools and colleges](#).

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are reassured that they are being taken seriously, protected, offered appropriate support and every effort is made to ensure their education is not disrupted. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is also important that other children and staff are supported and protected as appropriate.

The school’s initial response to a report from a child is important. The DSL (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school’s initial response. Important considerations will include:

- ☐ the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered
- ☐ the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour
- ☐ the ages of the children involved
- ☐ the developmental stages of the children involved
- ☐ any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- ☐ if the alleged incident is a one-off or a sustained pattern of abuse
- ☐ importance of understanding intra familial harms and any necessary support for siblings following incidents
- ☐ are there ongoing risks to the victim, other children or staff
- ☐ other related issues and wider context

When there has been a report of sexual violence, the DSL (or deputy) should 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, especially their protection and support
- ☐ the alleged perpetrator
- ☐ all the other children (and, if appropriate, staff) especially any actions that are appropriate to protect them

In the best interests of both children, risk assessments should always take into consideration the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school transport.

Risk assessments should be recorded (written or electronic) and should be kept under constant review (including at the end of a criminal process).

Safeguarding and supporting the victim

- Support should be tailored on a case-by-case basis considering all possible factors, including the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. The needs and wishes of the victim should be paramount (along with protecting the child) in any response. The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- Support will be provided internally within the school setting and also, if necessary, via external agencies such as:
 - Children and Young People's Independent Sexual Violence Advisors (ChISVAs)
 - Child and adolescent mental health services
 - Rape Crisis Centres
 - Internet Watch Foundation (to potentially remove illegal images)
- It is important to remember that victims may not disclose the whole picture immediately and that it is essential that dialogue is kept open and encouraged. When it is clear that ongoing support will be required, the victim should be asked if they would find it helpful to have a designated trusted adult (for example, a teacher, or the DSL) to talk to about their needs. The choice of any such adult should be the victim's.
- It is important that the victim is always protected from bullying and harassment (including online) that can occur as a result of any report they have made.
- While any action that would have the effect of isolating the victim should be avoided, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. If required, a safe physical space to withdraw should be provided.
- Whilst they should be given all the necessary support to remain in the school, if the trauma results in the victim being unable to do this, alternative provision or a move to another school should be considered to enable them to continue to receive suitable education. This should only be at the request of the victim (and following discussion with their parents or carers). If the victim does move to another educational institution, the DSL should take responsibility to inform the new educational institution of any ongoing support needs as well as transferring the child protection file as soon as possible.

Safeguarding and supporting the alleged perpetrator

- Support should be tailored on a case-by-case basis considering all possible factors, including the age and the developmental stage of the alleged perpetrator and the nature of the allegations.
- Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them. It is important that the alleged perpetrator remain protected, especially from any bullying or harassment (including online).
- An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviours in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. Advice may be taken, as appropriate, from children's social care, specialist sexual violence services and the police.
- The alleged perpetrator must be guaranteed to continue to receive suitable education.
- If the alleged perpetrator does move to another educational institution, the DSL should take responsibility to inform the new educational institution of any ongoing support needs and where appropriate, potential risks to other children and staff as well as transferring the child protection file as soon as possible.
- Any suitable sanctions, including consideration of permanent exclusion, will be considered according to the result of investigations and in consideration of the school behaviour policy.

CURRICULUM

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with both training in safeguarding issues and also with good lines of communication with trusted adults, supportive friends and an ethos of protection.

We will therefore:

- ☐ Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to (open door policy of Head, Key-stage Coordinators, Head Pupil team, School Council)
- ☐ Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty
- ☐ Include in the curriculum opportunities for PCHSEE, SMSC, Relationships Education and Relationships and Sex Education which equip the children with the skills they need to stay safe from harm and know to whom they should turn for help
- ☐ Include in the curriculum opportunities for PCHSEE, SMSC, Relationships Education and Relationships and Sex Education which educate the children to healthy and respectful relationships; what respectful behaviour looks like; consent; gender roles, stereotyping, equality; body confidence and self-esteem; prejudiced behaviour; that sexual violence and sexual harassment is always wrong; and addressing cultures of sexual harassment (including online)
- ☐ Include Road Safety training in the curriculum (including scooter and pedestrian training)
- ☐ Include Health Education in the curriculum
- ☐ Include First Aid training in the curriculum
- ☐ Promote safeguarding awareness in all curriculum areas wherever there is the opportunity
- ☐ Ensure thorough and regular training in online-safety through training in ICT lessons, class discussions, assemblies
- ☐ Ensure parents are aware of safeguarding concerns including (but not exclusively) those involving use of electronic devices, through parents/carers forums, weekly bulletins and Class Rep meetings.
- ☐ Develop the independent thinking skills of the children such as reflecting and evaluating, striving for accuracy, applying past knowledge, being resilient, persevering and persisting to help them make discerning choices and to recognise when they are potentially being drawn into an abusive situation, including the risk of radicalisation
- ☐ Promote an ethos of inclusion, broadmindedness, empathy, and tolerance through class discussions and assemblies using resources from different sources including DfE's Educate Against Hate.

STAFF TRAINING AND SUPPORT

All members of staff and of the Board of Governors are given a copy of the School Safeguarding and Child Protection Code of Practice and a copy of Keeping Children Safe in Education – Part 1 (2025). They are required to read them and to sign a declaration to confirm that they have read and understood them and they agree to abide by them.

All staff are also given a copy of the of the Staff Handbook, which includes the School Code of Conduct, and they are made aware of the location of all SIAL Codes of Practice in the school office and in the Staff Drive.

All staff receive safeguarding and child protection training, including online-Safety training which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring, every two years and regular updates (for example via email, bulletins and staff meetings) at least annually. The most recent training for the whole staff was provided in the Autumn Term 2025.

A refresher staff inset is given every year during the Autumn Term. Child protection procedures may also be referred to in group meetings and professional meetings throughout the academic year as appropriate. The annual refresher staff inset will also include a reminder to staff of their obligation to disclose all their convictions and cautions and other relevant circumstances in which an individual can be disqualified for the purposes of Childcare Act 2006. The most recent refresher staff for the whole staff was provided on the 8th September 2025.

The school's DSLs undertake specific child protection training related to their roles at least every two years and keeps up-to-date with safeguarding developments at least annually. The most recent training for the DSLs was provided in September 2025.

If a member of staff joins the school in a term other than the Autumn term they will be given training in safeguarding by the DSL as part of their induction and will be given the related codes of practice to read.

Temporary and voluntary staff are given a brief training on safeguarding as part of their induction and are given the Staff Handbook and related codes of practice to read, including a copy of the School Safeguarding and Child Protection Code of Practice and a copy of Keeping Children Safe in Education – Part 1 (2025), which they are required to read and to sign a declaration to confirm that they have read and understood them and they agree to abide by them.

External staff who work occasionally with children are given a brief safeguarding induction by the DSL and are given the SIAL Safeguarding Leaflet (see Appendix 10).

GUIDANCE TO STAFF: CODE OF CONDUCT

Staff should behave in a professional manner at all times, always mindful of their Child Protection obligations in line with this general policy. The school has a staff Code of Conduct (included in our Staff handbook), to provide clear guidance about behaviour and actions so as not to place pupils or staff at risk of harm or allegations of harm to a pupil.

The use of control and physical restraint is a last resort and should only be considered in exceptional circumstances to keep the child/young person safe and /or those around them safe and will only be undertaken by staff trained to do so. A record will be made and parents informed.

All new members of staff are required to read and countersign the staff Code of Conduct.

SUPPORTING STAFF

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

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

CONFIDENTIALITY

We recognise that all matters relating to Safeguarding and Child Protection are confidential.

Whilst, among other obligations, the UK General Data Protection Regulation (UK GDPR) and Data Protection Act 2018 place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure, this is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share,

hold and use information for these purposes. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children. Further information can be found at [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#) and [Data protection: toolkit for schools](#).

We have a duty to keep any records which relate to child protection work undertaken by us or our partner agencies and to ensure that these are kept apart from the main pupil record, stored securely and only accessible to key members of staff. We also have a duty to send copies of these records to any school to which the pupil transfers.

We recognise the importance of keeping up-to-date and accurate information about pupils. We ask all parents/carers to provide us with the following information and to notify us of any changes that occur.

- ☐ names and contact details of persons with whom the child normally lives
- ☐ names and contact details of all persons with parental responsibility
- ☐ emergency contact details of any persons authorised to collect the child from school (if different from above)
- ☐ emergency contact details of at least two persons other than Parents to be contacted in case of an emergency
- ☐ any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- ☐ name and contact details of their G.P. and any other factors which may impact on the safety and welfare of the child

Information about pupils given to us by the children themselves, their parents or carers, or by other agencies will be treated as confidential.

The Head and the DSLs will disclose any information about a pupil to other members of staff on a need to know basis only.

All staff/volunteers must be aware that they have a professional responsibility to share information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).

All staff/volunteers must be aware that they cannot promise a child to keep secrets.

Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

See also separate Code of practice for Confidentiality.

ALLEGATIONS AGAINST STAFF

The Local Authority's Designated Officer (LADO) for Child Protection should be informed **immediately (within one working day)** of all allegations that come to an employer's attention or that are made directly to the police. This includes members of staff, supply staff and volunteers regardless of whether the school is where the alleged abuse took place.

Where the school is not the employer of an individual they still have responsibility to ensure allegations are dealt with appropriately and that they liaise with relevant parties (this includes supply teachers, volunteers and individuals or organisations using their school premises for the purposes of running activities - for example community groups, sports associations, or service providers that run extra-curricular activities).

In borderline cases, discussions with the LADO can be held informally and without naming the school or individual.

We understand that a pupil (or parents/carers of a pupil) may make an allegation against a member of staff (including permanent staff, temporary staff, supply staff, volunteers and the Head), and we recognise that staff can be vulnerable to accusations of abuse.

Staff must be aware of the danger of placing pupils or themselves at risk of harm or of allegations of harm to a pupil. This would include, but is not limited to, situations where the member of staff is giving one-to-one tuition, sports coaching, transporting a pupil by car, engaging in electronic communication, etc. In all instances staff must conduct themselves in an appropriate manner.

If an allegation is made, the member of staff receiving the allegation will immediately inform the Head. In the absence of the Head, reports should be made to the Chair of Governors.

The Head on all such occasions will discuss the content of the allegation with the Chair of Governors / Governor responsible for Safeguarding and Child Protection / Local Authority's Designated Officer (LADO). In the case of serious harm the police will be informed from the outset.

If the allegation made to a member of staff concerns the Head, that member of staff will immediately inform the Chair of Governors who will consult with the LADO for Child Protection.

It is understood that if an allegation is made against a teacher (including supply teachers, TA and volunteers), the quick resolution of that allegation will be a clear priority to the benefit of all concerned. At any stage of the consideration or investigation, all unnecessary delays should be eradicated. The school will not undertake investigation of allegations without prior consultation of the LADO, or in the most serious cases the police, so as not to jeopardise statutory investigations. It is understood that in borderline cases, discussions with the LADO can be held informally and without naming the school or individual. The LADO will provide advice and preside over the investigation of any allegation or suspicion of abuse against anyone working in the school.

The school will follow their stated Code of practices according to the level of concern of the allegation as follows:

- ☐ Allegations that may meet the harm threshold - the school will follow their stated code of practice for managing allegations against staff, which is set out in a separate Code of practice for Managing Allegations against Staff
- ☐ Allegations/concerns that do not meet the harm threshold - the school will follow their stated code of practice low-level concerns, which is set out in a separate Code of practice for Low Level Concern

If a member of staff (either employed, contracted, a volunteer or a student) was asked to leave the school as they were no longer considered suitable to work with children, or resigned before the conclusion of an investigation, the Head would inform the DBS promptly.

Where a teacher has been dismissed (or would have been dismissed if they had not resigned), and a prohibition order may be appropriate, then the school will consider making a referral to the Secretary of State (via the Teaching Regulation Agency). The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute", or a "conviction at any time, for a relevant offence".

Further information can be found in [Teacher misconduct: the prohibition of teachers](#) and [Teacher misconduct: referring a case](#).

WHISTLEBLOWING

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

If members of staff or volunteers have any concerns about people working, in a paid or unpaid capacity, with children, they have a duty of care (and in some cases a professional duty) to inform the school's senior management accordingly. Staff can be assured that such issues will be managed with sensitivity, according to the school Whistleblowing Code of Practice.

SAFER RECRUITMENT

The school follows safer recruitment procedures in accordance with the Disclosure and Barring Service (DBS), the Department for Education's *Keeping Children Safe in Education (2025)*, and Part 4 of the Schedule to the Education (Independent School Standards) Regulations 2014 (as amended).

The School's Safer Recruitment procedures are set out in a separate Code of practice for Safer Recruitment.

All staff on the Senior Management Team and any staff responsible for recruitment have been trained in Safer Recruitment. When recruiting a new member of staff there will always be at least one member of the interview panel who has been trained in Safer Recruitment.

Safer recruitment practice includes scrutinising application forms, verifying identity, verifying academic or vocational qualifications (as relevant), obtaining professional and personal references, verifying the authenticity of these, checking previous employment history and ensuring that a candidate has the health and physical capability for the job. Safer recruitment also includes undertaking interviews (ensuring necessary safeguarding questions are asked during the interview process) and conducting appropriate background checks.

New staff employed on a permanent basis by the school and volunteers engaged in regulated activity will undergo a DBS check in line with the above guidance and regulations.

All members of staff, including external staff such as peripatetic music teachers and volunteers, receive a copy of the Staff Handbook during their induction. This includes the school's Code of Conduct and Safeguarding Policy. They are informed about where all school policies and Staff Handbooks can be found: on the school drive, in the staff area of our website, and as hard copies in the office. All staff are required to read Part 1 of *Keeping Children Safe in Education (KCSIE)*.

All staff will be given an induction by the DSL or Deputy DSL which includes safeguarding and child protection policy (including identity and role of the DSL and deputy DSL), safeguarding response to children who are unexplainable and or/persistent absences from education and behaviour and staff behaviour policies.

For all supply agency staff written confirmation is obtained that their staff are trained in Safeguarding and Child Protection procedures. Checks are made that the person presenting at school is the same person that the agency has provided the vetting checks for. They are given the Staff Handbook, which includes the school Code of Conduct, and the school Safeguarding Policy to read.

Visiting Speakers, whether invited by staff or the pupils themselves, and frequently visiting contractors such as IT support and general building maintenance, sign in as visitors, are given the SIAL Safeguarding Leaflet (see Appendix 10) and are supervised at all times.

In the case of a pupil placed with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil. The DSL will be responsible for obtaining written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment.

PROVIDING A SECURE ENVIRONMENT

We recognise that the school plays a significant part in the prevention of harm to our pupils.

All pupils who attend SIAL must always feel safe at school and all parents and carers must feel secure in the knowledge that they are entrusting their children to adults who will strive to keep them safe at school.

Promoting a caring, safe and positive environment within the school is paramount at SIAL. We will accomplish this by:

- ☐ Establishing and maintaining an ethos where children feel secure and are encouraged to talk and are always listened to (open door policy of Head and School Office)
- ☐ Ensuring that all staff working in our school are committed to providing a safe and supportive environment for our children through the relationship we have with them and their parents/carers
- ☐ Undertaking a full risk assessment of the school premises
- ☐ Undertaking risk assessments when planning school activities or trips
- ☐ Ensuring that visitors sign in and out with the School Office and are given badges
- ☐ Ensuring that any visitors who use our premises for the provision of services to children have child protection knowledge and understanding evidenced by a policy or are prepared to adopt our own code of practice
- ☐ Ensuring that visitors who have not been vetted are never left unsupervised whilst on the school premises

PHYSICAL INTERVENTION

Our Code of practice on physical intervention by staff is set out in a separate Code of practice on the Use of Force to Control or Restrain Pupils and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.

We recognise that there are circumstances when it could be appropriate for staff to use reasonable force to safeguard children, i.e. circumstances which require a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. It is important to remember that in these circumstances 'reasonable' means 'using no more force than is needed'. Departmental advice for schools is available [here](#). When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, staff should in considering the risks carefully recognise the additional vulnerability of these groups. A record will always be made and parents informed.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Our Code of practice for Managing Allegations against Staff highlights the distinction between abusive and non-abusive action and the potential misinterpretation of physical contact.

In accordance with our agreed physical intervention code of practice, physical contact should be age appropriate – thus in the EYFS, children may be lifted when necessary, e.g. when throwing a tantrum or to be comforted.

INTERNET/ONLINE SAFETY (e-safety)

Children are encouraged to use the internet both in school and at home in a safe and responsible way. When in school, internet use is always supervised by staff. Pupils and staff sign an Acceptable Use / E-

safety Agreement to confirm that they understand safe practice, risks, and consequences of misuse both in and beyond school.

If staff become aware of any misuse—by a teacher, staff member, volunteer, or pupil—it must be reported immediately to the Designated Safeguarding Lead (DSL) and/or the Online Safety Lead.

The DSL has overall responsibility for online safety and ensures appropriate oversight, training, and safeguarding responses. The school follows guidance in *Keeping Children Safe in Education 2025 (KCSIE)* and the Education (Independent School Standards) Regulations 2014 (as amended). The school's Online Safety Policy and Code of Practice outline expectations for all staff, pupils, and volunteers.

The school will ensure that:

- Filtering and monitoring systems are in place to block harmful and inappropriate content, reviewed regularly, and balanced to avoid unreasonable restrictions on learning.
- The school meets the Department for Education's filtering and monitoring standards. Logs are reviewed regularly, and technical expertise is available to oversee and maintain these systems.
- Governors and leaders understand their responsibilities for online safety and monitor the effectiveness of filtering and monitoring arrangements.
- Staff receive training to understand the school's filtering and monitoring systems and their safeguarding responsibilities.
- Internet access is age-appropriate and purpose-driven, supervised closely by staff, and managed according to curriculum requirements.
- Pupils are actively supervised when using school technology; devices with internet access are carefully located and managed.
- Pupils are encouraged to discuss openly their use of technology and report anything that makes them feel uncomfortable or unsafe. Concerns that raise safeguarding issues must be reported to the DSL immediately.
- Pupils are taught online safety skills, including protecting personal information (addresses, phone numbers, login details, passwords, etc.).
- Staff, volunteers, and governors receive regular online safety training, including understanding expectations, responsibilities, filtering, monitoring, and emerging risks such as misinformation, disinformation, and AI-generated content.
- Online safety is embedded across the curriculum as part of safeguarding, PSHE, RSHE, and digital literacy education.

The school's Online Safety Code of Practice gives further information and also includes details regarding the use of social media.

BULLYING

Our code of practice on bullying is set out in our school Prevention of Bullying Code of practice and

acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

RACIST INCIDENTS

Our code of practice on racist incidents is set out in a separate Code of practice for Equality, Diversity and Inclusion and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

PREVENTION

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- ☐ Establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to.
- ☐ Ensure that all children know there is an adult in the school who they can approach if they are worried or in difficulty.
- ☐ Include in the curriculum opportunities for PCHSEE, SMSC, Relationships Education and Relationships and Sex Education which equip the children with the skills they need to stay safe from harm and know to whom they should turn for help.
- ☐ Include in the curriculum opportunities for PCHSEE, SMSC, Relationships Education and Relationships and Sex Education which educate the children to healthy and respectful relationships; what respectful behaviour looks like; consent; gender roles, stereotyping, equality; body confidence and self-esteem; prejudiced behaviour; that sexual violence and sexual harassment is always wrong; and addressing cultures of sexual harassment (including online).
- ☐ The school also has an E-safety policy which emphasises how children can be safe when using the Internet. Staff are trained and themes of e-safety are looked at through the curriculum and assemblies throughout the year.
- ☐ The school monitors attendance and punctuality rigorously and any concerns are followed up with an initial letter from the Head and persistent absences are referred to the Educational Welfare Officer (EWO).

Staff are trained in awareness in key areas in radicalisation/extremism, criminal and sex exploitation, gangs, and the knowledge of the Prevent Duty and what it can do.

Regarding the Prevent Duty (see Appendix 5), although serious incidents involving radicalisation have not occurred at SIAL to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we teach. We believe that it is possible to intervene to protect people who are vulnerable and that early intervention is vital.

In particular we aim to build pupils' resilience to radicalisation by:

- ☐ Delivering a "broad and balanced" curriculum which promotes respect, tolerance and diversity
- ☐ Promoting values which ensure our pupils develop a strong sense of social and moral responsibility
- ☐ Using a range of PSCHEE resources to promote moral, spiritual, social and cultural awareness among our pupils
- ☐ Exploring other cultures and religions and promoting diversity
- ☐ Challenging prejudices and racist comments
- ☐ Developing critical thinking skills and a strong, positive self-identity
- ☐ Encouraging children to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others

- We also protect children from the risk of radicalisation, for example by using filters on the internet to make sure they can't access extremist and terrorist material, or by vetting visitors who come into school to work with pupils

PHOTOGRAPHING AND VIDEOING CHILDREN IN SCHOOL

We take a sensible and balanced approach to photographing and videoing children on the school site. Taking pictures and video images of children's achievements and activities is a wonderful way of recording the children's progress and celebrating success, communicating and capturing moments in time.

Parents/Carers give permission for children's images to be used for school purposes signing a Consent Form for Photos/Videos where they also can decide to give permission for promotional purposes. For special occasions express permission is always first sought from the relevant parents/carers.

Staff should only use school cameras to take photographs in the school environment and on trips. Before a trip, the memory card of the camera must be clear. If a personal camera is used for a school event, the memory card must be clear before the camera arrives on the school site and any photos taken during the school event must then be transferred to the photo folder on the school computer network and the memory card clear before the camera goes off site.

Parents/carers or relatives may only take still or video photographic images of pupils in school or on school organised activities with the prior consent of the School and then only in designated areas. Images taken must be for private use only and not shared via social media or internet sharing sites. Recording and/or photographing other than for private use would require the consent of the other parents whose children may be captured on film. Without this consent the Data Protection legislation would be breached.

If the behaviour of an adult capturing images seems unusual or the pupil appears to be worried by someone taking photographs of them, staff will act to challenge the adult (where they feel confident to do so) and report the matter to the DSL as soon as possible, and in as much detail as possible, to allow the concern to be followed up. The police will be informed in cases of serious concern.

MOBILE PHONES

Staff are not to use mobile phones for either talking or texting in the presence of children or parents. Mobiles phones are only to be used in areas designated for staff only (as Staff room). No photos or videos should be taken on staff mobile phones while in the school building or on trips unless for school use and with the agreement of the Head.

Pupils are not allowed to have personal mobile phones or other similar devices in school. Parents may request that such devices are kept at the School Office for pupils who may need them on their journey to and from school.

Further information can be found in our e-Safety Code of Practice.

HEALTH AND SAFETY

Our Health and Safety Code of practice, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

EDUCATIONAL VISITS

School visits are arranged to support the social or academic needs of the pupils. The visit must be well

organised, stimulating and worthwhile. All staff must carry out a risk assessment for any educational visits as explained in the Educational Visits Code of Practice.

In the event of homestay during exchange visits in UK, the school will require a DBS enhanced certificate with barred list information for the responsible adults of the hosting families. For home-stays abroad, the school will liaise with partner schools abroad, to establish a shared understanding of, and agreement to the arrangements in place for the visit.

FIRE and CRITICAL INCIDENTS

All staff are made aware of the fire procedures for all buildings on site. This forms part of their new staff induction. Fire practices are carried out each term and the procedures can be found in the Fire Code of Practice.

The staff and Board of Governors of SIAL are always conscious that an emergency, crisis or disaster affecting the school community could happen at any time, either in school, or a school trip or in the local community. An incident becomes a critical incident when it constitutes a serious disruption arising with little or no warning on a scale beyond the coping capacity of the school operating under normal conditions and requiring the assistance of the Emergency Services, Local Borough or other agencies. Further explanation and procedure can be found in the Critical Incident Code of Practice.

MONITORING AND REVIEWING OUR CODE OF PRACTICE

The School's Safeguarding and Child Protection Code of practice and procedures and the efficiency with which related duties are discharged are reviewed annually and any deficiencies or weaknesses are remedied immediately. Any recommended amendments or revisions to procedures are disseminated to staff promptly.

The review will be carried out by the DSL who will report regularly to the designated Safeguarding and Child Protection Governor on procedures implemented.

The Board of Governors will review annually whether the School's obligations under current legislation are being fully implemented, and that the DfE guidance Keeping Children Safe in Education is being followed.

New legislation and guidelines published by the DfE or Ofsted are implemented promptly.

APPENDIX 1

WHAT SIGNS MAY A CHILD EXHIBIT IF THEY ARE A VICTIM OF ABUSE?

PHYSICAL ABUSE

DEFINITION:

Physical abuse may involve 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.

SIGNS:

- ☐ Marks and bruises
- ☐ Suspicious stories about how marks made
- ☐ Frequent bumps etc.

- ☐ Broken bones
- ☐ Frightened / nervous at simple movements / jumpy
- ☐ Jumping when adult raises voice
- ☐ Introverted, shy or withdrawn
- ☐ Tearful
- ☐ Poor behaviour / bullying others
- ☐ Repeating inappropriate behaviour / bullying
- ☐ Violent outbursts
- ☐ Hair missing
- ☐ Scratches / burns
- ☐ Stories include violent descriptions / pictures depict regularly violent scenarios
- ☐ Hitting or aggressive to other children
- ☐ Sleeping in class
- ☐ Self-conscious when changing for PE
- ☐ Restless and fidgety
- ☐ Wetting / soiling themselves
- ☐ Mood swings
- ☐ Little contact with other children
- ☐ Poor attendance
- ☐ Use of bad language
- ☐ Physically threatening behaviour
- ☐ Shouting

Additional signs:

CONSTANT INJURIES THAT CAN ALWAYS BE EXPLAINED / CHANGE OF MOOD / WITHDRAWN OR AGGRESSIVE / CHANGE OF CHARACTER OR BEHAVIOUR / SELF COMFORT / VERBAL ABUSE / NON-COOPERATION / POOR HEALTH / UNKEMPT / FEAR OF ADULTS / ABSENCES / STRANGE BEHAVIOUR AFTER WEEKENDS OR HOLIDAYS / FORGOTTEN PE KIT / FLINCHING IN RESPONSE TO SUDDEN MOVEMENTS / FREQUENT MEDICAL APPOINTMENTS / DO NOT WANT TO GO HOME AT THE END OF THE DAY / UNABLE TO FORM RELATIONSHIPS WITH ADULTS / SELF PROTECTION / GUARDING / LACK OF EYE CONTACT / CONSTANTLY ILL WITH NO REAL SYMPTOMS / FEARFUL OF ADULTS

WHAT SIGNS MAY A CHILD EXHIBIT IF THEY ARE A VICTIM OF ABUSE?**EMOTIONAL ABUSE****DEFINITION:**

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

SIGNS:

- ☐ Low self esteem
- ☐ Withdrawn / frightened / shy
- ☐ Secretive
- ☐ Makes little eye contact
- ☐ Emotionally finds it difficult to maintain relationships with peers and adults
- ☐ Jumpy or stuttering during conversations with adults
- ☐ Cries a lot / very sensitive
- ☐ A loner
- ☐ Pictures use mainly dark colours
- ☐ Stealing
- ☐ Mood swings
- ☐ Lack of concentration
- ☐ Very quiet, speaks little
- ☐ Poor social skills
- ☐ Bullies others
- ☐ Very unsettled
- ☐ Anti-social behaviour
- ☐ Lack of confidence

Additional signs:

WETTING / SOILING / SELF HARM / SELF COMFORT / ROCKING / CHANGE IN APPETITE/ UNDERACHIEVEMENT / TIMID / TEARFUL / ANOREXIC / BULIMIC / DO NOT WANT TO GO HOME AT THE END OF THE DAY / ATTENTION SEEKING / CHANGES IN STANDARD OF WORK / DEPRESSION / INTROVERTED / WITHDRAWN / CHANGES IN RELATIONSHIPS / NO FRIENDS / HARD TO MAKE FRIENDS / NEEDY / CLINGY / CHANGE IN PHYSICAL APPEARANCE/DRESS & BODY LANGUAGE / WITHDRAWN AGGRESSIVE / CHANGES IN ATTITUDE, PERSONALITY OR BEHAVIOUR / CHANGES IN INTERACTION WITH OTHERS / PEER GROUP PROBLEMS / EXTREMES OF EMOTION / ALIEN TO PRAISE

WHAT SIGNS MAY A CHILD EXHIBIT IF THEY ARE A VICTIM OF ABUSE?**SEXUAL ABUSE****DEFINITION:**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child on child abuse – please see above page 10)

SIGNS:

- ☐ Hides under clothes / baggy clothes
- ☐ Inappropriate physical contact with other children
- ☐ Withdrawn / shy
- ☐ Aggressive to children of the opposite sex
- ☐ Scared of others
- ☐ Does not like being touched
- ☐ Touch themselves or others
- ☐ Will not change for PE
- ☐ Very quiet or loud
- ☐ Use of sexual language
- ☐ Stories or drawings include sexual connotations
- ☐ Exposing self
- ☐ Hesitates when wanting to talk to a teacher
- ☐ Soiling / wetting / stains on underwear
- ☐ Repeated urine problems
- ☐ Re-enacting sexualised behaviour as part of play
- ☐ Bruising
- ☐ Sexually specific behaviour and language
- ☐ Abusive to other children
- ☐ Little physical contact, finds hugs, touches difficult, will move away.

Additional signs:

SEXUAL PLAY — HOME CORNER / PLAYGROUND / INAPPROPRIATE / PROVOCATIVE SEXUAL LANGUAGE / MEDICAL DIFFICULTIES / CHANGE OF MOOD / WITHDRAWN OR AGGRESSIVE / CHANGE OF CHARACTER OR BEHAVIOUR / MASTURBATION / ANOREXIC / BULIMIC / SELF HARMING / DO NOT WANT TO GO HOME AT THE END OF THE DAY / SECRETIVE / WITHDRAWN / CHANGE IN PHYSICAL APPEARANCE/DRESS & BODY LANGUAGE / UNABLE TO FORM RELATIONSHIPS WITH ADULTS

WHAT SIGNS MAY A CHILD EXHIBIT IF THEY ARE A VICTIM OF ABUSE?**NEGLECT****DEFINITION:**

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

SIGNS:

- ☐ Child smells, clothes are dirty, hair unbrushed
- ☐ Appears unhealthy but is always in school when unwell
- ☐ Low attendance - EWO involvement
- ☐ No breakfast
- ☐ Is unfamiliar with basic routines of feeding self and toileting etc.
- ☐ Always hungry
- ☐ Late before and after school
- ☐ Attention seeking / needs praise to feel confident
- ☐ Poor hygiene, does not know how to use toilet properly
- ☐ Angry
- ☐ Parents have little contact with school. Do not attend parents evening
- ☐ Homework not completed / PE kit repeatedly forgotten
- ☐ Correct clothes not worn to school i.e. not warm enough in winter, not cool enough in summer
- ☐ Steals things
- ☐ Come to school on their own when they are too young
- ☐ Lying
- ☐ Older siblings care for younger children and take on the parent role
- ☐ Cries a lot
- ☐ Makes slow progress
- ☐ Packed lunch does not provide child with a balanced diet
- ☐ Overeats at lunchtime
- ☐ Untidy/unkempt
- ☐ Parents do not follow up medical requests from school, i.e. need for eyes to be tested
- ☐ Instability in family, different carers / boyfriends
- ☐ Sleeps in class / Goes to sleep late little routine at home

Additional signs:

INADEQUATE PACKED LUNCH / UNKEMPT / SCRUFFY / SLEEPING DURING LESSONS / OVERLY TIRED / REPEATED HEALTH PROBLEMS THAT GO UNCHECKED OR ARE NOT DEALT WITH / HEAD LICE / RINGWORM NOT DEALT WITH AND CONSTANTLY REOCCUR / DISORGANISED / ATTENDANCE / PUNCTUALITY (END & BEGINNING OF DAY) / DO NOT WANT TO GO HOME AT THE END OF THE DAY / OVERWEIGHT / UNABLE TO FORM RELATIONSHIPS WITH ADULT / CONTENT OF WRITING OR DRAWING / UNDERACHIEVING

ADDITIONAL INFORMATION ABOUT SPECIFIC FORMS OF ABUSE AND SAFEGUARDING ISSUES.

This appendix should be read in conjunction with Annex A of Keeping Children Safe in Education – Part 1 (2025).

BULLYING INCLUDING CYBERBULLYING

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyberbullying via text messages, social media or gaming, which can include the use of images and video). Our code of practice on bullying including cyberbullying is set out in our school Prevention of Bullying Code of practice.

Advice and guidance can be found at [Preventing bullying including cyberbullying](#).

CHILD ABDUCTION AND COMMUNITY SAFETY INCIDENTS

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. It can be committed by parents/carers or other family members, by people known but not related to the victim and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

It is important children are given practical advice on how to keep themselves safe. Lessons focus on building children's confidence and abilities rather than simply warning them about all strangers.

Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

CHILDREN AND THE COURT SYSTEM

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. This can be a very stressful experience. The HM Courts & Tribunals Service has published two age appropriate guides to support [children 5-11-year olds](#) and [12-17 year olds](#). There is also a [child arrangement information tool](#) to support families through family courts following separation.

CHILD WHO ARE ABSENT FROM EDUCATION OR MISSING FROM HOME OR CARE

All children are entitled to a full-time education. A child being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation

SIAL has procedures to track this (see our absence procedures). This includes to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of them going missing in the future. All staff are alert to signs to look out for individual triggers and to be aware of also those such as travelling to conflict zones, FGM and forced marriage.

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

Schools are required to notify the local authority within five days when children join or leave the school at points other than Reception, Year 6 and Year 8.

Schools must also notify the local authority when a pupil's name is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register. This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided.

Advice and guidance can be found at [Children missing education](#), [Child missing from home or care](#), [Children and adults missing strategy](#).

CHILD EXPLOITATION

Child criminal exploitation: (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any **criminal** activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage (such as increased status) of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. The victim may have been criminally exploited even if the activity appears consensual.

CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- ☐ children who appear with unexplained gifts or new possessions;
- ☐ children who associate with other young people involved in exploitation;
- ☐ children who suffer from changes in emotional well-being;
- ☐ children who misuse drugs and alcohol;
- ☐ children who go missing for periods of time or regularly come home late; and
- ☐ children who regularly miss school or education or do not take part in education.

Advice and guidance can be found at [Criminal exploitation of children and vulnerable adults: county lines](#).

Child Sexual Abuse (CSA), including Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. CSE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any **sexual** activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. The victim may have been criminally exploited even if the activity appears consensual.

CSE does not always involve physical contact; it can also occur through the use of technology.

CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- ☐ children who have older boyfriends or girlfriends;
- ☐ children displaying inappropriate sexualised behaviour;
- ☐ children who suffer from sexually transmitted infections or become pregnant.

Advice and guidance can be found at [Child sexual exploitation: guide for practitioners](#).

County lines

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

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school).

Further information on the signs of a child's involvement in county lines can be found at [Criminal exploitation of children and vulnerable adults: county lines](#) and in guidance published by the [Home Office and The Children's Society County Lines Toolkit For Professionals](#).

Modern slavery and Trafficking

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

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them can be found at <https://www.gov.uk/government/publications/modern-slavery-how-to-identify-and-support-victims>.

Advice and guidance on trafficking can also be found at [Trafficking: safeguarding children](#).

CHILDREN WITH FAMILY MEMBERS IN PRISON

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

CYBERCRIME

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line, e.g. fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation) or 'cyber dependent' (crimes that can be committed only by using a computer, e.g. illegal hacking, malicious software).

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the nationwide police [Cyber Choices](#) programme.

DOMESTIC ABUSE

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

Types of domestic abuse include:

- ☐ intimate partner violence
- ☐ abuse by family members
- ☐ teenage relationship abuse
- ☐ child/adolescent to parent violence and abuse.

The abuse can encompass, but is not limited to:

- ☐ psychological;
- ☐ physical;
- ☐ sexual;
- ☐ financial; and
- ☐ emotional

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. Young people can also experience domestic abuse within their own intimate relationships ('teenage relationship abuse').

Children who witness domestic abuse may:

- ☐ Become aggressive

- ☐ Display anti-social behaviour
- ☐ Suffer from depression or anxiety
- ☐ Not do as well at school – due to difficulties at home or disruption of moving to and from refuges

[Operation Encompass](#) helps police and schools work together to provide emotional and practical help to children. It operates in the majority of police forces across England. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

Refuge runs the **National Domestic Abuse Helpline**, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

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

- ☐ [NSPCC- UK domestic-abuse signs symptoms effects](#)
- ☐ [Refuge what is domestic violence/effects of domestic violence on children](#)
- ☐ [Safelives: young people and domestic abuse](#)
- ☐ [Domestic abuse: specialist sources of support](#)
- ☐ [Home: Operation Encompass](#)

Further advice and guidance can be found at [Domestic abuse: Various Information/Guidance](#).

DRUGS

Pupils affected by their own or other's drug misuse should have early access to support through the school and other local services. Our code of practice on drugs is set out in our school Drug and Alcohol Code of practice.

Advice and guidance can be found at [Drugs: advice for schools](#), [Drug strategy 2017](#), [Information and advice on drugs](#), [ADEPIS platform sharing information and resources for schools: covering drug \(& alcohol\) prevention](#).

FAITH ABUSE

Faith and belief-based child abuse, including practices around 'spirit possession' and 'witchcraft', is a hidden crime. A range of factors can contribute to the abuse of a child for reasons of faith or belief, such as belief in evil spirits, scapegoating, bad behaviour, physical differences, gifts and uncommon characteristics, complex family structure.

Abuse can be separated into five different areas;

- ☐ abuse as a result of a child being accused of being a 'witch'
- ☐ abuse as a result of a child being accused of being possessed by 'evil spirits'
- ☐ ritualistic abuse which is prolonged sexual, physical and psychological abuse
- ☐ satanic abuse which is carried out in the name of 'satan' and may have links to cults
- ☐ any other harmful practice linked to a belief or faith.

Advice and guidance can be found at [Faith based abuse: National Action Plan](#).

HEALTH AND WELLBEING

Mental health

Certain individuals and groups are more at risk of developing mental health problems than others. These risks can relate to the child themselves, to their family, or to their community or life events. Risk factors are cumulative. Children exposed to multiple risks such as social disadvantage, family adversity and cognitive or attention problems are much more likely to develop behavioural problems.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

Only medical professionals should make a formal diagnosis of a mental health condition. Schools, however, are well-placed to observe children day-to-day and identify those whose behaviour suggests that they may be suffering from a mental health problem or be at risk of developing one.

Advice, guidance and resources can be found at [Mental health and behaviour in schools](#), [Promoting children and young people's emotional health and wellbeing](#) and [Every Mind Matters](#).

Fabricated or induced illness

The fabrication or induction of illness in children is a relatively rare form of child abuse. There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

- ☐ fabrication of signs and symptoms. This may include fabrication of past medical history;
- ☐ fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- ☐ induction of illness by a variety of means.

Concerns may arise about possible fabricated or induced illness when:

- ☐ reported symptoms and signs found on examination are not explained by any medical condition from which the child may be suffering
- ☐ physical examination and results of medical investigations do not explain reported symptoms and signs
- ☐ there is an inexplicably poor response to prescribed medication and other treatment; or new symptoms are reported on resolution of previous ones
- ☐ reported symptoms and found signs are not seen to begin in the absence of the carer
- ☐ over time the child is repeatedly presented with a range of signs and symptoms
- ☐ the child's normal, daily life activities are being curtailed, for example school attendance, beyond that which might be expected for any medical disorder from which the child is known to suffer.

Advice and guidance can be found at [Fabricated or induced illness: safeguarding children](#).

HOMELESS

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

Advice and guidance can be found at [Homelessness: How local authorities should exercise their functions](#).

HONOUR-BASED ABUSE (HBA)

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

All forms of so called HBA (regardless of the motivation) should be handled and escalated as such. If in any doubt, staff should speak to the DSL. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

There are a range of potential indicators that a child may be at risk of HBA. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the [Multi agency statutory guidance on FGM](#) (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the [Multi-agency guidelines: Handling case of forced marriage](#).

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example).

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

Advice and guidance on Forced Marriage can be found at [Forced marriage: information and practice guidelines](#) and [The right to choose: government guidance on forced marriage](#).

Female Genital Mutilation (FGM)

Female genital mutilation (FGM) involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life, including difficulties in childbirth. It is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman, however it is illegal in the UK and suspicions of FGM having already taken place or knowledge of girls at risk must be reported. It is also against the law to groom or prepare a girl to have any type of FGM.

FGM is known by a number of names, including 'female genital cutting', 'the cut', 'circumcision' or 'initiation'.

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is new-born, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 years old and therefore girls within that age bracket are at a higher risk.

FGM is a deeply rooted tradition, widely practised mainly among specific ethnic populations in Africa and parts of the Middle East and Asia. FGM has also been documented in communities in Iraq, Israel, Oman, the United Arab Emirates, the Occupied Palestinian Territories, India, Indonesia, Malaysia and Pakistan. It has been estimated that over 20,000 girls under the age of 15 are at risk of FGM in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM.

The girls may be taken to their countries of origin so that FGM can be carried out during the summer holidays, allowing them time to “heal” before they return to school. Some girls may have FGM performed in the UK.

Possible indicators that FGM may be about to take place are:

- ☐ Talk about going on a special holiday to a country where the procedure is prevalent
- ☐ Confide that she is to have a “special procedure” or celebration
- ☐ It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin

Some indicators that FGM may have taken place are:

- ☐ Difficulty walking, sitting or standing
- ☐ Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- ☐ Spend long periods of time away from a classroom during the day with bladder or menstrual problems
- ☐ Severe pain in groin area
- ☐ Haemorrhage
- ☐ Changes in attitude, personality or behaviour
- ☐ Seek to be excused from physical exercise
- ☐ Have prolonged absences from school

FGM is child abuse and a form of violence against women and girls.

Whilst all staff should speak to the DSL (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a **specific legal duty on teachers to report to the police where it is discovered that FGM appears to have been carried out on a girl under 18**. It will be rare for teachers to see visual evidence, and they should not be examining pupils. ‘Known’ cases are those when a girl speaks directly to the member of staff and discloses that an act of FGM has been carried out on her, or if the member of staff recognises signs on a girl appearing to show that an act of FGM has been carried out.

Advice and guidance can be found at [Female genital mutilation: information and resources](#) and [Female genital mutilation: multi agency statutory guidance](#).

LOOKED AFTER, PREVIOUSLY LOOKED AFTER AND CARE LEAVERS

Looked After Children, Previously Looked After Children and Care Leavers are a particularly vulnerable group.

A child is looked after by an authority if he or she is in their care or if he or she is provided with accommodation for a continuous period of more than 24 hours by the authority in the exercise of its social services function. Children are taken into care for a variety of reasons, the most common being to protect a child from abuse or neglect. In other cases their parents could be absent or may be unable to cope due to disability or illness. Looked after children might be living with foster carers, in residential homes or with parents or other relatives under the supervision of social services, or in other residential settings like schools or secure units.

Previously looked after children are those who immediately after being in care became subject to an adoption order, child arrangements order or special guardianship order. Previously looked after children potentially remain vulnerable.

A care leaver who is 16 or 17 is defined as a child who is (a) not looked after (b) aged 16 or 17, and (c) was, before ceasing to be looked after by a local authority, looked after for a period of 13 weeks, or periods amounting in total to 13 weeks, beginning after s/he reached the age of 14 and ended after s/he reached the age of 16.

PRIVATE FOSTERING

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

Advice and guidance can be found at [Private fostering: local authorities](#).

PREVENTING RADICALISATION

Children are vulnerable to extremist ideology and radicalisation.

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

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups (as defined in Revised Prevent Duty Guidance for England and Wales, <https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>).

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind (As defined in the Terrorism Act 2000 (TACT 2000), <http://www.legislation.gov.uk/ukpga/2000/11/contents>).

From 1 July 2015 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”. This duty is known as the ***Prevent Duty for Schools***.

The Prevent strategy covers all types of terrorism and extremism, including the extreme right wing, violent groups and other causes.

Young people can be exposed to extremist influences or prejudiced views, in particular those via internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguarding children from drugs, gang violence or alcohol.

There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from

other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.

However, there are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:

- ☐ Spending increasing time in the company of other suspected extremists.
- ☐ Changing their style of dress or personal appearance to accord with the group.
- ☐ Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- ☐ Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- ☐ Possession of materials or symbols associated with an extremist cause.
- ☐ Attempts to recruit others to the group/cause.
- ☐ Communications with others that suggests identification with a group, cause or ideology.
- ☐ Using insulting to derogatory names for another group.
- ☐ Increase in prejudice-related incidents committed by that person – these may include:
 - physical or verbal assault
 - provocative behaviour
 - damage to property
 - derogatory name calling
 - possession of prejudice-related materials
 - prejudice related ridicule or name calling
 - inappropriate forms of address
 - refusal to co-operate
 - attempts to recruit to prejudice-related organisations
 - condoning or supporting violence towards others.

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is not a single route to terrorism nor there a simple profile of those who became involved can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability of young people.

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Advice and guidance can be found at [Prevent duty guidance](#), [Prevent duty advice for schools](#), [Educate Against Hate Website](#), [Channel guidance](#).

Online training are available here: [Prevent awareness e-learning](#), [Prevent referrals e-learning](#), [Channel awareness e-learning](#).

RELATIONSHIP ABUSE

Relationship abuse is a pattern of abusive and coercive behaviours used to maintain power and control over a former or current intimate partner. Abuse can be emotional, financial, sexual or physical and can include threats, isolation, and intimidation.

Advice and guidance can be found at [Relationship abuse: disrespect nobody](#).

SHARING NUDES AND SEMI NUDES (also known as sexting or youth produced sexual imagery)

'Sharing nudes and semi-nudes' means the sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's Air-Drop which works offline.

This may also be called:

- ☐ sexting
- ☐ dick pics
- ☐ pics

Young people may think sharing nudes and semi nudes images or videos is harmless but it can be signs that children are at risk and it can leave them vulnerable to:

- ☐ Blackmail: An offender may threaten to share the pictures with the child's family and friends unless the child sends money or more images.
- ☐ Bullying: If images are shared with their peers or in school, the child may be bullied.
- ☐ Unwanted attention: Images posted online can attract the attention of sex offenders, who know how to search for, collect and modify images.
- ☐ Emotional distress: Children can feel embarrassed and humiliated. If they're very distressed this could lead to suicide or self-harm

Please note that Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive but children still need to know it is illegal whilst non-consensual is illegal and abusive.

Advice and guidance can be found at [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#).

SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As per any other safeguarding issue, all staff are advised to maintain an attitude of 'it could happen here'.

Sexual violence

Under the Sexual Offences Act 2003, sexual offences are described as follows:

- ☐ Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- ☐ Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- ☐ Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity

and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

In the context of child on child sexual harassment, sexual harassment is defined as 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

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

Advice and guidance can be found at [Sexual violence and sexual harassment between children in schools and colleges](#).

UPSKIRTING

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting became a criminal offence in England and Wales in 2019, under the Voyeurism Act 2019 which amends the Sexual Offences Act 2003.

Further information can be found at [Upskirting: know your rights](#).

VIOLENCE

Serious violence

Signal that children are at risk from, or are involved with serious violent crime 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
- ☐ a significant change in wellbeing
- ☐ sign of assault or unexplained injuries

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Advice for schools is provided in the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines guidance](#).

Gangs and youth violence

Evidence shows that early-stage intervention is an effective strategy for preventing children becoming involved in violence, crime or antisocial behaviour later in life. Primary schools, working with local partners, can play an important role in understanding and spotting the warning signs amongst younger children. The Early Intervention Foundation have looked at the quantitative data around risk factors for primary school age children and identified the factors at different ages that are the most predictive of a) youth violence and b) gang involvement and can be found on pag.15-16 of [Preventing youth violence and gang involvement - Practical advice for schools and colleges](#).

Advice and guidance can be found at [Gangs and youth violence: for schools and colleges](#) and [Serious violence strategy](#).

Violence against women and girls (VAWG)

Violence against women and girls (VAWG) covers a range of unacceptable and deeply distressing crimes, including domestic violence and abuse, sexual violence and child sexual abuse, stalking, so called 'honour-based' abuse - including forced marriage and female genital mutilation (FGM), gang related violence, and human trafficking. Violence can affect women and girls regardless of their age, race or religion, their socioeconomic background, sexual orientation or marital status and takes place in every locality and can happen in relationships, in families, and in communities.

Advice and guidance can be found at [Violence against women and girls: national statement of expectations for victims](#) and [Ending violence against women and girls 2016-2020 strategy](#).

SIAL Summary of Child Protection Procedures

YOU MUST:	YOU MUST NOT:
<ul style="list-style-type: none"> • Treat all pupils with respect and be mindful of their right to privacy • Be an exemplary role model to pupils • Contribute to the establishment of an environment in which children will feel respected and listened to by adults and have the confidence to approach them about matters of concern to them • Ensure that, if you intend to discuss sensitive issues with a pupil, there is, where possible, another adult present, or you are within sight or earshot of others • Remember that someone else may misinterpret your actions or words, no matter how well-intentioned • Report any concerns to the DSL 	<ul style="list-style-type: none"> • Have inappropriate verbal or physical contact with pupils • Make suggestive or derogatory remarks or gestures to pupils • Show favouritism or undue attention to any individual • Rely on your/the school's good name to protect you • Believe that 'it could never happen to me/my school/my colleague' • Exaggerate or trivialise child abuse issues • Jump to conclusions or make assumptions without checking (do not investigate — refer) • Allow yourself to be drawn into inappropriate patterns of behaviour • Fail or forget to report something you are concerned about to the Child Protection Officer or the Head

What to do if....**.... a pupil discloses to you abuse by someone else:**

- Stop, listen and offer the pupil immediate support, understanding and reassurance
- Explain that you cannot promise confidentiality but must tell the people who can help
- Allow the pupil to speak without interruption or leading questions, accept what is said
- Alleviate the pupil's feelings of guilt and isolation while passing no judgement
- Use non-judgemental/supportive phrases like 'I believe you' and 'I'm going to help'
- Let the pupil know you are glad that he/she has shared information with you

.... you suspect a pupil is being abused emotionally, physically or sexually:

- Report the matter immediately to the DSL or to the children's social care directly (in exceptional circumstances, such as an emergency or a genuine concern that appropriate action has not been taken)
- Do not tell other adults or pupils what you have been told — keep the loop tight

.... you receive an allegation about another member of staff:

- Report the matter immediately to the Head (and no one else)

....you receive an allegation about the Head

- Report the matter immediately to the Chair of the Board of Governors

In all cases:

- Record the facts at the time (you can write up your notes later but keep the originals)
- Report the facts to the DSL
- NB — YOU MUST LISTEN AND REFER; YOU MUST NOT INVESTIGATE

The Designated Safeguarding Leads are Alessia Sbicca (DSL) and Katharine Whiteside (Deputy DSL).

Although these are normal reporting lines anybody can make a referral to children's social care if necessary

CHILD PROTECTION CONCERN FORM
Strictly Confidential

If you have a concern about a child, fill in this form. Keep it safe and somewhere secure. Hand it to a DSL asap.

The child's details

Name:

Date of Birth:

Class:

The incident/concern

Date: / /

Time:

Place:

Outline of the incident/concern (who what where when – use child's own language where possible)

Other useful information, e.g. witnesses, cross-reference with other file

Action taken, and by whom

Your details

Name:

Your job title:

Your Signature:

Date:

DSL – Response/Outcome

DSL Signature:

Date:

APPENDIX 8

When a file is started on a child of concern, this form goes at the front of the file

SIAL CHILD PROTECTION / WELFARE CONCERNS PUPIL - FILE FRONT SHEET

Pupil Name:		Date of Birth:	
Home Address:		Current Address (if different):	
Telephone:			
Family members, i.e. parents/carers/siblings:			
Name	Relationship	Address	School details
Date file started:			
Are records held in school relating to other connected children?			
Contact details of other professionals:			
Name	Agency	Address	Contact details

Once a child has been raised as a possible concern and a file has been opened, this form may be used to monitor further incidents and observations

SIAL CHILD PROTECTION / WELFARE CONCERNS PUPIL – CONTINUATION SHEET

Chronology of events

Date	Notes	Action to be taken

It may be that you have a concern which feels very vague and would simply like to discuss your concerns with one of the Designated Safeguarding Leads (DSL). Please feel free to do so.

Dealing with issues of child abuse can be distressing for the adult to whom the abuse is disclosed or who has concerns. It is very important that you talk about your feelings after the event. However, it is also important to remember that children's details and names must remain confidential and any discussion that you feel you need to undertake does not allow the child to be identified by anyone else.

If you have any queries regarding the information contained in this leaflet, or require further clarification of any points, please do not hesitate to contact Alessia Sbicca or Katharine Whiteside on 02076035353.

SIAL

Designated Safeguarding Leads:

Alessia Sbicca

Katharine Whiteside (Deputy)

SIAL

safeguarding
and child protection
procedures

An information leaflet for
volunteers and visitors
to our school

September 2025

SIAL: SAFEGUARDING AND CHILD PROTECTION PROCEDURES

As a visitor of our school, either as a helper, supply teacher or someone who has come to work with our children in any other capacity, it is important that you are aware of our Safeguarding and Child Protection Procedures.

We have two Designated Safeguarding Leads (DSL): Alessia Sbicca and Katharine Whiteside (Deputy).

Please inform one of the DSLs if you have any Safeguarding or Child Protection concerns.

There are 4 categories of abuse

Physical Abuse

Sexual abuse

Emotional abuse

Neglect

For other specific safeguarding issues please ask the DSL.

It may be that you are approached by a child who wants to talk to you about something that has or is happening to them. They will tend to choose someone that they trust or know well and this will not always be their class teacher. It may be someone with whom they have formed a good relationship.

There may however be occasions when you have cause for concern either about marks or bruises on a child, about something that they say or the condition that they are in at school, e.g. dirty, smelly or hungry.

Disclosure of abuse by a child if you are approached by a child wanting to talk, you should listen positively and reassure the child. If you can, try and ensure a degree of privacy, but this may not always be possible.

Whilst this can be an alarming situation to find yourself in, it is important not to let the moment pass – for every child that does finally disclose information, evidence shows that they have usually tried up to 12 times before.

Helping the child when abuse is disclosed:

- Be prepared to listen and comfort
- Do not show revulsion or distress. However distasteful the events are
- Stay calm and controlled
- **Do not make false promises, i.e. that you will keep the abuse a secret or that the police will not be involved**

Do not promise confidentiality

- Let the child know at once that it was not their fault and keep restating this
- Be aware of your own feelings about abuse and find someone you can share those feelings with once the procedures have been completed
- Reassure the child that they were right to tell, even though the abuse may have happened a long time ago
- Reassure the child that you still care for them and that what they have said does not make you care for them less
- As soon as possible write a first-hand account of what was said and done
- Make them aware that their disclosure will be reported only to those who need to know and can help
- **Do not question a child; try to limit your involvement to listening**

It is important to remember that it is not your responsibility to investigate suspected cases of abuse, only to report them to the Designated Safeguarding Lead or to the children's social care in exceptional circumstances such as an emergency or a genuine concern that appropriate action has not been taken).

If you have concerns about a child's welfare

- It may be that you might have concern about a child's well-being, but they have not actually said anything to you. If such a situation arises, you should speak to the Designated Safeguarding Lead.
- Abuse, neglect or exploitation can have a damaging effect on a child's health, educational attainment and emotional well-being. If you have worked with a group of children over many weeks, you may see changes in behaviour. Such changes may not necessarily indicate that a child is suffering abuse or neglect. In some cases those changes may be the symptoms of a hidden disability or undiagnosed medical condition, and the need to distinguish those cases reinforces the need for a careful and thorough assessment of the child and his/her needs when concerns are passed on.
- **It is important you do not feel afraid about passing on their concerns. The information may be a small piece in a bigger jigsaw and help to get a better understanding of a child's predicament.**

Any concerns, however seemingly trivial, should be passed on to the Designated Safeguarding Lead.

- Once again, you should put your concerns in writing as well as talking to the **Designated Safeguarding Lead**.

Guidance for recording information

You should record your concerns as soon as possible and any note should include the following:

- *the nature of your concern*
- *what is the evidence*
- *what the child said*
- *what you did or said*

USEFUL CONTACTS

Child Protection Specialists – Kensington and Chelsea (Updated: September 2025)

Please also consult [Useful Safeguarding Contacts for Professionals | LSCP](#).

If the named individual is unavailable, ask for the person covering the post.

To report a concern about a child or young person	Kensington and Chelsea Duty Line <ul style="list-style-type: none"> Telephone: 020 7361 3013 Out of hours: 020 7361 3013
Multi Agency Safeguarding Hub (MASH)	Karen Duncan, Tri-borough MASH Business Support Officer <ul style="list-style-type: none"> Telephone: 020 7641 3991 Email: kduncan1@westminster.gov.uk Dhruva Vashee, Tri-borough MASH Business Support Officer <ul style="list-style-type: none"> Telephone: 07866 077169 Email: dvashee@westminster.gov.uk Menna Emmanuel, Specialist Community Public Health Nurse: <ul style="list-style-type: none"> Telephone: 020 7641 5498 Email: menna.emmanuel@nhs.net Debra Cox, Specialist Health Practitioner in MASH: <ul style="list-style-type: none"> Telephone: 020 7641 3485 Email: Debra.Cox@nhs.net
For case consultations, advice, guidance from the Safeguarding Teams in Children's Social Care	<p>For case consultations or follow-up enquiries please contact the Duty Child Protection Adviser in the first instance telephone 020 7361 3013.</p> Layla Sachu, Family Support and Child Protection Adviser Email: layla.sachu@rbkc.gov.uk Anna Richards, Family Support and Child Protection Adviser <ul style="list-style-type: none"> Mobile: 07974 613 180 Email: anna.richards@rbkc.gov.uk Sarah Mangold, Interim Service Manager for Safeguarding, Bi-Borough <ul style="list-style-type: none"> Mobile: 07984 016 841 Email: sarah.mangold@rbkc.gov.uk
Safeguarding, Review and Quality Assurance	Angela Flahive, Head of Safeguarding, Review and Quality Assurance <ul style="list-style-type: none"> Telephone: 020 7361 3467 Mobile: 07971 320 888 Email: angela.flahive@rbkc.gov.uk
Local Authority Designated Officer (LADO / Management of Allegations)	Kensington and Chelsea Please contact duty LADO for consultations and referrals <ul style="list-style-type: none"> Telephone: 020 7361 2120 Email: KCLADO.Enquiries@rbkc.gov.uk Aqualma Daniel, Safer Organisations Manager & Local Authority Designated Officer <ul style="list-style-type: none"> Telephone: 07870 481 712 Email: Aqualma.Daniel@rbkc.gov.uk Sally Smith, LADO Manager <ul style="list-style-type: none"> Royal Borough of Kensington and Chelsea / City of Westminster Tel: 07967 764 794 Email: Sally.Smith@rbkc.gov.uk
Safeguarding Lead for Schools and Education	Elaine Campbell, Bi-borough Safeguarding Lead for Schools and Education <ul style="list-style-type: none"> Telephone: 020 7361 3000 Mobile: 07712 236 508 Email: elaine.campbell@rbkc.gov.uk
Child	Sarah Stalker, Child Exploitation Lead, (Monday, Tuesday, Wednesday and Thursday)

Exploitation Lead	<ul style="list-style-type: none"> • Telephone: 020 7598 4640 • Mobile: 07971 322 482 • Email: sarah.stalker@rbkc.gov.uk
Prevent (Radicalism and Extremism)	<p>Contact the LBHF/ RBKC Prevent team on:</p> <ul style="list-style-type: none"> • Telephone: 020 8753 5727 • Email: prevent@lbhf.gov.uk
Education and Attendance	<p>Wendy Anthony, Bi-borough Head of Admissions and Access to Education</p> <ul style="list-style-type: none"> • Telephone: 020 7745 6440 • Email: wendy.anthony@rbkc.gov.uk
ICB Designated Nurse for Safeguarding Children	<p>Emelia Bulley</p> <ul style="list-style-type: none"> • Mobile: 07867185726 • Email: ebulley@nhs.net
ICB Designated Nurse, Looked After Children	<p>Maggie Lilburn Email: maggie.lilburn@nhs.net</p>
Child Death Review Team	<p>If you are a professional seeking to report a child death you should do so via the ECDOP online portal. You do not need an account. Please complete with the information you have available and do not worry if there are questions you cannot answer – fill in what you can.</p> <p>North West London Child Death Review Team Email: nhsnwl.cdr@nhs.net Telephone: 0203 350 4044 Interim CDR Manager Tanya Nanuwan Email: t.nanuwan@nhs.net CDR Team webpage: Child Death Reviews: North West London ICS (nwlondonicb.nhs.uk)</p>
Mental Health Trusts	<p>Central and North West London Foundation Trust (CNWL)</p>
Early Help for Families RBKC:	<p>Tel: 0207 598 4601 / 0207 361 4129 Email: earlyhelp@rbkc.gov.uk</p> <p>Natasha Bishopp – Head of Early Help Service Tel: 07739 316 9701 Email: Natasha.bishopp@rbkc.gov.uk</p> <p>Family Services:</p> <p>Glen Peache - RBKC Director of Family Services Tel: 020 7361 2089 Email: glen.peache@rbkc.gov.uk</p> <p>Alex Handford - Head of Social Work for Families Tel: 07973 564 580 0207 598 4638 Email: alexandra.handford@rbkc.gov.uk</p> <p>Jackie Carribon - Head of Social Work for Families Tel: 07896 272111 Email: jacqueline.carribon@rbkc.gov.uk</p> <p>Jacquelyn Harrison - Head of Family & Care Resources</p>

	<p>Tel: 07896 253 580 Email: jacquelyn.harrison@rbkc.gov.uk</p> <p>Jamieson Little - Head of Clinical Practice Tel: 07739316 335 Email: jamieson.little@rbkc.gov.uk</p>
SEND Local Offer and Outreach:	<p>Steve Comber – Head of SEND Local Offer and SEN Outreach Tel: 07739 317 307 Email: steve.comber@rbkc.gov.uk</p> <p>Anna Selwyn – Head of Bi-borough Inclusion Service Tel: 07538 639 094 Email: aselwyn@westminster.gov.uk</p>
NSPCC Child Protection Helpline:	0808 800 5000 - help@nspcc.org.uk
NSPCC Whistle-Blowing Helpline:	0800 028 0285