



# SAFEGUARDING AND CHILD PROTECTION POLICY

|                                                                                                                                                                                                                                   |                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <p><b>Our Schools:</b><br/> <b>Warwick Preparatory School (WPS)</b><br/> <b>Warwick Junior School (WJS)</b><br/> <b>Warwick Senior School (WS)</b><br/> <b>King's High School (KHS)</b><br/> <b>The Kingsley School (TKS)</b></p> |                                                                                                       |
| <b>Regulatory:</b>                                                                                                                                                                                                                | Yes                                                                                                   |
| <b>Version:</b>                                                                                                                                                                                                                   | 2.0                                                                                                   |
| <b>Author and Reviewer:</b>                                                                                                                                                                                                       | Foundation DSLs and Principals Group                                                                  |
| <b>Approving Body:</b>                                                                                                                                                                                                            | Safeguarding Governors and Full Board                                                                 |
| <b>Date Approved:</b>                                                                                                                                                                                                             | September 2025                                                                                        |
| <b>Review Cycle:</b>                                                                                                                                                                                                              | Annual                                                                                                |
| <b>Next Review Date:</b>                                                                                                                                                                                                          | This policy is updated as issues emerge or updates are issued, and evolves to reflect lessons learned |
| <b>Full Review:</b>                                                                                                                                                                                                               | Summer Term 2026                                                                                      |

## Warwick Schools Foundation (WSF) Safeguarding Pledge:

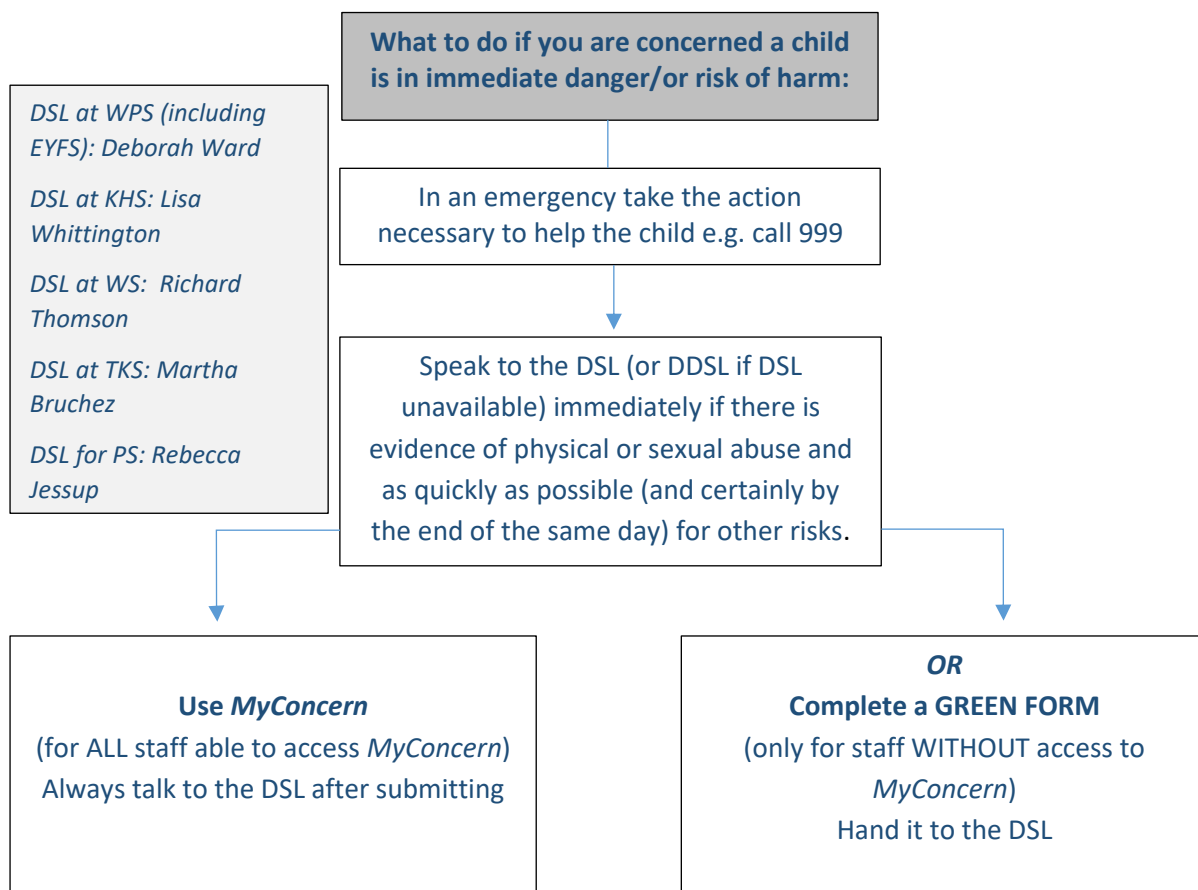
As a member of WSF, I pledge to:

- *Prioritise the welfare and safety of all pupils, ensuring they feel secure and supported*
- *Create an environment of trust where pupils feel confident to express concerns*
- *Follow Foundation policies and procedures*
- *Recognise and promptly respond to any safeguarding risks with diligence and care.*
- *Promote a culture of vigilance, where safeguarding is a shared responsibility*
- *Champion inclusivity and respect, ensuring every child is treated with dignity, free from discrimination or harm*
- *Continuously improve and uphold best practices in safeguarding through training, awareness, and proactive engagement*

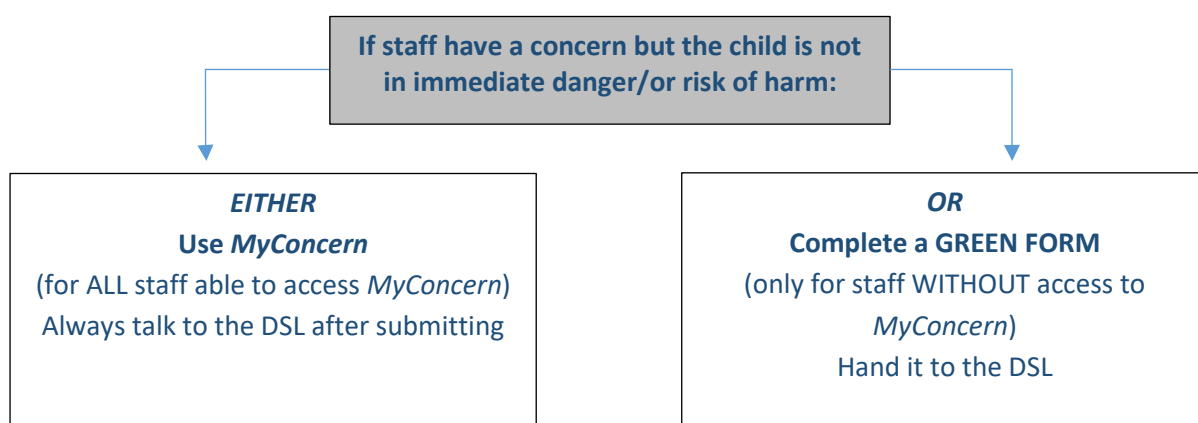
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**Staff and parents** can make contact directly to  
Family Connect  
**01926 414144**  
Monday-Thursday 08:30-17:30 and Friday 08:30-17:00  
**01926 886922** (out of hours)  
*Please inform the DSL as soon as possible if you have made your own referral*



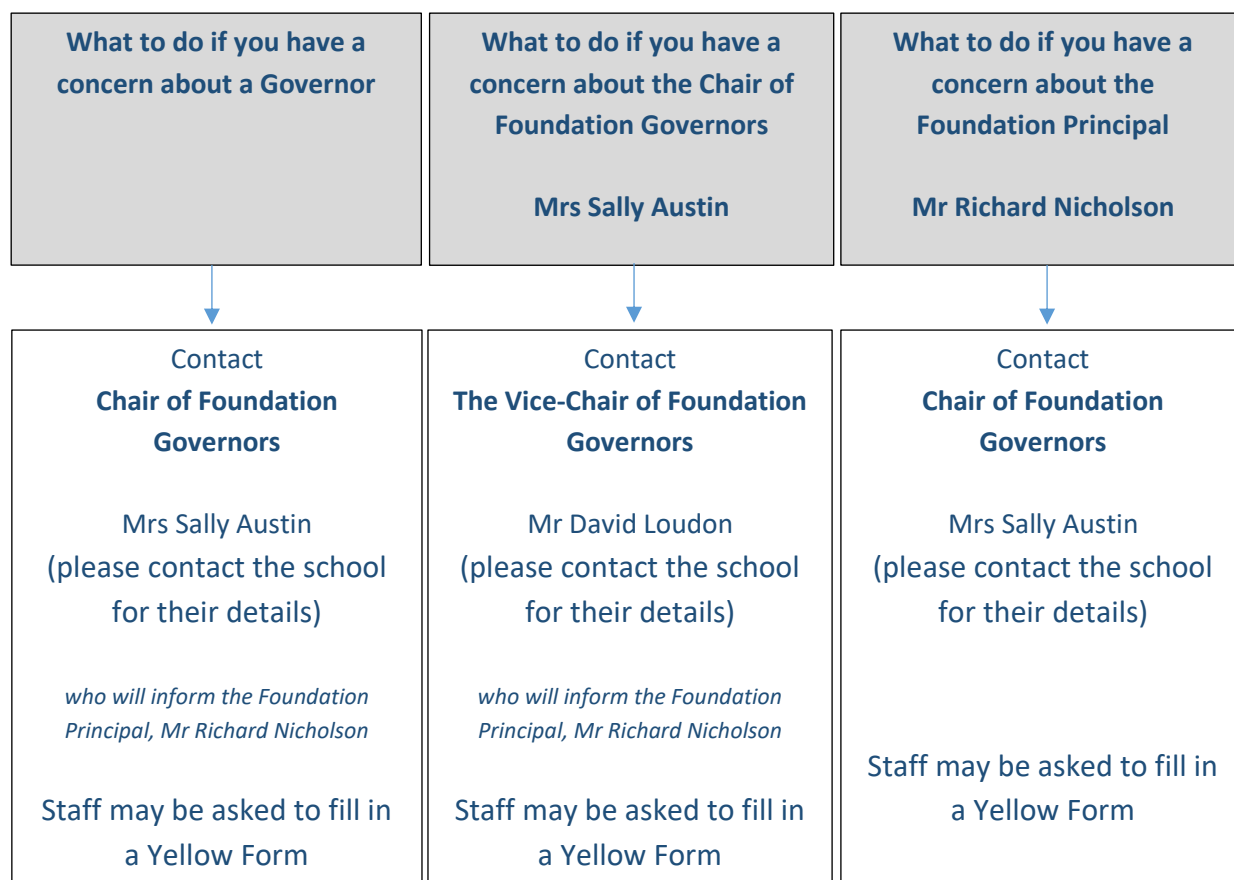
**Parents are advised to contact the relevant DSL to discuss their concerns.**



- *If the concern relates to the Director of Safeguarding, please refer to the Foundation Principal.*
- *If the concern relates to a former staff member, please refer to Section 14 for further information.*

**What to do if you have a concern about a Headteacher**

|                                                                                                                                                                                                             |                                                                                                                                                                                                             |                                                                                                                                                                                                            |                                                                                                                                                                                                                 |                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Concerns about Warwick School Head Master</p> <p><b>Mr James Barker</b></p>                                                                                                                              | <p>Concerns about King's High School Head Master</p> <p><b>Dr Stephen Burley</b></p>                                                                                                                        | <p>Concerns about Warwick Junior School Headmaster</p> <p><b>Mr John Bond</b></p>                                                                                                                          | <p>Concerns about Warwick Prep School Head Mistress</p> <p><b>Mrs Hellen Dodsworth</b></p>                                                                                                                      | <p>Concerns about The Kingsley School Headteacher</p> <p><b>Dr Sarah Howling</b></p>                                                                                                                        |
| ↓                                                                                                                                                                                                           | ↓                                                                                                                                                                                                           | ↓                                                                                                                                                                                                          | ↓                                                                                                                                                                                                               | ↓                                                                                                                                                                                                           |
| <p>Contact <b>Chair of Foundation Governors</b></p> <p>Mrs Sally Austin</p> <p><i>who will inform the Foundation Principal, Mr Richard Nicholson</i></p> <p>Staff may be asked to fill in a Yellow Form</p> | <p>Contact <b>Chair of Foundation Governors</b></p> <p>Mrs Sally Austin</p> <p><i>who will inform the Foundation Principal, Mr Richard Nicholson</i></p> <p>Staff may be asked to fill in a Yellow Form</p> | <p>Contact <b>Head Master of Warwick School</b></p> <p>Mr James Barker</p> <p><i>who will inform the Foundation Principal, Mr Richard Nicholson</i></p> <p>Staff may be asked to fill in a Yellow Form</p> | <p>Contact <b>Head Master of Kings High School</b></p> <p>Dr Stephen Burley</p> <p><i>who will inform the Foundation Principal, Mr Richard Nicholson</i></p> <p>Staff may be asked to fill in a Yellow Form</p> | <p>Contact <b>Chair of Foundation Governors</b></p> <p>Mrs Sally Austin</p> <p><i>who will inform the Foundation Principal, Mr Richard Nicholson</i></p> <p>Staff may be asked to fill in a Yellow Form</p> |



If **staff** have concerns about another member of staff, they can make a referral to LADO: (**LADO does not accept referrals about staff from parents/carers**)

**Ring the Local Authority Designated Officer (LADO)** 01926 745376. And/or complete a referral form and send it to [lado@warwickshire.gov.uk](mailto:lado@warwickshire.gov.uk)

The LADO is responsible for coordinating responses to allegations against people who work with children.

**Ring the Police 999 or Family Connect 01926 414144.** This should be done if the child is at immediate risk of harm or neglect

In addition, **staff** can: **Contact the NSPCC Whistleblowing Helpline 0800 028 0285** or e-mail [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

This is available **for staff** who cannot raise concerns regarding child protection issues internally. Information is also available on the [NSPCC website](https://www.nspcc.org.uk).

## 1.0 Purpose and Aim

The Foundation aims to:

- Reduce risk and prevent harm to children.
- Promote pupils' well-being and a school culture of safety, equality, and protection.
- Safeguard and promote the welfare of children, staff, and others associated with the school.
- Implement clear procedures for dealing with and referring concerns, including allegations of abuse, neglect, and exploitation.
- Raise awareness on how to report concerns and ensure they are current and historically investigated.
- Ensure staff understand and fulfil their safeguarding responsibilities, supported by appropriate training.
- Maintain consistent safeguarding practices across all schools within the Foundation.
- Enable children to report incidents, with staff prepared to respond effectively and confidently.
- Ensure timely and appropriate responses to identified risks and harm.
- Comply with relevant laws and guidance, including the Children Act 2004 and the Education Act 2002.
- Adhere to statutory guidance such as Keeping Children Safe in Education (KCSiE), Working Together to Safeguard Children, and The Prevent Duty.

## 2.0 Policy Statement, Values, and Principles

The Foundation aims to:

- **Adhere to the safeguarding pledge (paragraph taken out, shown in track changes version 1)**

The Foundation's safeguarding arrangements are inspected by the Independent Schools Inspectorate (ISI) as part of their evaluation of Leadership and Management. Additionally, these arrangements influence the ISI's judgment on the Personal Development, Behaviour, and Welfare of children. For more information, you can refer to the ISI's statutory guidance at <https://www.isi.net/safeguarding/statutory-guidance>.

The relevant statutory guidance on multi-agency working is Working Together to Safeguard Children. [Working Together to Safeguard Children](#)

The Foundation's adherence to this guidance is inspected under paragraph 7 of the Independent School Standards Regulations.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/800615/Independent\\_School\\_Standards- Guidance\\_070519.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800615/Independent_School_Standards- Guidance_070519.pdf)

This policy is available on each School's website. All staff and volunteers are required to read and confirm they have done so in writing before commencing work in the Foundation.

The Foundation Policy covers all areas of school including EYFS and covers all safeguarding issues in line with Section 3 of the Early Years Foundation Stage Framework 2025. More detailed information regarding EYFS procedures can be found in the relevant school's policies. Warwick Prep School EYFS Policy and **The Kingsley School (added in)** EYFS Policy.

### 3.0 Definition of Safeguarding

**Safeguarding** is the proactive work done to protect children from harm, promote their welfare, and ensure they grow up in safe, healthy environments. It applies to **all children** in our care and community and is **everyone's responsibility**. Key safeguarding actions include:

- Providing early help and support
- Protecting children from all forms of abuse and maltreatment (including online)
- Preventing mental and physical health impairment
- Ensuring safe and effective care environments
- Taking action for the best possible outcomes for every child

**Child Protection** is a specific aspect of safeguarding focused on children suffering or likely to suffer significant harm. It involves statutory intervention, often including Children's Social Care and/or the Police. The key principle is that the child's welfare is paramount. (KCSiE 2025).

#### Key Actions for Staff

- Respond early to concerns—don't wait for certainty
- Make referrals if there is a risk of immediate serious harm—anyone can refer
- If concerns persist, escalate to the DSL, Head, or contact Family Connect
- Be alert to changes in behaviour, appearance, or communication
- Be approachable, listen actively, and follow reporting procedures

All staff are accountable and follow the Foundation Code of Conduct. Any concerns or allegations of misconduct, including wellbeing concerns for staff, are shared swiftly and at the earliest opportunity to maintain a strong safeguarding culture.

All staff are aware of their responsibility to share low-level concerns with equal urgency to ensure all children are supported in an environment of openness, trust, and transparency. Children and staff involved in safeguarding and child protection issues will receive appropriate support.

The Foundation is committed to creating an environment where staff feel able to raise any concerns and feel supported in their safeguarding role.

#### Contact Information

- **Family Connect (Mon–Thurs, 8:30am–5:30pm / Fri, 8:30am–5:00pm):**  
 01926 414144
- **Out of Hours Emergency Duty Team:**  
 01926 886922
- **Urgent Safeguarding Email (if phone unavailable):**  
 [TriageHub@Warwickshire.gov.uk](mailto:TriageHub@Warwickshire.gov.uk)
- **Immediate Risk – Contact Police:**  
 999

### 4.0 Safeguarding Legislation and Guidance

**Section 157 of the Education Act 2002** and the **Education (Independent School Standards) Regulations 2014** which require proprietors of academies to make arrangements to safeguard and promote the welfare of children who are pupils at the school.

The **Teachers' Standards 2013 (updated 2021)**, state that teachers, including Headteachers, must have regard for the need to safeguard pupils' well-being, follow statutory provisions, and uphold public MAT in the teaching profession.

**Keeping Children Safe in Education (KCSIE) 2025**, which incorporates:

Additional statutory guidance, including *Disqualification under the Childcare Act 2006* (September 2018), for staff working with or around children under 8 years old.

Non-statutory advice: *What to do if you are worried a child is being abused* (March 2015), to help all practitioners identify and respond to abuse and neglect.

**West Midlands Regional Safeguarding Procedures:** <https://westmids.trixonline.co.uk/>

The **July 2025 consultation on Relationships Education, Relationships and Sex Education (RSE), and Health Education in England** informs the content and delivery of safeguarding education within the Foundation's PSHEE provision. Each school's RSHE/PSHEE policy provides further details.

Warwick Prep School and The Kingsley School also follow the Early Years Foundation Stage Framework and other related DfE publications around the safeguarding of children in the Early Years.

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Following the statutory **Prevent Duty Guidance** for England and Wales,

<https://www.gov.uk/government/publications/prevent-duty-guidance>, Foundation policies and procedures have 'due regard to the need to prevent people from becoming involved with or supporting terrorism', *Counter Terrorism and Security Bill*

<https://www.gov.uk/government/collections/counter-terrorism-and-security-bill> and [Use of Social Media for Online Radicalisation \(July 2015\)](#) advice is followed.

## **Human Rights Act**

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

Guidance to help schools understand how the Equality Act affects them and how to fulfil their duties under the act can be found in [Equality Act \(2010\): advice for schools](#). For further information, please see [Equality Act guidance - Equality and Human Rights Commission](#).

## **Equality Act 2010**

Schools and colleges have obligations under the Equality Act (2010). According to the Equality Act, schools and colleges **must** not unlawfully discriminate against children because of their sex, race, disability, religion or belief, gender, pregnancy and maternity, or sexual orientation (protected characteristics).

(for further information, See <https://www.legislation.gov.uk/ukpga/2010/15/contents> )

**The Foundation's charity law safeguarding duty is to:**

- provide a safe and trusted environment that safeguards anyone who comes into contact with it, including beneficiaries, staff, and volunteers.
- set an organisational culture that prioritises safeguarding, so that it is safe for those affected to report incidents and concerns with the assurance they will be handled sensitively and properly.
- have adequate safeguarding policies, procedures, and measures to protect people.

- provide clarity as to how incidents and allegations will be handled should they arise, including reporting to the relevant authorities, such as the police, local authority, and Charity Commission Regulatory framework.

This policy has been prepared to meet each school's safeguarding responsibilities under the following legislation:

- Independent School Standards (ISI)
- National minimum standards for boarding schools (DfE, September 2025)
- Education and Skills Act 2008
- Children Act 1989; 2004
- Safeguarding Vulnerable Groups Act 2006
- Children and Social Work Act 2017
- Counter-Terrorism and Security Act 2015 (Prevent Duty)
- Multi-agency statutory guidance on female genital mutilation (2020)
- Section 5B (11) of the Female Genital Mutilation Act (2003), as inserted by section 74 of the Serious Crime Act (2015)
- Statutory Framework for the Early Years Foundation Stage (DfE, September 2025)
- The Rehabilitation of Offenders Act (1974)
- Public Sector Equality Duty (2012)
- Care Act (2014)
- Mental Capacity Act (2005)
- Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR)
- Charities Act 2011
- Equality Act 2010 (including the Public Sector Equality Duty)

## **5.0 Roles and Responsibilities: All staff must play an active role in safeguarding.**

Safeguarding-specific roles include Designated Safeguarding Leads (DSLs), Director of Safeguarding, Safeguarding Governors, and the Foundation Principal. Clear reporting lines and protocols for concerns about staff, headteachers, governors, and the Foundation Principal.

All Foundation DSLs are members of the Senior Leadership Team of their respective schools. They will coordinate safeguarding and child protection arrangements, ensuring there are appropriate cover arrangements. DDSLs receive the same training (in line with Warwickshire County Council requirements) as DSLs and can cover if the DSL is absent.

### **The Designated Safeguarding Lead (DSL) and Deputies (DDSL)**

The DSLs fulfil the same responsibilities at each of the schools. Each DSL is a senior member of staff from the school's leadership team and therefore has the appropriate status and authority within the school to carry out the duties of the post. The role of the DSL carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. This badge identifies the DSL at each school:



### **Safeguarding resources available to Foundation schools**

All staff in each school use *MyConcern* as the means of reporting and recording concerns about children. Staff who do not have access to an electronic device use 'Green forms.'

Schools maintain close links with their local safeguarding partnership and make use of learning events and resources provided by Warwickshire Education Safeguarding.

## **6.0 The Management of Safeguarding.**

The Foundation is committed to a **whole-school approach** to safeguarding, with key aims to:

- Regularly update and review safeguarding policies
- Maintain effective training for all staff
- Implement strong filtering and monitoring systems to protect children online
- Ensure clear procedures for handling all allegations against staff, including low-level concerns
- Emphasise early intervention through a stepped approach to safeguarding and child protection

DSLs, the Director of Safeguarding, and Safeguarding Governors review and approve this policy to ensure legal compliance. Foundation Heads and the Director of Safeguarding monitor policy effectiveness in partnership with the Governing Board.

If an allegation is made against a Foundation Head or the Director of Safeguarding, the Foundation Principal usually acts as case manager. If the allegation concerns the Principal, the Chair of Governors will assume this role.

All Governors are required to read *Keeping Children Safe in Education (KCSiE)*, Part 2, which outlines their safeguarding responsibilities.

### **Roles and Functions within the Foundation Schools**

This policy applies to **all staff, volunteers, and governors** across Foundation Schools, including those involved in extended school and off-site activities, and aligns with the procedures of the

Warwickshire Safeguarding Partnership:  <https://www.safeguardingwarwickshire.co.uk/>

### **Key Staff Responsibilities**

All staff must read and understand **Part 1 and Annex B of Keeping Children Safe in Education (KCSiE 2025)**, reviewed **annually**. Annually, staff receive and confirm understanding of the following policies:

- Safeguarding and Child Protection Policy
- Code of Conduct
- Child Behaviour Policy
- Staff Acceptable Use Policy
- Whistleblowing Policy

Policies are distributed via the Foundation's online portal (VWV), with paper copies available on request. Support is offered to staff with EAL or SEND.

### **Induction & Training**

New staff clarify safeguarding systems with the DSL, DDSL, or Foundation Director of Safeguarding, usually within the first couple of weeks of starting. Staff in one-to-one roles, e.g., visiting music teachers, tuition, sports) must follow extra safety protocols.

**All staff will:**

- Read and understand Part 1 and Annex B of Keeping Children Safe in Education (KCSiE 2025) and review this guidance at least annually
- Attend annual safeguarding training at INSET
- Receive regular updates and briefings throughout the academic year
- Receive training on significant safeguarding themes such as signs of abuse, neglect, Prevent, exploitation, and radicalisation
- Understand their Filtering & Monitoring responsibilities (see Section 30)

**In addition, DSLs and DDSLs:**

- Undertake formal face-to-face training every 2 years
- Receive annual updates (e.g., meetings, bulletins)
- Receive regular supervision for support and development

**Governors:**

- Must regularly update safeguarding knowledge
- Safeguarding Governor **attends** DSL training every 2 years – **changed from should attend**
- Understand local and contextual safeguarding risks
- Must challenge leaders and triangulate their assurances

**Supply staff, contractors, and volunteers** receive appropriate safeguarding briefings and the on-site leaflet, which includes DSL and safeguarding info.

**For Parents**

- If concerned that a child is in **immediate danger**, parents should:
  - Call **999**
  - Contact the relevant **DSL**
  - Or call **Family Connect (Warwickshire)**:  
 **01926 414144**

## **7.0 Safer Recruitment**

The Foundation aims to employ only suitable staff and volunteers to work with children by following the requirements of KCSiE 2025 and the Foundation's Recruitment and Selection Policy. This includes complying with the Warwickshire Education Safeguarding Safer Recruitment process and the Independent Schools' Regulatory Requirements. The schools adhere to safe recruitment procedures, including those mandated by the Disqualification under the Childcare Act 2018.

At least one person involved in interviewing candidates for school positions must have completed Safer Recruitment training. This training covers the contents of KCSiE and aligns with local safeguarding procedures. Most senior leadership, management, HR staff, and Directors within Professional Services are Safer Recruitment trained and are committed to updating their skills every three years.

### **Single Central Register (SCR)**

The SCR will be overseen and directly managed by HR and the Head of the school, with the support of the DSL, who is responsible for safeguarding the school. HR is responsible for maintaining the information on a single central record. Audits will be conducted half-termly, by the Head and HR and overseen by the Safeguarding Governor. The details of an individual are removed from the SCR once they no longer work for the school. For further information about Safer Recruitment and DBS checks, please refer to Appendix 12, KCSiE 2025, Part 3 and Safer Recruitment training resources.

## **8.0 The Designated Safeguarding Lead (DSL)**

The DSL is a member of the senior leadership/management team. The DSL takes lead responsibility for child protection and wider safeguarding. During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. When the DSL is absent, each School Duty Team (which includes DDSLs/Pastoral Leads) and/or Director of Safeguarding can act as a cover including out-of-hours and out-of-term activities.

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

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Report to Safeguarding Governors termly on the standard report template.

The DSL will also liaise with local authorities, such as Children's Services and the Designated Officer (LADO), through liaison with their Head, for child protection concerns as appropriate. The full responsibilities of the DSL and deputies are set out in their job descriptions. For further information on the role of the DSL, see KCSiE 2025, Annex C and Appendix 2.

### **The Head of each School:**

- Will ensure that the policies and procedures, adopted by their governing bodies (particularly those concerning referrals of cases of suspected abuse and neglect), are understood and followed by all staff.
- allocates sufficient time, training, support, and resources, including cover arrangements, when necessary, to enable the *DSL and DDSL(s)* to carry out their roles effectively, including the assessment of children and attendance at strategy discussions and other necessary meetings
- supports the designated teacher for Children in Care (CiC) to promote the educational achievement of any children who are children in the care of the Local Authority and who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England and Wales
- ensures that all staff have the skills, knowledge, and understanding necessary for keeping children in care and children previously in care safe
- ensures that all staff feel able and are encouraged to raise concerns about poor or unsafe practices and that such concerns are handled sensitively and by the whistleblowing procedures
- ensures that the culture of the school supports the provision of effective pastoral care and initial help
- ensures that staff do everything they can to support Social Workers when Children's Social Care becomes involved

- ensures that children are provided with opportunities throughout the curriculum to learn about safeguarding, including always keeping themselves safe including online as part of a broad and balanced curriculum.
- manages allegations and/or low-level concerns regarding staff and more serious allegations that meet the LADO threshold, with the support of the Director of Safeguarding
- appoints a case officer who will be a member of the senior leadership team to investigate allegations concerning members of staff and volunteers and/or act as a point of contact for the member of staff/volunteer against whom the allegation is made
- refers to all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Designated Officer (LADO) at the Local Authority within one working day before any internal investigation
- manages non-recent allegations of abuse regarding current and former members of staff
- ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service promptly, as advised by the LADO
- refers any member of staff who has been dismissed (or would have been dismissed if they had not resigned), and where a prohibition order may be appropriate, to the Teaching Regulation Agency (TRA) and Disclosure and Barring Service (DBS) with the support of HR.  
<https://teacherservices.education.gov.uk/>

## 9.0 The Four Categories of Abuse

Neglect is the ongoing failure to meet a child's basic physical or emotional needs, potentially causing serious harm to their health or development. Abuse and neglect often overlap and may include exploitation.

Types of abuse include:

**Physical abuse:** Causing physical harm through actions like hitting, burning, or poisoning, or by fabricating or inducing illness.

**Emotional abuse:** Persistent emotional maltreatment that harms a child's emotional development, including belittling, ignoring, isolating, or exposing the child to violence or serious bullying.

**Sexual abuse:** Forcing or enticing a child into sexual activities, whether physical (e.g., assault or inappropriate touching) or non-physical (e.g., exposure to sexual content or grooming). It can be perpetrated by adults or other children.

**Neglect:** Failing to provide essentials like food, shelter, safety, supervision, medical care, or emotional support. This can start during pregnancy and continue after birth.

Staff should be alert to all forms of abuse, including exploitation, when making referrals to children's social care.

### Recognising and Responding to Abuse

This approach ensures proactive safeguarding, timely intervention, and appropriate use of support services.

- All staff must be trained to **identify signs of abuse or neglect** and not rely solely on disclosures from children
- Every adult in school is seen as a *Trusted Adult*, emotionally available, and responsible for responding to harmful behaviours or disclosures

- Concerns and disclosures must be **recorded promptly** and securely using the school's safeguarding system, *MyConcern*. In serious cases, an immediate verbal alert to the DSL is required
- The DSL reviews and manages all safeguarding concerns using *MyConcern* and triages cases based on support needs
- The DSL typically decides on further actions, including referrals to Family Connect Warwickshire, following the Spectrum of Support guidance. If the DSL is unavailable, staff can contact Family Connect directly but must inform the DSL afterward.

### **Responding to Early Concerns About a Child's Welfare**

- Staff may suspect a child is at risk even without clear evidence, changes in behaviour, unusual artwork, or writing may indicate distress
- Staff are encouraged to gently check in with children using open, non-leading questions, offering emotional support, and a chance to talk.
- Observed signs could relate to various life events (e.g., family changes, illness, or loss), not necessarily abuse.
- All early concerns should be documented using *MyConcern* or a Green Form.
- *If* concerns persist after speaking with the child, staff must consult with the DSL for further guidance and action.

Concerns that do not meet the threshold for child protection intervention will be managed through the **Early Support** process. See <https://www.warwickshire.gov.uk/children-families/early-help-warwickshire> for guidance and support.

### **Spectrum Of Support**

**All staff** should possess a working knowledge of the local guidance, Warwickshire's Families First Spectrum of Support to ensure children and their families receive the right support, from the right person at the right time. Reference to this guidance will inform the identification of risk and harm. It represents a continuum of need and illustrates how Warwickshire responds to the needs of children, young people and families across the areas of support, Universal Help, Early Support, and Family Help. For a comprehensive explanation of Warwickshire's Spectrum of Support, see: <https://api.warwickshire.gov.uk/documents/WCCC-1642278725-4997>

#### **Universal Help**

Children and young people have needs that are met within universal provision (such as through their GP or school). All children and young people have a right to universal services, such as maternity services at birth, health visits, schools, and health providers.

#### **Early Support**

Early Support is the help offered to potentially vulnerable children, young people, and their families. The purpose of Early Support is to provide the right support at the right time so that problems are less likely to escalate to a point where the child becomes vulnerable or in need. Early Support is sustainable so that problems are less likely to re-occur.

Early Support does not always mean early years. While research does show that most impact can be made in those crucial first few years of a child's life, Early Support can be needed and put in place at any time and any age.

All school staff must understand the Early Support Assessment Tool and report concerns to the DSL using approved channels (*MyConcern* or green form). The DSL may delegate tasks but retains overall responsibility. Staff should follow safeguarding procedures and seek guidance when concerned about a child's wellbeing, assessing harm by balancing risks and protective factors. Accurate, factual information is essential. All staff must complete safeguarding and Early Support training to recognise when further action or advice is needed.

**Family Help:**

Provides local, multi-disciplinary support tailored to children and families' needs. Professionals from various services may lead, combining early help and Section 17 support (Children in Need).

**Immediate Protection:**

Led by Children's Social Care and/or Police when there is a risk of significant harm. A multi-agency child protection response is initiated.

**Role of the DSL:**

The Designated Safeguarding Lead (DSL) typically has the full safeguarding picture and should respond to concerns, contacting Family Connect or Police when necessary. Children and parents are informed of referrals unless this increases risk or causes harmful delays.

**Referral Process:**

Any staff member can contact Children's Social Care or the Police directly if:

- It's an emergency, and no senior safeguarding staff are available
  - They believe direct action is necessary for the child's safety
- Staff should inform the DSL/Head later, unless doing so increases risk
- **Family Connect (Mon–Thurs, 8:30am–5:30pm / Fri, 8:30am–5:00pm):**  
 01926 414144
  - **Out of Hours Emergency Duty Team:**  
 01926 886922
  - **Urgent Safeguarding Email (if phone unavailable):**  
 [TriageHub@Warwickshire.gov.uk](mailto:TriageHub@Warwickshire.gov.uk)
  - **Immediate Risk – Contact Police:**  
 999
  - **Open case:** Contact the allocated social worker directly
  - **Non-Warwickshire cases:** Use relevant local authority forms and contacts

**Children's Social Care Response (within one working day):**

They will decide whether:

- Immediate protection is required
- A Section 17 (Child in Need) or Section 47 (Significant Harm) assessment is needed

**Follow-Up & Support:**

The school will follow up if no outcome is received or if the child's situation does not improve, using

the Warwickshire escalation procedure. Staff will provide full support for any statutory assessments led by the DSL.

#### **10.0 Child on Child Abuse: Allegations of abuse made against other pupils**

We recognise that children can abuse other children. Abuse will never be tolerated or passed off as banter, just having a laugh or part of growing up, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of child-on-child abuse, that it is more likely that girls will be victims and boys perpetrators. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this safeguarding and child protection policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is a serious, and potentially criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse, or sexual harassment, such as indecent exposure, sexual assault, upskirting, or sexually inappropriate pictures or videos (including the sharing of nudes or semi-nudes, including pseudo-images, which are computer generated images)

**Sharing of nudes and semi-nudes ('sexting')** Our approach is based on guidance from the UK Council for Child Internet Safety (<https://www.gov.uk/government/organisations/uk-council-for-internet-safety>)

#### **Procedures for dealing with allegations of child-on-child abuse**

All our schools have systems in place for children to confidentially report abuse. If a pupil makes an allegation of abuse against another pupil: the allegation must be recorded on *MyConcern* and inform the DSL, but do not investigate it.

The DSL will contact the local authority's children's social care team and follow its advice and the police if the allegation involves a potential criminal offence.

Creating a supportive environment in school and minimising the risk of child-on-child abuse. Staff must report all their concerns, however minor or insignificant they may think they are; they do not need 'absolute proof' that the child is at risk. Even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.

#### **11.0 Impact of abuse**

##### **Emotional and Long-term Effects:**

Child abuse, neglect, and exploitation can leave lasting emotional scars.

While many children recover and lead productive lives, some experience ongoing issues, including:

- Anxiety, depression, and other mental health difficulties
- Self-harm, eating disorders, substance misuse
- Unequal and destructive relationships
- Unfulfilled potential and long-term physical health problems

**Proactive Measures:**

Minimise the risk of child-on-child abuse and foster a supportive reporting environment.

**Action Plan:**

- Challenge derogatory or inappropriate behaviour, including sexualised language and requests for sexual images.
- Be vigilant about gender-specific issues, such as aggressive touching or hazing
- Educate pupils on appropriate behaviour and consent
- Ensure easy and confident reporting of abuse
- Reassure victims they are taken seriously

**Staff Training:**

Recognise signs of child-on-child abuse and respond to reports. Understand that not all who have been abused identify as victims.

- Maintain an attitude that abuse could happen here, even if not reported.
- Act immediately on any concerns about a child's welfare.
- Complete a record of concern using *Myconcern* or a green form
- Be aware of additional barriers for vulnerable children
- Recognise that a child harming another may indicate they are being abused
- Understand their role in preventing and responding to child-on-child abuse
- Consult the DSL with any concerns and seek support if distressed

**12.0 Handling Child Disclosures**

Disclosure of abuse or exploitation by a child is difficult **owing to (changed from 'due to')** shame, fear, and mistrust. Staff must inform the child that disclosed information will be shared. Children are taught about safe and unsafe secrets and the limits of confidentiality. Avoid investigative questions; only ask for necessary clarifications. Inform the child that they will be contacted, if possible, by a staff member or DSL before the day's end. Verbally report the disclosure to the DSL or Head if the allegation is against a staff member. Document the conversation promptly and submit it to the DSL or Head. Reassure the child that they are taken seriously, will be supported, and should not feel ashamed for reporting.

**Victim (Target's) Wishes:**

Consider the young person's preferences for proceeding with investigations, balancing with the school's duty to protect others. Factors include:

- Nature and context of the incident(s)
- Ages and developmental stages of involved children
- Power imbalances
- Patterns of abuse
- Relationships between peers
- Ongoing risks
- Related issues such as child sexual and criminal exploitation

**Notifying parents**

The schools will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively, and the DSL will contact the parent in the event of a concern, suspicion, or disclosure.

Our focus is the safety and well-being of the pupil. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice may be sought first from Children's Social Care, Family Connect in Warwickshire.

**The school can make a referral without having parental consent**

Any member of staff or parent can make a direct referral themselves, but the DSL usually has the most complete picture of the circumstances, so should be consulted if possible.

### **13.0 Preventing Radicalisation**

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

Extremism opposes fundamental British values like democracy, the rule of law, individual liberty, and tolerance. It includes advocating for violence against the armed forces.

Terrorism involves actions that harm people, damage property, or disrupt systems, intended to influence government or intimidate the public for political, religious, or ideological reasons.

Schools must prevent children from becoming involved with or supporting terrorism. Each DSL and all staff will undergo Prevent training every two years and ensure staff are trained to identify at-risk children. Schools will assess local terrorism risks with safeguarding partners and police. Staff should refer to the DfE's guidance: <https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/managing-risk-of-radicalisation-in-your-education-setting>.

The Foundation Prevent Risk Assessment is maintained by the Director of Safeguarding (DOS) and the Foundation's DSLs, and is regularly reviewed by the Safeguarding Governors to ensure continued safety and compliance with relevant statutory requirements.

The Foundation implements appropriate internet filtering and monitoring to ensure pupils' online safety. There is no single way to identify someone susceptible to radicalisation into terrorism. Radicalisation can happen quickly or slowly. Staff should watch for behavioural changes in pupils. The *EducateAgainstHate* website provides resources for identifying radicalisation signs.

**Protecting children from radicalisation and extremism**

- Under Section 26 of the Counter Terrorism and Security Act (2015), schools must prevent children from being from becoming involved with or supporting terrorism, known as the Prevent Duty.
- Schools should address ideological causes of terrorism by building resilience through the curriculum and implementing IT and speaker policies to reduce exposure to radicalising influences.
- Protecting children from radicalisation is part of broader safeguarding duties, similar to protecting them from other harms. The DSL oversees the strategy for this protection.
- Extremism can affect even young children, including exposure at home and online.

**Radicalisation**

Schools have defined responsibilities to ensure that children are safe from terrorist and extremist material when accessing the internet in school. If staff believe someone is in danger of being exploited or becoming radicalised, use the school's safeguarding and duty of care procedures in the first instance to raise concerns. Police or Channel can then become involved if necessary.

Anyone can call the national police **Prevent advice line on 0800 011 3764**, in confidence, to share their concerns with specially trained officers. The advice line is open from 9 am to 5 pm every day. Anyone can also contact the Warwickshire Prevent team by emailing Warwickshire Prevent Officer, Geoff Thomas at [geoffthomas@warwickshire.gov.uk](mailto:geoffthomas@warwickshire.gov.uk)

#### **14.0 Managing Allegations - Abuse of Position of Trust**

Staff must maintain professional and appropriate behaviour towards children at all times. Under the Sexual Offences Act 2003, it is a criminal offence for staff to engage in sexual relationships with anyone under 18 in their care, even if the person is over the age of consent (16), as they are in a position of trust.

If police do not take action, cases are managed through the Foundation's disciplinary procedures and could result in dismissal. Allegations against former staff are referred to the police, with full cooperation from the Foundation. All staff must read and acknowledge the Staff Code of Conduct at the start of and throughout their employment.

##### **Allegation**

An allegation meets the 'harm' threshold if a staff member, volunteer, or contractor:

- Has harmed or may harm a child.
- May have committed a criminal offence against or related to a child.
- Behaved in a way that indicates they may pose a risk to children.
- Behaved in a way that suggests they may be unsuitable to work with children.

Such behaviour indicates risk if the person continues to work with children.

##### **Reporting Allegations or Concerns About Staff/Adults to External Agencies**

Staff can report suspected abuse or neglect directly to Children's Social Care or the Police if necessary for child safety. Alternatively, staff can contact the Warwickshire LADO (01926 745376) to coordinate responses to allegations against individuals working with children. Contact details are displayed on safeguarding noticeboards. Staff can use the NSPCC whistleblowing helpline (0800 028 0285) if they feel unable to raise concerns internally. The helpline operates Monday to Friday, 8:00 am to 8:00 pm, or via email at [help@nspcc.org.uk](mailto:help@nspcc.org.uk). Contact information is available on the NSPCC website and displayed in staff rooms. For further information: See Appendix 4

#### **15.0 Children who may be particularly susceptible**

Certain children are more vulnerable to abuse and neglect due to factors like social exclusion, prejudice, communication difficulties, and specific personal or family circumstances. Risky behaviours such as drug use, truancy, sexting, and child-on-child (e.g. bullying, sexual harassment, or gender-based violence) increase safeguarding concerns.

##### **Particularly vulnerable groups include:**

- Children with Special Educational Needs and Disabilities (SEND)
- Children with mental health needs
- Those facing communication barriers
- Children involved in risky behaviours

**Children with Special Educational Needs and Disabilities (SEND)** may face safeguarding challenges. They are more likely to experience abuse or neglect and may have difficulty recognising, reporting, or communicating concerns. Their behaviour may be misinterpreted, and they may be more vulnerable to isolation, bullying, and exploitation, particularly online. Communication barriers may reduce cognitive understanding, and challenges with emotional regulation can sometimes mask safeguarding indicators.

**Children with SEND** may face additional safeguarding challenges due to:

- Misinterpretation of their behaviour
- Increased risk of isolation and bullying
- Communication and cognitive difficulties
- Challenges understanding online content

Staff, especially the DSL and SENCO, work closely to identify risks, provide appropriate support, and ensure safeguarding measures are accessible and inclusive. Staff receive training to recognise and respond to these barriers. Safeguarding information is made accessible to children and families with communication needs or disabilities.

### **Safeguarding and Mental Health**

- Mental health issues can signal abuse, neglect, or trauma.
- Only trained professionals should diagnose mental health conditions, but school staff are well placed to observe behavioural changes and raise concerns.
- A *whole-school approach* to mental well-being includes prevention through PSHEE, early intervention, counselling, and referral to external services (e.g. RISE CAMHS).

Mental health concerns in children can be indicators of abuse, neglect, exploitation, or trauma. These experiences can have lasting impacts on a child's emotional well-being, behaviour, and education. While only trained professionals can diagnose mental health disorders, school staff play a crucial role in identifying early warning signs through daily interactions and observations of changes in behaviour or mood.

### **School Responsibilities**

- Staff should be alert to mental health concerns as possible safeguarding issues.
- Risk behaviours such as drug use, alcohol abuse, truancy, and sexting increase vulnerability.
- Child-on-child abuse can include:
  - Bullying (including cyberbullying)
  - Gender-based violence or sexual assaults
  - Teenage relationship abuse
  - Upskirting and sexual harassment
  - Hazing rituals
  - Youth-produced sexual imagery

Safeguarding information should be accessible to all families, including in community languages and alternative formats for those with communication needs.

### **Mental Health Support in Schools**

A whole-school approach to emotional well-being includes:

- **Preventative education** through PSHEE and pastoral care
- **Early interventions** such as:
  - Monitoring student well-being
  - Signposting to self-help resources
  - Support from pastoral staff, school nurse, or counsellor
- **Higher-level interventions**, including:
  - School-based counselling
  - Referrals to external services like CAMHS (RISE)
  - Support from the Mental Health Lead, SENCO, or Head of Learning Support

#### **Key Support and Resources for Children who may be particularly susceptible**

- **SEND Code of Practice: 0 to 25 years**
- **Supporting Pupils at School with Medical Conditions**
- **Mental Health and Behaviour in Schools (2018)**
- **Promoting Children and Young People's Emotional Health and Wellbeing**
- **RISE (CAMHS) Navigation Hub Referral Info**
- **Find your local SENDIASS service: <https://councilfordisabledchildren.org.uk/>**
- **Mencap – Learning Disabilities Advice and Support**
- **Promoting Children and Young People's Emotional Health and Well-being**
- **RISE (CAMHS) School Referral Form**
- **RISE Navigation Hub: 0300 200 2021 (Monday to Friday, 8am–6pm)**

#### **16.0 Self Harm**

Self-harm is any act of intentional self-injury or self-poisoning. Examples include:

- Self-cutting
- Taking an overdose
- Swallowing objects or poisons
- Hitting or bruising
- Self-strangulation with ligatures
- Burning

Self-harm is common in young people: at least 10% report having self-harmed. It is more common in females than males, especially in early adolescence. Self-harm is much less frequent in younger children, but under the age of 11, self-harm is more common in boys than in girls. Self-harm may present somewhat differently in this age group; for example, scratching, picking scabs, head-banging, and other forms of self-injury or reckless behaviour.

##### **Finding out about self-harm**

Young people often hide their self-harm, but there are many signs that they may be self-harming. These include:

- Unexplained cuts, burns or bruises
- Keeping themselves covered; avoiding swimming or changing clothes around others

- Signs of self-harm may be similar to signs of physical or other abuse. For example, cigarette burns or bruises could be inflicted by the young person or by someone else, so it may be hard to know the reason behind a given sign
- Other non-specific signs of self-harm (which may also relate to other mental health problems) include:
  - Becoming withdrawn or isolated
  - Low mood; lack of interest in usual activities; lowering of academic grades
  - Sudden changes in behaviour e.g. becoming irritable, angry, or aggressive
  - Excessive self-blame for problems, expressing feelings of failure, uselessness, or hopelessness

For support if you notice a child has self-harmed or a child self-harms at school, refer to the flowchart in Appendix 7.

### **17.0 Attendance**

The Foundation recognises that full attendance at school is important to the well-being of all children and enables them to access the opportunities made available to them at school. DfE attendance guidance is now mandatory, and school staff must be aware that absence may trigger safeguarding concerns and that social care **must** be involved if required.

Attendance is monitored closely, and we address poor or irregular attendance without delay, and if necessary, working in partnership with the Warwickshire Attendance Service (or equivalent for other authorities) when patterns of absence give rise to concern. Early Support/Family Help is recommended to support families with attendance concerns at the emergence of an issue to prevent escalation. Each School's **Attendance policy** is set out in a separate document and is reviewed regularly by the governing body.

### **18.0 Children who are absent from Education**

All children are legally entitled to a suitable full-time education. Regular school attendance is crucial for safeguarding, as children who are absent from Education or with persistent unexplained absences are more vulnerable to risks such as neglect, abuse, exploitation, radicalisation, and mental health issues. Staff should be alert to warning signs, including prolonged or repeated absences, as they may indicate serious safeguarding concerns like criminal or sexual exploitation, especially county lines. Absence patterns can also highlight risks for children already known to social services. Schools play a key role in identifying and responding to these issues early to prevent further harm.

The Foundation operates following DfE statutory guidance, [Children Missing Education \(2016\)](#) (for further information, see Appendix 8.)

### **19.0 Helping Children Understand and Recognise Risk and Identify Available Support**

Schools must educate all pupils, especially vulnerable children, abuse victims, and those with SEND, on safeguarding, including online safety, as part of a comprehensive and needs-based curriculum.

Through PSHEE, sex and relationships education, and wider school activities, children are taught to recognise, manage, and seek help regarding risks, which promotes responsible behaviour.

Regular lessons address the risks associated with online content sharing and cyberbullying, encouraging pupils to raise concerns with staff.

Children learn about the legal and emotional risks of sharing indecent images, even in consensual or "experimental" contexts. Staff are trained to identify and report concerns.

Staff will speak with children and usually inform parents unless doing so increases risk. Children under 13 cannot legally consent to sexual activity; such cases are referred to the police.

**Personal Safety Programmes:**

- Warwick Prep and Warwick Junior use the 'Taking Care' programme
- Kingsley Prep and Senior Schools implement Protective Behaviours to develop safety awareness and resilience

**Health & Relationships Education:** Delivered usually using the Jigsaw Programme and/or PSHEE Association materials, covering:

- Consent
- Healthy relationships
- Exploitation
- Sexting/YPSI
- Bullying
- Substance misuse
- Gang activity
- Fundamental British values

The approach aims to equip children with the knowledge, confidence, and support to stay safe in all aspects of life.

**20.0 Children who are lesbian, gay, bi, or gender questioning (LGBT)**

LGBT+ children can be targeted by peers, including those perceived as LGBT+. The risk increases if they lack a trusted adult to confide in. Staff should work to reduce these barriers and provide a safe space for LGBT+ pupils to share concerns. Children are encouraged to speak to pastoral staff or trusted adults, who should relay relevant safeguarding information to the DSL/DDSL overseeing inclusion. Staff can also seek advice on supporting LGBT+ students. LGBT+ inclusion is part of the statutory education curriculum, and resources are available to combat homophobic, biphobic, and transphobic bullying, with contact information provided for pupil support.

KCSIE states that staff should take a cautious approach to supporting a gender-questioning child, taking into account the broad range of the individual's needs, with the support from their parents and consider how to address wider vulnerabilities, such as the risk of bullying. It's also important for staff to create a culture where pupils can speak out or share any concerns with staff.

*This section remains under review pending guidance from the DfE; therefore, the Foundation is unable to signpost staff and parents to any additional information.*

**21.0 Staff reporting safeguarding concerns, including both low-level concerns and allegations, about a colleague, themselves, or another adult who works with children (including whistleblowing)**

The Foundation's Governing Body ensures ongoing vigilance to prevent abuse and address inappropriate behaviour by promoting a culture of openness, trust, and transparency, guided by clear values and expectations outlined in its Staff Code of Conduct Policy which staff can access in the **HR**

**and Staff Policies section of Our Foundation Hub** (based on *Guidance for safer working practice for those working with children and young people in education settings* (May 2019).

All staff must understand procedures for reporting behaviour/conduct, and safeguarding concerns about colleagues and prioritising child welfare. This applies to everyone working in or for Foundation Schools, including paid, unpaid, permanent, and temporary staff. Staff must report any concerns about inappropriate behaviour, conduct or concerns relating to a staff member and a child as soon as possible to maintain a safe environment. Reports can initially be made in confidence to the Head/Bursar/Director of Safeguarding.

Concerns may relate to an adult's behaviour outside of work and can arise from various sources, including suspicions, complaints, disclosures, or vetting checks. Examples include arrests for possession of a weapon or close associations with individuals posing risks to children. Concerns reported to the School can relate to an adult's relationships with others if they have behaved in a way in their personal life that raises safeguarding concerns. These concerns do not have to directly relate to a child.

A 'low-level' concern, though seemingly minor, involves any behaviour inconsistent with the Foundation Staff Code of Conduct but not severe enough for a referral to the Local Authority Designated Officer (LADO), however several lower-level concerns or a displaying pattern of behaviour by a staff member may be referred to LADO for advice to see whether collective concerns meets the LADO threshold.

Such concerns include being overly friendly with children, having favourites, engaging privately with a child, humiliating a child, or using inappropriate language. These should be reported using the yellow form online system.

Staff are not expected to determine whether a concern qualifies as a low-level concern or meets the threshold for an allegation. Their responsibility is simply to report any matter they believe may be a concern. It is then the role of the appropriate Head, Bursar, Director of Safeguarding, or Governor to assess the situation and decide whether it meets the harm threshold and is addressed as either a low-level concern or an allegation. This section of the policy should be read in conjunction with the current statutory guidance KCSIE (2025) Part 4, Section 2.

## **22.0 Site Security**

We take the safety and well-being of pupils, staff, and visitors seriously, and aim to keep our school environment secure and welcoming. Sensible site security measures help us manage access, reduce risks, and make sure everyone feels safe while at school.

- Visitors are required to sign in at Reception, wear identification badges, and be escorted where necessary
- CCTV is in operation in key areas to support safety and deter unauthorised access, in line with GDPR and data protection policies
- All visitors must report to Reception on arrival, sign in using the school system, and wear a visible visitor lanyard at all times
- Visitors without a valid DBS clearance will be accompanied by a member of staff while on site
- Staff are trained to challenge anyone not wearing a school ID badge or visitor lanyard
- All staff must wear ID badges during school hours.

- Deliveries are accepted at designated times and locations to minimise disruption and avoid unnecessary access to pupil areas
- Contractors working on site during the school day must have appropriate safeguarding checks or be supervised in line with the school's safeguarding protocol
- All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe
- Fencing, gates, and other physical barriers are regularly inspected any damage or security breaches must be reported immediately to the Director of Facilities and/or Facilities Site Manager, Health and Safety Manager, and/or DSL
- Lockdown, fire, and evacuation procedures are in place and practised regularly with staff and pupils
- All staff are aware of their responsibilities in the event of an emergency and receive annual training

For further information, see the DfE guidance, *Protective security and preparedness for education settings* (April 2025)

### **23.0 Behaviour Management**

Each School's Child Behaviour Policy is set out in a separate document and is reviewed regularly by the Governing Body. It is shared with all staff before they start working with children as part of their induction, via the eLearning platform. The policy is transparent to staff, parents, and pupils.

This Safeguarding and Child Protection Policy is clear that members of staff should not be in physical contact with pupils. There are extremely limited circumstances in which this is permitted, and these are detailed in the Child Behaviour Policy. Staff must be familiar with these details and have received specific training, e.g., restraint.

### **24.0 Searching, Screening, and Confiscation**

Individual school policies should be read in full before a search is considered. Due regard is given to the DfE guidance: [Searching, Screening and Confiscation: advice for schools](#)

If the member of staff considers a search to be necessary but is not required urgently, they will seek the advice of the headteacher, DSL (or deputy), or pastoral member of staff who may have more information about the pupil. The DSL should liaise with the head and members of staff authorised to search to inform them of issues, especially ongoing inquiries under section 47 of the Children Act 2004 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the [Statutory guidance - PACE Code C](#). During this time, the child will be supervised and kept away from other pupils.

A member of staff's power to search outlined above does **not** enable them to conduct a strip search (removing more than the outer clothing), and strip searches on school premises shall only be carried out by police officers by the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Whilst the decision to carry out a strip search and the search itself are police matters, school staff still have a duty of care to any child involved and should always advocate for the child's wellbeing.

School staff will always consider whether introducing the potential for a strip search through police involvement is necessary and should always ensure that all other appropriate, less invasive routes have been explored. An appropriate adult should be involved in all searches at school that involve police so that child wellbeing can be considered.

## **25.0 Record keeping, confidentiality, and information sharing**

Staff and Governors should use the DfE's data protection guidance for schools to help comply with data protection law. They will:

- Develop data policies and processes
- Know what staff and pupil data to keep
- Follow good practices for preventing personal data breaches  
(see Appendix 12 for Data Protection Act 2018 and further information on data protection)

The schools will maintain safeguarding (including Early Support) and Child Protection records by the guidance document [Child Protection Record Keeping Guidance](#) (2020).

Each school will:

- Keep detailed, chronological records of concerns about children, their resolution and the rationale for any decisions made, even if not immediately referred to Children's Social Care
- Ensure records are secure and transferred separately from the main pupil file when a child moves, with confirmation of receipt obtained
- Consider sharing relevant information with the new school in advance to support the child's transition
- Ensure incoming records are reviewed by the DSL, Deputy DSLs, and key staff when a child transfers in
- Maintain these records independently from the child's main file, accessible only to the DSL and necessary school leaders
- Staff will use the *MyConcern* system to record observations or concerns, or Green Forms if *MyConcern* is unavailable. Visitors and contractors will use Green Forms, which will be uploaded by a trained staff member.
- Safeguarding records are part of a child's pupil record, and parents can request access, subject to GDPR to protect individuals from significant harm.

### **Confidentiality and information sharing**

The schools will manage and share confidential information about children in line with [Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents, and carers](#) (HMG 2018)

All staff will understand that safeguarding and child protection issues warrant high confidentiality, not only out of respect for the child, family, and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

## **26.0 Extended school and off-site arrangements**

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements.

Where extended school activities are provided by and managed by the school, the school's safeguarding and child protection policy and procedures apply. If other organisations provide services or activities on the school site, the school will check that those organisations have appropriate procedures in place. DSLs for Holiday Action and Swim School take responsibility for ensuring that robust procedures are in place to confirm attendance and swift reporting of non-attendance and

children going missing from Holiday Action and Swim School at any time when they should be there. The DSLs for Holiday Action and Swim School will also ensure that effective quality assurance arrangements are in place to monitor the ongoing effectiveness of all safeguarding arrangements that the children's Holiday Action and Swim School provision have in place.

When school children attend off-site activities, including day and residential visits, volunteering, and work-related activities, the school will check that effective safeguarding, child protection, and whistleblowing arrangements are in place, and that necessary vetting has been undertaken, where appropriate.

## **27.0 Photography and images**

Most people take or view photographs or videos of children for innocent reasons, but some misuse images, so schools implement safeguards. To protect pupils, staff will seek consent from children and parents, only take appropriate images, ensure children are dressed appropriately, and encourage children to voice concerns about images.

For publicity, schools will avoid naming children, when possible, use first names, if necessary, avoid using names and images together, determine retention and use duration, and store images securely. Only school-owned equipment will be used to record and store images taken by staff or volunteers. Parents can photograph their children during school activities but must not photograph groups in EYFS or publish photos of other children. Staff, visitors, and volunteers cannot use personal devices or cameras to photograph EYFS children. For this reason, personal mobile phones or cameras are not to be used in the Prep School in areas where children may be present. Smart Watches must also be disabled/put into flight mode when working with EYFS children. Photos taken by staff using school equipment are for developmental records, password-protected and deleted from devices after printing.

Visiting practitioners must follow the same restrictions as staff and volunteers regarding recording and storing images of children. However, some professionals may record images of the premises for professional purposes and to support the school, e.g., professionals providing advice or preparing quotations for work such as maintenance, health, safety, and building.

## **28.0 Online Safety**

Children frequently use devices and the internet for communication, learning, and entertainment, but these technologies also pose significant safeguarding risks. Children must be protected from harmful and inappropriate online material. A whole-school approach to online safety helps educate and protect pupils, and staff in their use of technology, while establishing systems to identify, respond to, and escalate concerns when needed. Online safety risks fall into four main categories:

**Content** – Exposure to illegal, inappropriate, or harmful material, such as pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news), and conspiracy theories. – added in per KCSiE 2025

**Contact** – Harmful online interactions with others, including peer pressure, commercial advertising, and adults posing as children or young people to groom or exploit them sexually, criminally, financially, or otherwise.

**Conduct** – Online behaviours that may cause harm or increase risk, such as making, sending, or receiving explicit images (including consensual and non-consensual sharing of nudes, semi-nudes, or pornography), sharing explicit content, and online bullying.

**Commerce** – Online commercial risks include gambling, inappropriate advertising, phishing, and financial scams.

Schools use filtered networks (e.g., Smoothwall) and manage device use through policies like BYOD guidelines and Acceptable Use Policies. They restrict access to inappropriate websites and prevent circumvention via hotspots or VPNs. Where filtering is not possible (e.g., 3/4/5G use), pastoral education on online safety is provided through PSHEE and assemblies.

Children are not allowed to access social networking sites in school, and staff are trained to report online risks as they would any safeguarding issue. Schools also work closely with parents to promote safe internet use at home, encouraging parental controls and regular communication about online activities and expectations. All online systems must comply with data protection and GDPR laws.

The following resources, plus many more listed in Annex B (KCSiE 2025) may also help schools understand and teach about safeguarding:

- DfE advice for schools: *teaching online safety in schools*
- DfE guidance on *Generative artificial intelligence (AI) in education* (June 2025)
- IWF: Professional Guides: *Understanding and Responding to AI-Generated Child Sexual Abuse Material*
- UK Council for Internet Safety (UKCIS) guidance: *Education for a connected world*
- UKCIS guidance: *Sharing nudes and semi-nudes: advice for education settings working with children and young people*
- The UKCIS external visitors' guidance will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors
- National Crime Agency's CEOP education programme: '*Thinkuknow*'
- UK Health Security Agency and the Office for Health Improvement and Disparities (OHID)
- Harmful online challenges and online hoaxes - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers, and where to get help and support.

### ***Using AI Safely and Effectively in Education***

The use of generative AI across the Foundation must prioritise the safety of all our users, especially our pupils, including those who have turned 18. All AI use should be carefully assessed for benefits and risks, with mitigation plans in place for unauthorised or harmful use (e.g. fake emails or fake image generation). All AI use should have a defined, beneficial purpose that justifies the risks. The Foundation can choose how to use AI, whether with staff only, for admin tasks, or in specific subjects or with specific age groups, with suitable safeguards. Pupils should only use AI tools under close supervision, with safety filters and monitoring systems in place.

### ***Compliance and Safeguarding, the Foundation will:***

- Follow the age restrictions of AI tools
- Integrate AI into online safety and safeguarding policies and staff and pupil acceptable use policies
- Consult the Keeping Children Safe in Education guidance (KCSiE)

- Refer to AI product safety expectations and filtering, and monitoring standards
- Ensure all AI use aligns with statutory responsibilities to protect students
- Ensure that appropriate Data protection measures and mitigations are in place

For further information, see the **Foundation Use of Artificial Intelligence (AI) Policy**

## **29.0 Mobile Phones, Computers, and Tablets**

Children's mobile phones should be switched off and put away during the school day or other school activities unless their use is directly supervised by a member of staff and for a specific purpose. Pupils at both King's High and Warwick School store their phones in a lockable pouch which can be placed either in the child's school bag or their locker. All students should refer to the **Foundation Acceptable Use Policy**.

All staff in Foundation Prep Schools are not allowed to use their phones in areas where pupils are present.

The rapid development of, and widespread access to, technology has provided a new medium for 'indirect' bullying, which can occur in or outside school: cyberbullying is a different form of bullying because it can happen at all times of the day and night, with a potentially bigger audience as people forward on content. More information on cyberbullying, including tips on dealing with it can be found at: <https://www.bullying.co.uk/cyberbullying/what-is-cyberbullying/> Online bullying and sexting by children will be treated as seriously as any other type of bullying and will be managed through each School's anti-bullying procedures (see '*Youth produced sexual imagery ('sexting')*' in Section 28 below). Serious incidents are managed in line with child protection procedures.

The **Foundation Director of Digitally Enabled Learning, Jenny Parkinson-Mills**, meets with the coordinators from each school and DSLs, Director of Safeguarding and Safeguarding Governors to discuss digital learning (including AI), online safety and filtering, and each school's monitoring responsibilities.

## **30.0 Filtering and monitoring**

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, governing bodies should be doing all that they can to limit children's exposure to the above risks from each school's IT system. As part of this process, governing bodies should ensure the schools have appropriate filters and monitoring systems in place and regularly review their effectiveness. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place, manage them effectively and know how to escalate concerns when identified. Governing bodies should consider the age range of their children, the number of children, how often they access the IT system, and the proportionality of costs versus safeguarding risks. The Foundation has a Filtering and Monitoring Policy that highlights an annual review of Filtering and Monitoring to identify any gaps in the current provision. Safeguarding Governors regularly meet with the Foundation Director of Digitally Enabled Learning and Director of Safeguarding to check filtering and monitoring processes are in place and discuss the annual review to assess their effectiveness. Filtering and Monitoring systems are reported termly at the Governors Safeguarding Committee.

The appropriateness of any filters and monitoring systems is a matter for individual schools and will be informed in part, by the risk assessment required by the [Prevent Duty](#). To support schools and colleges in meeting this duty, the Department for Education has published filtering and monitoring standards <https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges> which set out that schools and colleges should:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provisions at least annually
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet their safeguarding needs. Governing bodies and proprietors should review the standards and discuss with IT staff and service providers what more needs to be done to support schools in meeting these standards.

### **31.0 Bullying, child-on-child abuse, sexual harassment, and harmful sexual behaviour**

The Foundation believes that all children have a right to attend school and learn in a safe environment. Children should be free from harm, both from adults and other students in the school. Incidents of bullying, child-on-child abuse, and harmful sexual behaviour will be treated in the same way, whether they occur on the Foundation site or beyond.

Children may be harmed by other children or young people. All staff recognise that children can abuse other children and are trained to understand and implement their school's policy and procedures regarding child-on-child abuse. They know it is important to challenge abusive behaviour between children/ young people and that any concerns must be reported to the DSL. All child-on-child abuse is unacceptable and will be taken seriously. Children are reminded regularly that there is always someone they can talk to about abusive behaviour from other children or young people and that they will be listened to, and their concerns will be taken seriously.

#### **Bullying**

Bullying is a serious issue that can cause children considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's well-being and in rare cases has been a feature in the suicide of some young people.

All incidents of bullying, including cyber-bullying and prejudice-based bullying must be reported and will be managed through each **School's Anti-bullying Policy**, which can be accessed on the school's website. All children and parents receive a copy of the procedures for joining the school and the subject of bullying is addressed at regular intervals in PSHEE education. All members of staff receive a copy of their **School's Child Behaviour Policy**, which contains the anti-bullying procedures, as part of their induction and are trained to be aware of the harm caused by bullying and to respond to all incidents of bullying and child-on-child abuse proactively.

Abuse is abuse and the Foundation adopts a zero-tolerance approach to abuse, it should never be tolerated, minimised, or dismissed as 'just banter,' 'just having a laugh,' 'just part of growing up' or 'boys being boys' or 'girls being girls' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Different gender issues can be prevalent when dealing with child-on-child abuse, for example, girls being sexually touched/assaulted or boys being subject to initiation/hazing-type violence. Whilst mindful of the vulnerability of women and girls to violence, it is also recognised that boys, as well as girls, can be abused by members of the opposite as well as the same gender group. All child-on-child abuse is unacceptable and will be taken seriously.

We recognise that some students will sometimes negatively affect the learning and well-being of others and their behaviour will be dealt with under each School's Child Behaviour Policy. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

The Foundation recognises that its boarding pupils are unique in many ways and that one of these is that, unlike their day pupil counterparts, they may not be able to escape their bullies for long periods and indeed may be subject to bullying due to their status as a boarder. The strategies and policies in place at the Foundation reflect these concerns as appropriate.

Occasionally, allegations may be made against students by others in the school. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, and sexual exploitation. Members of staff to whom such allegations are made and/or who become concerned about a pupil's sexualised behaviour, including any known online sexualised behaviour, should record their concerns in the usual way on *MyConcern* or a Green Form and report them to the DSL as soon as possible, as with any other safeguarding concern. It is likely that for an allegation or concern to be addressed under safeguarding procedures, some of the following features will be found. The allegation or concern:

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

Staff receive training to recognise and understand the wider environmental factors and context within which child-on-child abuse occurs and its impact on children. Such factors may include the potential for bullying and child-on-child abuse to take place across several social media platforms and services; and for things to move from platform to platform online. Each School will also consider the potential for the impact of the incident to extend further than their School's local community (e.g., for images or content to be shared around neighbouring schools/colleges) and for a victim (or alleged perpetrator(s)) to become marginalised and excluded by both online and offline communities. There is also the strong potential for repeat victimisation in the future if abusive content continues to exist somewhere online. Online concerns can be especially complicated. Support is available from The UK Safer Internet Centre at 0344 381 4772 and [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk) and the [Internet Watch Foundation](https://www.internetwatchfoundation.org/).

### **Child-on-Child Sexual Violence and Sexual Harassment (SV/SH)**

Sexual violence and harassment can happen between any children, of any age or gender, in any school setting—primary, secondary, or college—and can involve individuals or groups. It may occur in person

or online, physically or verbally. Staff must always adopt the mindset *that it could happen within our Foundation schools*, even if there are no current reports.

Key points:

- Abuse may go unreported; vigilance is essential.
- These behaviours exist on a continuum and may overlap.
- Staff should be aware that girls are more often victims and boys **are more often (added in)** perpetrators.
- Victims must always be taken seriously, supported, and never made to feel at fault or like they're causing trouble by reporting.

Abuse can involve children from different schools. In such cases, DSLs from each school will work together with parents, police, and children's services to ensure the victim is supported.

Staff should refer to **KCSIE 2025 Part Five** and **Appendix 14** for full guidance on handling, reporting, and recording incidents.

### **Harmful Sexualised behaviour**

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour displayed by children and young people which is harmful or abusive. Child-on-child sexual abuse is a form of HSB where sexual abuse takes place between children of a similar age or stage of development.

Problematic sexual behaviour (PSB) is developmentally inappropriate or socially unexpected, sexualised behaviour that doesn't have an overt element of victimisation or abuse. Reports of HSB or PSB will be shared with the DSL and/or pastoral staff and recorded using *MyConcern*. A trained member of staff will be allocated to support the young person and their family. A referral into Early Support or Children's Services will be decided, depending on the seriousness of the incident, and the level of risk assessed for both the 'alleged perpetrator' and 'alleged victim' if there is another child involved.

### **32.0 Youth-produced sexual imagery ('sexting')**

Schools must follow **DfE guidance** when managing incidents of youth-produced sexual imagery (YPSI), prioritising pupil welfare while avoiding unnecessary criminalisation. Key documents include:

Sharing nudes and semi-nudes (UKIS) December 2020 (updated March 2025).

Searching, screening, and confiscation - Advice for Heads, school staff and governing bodies (DfE 2025).

Sharing sexual images of oneself or peers is illegal, but responses aim to support and educate rather than punish.

All incidents must be referred to the DSL. If a device contains indecent images, staff must **not view or print** them. The device should be confiscated and passed to the DSL immediately.

#### **DSL Responsibilities:**

Assess the situation to determine whether external agencies (Police, Children's Social Care) need to be involved, especially if there is a **risk of harm or involvement of children under 13, or sexual acts or coercion**.

Distinguish between:

- **Experimental incidents** (curiosity or poor judgement)
- **Aggravated incidents** (coercion, bullying, widespread sharing, adult involvement)

- In severe cases, a **multi-agency Child Exploitation (MACE)** meeting may be held

**Avoid viewing unless absolutely necessary.** The DSL may view imagery only if:

- It is essential to decide whether to involve agencies
- Required for reporting/removal from a website/app
- Unavoidable due to direct presentation or discovery

The decision must be agreed upon with Family Connect. Viewing is done only by the DSL or Deputy DSL, ideally with a **staff member of the same sex** as the student in the image. Another staff member must be present in the room. Viewing occurs on **school premises**, ideally in the Head's or DSL's office. All actions must be recorded in the safeguarding file, signed and dated, in line with KCSIE standards. If no external agency action is needed, schools may **delete images** from devices and online platforms to prevent further distribution. This approach supports the safeguarding and education of young people while ensuring proportionate, legal responses to YPSI incidents.

### **33.0 Serious Violence**

All school staff are made aware of indicators that children are at risk from or are involved with serious violent crime; and are trained to record and report any concern about children at risk of or involved in perpetrating serious violence as with any other safeguarding concern. Indicators may include increased absence, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts could also indicate that children have been approached by or are involved with individuals associated with criminal gangs and/or criminal exploitation.

**34.0 Contextual Safeguarding** Safeguarding incidents and/or behaviours can be associated with factors both outside children's home environments and outside school; and/or can occur between children outside the school. The DSL, deputy DSLs, and all staff will consider the context within which such incidents and/or behaviours occur. Contextual safeguarding means that assessments of children should consider wider societal factors beyond school and present in a child's life that are a threat to their safety and/or welfare. Staff will listen to children and be vigilant about any signs or indicators that would suggest children may be at risk in the community and will share intelligence with the Police to prevent children from suffering harm. The school will provide as much information as possible when asked to do so as part of a police investigation and/or when making referrals to Children's Social Care, thus allowing any investigation or assessment to consider all the available evidence and the full context of any abuse. Staff receive regular input regarding contextual safeguarding (including areas of safeguarding specific to the location of the school). This information is enhanced by data on reported crimes by Warwickshire Police through communication with other schools within the local and neighbouring community.

### **35.0 Exploitation**

**Child Sexual Exploitation (CSE)** is a form of child sexual abuse. **Child Criminal Exploitation (CCE)** is a form of child abuse. Both occur when an individual or group takes advantage of an imbalance of power

to coerce, manipulate, or deceive a child or young person under the age of 18 into sexual and/or criminal activity. It may involve:

- an exchange for something the victim needs or wants
- and/or for the financial or other advantage of the perpetrator(s)
- and/or the increased status of the perpetrator/facilitator
- and/or through violence or the threat of violence
- grooming behaviour

The victim may have been sexually and/or criminally exploited even if the sexual/criminal activity appears consensual. CSE and CCE do not always involve physical contact; they can also occur using technology. CSE and CCE can affect any child or young person, female, or male, under the age of 18 years, including 16- and 17-year-olds who can legally give consent to have sex.

**Sexual Exploitation** 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 may have created and posted on social media). CSE is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to other criminal activity including trafficking and illegal drugs. Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, markets, and seaside towns.

**Criminal Exploitation** of children often involves force, enticement, and violence or threats, creating a power imbalance favouring the exploiters. This exploitation can be committed by individuals or groups, regardless of gender or age, and the power imbalance can stem from factors such as age, gender, cognitive ability, physical strength, status, and access to resources. Children may be lured into exploitation through offers of friendship, gifts, drugs, alcohol, and sometimes accommodation, and may be coerced into carrying weapons for protection.

The experiences of criminally exploited girls can differ from those of boys, and both are at risk of sexual exploitation. Staff are trained to recognise and report signs of exploitation (see Appendix 16 for indicators). Schools educate children about consent and the risks of exploitation through the PSHEE and RSE curriculum. Children often do not recognise the coercive nature of their relationships and may resist staff intervention, but staff must act on their concerns as with any abuse.

All concerns about exploitation must be reported to the DSL immediately, who may refer the case to Children's Social Care, Family Connect in Warwickshire. A Multi-Agency Child Exploitation (MACE) meeting may be convened, where the school will share information, and parents and children will be invited to attend.

### **36.0 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 forms 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 the compliance of victims.

Children can easily become trapped by this type of exploitation and become victims of modern slavery as County Lines gangs create drug debts and can threaten serious violence and kidnap victims (and their families) if they attempt to leave the County Lines network.

For further information see [County Lines Guidance \(2018\)](#) or [County Lines Toolkit for Professionals - The Children's Society](#) in partnership with Victim Support and National Police Chiefs' Council.

### **37.0 'Honour-based' abuse and violence**

So-called 'honour-based' abuse (HBA) encompasses crimes that have been committed to protect or defend the honour of a family and/or community. Such crimes include Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. Staff will be alert to the possibility of a child being at risk of HBA or already having suffered HBA. All forms of so-called HBA are abuse (regardless of the motivation) and staff will record and report any concerns about a child who might be at risk of HBA to the DSL as with any other safeguarding concern. The DSL will consider the need to make a referral to the Police and/or Children's Social Care as with any other child protection concern; and may also contact the Forced Marriage Unit at 020 7008 0151 or via email at [fm@fco.gov.uk](mailto:fm@fco.gov.uk) for advice, as necessary. Multi-agency statutory guidance for dealing with forced marriage can be found at [The Right to Choose: government guidance on forced marriage](#).

### **38.0 Female Genital Mutilation**

FGM is a form of child abuse involving partial or total removal of external female genitalia for non-medical reasons. It causes severe physical and psychological harm with no health benefits. FGM is illegal in England, Wales, and Northern Ireland under the FGM Act 2003. Maximum penalty: 14 years imprisonment, a fine, or both.

#### **Mandatory Reporting Duty**

Teachers must report directly to the police if they discover that FGM appears to have been carried out on a girl under 18. This statutory duty is personal and cannot be delegated. Teachers should also inform the DSL, unless there's a valid reason not to. A referral will also be made to Warwickshire Safeguarding or relevant Children's Services.

FGM risk can apply at any age, from infants to adult women. Staff are trained to identify risk indicators, especially around extended holidays abroad (e.g., during summer breaks).

[Government guidance on mandatory reporting \(2015, updates 2020\)](#)

#### **Signs FGM May Have Occurred**

- Difficulty walking, sitting, or standing.
- Long bathroom visits or problems urinating.
- Menstrual, stomach, or bladder issues.
- Absences from school and changes in behaviour, **particularly following a visit from abroad added in**
- Reluctance to have medical exams.
- Disclosures or complaints of pain in the genital area, often vague or embarrassing.

### **Concerns About Risk (Prevention)**

If a girl is suspected to be at risk of FGM, staff must:

- Record the concern.
- Inform the DSL, who will consult Family Connect and report to the police if necessary.

### **Breast Ironing/Flattening**

Breast ironing or flattening is the process during which young pubescent girls' breasts are ironed, massaged, flattened, and/or pounded down over a period of time (sometimes years) for the breasts to disappear or delay the development of the breasts entirely. Girls aged between 9 and 15 have hot pestles, stones, or other implements rubbed on their developing breasts to stop them from growing further. In the vast majority of known cases, breast ironing is carried out by mothers or grandmothers and the men in the family are unaware. Breast ironing is a form of physical abuse. Staff or volunteers worried about the risk of breast ironing should report their concerns to the DSL immediately, who will contact Family Connect. If staff or volunteers are concerned that a student is in immediate danger, they should contact the police immediately by calling 999. The DSL will contact the Foreign and Commonwealth Office if the student has been taken abroad: Telephone – 020 7008 1500

### **39.0 Forced marriage**

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual, and emotional pressure. It may also involve physical or sexual violence and abuse.

A forced marriage is different from an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether to accept the arrangement remains with the prospective spouses.

In a forced marriage situation, children may be married at a very young age, and well below the age of consent in England. School staff will be particularly alert to suspicions or concerns raised by a child about being taken abroad and not being allowed to return to England.

Since February 2025 the change to the Marriage Act 1929 and the Civil Partnership Act 2004, raises the legal marriage age to 18 years old. 16 to 17-year-olds are no longer able to marry or enter a civil partnership under any circumstances, even with parental or judicial consent.

(see <https://www.gov.uk/forced-marriage> for further information). When responding to concerns regarding Forced Marriage, advice can be sought from the [Forced Marriage Unit](#): Telephone - (0) 20 7008 0151 Email - [fm@fcdo.gov.uk](mailto:fm@fcdo.gov.uk)

### **40.0 Children in Care, previously Children in Care or children who have a social worker**

The most common reason for children becoming children in care is because of abuse or neglect. Children who were previously children in care potentially remain susceptible. Schools should consider extra pastoral support and attention for these children, along with ensuring any appropriate communication support is in place. Each School ensures that staff have the necessary skills and understanding to keep children in care and children previously in care safe and ensures that appropriate staff have information about a child in care status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. There is a designated teacher in each school for children in care and previously children in care and the DSL holds details of

the social worker and the name and contact details of the Local Authority's Virtual Head. This also includes care provided by relatives or family friends when a child cannot live with their parents.

### **Children with a Social Worker**

Each school recognises when a child has a social worker, this is an indicator that they may be more susceptible to harm than other children as well as facing barriers to educational attainment, attendance, learning, behaviour, and poor mental health issues.

Each school takes issues and needs into account when making plans to support children who have a social worker.

### **Care leavers**

Local authorities have ongoing responsibilities to young people who cease to be looked after and become care leavers. That includes staying connected with them, preparing an assessment of their needs, and appointing a Personal Advisor who develops a pathway plan with the young person. This plan describes how the local authority will support the care leaver to participate in education or training. The DSL will have details of the local authority Personal Advisor appointed to guide and support all care leavers; and should liaise with them as necessary regarding any issues of concern affecting a care leaver.

## **41.0 Private Fostering Arrangements**

A private fostering arrangement occurs when a child under 16 (or under 18 with a disability) is cared for by someone other than a parent or close relative, without local authority involvement, for 28 days or more. Close relatives include grandparents, siblings, uncles, aunts, half-siblings, and stepparents but exclude great-aunts, uncles, great-grandparents, or cousins. Schools verify parental responsibility and the relationship of accompanying adults upon a child's admission.

Private fostering can occur in any culture and at any age. While most privately fostered children are safe, they are vulnerable and should be monitored by the local authority, especially those from other countries. Some may face abuse, neglect, trafficking, exploitation, or modern-day slavery. Parents and carers must inform Children's Social Care at least six weeks before the arrangement starts, failing which is a criminal offence.

Schools must report to Children's Social Care if they know or suspect a child is privately fostered. Staff should notify the DSL, who will check the family's awareness of their duty and ensure the school informs Children's Social Care.

## **42.0 Domestic abuse**

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional. Children can be victims of domestic abuse. This can be particularly relevant concerning the impact on children of all forms of domestic abuse where they see, hear, or experience its effects. Young people can suffer domestic abuse in their intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. [Domestic Abuse Act 2021](#)

**Abusive behaviour** is defined in the act as any of the following:

- physical or sexual abuse

- violent or threatening behaviour
- controlling or coercive behaviour
- financial abuse
- psychological, emotional, or other abuse

**Personally connected** is defined in the act as parties who:

- are married to each other
- are civil partners of each other
- have agreed to marry one another (whether the agreement has been terminated)
- have entered into a civil partnership agreement (whether the agreement has been terminated)
- are, or have been, in an intimate personal relationship with each other
- have, or there has been a time when they each have had, a parental relationship about the same child
- are relatives

The Act recognises children as victims of domestic abuse, and statutory obligations to victims of domestic abuse are afforded to children too.

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

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

All concerns about children being affected by domestic abuse will be reported to the DSL as with any other safeguarding concern. The DSL will respond to the report by consulting Family Connect to establish whether a referral is required, or the situation should be managed by discussion with parents/carers and the offer of Early Support/Family Help.

The Foundation works in partnership with Warwickshire Police and Warwickshire Children's Services to support children who are affected by incidents of domestic violence and abuse. This scheme is called **Operation Encompass**. <https://www.operationencompass.org/>

When the Police attend any incident of domestic violence or abuse in any household in which a child of the school lives, the Head and the DSL will receive a confidential and secure email on the morning of the next school day, notifying them simply that there has been an incident and that the child may need support.

### **43.0 Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) refer any concerns to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into Children's Social Care where a child has been harmed or is at risk of harm.

In most cases, school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised that in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the DSL (or a deputy) will ensure appropriate referrals are made based on the child's circumstances.

#### **44.0 Special Circumstances**

##### **Alternative Provision**

Schools remain responsible for safeguarding pupils placed in alternative provision. KCSIE (2025) states that *where a school places a child with an alternative provision provider, the school should always know where the child is based during school hours and regularly review the alternative provision placements they make. Schools continue to be responsible for the safeguarding of that child and should be satisfied that the provider meets the needs of the pupil.* This means written safeguarding confirmation from providers. The DSL must oversee all external learning arrangements (online/off-site) and ensure effective safeguarding, communication and record-keeping. The DSL must ensure systems are in place to monitor attendance and quickly report any absences or concerns. Ongoing safeguarding practices of providers must be regularly reviewed and assured, at least every half term.

Alternative Provision DFE statutory guidance;

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

Education for children with health needs who cannot attend school;

<https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school>

##### **Work Experience**

The Foundation follows KCSIE 2025 guidance for safeguarding during work experience. Designated school staff in charge of work experience are responsible for maintaining and updating procedures.

##### **Children Staying with Host Families**

For trips involving host families (e.g., exchanges, sports tours), KCSIE 2025 Annex D guidance is followed. For overseas pupils in private fostering arrangements, the school works with the Local Authority. For international placements, schools use professional judgment and collaborate with partner schools to ensure pupil safety. Parents are informed, and pupils are given emergency contact advice.

##### **Children and the Court System**

Schools support children involved in court cases (as witnesses or victims) using KCSIE guidance. Support includes explaining court processes, special measures, and resources. The Ministry of Justice provides an online tool to assist with family court arrangements after parental separation.

##### **Children with Parents in Prison**

Recognising risks such as stigma and poor mental health, schools offer support via pastoral care and early support and have discussions with parents/carers and other family members as appropriate. Age-specific guides are available to support children aged 5–11 and 12–17.

##### **Child Abduction and Community Safety Incidents**

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members, by people known but not related to the victim (such as neighbours, friends, and acquaintances), and by strangers. Schools work with police on alerts and educate pupils about abduction risks. Practical safety advice is provided, especially for older children gaining independence. Resources: [actionagainstabduction.org](http://actionagainstabduction.org) and [clevernevergoes.org](http://clevernevergoes.org)

#### **45.0 Boarding Schools, Residential Special Schools, Residential Colleges, and Children's Homes**

Research has shown that children can be particularly susceptible in residential settings. The Foundation's boarding schools comply with the National Minimum Standards and are appropriately inspected using the ISI framework for the inspection of association independent schools, including residential (boarding) schools, and registered early years settings. Links listed below:

[www.gov.uk/government/publications/boarding-schools-national-minimum-standards](http://www.gov.uk/government/publications/boarding-schools-national-minimum-standards)

[www.isi.net/safeguarding/statutory-guidance](http://www.isi.net/safeguarding/statutory-guidance)

Both Warwick School and King's High Boarding (Foundation Boarding) have and implement an appropriate policy on Safeguarding and Child Protection, this includes how to respond to allegations or suspicions of abuse, which is consistent with the locally agreed multi-agency safeguarding arrangements put in place by Warwickshire Safeguarding and is known to staff and known, as appropriate, to older boarders in positions of responsibility.

Foundation boarding DSLs/DDSLs and staff are trained to be alert to the signs of abuse in such settings (for example, inappropriate child or student relationships and the potential for child-on-child abuse, particularly where there are significantly more girls than boys or vice versa). The Foundation Boarding DSL works closely with the host local authority and, where relevant, any local authorities that have placed their children at the Foundation Boarding to ensure all children are safe and protected from harm.

The Foundation Head of Boarding and DSL is David Bull, **who is also Head of Warwick Boarding (changed wording slightly)**, [d.bull@warwickschools.co.uk](mailto:d.bull@warwickschools.co.uk)

King's High Boarding House Parent: Kirsten Cooper (DDSL) [k.cooper@warwickschools.co.uk](mailto:k.cooper@warwickschools.co.uk)

Further information regarding Boarding arrangements at Warwick School and King's High School is found in Appendix 9.

#### **46.0 Use of School Premises for Non-School Activities**

When the Foundation hires or rents out school facilities to external organisations (e.g., community groups, sports clubs, or service providers), it must ensure proper safeguarding arrangements are in place to protect children. All lettings are managed by [events@warwickschools.co.uk](mailto:events@warwickschools.co.uk) in consultation with each school's Designated Safeguarding Lead (DSL) when needed.

If the activity is **run by school staff**, the Foundation's safeguarding policies apply. If **run by an external provider**, the Foundation events team:

- Requires evidence of the provider's safeguarding and child protection policies
- Ensures there are appropriate channels for liaison with the school on safeguarding matters
- These requirements apply whether or not the children involved are Foundation students

- Safeguarding terms must be included in any **lease or hire agreement**, with non-compliance leading to termination

The Foundation follows guidance from the Keeping children safe in out-of-school settings - code of practice - keeping children safe during community activities after school clubs and tuition, non statutory guidance for providers running out of school settings which outlines expected safeguarding standards for external providers.

#### **47.0 Modern Slavery**

All Foundation staff is required to attend training on modern slavery and receive training to ensure they understand Modern Slavery, and how to recognise, report, and make a referral. Training is also provided for new staff joining the Foundation. 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.

The National Referral Mechanism is the UK's framework for identifying and supporting victims of modern slavery. There are some common myths about modern slavery, such as misconceptions that UK nationals cannot be victims and that a person cannot be a victim if they reject offers of help. Further information on the signs that someone may be a victim of modern slavery, the support available to victims, and how to refer them to the NRM is available in the *Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims (2021)*

#### **48.0 Cyber Crime**

Cybercrime involves criminal activity using computers or the internet. It falls into two main categories:

- **Cyber-enabled:** Traditional crimes made easier or more widespread online (e.g., fraud).
- **Cyber-dependent:** Crimes that can only be committed using technology (e.g., hacking, malware attacks).

Education settings must implement and regularly review effective cybersecurity measures to protect their systems, staff, and pupils. The Foundation:

- Uses robust filtering and monitoring systems, which are reviewed regularly
- Provides regular cybercrime awareness training for all staff, including new starters

##### **Cyber-dependent crimes include:**

- Unauthorised access or hacking (e.g., changing grades)
- Denial of Service (DoS or DDoS) attacks
- Creating, using, or distributing malware (viruses, ransomware, etc.)

Children interested in tech may unintentionally engage in cyber-dependent crime. In such cases, the Designated Safeguarding Lead (DSL) may refer them to the **Cyber Choices programme**—a national police-led initiative to positively redirect young people with technical skills. Note: **Cyber Choices** does *not* cover cyber-enabled crimes like online fraud or abuse.

##### **Useful resources:**

- Cyber security training for school staff (NCSC) – training and guidance for staff and governors.
- National Education Network – e-security support for education.
- Cyber Choices
- National Cyber Security Centre
- NSPCC – When to call the police

#### 49.0 The Foundation's Complaints Procedure

The Foundation's complaints procedure will be followed when a child or parent raises a concern about poor practice towards a child that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a child or attempting to humiliate them, bullying, or belittling a child, or discriminating against them in some way. Complaints are managed by the relevant Head, other members of the senior leadership team, and governors.

Complaints from staff are dealt with under the Foundation's grievance procedures (see Foundation Grievance Policy).

#### 50.0 Monitoring, evaluation and review of policy and procedures

Legal changes and obligations will require the Foundation Safeguarding and Child Protection Policy to be updated frequently. It is the responsibility of the Head, DSL, and Senior Leadership Team at each school to ensure that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay.

Governors undertake a review of the policy and procedures annually unless there are additions, such as a change in legislation. Governors are informed if any children from the Foundation are involved in a Child Safeguarding Practice Review.

DSLs individually meet with the Director of Safeguarding and Safeguarding Governor at least termly to feedback, monitor, and evaluate all safeguarding and child protection issues including staff training and they provide safeguarding reports for governor meetings. The Director of Safeguarding meets with Foundation DSLs frequently and then every half term to review policy, procedures, and practice which is then shared with the Safeguarding Governor and reported to the Foundation Safeguarding Committee.

*[Optional sign-off]*

|                |                             |                          |
|----------------|-----------------------------|--------------------------|
| <b>Signed:</b> | <b>Date:</b> September 2025 |                          |
|                | <b>Name:</b>                |                          |
|                | Rebecca Jessup              | Director of Safeguarding |
|                | Gordon Latham               | Director of People       |
|                | Anne Wilson                 | Safeguarding Governor    |
|                |                             |                          |

## Appendix 1: KEY CONTACT NUMBERS DSL & DDSL

|                                                    |                  |                          |                                                                                                               |
|----------------------------------------------------|------------------|--------------------------|---------------------------------------------------------------------------------------------------------------|
| King's High School                                 | Lisa Whittington | Deputy Head Pastoral     | <a href="mailto:l.whittington@warwickschools.co.uk">l.whittington@warwickschools.co.uk</a><br>01926 695936    |
| Warwick School and Warwick Junior School           | Richard Thomson  | Deputy Head Pastoral     | <a href="mailto:r.thomson@warwickschools.co.uk">r.thomson@warwickschools.co.uk</a><br>01926 776400            |
| Warwick Prep School (including EYFS)               | Deborah Ward     | Head of Prep Department  | <a href="mailto:d.ward@warwickschools.co.uk">d.ward@warwickschools.co.uk</a><br>01926 491545                  |
| The Kingsley School                                | Martha Bruchez   | Deputy Head              | <a href="mailto:m.bruchez@warwickschools.co.uk">m.bruchez@warwickschools.co.uk</a><br>01926 425127            |
| Warwick Schools Foundation (Professional Services) | Rebecca Jessup   | Director of Safeguarding | <a href="mailto:r.jessup@warwickschools.co.uk">r.jessup@warwickschools.co.uk</a><br>01926 776426/ 07586679430 |

### Deputy Designated Safeguarding Leads

|                                           |                   |                                                                        |                                                                                        |
|-------------------------------------------|-------------------|------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| King's High School                        | Clare Topping     | Head of KS3                                                            | <a href="mailto:c.topping@warwickschools.co.uk">c.topping@warwickschools.co.uk</a>     |
| King's High School                        | Una Birbeck       | Head of KS4                                                            | <a href="mailto:u.birbeck@warwickschools.co.uk">u.birbeck@warwickschools.co.uk</a>     |
| King's High School                        | Celia Tedd        | Head of Sixth Form                                                     | <a href="mailto:c.tedd@warwickschools.co.uk">c.tedd@warwickschools.co.uk</a>           |
| Warwick Prep School (including for EYFS)  | Gillian Smeeton   | Head of Pre-Prep Department                                            | <a href="mailto:g.smeeton@warwickschools.co.uk">g.smeeton@warwickschools.co.uk</a>     |
| Warwick School                            | Helen Leaf        | Senior Mental Health Lead                                              | <a href="mailto:h.leaf@warwickschools.co.uk">h.leaf@warwickschools.co.uk</a>           |
| Warwick School                            | David Bull        | Foundation Head of Boarding                                            | <a href="mailto:d.bull@warwickschools.co.uk">d.bull@warwickschools.co.uk</a>           |
| Warwick Junior School                     | Heather Mellor    | Deputy Head                                                            | <a href="mailto:h.mellor@warwickschools.co.uk">h.mellor@warwickschools.co.uk</a>       |
| The Kingsley School                       | Dawn Morgan       | Deputy Head Wellbeing and Pastoral                                     | <a href="mailto:d.morgan@warwickschools.co.uk">d.morgan@warwickschools.co.uk</a>       |
| The Kingsley School                       | Rachael Bubb      | Assistant Headteacher, Pastoral and wellbeing & Director of Sixth Form | <a href="mailto:r.bubb@warwickschools.co.uk">r.bubb@warwickschools.co.uk</a>           |
| The Kingsley School (including for EYFS)  | Jennie Phillips   | Head of Prep                                                           | <a href="mailto:j.phillips@warwickschools.co.uk">j.phillips@warwickschools.co.uk</a>   |
| Foundation Principal                      | Richard Nicholson |                                                                        | <a href="mailto:r.nicholson@warwickschools.co.uk">r.nicholson@warwickschools.co.uk</a> |
| Safeguarding Governor                     | Anne Wilson       |                                                                        | <a href="mailto:an.wilson@warwickschools.co.uk">an.wilson@warwickschools.co.uk</a>     |
| Deputy Safeguarding Governor              | Joanna Broughton  |                                                                        | <a href="mailto:j.broughton@warwickschools.co.uk">j.broughton@warwickschools.co.uk</a> |
| Police                                    |                   | <b>999/101</b>                                                         | <b>Emergency/Non-Emergency</b>                                                         |
| Family Connect                            |                   | 01926 414144                                                           | Child at immediate risk of/harm                                                        |
| Warwickshire Education Lead               |                   | 01926 418608                                                           | Non-emergency advice for staff                                                         |
| DfE Counter Extremism Helpline            |                   | 020 7340 7264                                                          | Non-emergency advice for staff                                                         |
| FGM Helpline                              |                   | 0800 028 3550                                                          | Advice when FGM is suspected, or a student is at risk of FGM                           |
| Warwickshire Family Information Service   |                   | 01926 742274                                                           | Advice for parents                                                                     |
| Local Authority Designated Officer (LADO) |                   | 01926 745376                                                           | Safeguarding concerns about a member of staff                                          |
| Oxfordshire MASH                          |                   | 0345 050 7666                                                          | Children living in Oxfordshire                                                         |
| Coventry MASH                             |                   | 024 7678 8555                                                          | Children living in Coventry                                                            |

|                       |               |                                     |
|-----------------------|---------------|-------------------------------------|
| Solihull MASH         | 0121 788 4300 | Children living in Solihull         |
| Northamptonshire MASH | 0300 126 7000 | Children living in Northamptonshire |
| Birmingham MASH       | 0121 303 1888 | Children living in Birmingham       |

## **Appendix 2: Summary of the role of the DSL (KCSiE 2025, Annex C)**

The Designated Safeguarding Lead (DSL) is an appropriate senior member of staff and takes lead responsibility for safeguarding and child protection (**including online safety (already added in)** and understanding the filtering and monitoring systems and processes in place).

The Deputy designated safeguarding leads (DDSL) should be trained to the same standard as the designated safeguarding lead, whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

### **Availability:**

The DSL (or a deputy, DDSL) must be available during school hours for safeguarding concerns, with availability defined by each school. They can use phones or MS Teams, for example, in exceptional cases. Schools must also arrange cover for out-of-hours or out-of-term activities.

### **Manage Referrals:**

The DSL must refer cases of suspected abuse, radicalisation, risks/harm to children, and crimes to the appropriate authorities (children's social care, Channel Panel, Disclosure, and Barring Service, Police) and support staff in these processes.

### **Working with Others:**

The DSL acts as a support source for staff, liaises with safeguarding partners, headteachers, case managers, and local authorities on child protection issues, coordinates with various school staff on safety and welfare matters, engages parents, and promotes educational outcomes for vulnerable children.

### **Information Sharing and Managing Child Protection Files:**

DSLs keep safeguarding files up to date, confidential, and secure, maintaining detailed records of concerns, follow-ups, and outcomes. When children transfer schools, their safeguarding and child protection files should be transferred promptly and securely, with key staff informed. A process is in place that enables the Foundation Director of Data to oversee the secure redaction of pupils' safeguarding files, ensuring confidentiality and compliance with data protection standards.

### **Raising Awareness:**

The DSL ensures staff understand and access the safeguarding policy, reviews the policy annually, makes it publicly available, links with safeguarding partners for training and policy updates, and promotes educational outcomes for children with a history of social care involvement.

### **Training, Knowledge, and Skills:**

DSLs must undergo biennial training, online safety, and Prevent awareness training. They should understand local authority procedures, child protection, the impact of adversity, information sharing, the Prevent duty, online safety, and the needs of vulnerable children. Their skills should be refreshed regularly.

### **Providing Support to Staff:**

DSLs must develop expertise to support and advise staff on welfare, safeguarding, and child protection, ensuring they feel confident in these areas.

### **Understanding the Views of Children:**

DSLs must encourage a culture of listening to children, understanding their difficulties in approaching staff, and building trusted relationships for better communication.

### **Holding and Sharing Information:**

DSLs must be adept at recording, holding, using, and sharing information in line with data protection laws and safeguarding regulations. They ensure detailed, accurate, and secure records of concerns and referrals. DSL should keep written records of all concerns, discussions, and decisions, 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 Prevent

#### **Meetings and Reviews:**

DSLs meet termly with the Director of Safeguarding and the designated Safeguarding Governor, collaborating to prepare the annual review for the Governing Body.

### **Appendix 3: Four Categories of abuse: physical abuse, emotional abuse, sexual abuse, and neglect.**

#### **Physical abuse (pages 15)**

A form of abuse that may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy but is now more usually referred to as fabricated or induced illness).

#### **Emotional abuse**

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

#### **Sexual abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see Section 31).

#### **Neglect**

The persistent failure to meet a child's basic physical and/or psychological needs is likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing, and shelter (including exclusion from home or abandonment);

- protect a child from physical and emotional harm or danger;
  - ensure adequate supervision (including the use of inadequate caregivers), or
  - ensure access to appropriate medical care or treatment.
  - It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- Definitions are taken from KCSIE (2025).

### **Indicators of abuse**

Physical signs define some types of abuse, for example, bruising, bleeding, or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell.' It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For those reasons, staff must be also aware of the range of behavioural indicators of abuse and report any concerns to the Designated Safeguarding Lead.

**It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.**

- A child who is being abused or neglected may:
- have bruises, bleeding, burns, fractures, or other injuries;
- show signs of pain or discomfort;
- keep arms and legs covered, even in warm weather;
- be concerned about changing for PE or swimming;
- look unkempt and uncared for;
- change their eating habits;
- have difficulty in making or sustaining friendships;
- appear fearful;
- be reckless regarding their own or other's safety;
- self-harm;
- frequently miss school or arrive late;
- show signs of not wanting to go home;
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn;
- challenge authority;
- become disinterested in their schoolwork;
- be constantly tired or preoccupied;
- be wary of physical contact;
- be involved in, or particularly knowledgeable about drugs or alcohol;
- display sexual knowledge or behaviour beyond that normally expected for their age and/or stage of development; and/or
- acquire gifts such as money or a mobile phone from new 'friends' or adults recently acquainted with the child's family.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL to decide how to proceed.

**Staff must report all their concerns, however minor or insignificant they may think they are – they do not need 'absolute proof' that the child is at risk.**

### **Impact of abuse**

The impact of child abuse, neglect, and exploitation should not be underestimated. Many children do recover well and go on to lead healthy, happy, and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach and the rest of their childhood, and adulthood may be characterised by one or more of the following: anxiety, depression or other mental health difficulties, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships, unfulfilled potential, and long-term physical health difficulties.

### **Taking action**

**Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “It could happen here.”**

Key points for staff to remember when acting are:

- in an emergency take the action necessary to help the child, for example, call 999
- report your concern to the DSL as quickly as possible – immediately when there is evidence of physical or sexual abuse and certainly by the end of the day
- do not start your investigation; share information on a need-to-know basis only – do not discuss the issue with colleagues, friends, or family
- complete a record of concern, using *MyConcern*/ a Green Form (See Appendices 1 and 2)
- seek support for yourself if you are distressed or need to debrief

### **Appendix 4: How a teacher can report an act of FGM (pages 37)**

Teachers are subject to a statutory duty defined by Section 5B of the [Female Genital Mutilation Act \(2003\)](#) (as inserted by section 74 of the Serious Crime Act 2015) to report to the Police personally where they discover (e.g., through a disclosure) that an act of FGM appears to have been carried out on a girl who is aged under 18. This is known as mandatory reporting. Information and [Government guidance on mandatory reporting \(2015, updates 2020\)](#) includes when and how to make a report.

Teachers in that situation will record their concerns and inform the DSL, (unless there is a good reason not to), who will support the teacher in making a direct report to the Police. A referral will also be made to Warwickshire Safeguarding, or other appropriate regional Children’s Services.

If staff have a concern that a girl may be at risk of FGM, they will record their concern and inform the DSL as they would any other safeguarding concern. The DSL will discuss the concern with Family Connect to make a referral and will inform the Police as appropriate.

### **Appendix 5: Additional Support for Online Abuse**

The following resources, plus many more listed in Annex B (KCSiE 2025) may also help schools understand and teach about safeguarding:

- DfE advice for schools: teaching online safety in schools
- DfE guidance on Generative artificial intelligence (AI) in education (June 2025)
- UK Council for Internet Safety (UKCIS) guidance: Education for a connected world
- UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people
- The UKCIS external visitors' guidance will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors
- National Crime Agency's CEOP education programme: ‘Thinkuknow’  
<https://www.ceop.police.uk/Safety-Centre/>

- UK Health Security Agency and the Office for Health Improvement and Disparities (OHID)
- Harmful online challenges and online hoaxes - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers, and where to get help and support
- Educate against Hate - [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Prevent and Radicalisation - The DfE telephone helpline and mailbox can be used by school staff and governors seeking non-urgent advice: [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk) 020 7340 7264.

### **Prevent and Radicalisation**

All concerns about extremism are reported immediately to the DSL, who may refer to the Police, Prevent team, or Channel programme.

Schools promote safe discussion, critical thinking, and resilience against extremist narratives.

All adults associated with the school (including contractors and visitors) must follow the Foundation Staff Code of Conduct and challenge extremist ideas or behaviours. Referrals will be made where necessary.

As part of the school's overall safeguarding arrangements and ongoing action plan for improvement, the DSL will consider identified local issues; intelligence from pupils, parents, staff, and partner agencies; and latest information from local (Warwickshire Prevent and Police) and national issues and learning to review practice and procedures to keep children safe.

## **Appendix 6: Procedure for Managing Concerns and Allegations Against Staff (pages 21)**

### **Initial Response to Receiving A Concern About Staff**

#### **Receiving and Handling Concerns:**

- Heads, Bursar, Governors, or the Director of Safeguarding receive concerns via Yellow Forms.
- Deputy Heads may handle forms in the Head's absence and DDSL for Professional Services may handle forms in the absence of the Director of Safeguarding.
- Concerns reported to the DSL are forwarded to the appropriate Head.
- Verbal reports are documented in an online Yellow Form with details.
- Heads or the Director of Safeguarding make decisions on low-level concerns, consulting the DSL if necessary.
- Concerns are assessed to determine if they meet the 'harm' threshold, with advice sought from the LADO if needed.

#### **Collaboration and Documentation:**

- Foundation Schools collaborate on concerns, with each Head keeping a log of low-level concerns and regularly supported by the Director of Safeguarding.
- New staff are briefed on low-level concerns and the process of how to make a referral during induction and training.
- Supply staff and contractor concerns are reported to their employers.
- Procedures are reviewed and adjusted based on staff feedback.

#### **Classifying Concerns:**

- The Head, Bursar, Director of Safeguarding, or the Governor can investigate and gather information.
- Concerns are reviewed to determine if they align with the Foundation Staff Code of Conduct, constitute a low-level concern, or require LADO consultation or referral.

#### **Responding to Low-Level Concerns:**

- Concerns are addressed sensitively and proportionately.

- Minor concerns may not need action; others may require management guidance or training, and some may form a pattern of concerning behaviour which may require an investigation.
- Discussions with the concerned individual aim for constructive feedback and behaviour change.
- HR advice is usually sought for concerns involving, safeguarding, allegations of harm, welfare issues, misconduct, or poor performance.

#### **Record-Keeping:**

- All concerns are recorded in writing, detailing the reporter, the individual concerned, context, conversations, determinations, and actions taken.
- Centralised records are securely kept, accessible to limited personnel, and not stored in personal files.

#### **Anonymity and Review:**

- Reporter anonymity is respected where possible, but not guaranteed in all situations.
- Records are periodically reviewed to identify behaviour patterns and improve policies and training.
- Low-level concerns are usually not included in references unless they meet the LADO referral threshold and are substantiated. However, if there is a pattern or a series of low-level concerns that may not meet the threshold for harm, an investigation by the Head/Bursar, with the support of the Director of Safeguarding, will take place. The member of staff may also be suspended or dismissed due to their inappropriate conduct or behaviour.

#### **Role of Governors:**

- Governors receive regular updates on low-level concerns and concerns where the threshold of harm is met.
- The Safeguarding Governor may review anonymised samples to ensure proper handling.

#### **Responding to Allegations:**

- Allegations of serious concerns are reported to the LADO within one working day.
- Procedures ensure quick and fair resolution, with support for both the child and the accused staff member.
- Allegations against different staff groups follow specific procedures, with supply teacher or contracted staff cases handled in collaboration with employment agencies.
- Outcomes of LADO investigations are classified as substantiated, malicious, false, unsubstantiated, or unfounded.

### **Initial Response to an Allegation Against a Staff Member**

#### **1. Immediate Actions**

Upon receiving an allegation, the Case Manager, typically the Head, Director of Safeguarding or Chair/Vice-Chair of Governors, must immediately consult the **Local Authority Designated Officer (LADO)** to assess the nature, context, and seriousness of the allegation and determine the appropriate next steps. The Case Manager may collect relevant background information, including any previous concerns or allegations, to support the initial assessment. Consideration is given to whether police involvement is necessary.

If the allegation indicates an immediate risk to children or a potential criminal offence, the police are contacted without delay.

#### **2. Case Management and LADO Involvement**

The Case Manager works closely with the LADO throughout the process, keeping relevant school authorities informed and involved in decision-making. Based on the shared information, the Case Manager and LADO determine a suitable course of action, which may include further investigation or inquiries.

### **3. Evaluation and Decision-Making**

If the LADO decides no further action is necessary, this outcome is formally recorded and communicated to all relevant parties.

If an external investigation (by police or local authority) is not required, internal options may be explored, ranging from no action to disciplinary measures, including summary dismissal. If at any point a significant risk or criminal element emerges, the police are informed immediately.

### **4. Informing Relevant Parties**

Following agreement with the LADO (and, where appropriate, police and social services), the accused staff member is informed of the allegation. They are supported throughout the process by an HR representative.

Parents are informed in confidence, provided this does not compromise the integrity of the investigation.

Efforts are made to resolve cases as quickly as possible:

- 80% within one month
- 90% within three months
- Only exceptional cases should exceed 12 months

**Anonymous Allegations** are investigated to the extent possible, following the same procedural safeguards.

### **5. Suspension Procedures**

Suspension is considered when there is a clear risk to children or the nature of the allegation is sufficiently serious. Where appropriate, alternatives such as redeployment or supervised duties are explored. If suspension is necessary, the rationale is clearly documented, and the staff member is informed in writing within one working day.

### **6. Support for Those Involved**

The accused staff member is kept informed throughout the process, offered access to counselling or other support services, and provided with a named contact for ongoing assistance.

Parents are updated on the progress and outcome of the case and advised of any legal restrictions on information sharing.

Confidentiality is strictly maintained, and all efforts are made to avoid unwanted publicity. Where legal restrictions apply, the identity of the accused cannot be disclosed.

### **7. Record Keeping**

Comprehensive records are maintained for all allegations, whether substantiated, unsubstantiated, or unfounded, including the rationale behind all decisions. Malicious or demonstrably false allegations

are removed from personnel files. Records of allegations involving sexual abuse are retained indefinitely, in line with statutory guidance.

## **8. Resignations and Settlement Agreements**

An investigation will proceed even if the accused resigns or ceases employment before the conclusion of the process. Where appropriate, referrals are made to the Disclosure and Barring Service (DBS) and/or the Teaching Regulation Authority (TRA). Allegations that are found to be false, unfounded, unsubstantiated, or malicious must not be included in any employment references.

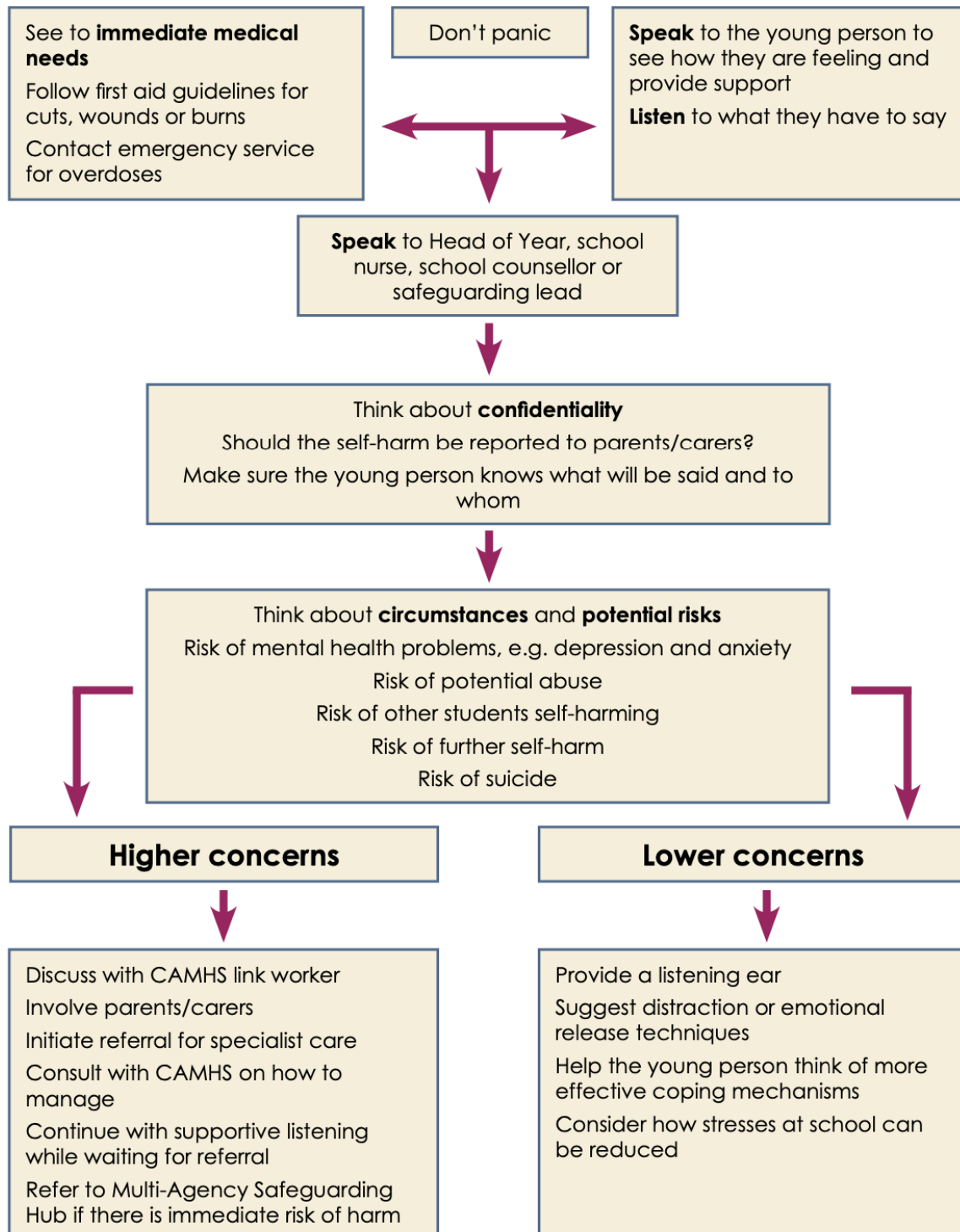
## **9. Post-Investigation Actions and Learning**

Following any criminal proceedings, the school determines whether further internal action is needed, in consultation with the LADO. Findings from substantiated or complex cases are reviewed to inform and improve safeguarding policies and procedures. Staff and volunteers are encouraged to raise concerns about unsafe or inappropriate practices. The Foundation Whistleblowing Policy outlines clear procedures for doing so. Allegations involving former staff are handled according to current safeguarding protocols and reported to the appropriate authorities.

(See KCSIE Part 4 for greater detail)

## Self-harm at school: what to do?

To be used in conjunction with the school's safeguarding policy



## Appendix 8: Children who are absent from Education (pages 24)

|                                                                     |                                                                                                                                          |
|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Child is missing education and their whereabouts are <b>KNOWN</b>   | It is each School's responsibility to follow their attendance procedures. They can seek support from the Warwickshire Attendance Service |
| Child is missing education and their whereabouts are <b>UNKNOWN</b> | A referral must be made to the Children Missing Education Team                                                                           |

Each of the Foundation Schools follows the DfE legal requirements ([Education \(Pupil Registration\) \(England\) Regulations, 2006](#)) in respect of placing all children on both registers (Admissions and Attendance) and in respect of recording and reporting those children who leave their School with an unknown future destination. Where a child has 10 consecutive school days of unexplained absence, without permission and their whereabouts are unknown, the schools take all reasonable steps\* to establish their whereabouts. If unsuccessful, the schools will make an immediate referral to Warwickshire County Council's Children Missing Education Team at **01926 736323** or via email at [cme@warwickshire.gov.uk](mailto:cme@warwickshire.gov.uk)

### \* **Reasonable steps include:**

Telephone calls to all known contacts. Parents are asked to provide a minimum of three emergency contacts in the event of children not arriving at school without prior notification and for other emergency purposes

- Letters home (including recorded delivery)
- Contact with other schools where siblings may be registered
- Home visits where safe to do so
- Enquiries to friends, neighbours, etc. through school contacts
- Enquiries with any other service known to be involved with the pupil/family
- Consideration of information about the child in social media
- All contacts and outcomes will be recorded on the pupil's file.

If the Local Authority can contact the child with the child/children and their parents and carers, arrangements will be made with the school and family for a return to education. This may include a re-integration programme where necessary. If the child has registered at a new school, the previous school will delete the child's name from their roll and transfer the child's educational records to the new school in the normal way. Any child protection records will be transferred separately and securely for the attention of the DSL in the new school and a receipt secured.

Visit [www.warwickshire.gov.uk/childrenmissingeducation](http://www.warwickshire.gov.uk/childrenmissingeducation) for more *information* or to access the referral form. Effective information sharing between parents, schools, and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving a suitable education.

**Elective Home Education** can mean that some children are not in receipt of a suitable education. Many home-educated children have a 'positive learning experience. If a parent has informed the school of their intention to remove their child to electively home educate their child, the school should notify the Elective Home Education *Team* immediately by email ([eh@warwickshire.gov.uk](mailto:eh@warwickshire.gov.uk) / tel. **01926 736323**). The school is advised to allow the parent or carer (10 school days/2 weeks of reflection before removing their child from the school roll, as this is best practice.

### **Children who run away or go missing from home or care**

The Foundation recognises that children who run away or go missing (particularly repeatedly) and are thus absent from their *normal* residence are potentially susceptible to abuse, exploitation, and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It could also indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, or risk of forced marriage.

KCSIE (2025) highlights that '[Statutory Guidance on Children who Run Away or go Missing from Home or Care' \(DfE 2014\)](#) requires that every child or young person who runs away or goes missing must be offered a Return Home Interview (RHI).

### **Appendix 9: Warwick School and King's High School - Boarding House Arrangements (pages 42)**

The Foundation recognises the unique status of the boarders within its communities and the potential risks they may face as a result.

In addition to the existing Foundation Safeguarding and Child Protection Policy, Warwick and King's High School acknowledge their responsibilities as boarding schools following the National Minimum Standards for Boarding Schools National Minimum Standards (NMS).

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1102344/National\\_minimum\\_standards\\_for\\_boarding\\_schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1102344/National_minimum_standards_for_boarding_schools.pdf)

NMS8:

8.1 The school should ensure that:

- arrangements are made to safeguard and promote the welfare of pupils at the school, and
- such arrangements have regard to any guidance issued by the Secretary of State.

8.2 The school should ensure that all staff know that safeguarding and promoting the welfare of children is everyone's responsibility throughout the school and the boarding facilities.

8.3 It is essential that children are safeguarded from potentially harmful and inappropriate online material. The school's approach to online safety should be reflected in the child protection policy regarding KCSiE.

Boarding School, staff must be particularly alert to safeguarding pupils against the risk of child-on-child abuse. Children may be particularly vulnerable in residential settings. In reflection of that, there are additional requirements for Boarding Schools that are set out in KCSiE and the National Minimum Standards for Boarding Schools.

8.4 KCSiE sets out that boarding schools have additional factors to consider regarding safeguarding. As such it will be important that the boarding school's child protection policy (and/or other policies if appropriate) reflect:

- the school's policy on sexual relationships between children (and the importance of boarders understanding this policy); Boarders sign to say they have read and understood Relationships between Boarding Pupils Policy on induction
- the school's approach to child-on-child abuse, reflecting the unique nature of boarding accommodation and the risks associated with children sharing overnight accommodation (this is reflected in the Relationships between Boarding Pupils Policy)
- the approach to protecting children where there is a significant gender imbalance in the school (this is reflected in the Relationships between Boarding Pupils Policy)

- the approach to harmful online content and how boarders' devices are managed in terms of bringing a device into the school, harmful content that may already be downloaded onto it, and the opportunity to download harmful content via 3,4 and 5G that will bypass the school's filtering and monitoring systems.

Where appropriate, House Prefects and senior children are provided with a briefing on the appropriate action to take should they receive any allegations of abuse (NMS19).

The schools have a policy for the search and reporting of any boarder missing from their school that is known to all boarding house staff. A written record is made of any boarder missing from either school, the action taken, and any reasons for the child being missing.

The schools have a separate Child Missing Policy which includes Boarders.

#### **Procedure for Missing Boarder:**

##### **During the School Day:**

The procedure is the same as that for a missing day pupil, but includes:

Contact the Foundation Head of Boarding

##### **Outside the Normal School Hours:**

The boarders are registered at various points during the day. This is done using the electronic Orah boarding software system. Boarding staff should be aware of boarders' planned activities after school and at weekends. Boarders are required to "sign in and out" of the boarding houses. When leaving they are required to give details of where they are going and when they will return. Any requests for "off-campus leave" must be authorised/agreed upon by boarding staff.

In the event of an unexplained absence of a boarder outside normal school hours, the following should happen:

- The Foundation Head of Boarding and House parents are notified
- An attempt will be made to contact the missing boarder on their mobile telephone (by a school device and not Boarding staff's personal devices)
- Duty staff will carry out a complete search of the Boarding House and those areas of the school to which the boarders have access
- Duty staff will interview peers to ascertain the boarder's last known whereabouts and any plans they may have had
- In daylight and if practical, a thorough search of the grounds will be carried out
- The fire alarm will be sounded, and a Roll Call taken
- The Head of Boarding or, in their absence, Duty staff, will contact the Head or the duty member of the SMT
- Parents and Police would then be informed by the Head, duty member of the SMT
- The Police would be notified if the whereabouts of the boarder are still unknown, and the school will cooperate fully with any Police investigation and any subsequent investigations
- The Head will inform the Principal and the Governors
- Media enquiries would be referred to the Head

The Foundation is signed up to the Safeguarding "Commitment to Care" Charter.

UK Visas and Immigration:

(a) If a pupil/student holding a Student or Child Student visa sponsored by the School under the Points Based System goes missing, the School will report to UKVI if the pupil/student misses ten consecutive expected contact points.

(b) Each time the School's attendance register is completed it is treated as a contact point for these purposes

(c) The report will be made by the School's Level 1 user via the Sponsor Management and by prevailing UKVI guidance.

It is understood that all staff and children have immunity from retribution or disciplinary action for 'whistleblowing' in good faith.

The school adheres to NMS19 in instigating appointment checks for all staff by acknowledging safety.

In addition to the requirements for all staff it should be noted that this includes ALL adults coming into contact with Boarders:

Following NMS19.2 for all adults who after April 2002 begin to live on the same premises as children/students but are not employed by the school, there is a verifiable Disclosure & Barring Service check completed at the standard level. This includes all members of staff Households who are aged 16 and over (not on the roll, nor employed by the Foundation) and who live on the same premises as Boarders. See NMS19. Residents over the age of 16 and not employees of the school also sign an agreement that sets out the conditions of their residence.

The Foundation has taken reasonably practicable checks to carry out Disclosure & Barring Service checks on taxi drivers booked by the school to drive boarders unaccompanied by staff.

Warwick School and King's High School have instigated measures to ensure that all boarders are protected from unsupervised contact at School with adults who have not been subject to the school's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.

The School does not allow any member of staff (including ancillary staff, sessional/contract staff, and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Disclosure & Barring Service.

Under the revised NMS19 the DBS certificate for 'gap' students is to be obtained before or as soon as practicable after the appointment.

The DSL or a DDSL can be contacted at any time whilst students are in the boarding house even if the member of boarding staff with DDSL training is not on duty.

The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits. Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision is checked by the school (although this may not be feasible when accommodation is in private households) and is monitored by the school during use.

If an allegation is made against a residential member of boarding staff, then whilst the matter is being investigated and until it is resolved, the boarding house staff member will be provided with alternative accommodation arrangements i.e., not in a boarding house.

Boarding pupils going on trips should be treated in the same way as a day student and be in line with the relevant school trips policy.

#### **Boarders- Educational Guardians and Host Families:**

All boarding pupils at the Foundation schools must, irrespective of age, have an Educational Guardianship arrangement in place for the duration of their time in the Foundation. These guardians

are appointed by the pupil's parents and the school does not recommend or endorse any individuals or agencies in this regard. The Foundation sets out its expectations regarding the Educational Guardian within the **Foundation Educational Guardianship Policy**, and all arrangements made by families must comply with this Policy. Any changes to the guardianship arrangements must be communicated to the appropriate school immediately.

The Foundation, and in particular the appropriate boarding staff, will monitor the Educational Guardianship arrangements in place for each boarding pupil and will regularly assess their suitability against the criteria set out in the Foundation Educational Guardianship Policy. Regular reviews of the arrangements will take place with the individual pupils to ensure that they are happy with the arrangements and that they have no concerns. Any issues raised during such reviews will be reported, using the child protection procedures, and discussed with the pupil's family immediately.

#### **Appendix 10: Safeguarding pupils in online learning and communication between staff and pupils**

Staff delivering online or virtual lessons must adhere to The Foundation's Safeguarding and Child Protection, Code of Conduct, and Acceptable Use of ICT Policies to ensure safety and compliance. The Foundation follows guidance from the DfE, UK Safer Internet Centre, National Grid for Learning, and London Grid for Learning. [Guidance from the UK Safer Internet Centre on safe remote learning](#), [the National Grid for Learning](#), and the [London Grid for Learning on the use of videos and live streaming](#). Lessons will be conducted using Foundation-owned devices and accounts, with parents informed about the operations. This will ensure that The Foundation's filtering and monitoring software is enabled.

Staff must notify a Senior Manager for one-to-one lessons or communication with vulnerable children. Lessons should be scheduled, allowing senior staff to monitor them. Non-scheduled meetings require consultation with senior staff.

Staff must remain vigilant for signs of distress or vulnerability in children and report concerns to the DSL. Online lessons should maintain the same conduct standards as in-person, including appropriate dress, setting, and language. Backgrounds should be blurred, and resources should be age-appropriate. Lessons should be kept to reasonable lengths, and recorded lessons should be deleted after use. Only approved platforms should be used.

Any issues with inappropriate dress, behaviour, or setting during lessons should be addressed immediately, and sessions can be ended if necessary, with incidents reported to the DSL. If the unauthorised recording is suspected, the session should be terminated. Personal devices should only be used in exceptional cases, with senior staff approval and caller ID withheld.

Staff must follow strict rules on personal online activity and communication with pupils, as outlined in the Staff Acceptable Use of ICT Policy, with breaches potentially leading to disciplinary action or referral to the Local Authority Designated Officer (LADO).

In **rare and exceptional circumstances** where staff urgently need to contact a pupil or parent by telephone and do not have access to a school-owned device, they will discuss this with a senior member of staff. If it is agreed there is no alternative to using a personally owned device, staff members will always use '**caller withheld**' to ensure the pupil and/or parent is not able to identify the staff member's contact details.

#### **Appendix 11: Equalities and Additional Risk Factors**

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

- disabled, have special educational needs, or have mental health needs
- young carers
- affected by parental substance misuse, domestic abuse, and violence, or parental mental health needs
- asylum seekers
- in receipt of support and services from a social worker
- susceptible to being bullied, or engaging in bullying behaviours
- living away from home or in temporary accommodation
- living transient lifestyles
- living in chaotic and unsupportive home situations
- susceptible to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability, or sexuality
- at risk of child sexual exploitation (CSE) and/or child criminal exploitation
- at risk from or are involved with serious violent crime
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of becoming involved with or supporting extremism
- may experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- have English as an additional language
- are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- are at risk due to either their own or a family member's mental health needs
- are a child in care or previously child in care
- are missing from education
- whose parent/carers has expressed an intention to remove them from school to be home-educated

## **Appendix 12: Safer Recruitment (pages 13)**

The Foundation endeavours to ensure that we do our utmost to employ only suitable staff and allow only suitable volunteers to work with children by complying with the requirements of KCSIE (2025) together with the Foundation Safer Recruitment Policy and the Independent Schools' Regulatory Requirements. The schools operate safe recruitment procedures which include procedures to comply with the statutory guidance Disqualification under the Childcare Act (2016).

The Head (and/or other school leaders as appropriate) and at least one governor will attend safer recruitment training and the school will ensure that there are at least two school leaders and/or governors that have attended safer recruitment training within the past three years.

Safer recruitment means that all applicants will:

- complete an application form that includes their employment history and explains any gaps in that history. CVs on their own will not be deemed to provide sufficient safeguarding information and are not accepted by the Foundation unless submitted with a completed application form;
- provide two referees, including at least one who can comment on the applicant's suitability to work with children;
- provide evidence of identity and qualifications. Documentation such as marriage certificate/birth certificate/divorce confirmation etc. will be required to verify name/change in name;

- if offered employment, be checked by the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include:
- An enhanced DBS check and a barred list check for those including unsupervised volunteers engaged in Regulated Activity;
- An enhanced DBS check without a barred list check for all volunteers not involved in Regulated Activity but who have the opportunity of regular contact with children;
- an enhanced DBS check for all governors (not including associate members), which will only include a barred list check for governors involved in Regulated Activity;

Where necessary, following regulatory requirements and the Foundation policy, overseas checks/certificates of good conduct for those who have lived or worked abroad will be required. The Foundation will follow the appropriate guidance about the recruitment of overseas-trained teachers, as specific guidance is currently being updated by the government. Additional measures will be put in place where it is not possible to obtain such documentation;

- if offered employment, provide evidence of their right to work in the UK;
- be interviewed by a panel of at least two school leaders/governors, if shortlisted.

The schools will also:

- ensure that every job description and person specification for roles in school includes a description of the role holder's responsibility for safeguarding;
- ask at least one value-based question at the interview for every role in school about the candidate's attitude to safeguarding and motivation for working with children;
- as part of the shortlisting process, good practice is for the Foundation's HR department to inform shortlisted candidates that online searches will be carried out. This may help identify any incidents or issues that have happened and are publicly available online, which the school might want to explore with the applicant at the interview. If these checks are not carried out at the shortlisting stage, they will be completed as part of the pre-employment checks
- verify the preferred candidate's mental and physical fitness to carry out their work responsibilities
- obtain references, from senior persons with appropriate authority, for all shortlisted candidates, including internal candidates, and verify the source of each reference. This may require seeking additional references to ensure appropriate checks are carried out to confirm suitability to work with children
- carry out additional or alternative checks for applicants who have lived or worked outside the UK
- ensure that applicants for teaching posts are not subject to a prohibition order issued by the Secretary of State
- check that an applicant for a management position is not the subject of a section 128 direction made by the secretary of state prohibiting or restricting her/him from taking part in the management of an independent school.

At least one member of each recruitment panel has attended safer recruitment training.

All new members of staff and volunteers will undergo an induction that includes familiarisation with the school's Safeguarding and Child Protection Policy and Staff Code of Conduct via our eLearning portal.

All existing staff are required to confirm annually via our eLearning platform that they have read a copy of the Safeguarding and Child Protection Policy, Staff Code of Conduct, Whistleblowing Policy, and KCSIE Part One, Prevent Information and Acceptable Use Policy.

At present, all staff who encounter children under 8 in EYFS are required to confirm that they are not disqualified from providing childcare by the Childcare Regulations, updated in 2018. The definition of

which members of staff across the Foundation are within the scope of this legislation will be reviewed during the academic year 2025-2025.

The Foundation obtains written confirmation from supply agencies and third-party organisations that they have satisfactorily undertaken all appropriate checks in respect of individuals they provide to work in the school that the school would have undertaken if they were employing the individual directly; and that those individuals are suitable to work with children. Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained confirming their suitability to work with children.

The Foundation maintains a Single Central Record (SCR) of recruitment checks undertaken and ensures that the record is maintained by KCSiE, Part 3 of and guidance issued by Warwickshire County Council.

Further details about the measures in place to support safer recruitment are found in the Foundation's Recruitment and Selection Policy.

Schools are 'specified places' which means that most staff and volunteers will be engaged in Regulated Activities. A fuller explanation of Regulated Activity can be found in KCSiE, Part 3.

### **Volunteers**

Volunteers will undergo checks commensurate with their work in the school and contact with pupils. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in Regulated Activity. The DBS does not charge for checks on volunteers. However, if schools use an external organisation to carry out the check, there may be an administration charge.

### **Supervised volunteers**

Volunteers who work only in a supervised capacity and are not in Regulated Activity will undergo the safer recruitment checks appropriate to their role, by the school's risk assessment process and statutory guidance.

### **Contractors**

The Foundation checks the identity of all contractors and their staff on arrival at the school/college and requests DBS checks where appropriate. As required by statutory guidance, where contractors and/or their staff are engaged in Regulated Activity, barred list checks are also requested. Contractors and any of their staff who have not undergone checks will not be allowed to work unsupervised or in Regulated Activity.

### **Visitors**

All visitors are expected to observe safeguarding procedures (see Section: 19, Site Security). Where visiting speakers are invited into the school by staff, the school will ensure that they are suitable and appropriately supervised. The school will ensure that appropriate vetting has been undertaken, which will at least include an internet search to ascertain the speaker's suitability. Appropriate details of all visiting speakers will be logged on the SCR (Single Central Record), in line with 'Prevent' guidance. All staff will be made aware of the need to ensure that the Prevent guidance for visiting speakers is carried out.

### **Staff Awareness Requirements**

Staff must be aware of:

- The Early Support process and their role in it.
- Identifying emerging problems, liaising with the DSL, and sharing information with other professionals for early identification and assessment.
- The referral process to local authority children's social care and statutory assessments that may follow, including their potential role in these processes.
- Actions to take if they identify a safeguarding issue or if a child reports abuse or neglect, including issues like FGM, while maintaining appropriate confidentiality.

- Signs of various types of abuse and neglect, and specific safeguarding issues such as child-on-child, online harm, child sexual exploitation (CSE), child criminal exploitation (CCE), risks of serious violent crime, FGM, and radicalisation.
- The importance of reassuring victims that they are taken seriously, supported, and kept safe.

### **Appendix 13: Data Protection Act 2018**

The **Data Protection Act (2018) (DPA)** and **General Data Protection Regulation (2018) (GDPR)** place duties on the school and individual staff to process personal information fairly and lawfully and to keep the information they hold safe and secure.

However, neither the **DPA** nor the **GDPR** prevent or limit the sharing of information to keep children safe, and promoting their welfare. KCSiE (2025) states clearly that *“Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare and protect the safety of children”*.

Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the DSL, or another member of the senior management team and contact the Foundation Data Team at [data@warwickschools.co.uk](mailto:data@warwickschools.co.uk) for advice, as in some instances, there may be sensitive information such as court orders in place or police involvement.

It is reasonable for staff to discuss day-to-day concerns about children with colleagues to ensure that children’s general needs are met in school. However, staff should report all safeguarding and child protection concerns to the DSL. The DSL will then decide who else needs to have the information, and they will disseminate it on a ‘need-to-know’ basis.

KCSiE (2025) emphasises that the DSL or a deputy DSL should always be available and that this availability should not delay appropriate action. Staff should speak to a member of the senior management team or seek advice from Children’s Social Care, Family Connect in Warwickshire if they are concerned about a child.

**Where children leave the school**, the DSL should ensure their safeguarding and child protection file is transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5-10 days of the start of a new term to allow the new school to have support in place for when the child arrives.

**The DSL must check that the information being transferred to a new school does not include other pupils’ data.** For advice on what to redact, please contact the Foundation Data team.

The DSL should ensure secure transit, and confirmation of receipt should be obtained. Receiving schools and/or colleges should ensure key staff, such as DSLs and special educational needs coordinators (SENCOs) or the named persons with oversight for special educational needs and disability (SEND) in a college, are aware as required.

In addition to the safeguarding and child protection file, the DSL should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting children who have had a social worker and been victims of abuse, etc.

More information on the safeguarding and child protection file is in KCSiE, Annex B.

Information sharing will take place in a timely and secure manner, and where it is necessary and proportionate to do so; and the information to be shared is relevant, adequate, and accurate.

All safeguarding and child protection information will be handled in line with the principles of the Data Protection Act 2018, which requires that sensitive information is:

- processed for limited purposes
- adequate, relevant, and not excessive

- accurate
- kept no longer than necessary
- processed by the data subject's rights
- secure

Record of concern forms (Green Forms) must be scanned and saved to *MyConcern*, which is held securely on the network.

The Foundation's policy on confidentiality and information-sharing is available to parents and children on request.

#### **Appendix 14: Child on Child Abuse and Child-on-child Sexual Violence and Sexual Harassment (SV/SH) (pages 34 )**

The Foundation enforces a strict zero-tolerance policy and outlines key actions schools must take to address and prevent such behaviours.

##### **Types of Abuse Include:**

- Bullying (including cyberbullying, prejudice-based, discriminatory)
- Sexual violence (rape, assault by penetration, sexual assault; includes online-facilitated abuse)
- Sexual harassment (comments, jokes, online harassment)
- Coercing sexual activity without consent
- Teenage relationship abuse (pattern of physical, sexual, emotional abuse in relationships)
- Prejudiced behaviour causing exclusion related to identity, disability, ethnicity, gender, sexual identity

**Sexual Violence:** As defined in the Sexual Offences Act (2003)

**Sexual Harassment:** Unwanted sexual conduct that violates dignity or creates a hostile environment

**Consent:** Must be informed, freely given, and can be withdrawn; under 13s cannot legally consent; the age of consent is 16

##### **Preventative Measures:**

- Curriculum covering respect, consent, and healthy relationships
- Zero tolerance culture for sexism and sexual violence
- Regular staff training on identification and response
- Delivery of Relationships Education, Relationships and Sex Education, and Health Education (RSHE) aligned with the school's policy and broader PSHEE programmes (e.g., Jigsaw Scheme, Beyond Equality resources, PSHEE Association guidelines)
- Inclusive teaching addressing the needs of SEND and vulnerable children
- <https://shorespace.org.uk/> link to support young people

##### **Staff Awareness:**

- Additional barriers for children with disabilities or special needs are considered
- Awareness that perceived or actual LGBT+ children may be vulnerable

##### **Response to Reports:**

Immediate risk assessment by DSL, who then liaises with Children's Social Care and Police as needed. The victim is supported and reassured. It is often necessary to separate the victim and the alleged perpetrator during investigations. Risk assessments are placed to ensure the protection needs of the victim, the alleged perpetrator, and the safety of others in consultation with social workers and specialists.

Following reports of abuse, minor incidents are managed internally with parental involvement and pastoral support. Early Support is provided for cases of non-violent, harmful sexual behaviour. For serious harm or offences, referrals are made to Children's Social Care or the Police.

Victim trauma and distress are carefully addressed, especially in serious cases such as rape. To reduce contact between the victim and the alleged perpetrator, separation is arranged on school premises and during transport, without implying guilt. It is also recognised that the alleged perpetrator may themselves be a victim of exploitation or coercion.

Ongoing support is tailored for all parties involved. The victim's routine is maintained, and a safe space is provided to support their well-being. Educational access is ensured for everyone involved.

One-off incidents of sexual harassment may be managed internally through behaviour and anti-bullying policies, with communication to parents and pastoral support. Separation of the victim and alleged perpetrator is considered where necessary. Early Support or Family Help may be offered to prevent the escalation of harmful behaviour.

All concerns, decisions, and the reasons behind these decisions are carefully documented in safeguarding records.

#### **Appendix 15: Exploitation (pages 36-37)**

Children and young people are often unwittingly drawn into sexual and/or criminal exploitation through the offer of friendship and care, gifts, drugs, alcohol and sometimes accommodation.

Child criminal exploitation may include activities such as:

- a child travelling outside the area in which she/he lives to transport, distribute, or sell drugs or money for others by whom they are being exploited. This form of criminal activity and exploitation is referred to as **county lines** (see below)
- a child committing crimes on behalf of or at the behest of others because they, their friends or relatives have been threatened, deceived, or manipulated
- a child being forced to shoplift or pickpocket
- a child being forced to threaten other young people
- a child being forced to work in a cannabis factory
- a child being forced or manipulated into committing vehicle crime or threatening/coming serious violence of others
- a child can be threatened (and their families) with violence or entrapped and coerced into debt

They may be coerced into carrying weapons or begin to carry a knife for protection:

- a child being forced to commit a crime to settle actual or fabricated debts
- gang membership, which may lead to the child being exploited to do something illegal or dangerous in return for kudos/status in the gang
- a child being encouraged or manipulated to commit a crime via social media
- a child receiving food, money, kudos, or status in return for storing a weapon or drugs for others.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however, professionals should be aware that girls are at risk of CCE too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

All staff are trained to be vigilant about and report indicators of CSE and CCE including:

- children appearing with money, clothes, mobile phones, etc. without plausible explanation
- children who associate with other young people involved in exploitation
- children in relationships with controlling or significantly older individuals or groups
- children frequenting areas known for sex work and/or criminal activity
- children who associate with gangs and/or become isolated from their peers/social networks
- children receiving excessive texts/phone calls
- multiple callers (unknown adults or peers) to children
- concerning the use of the internet or other social media by children
- increasing secretiveness around children's behaviours
- children presenting inappropriate sexualised behaviour for their age and/or with sexually transmitted infections and/or becoming pregnant
- children self-harming or presenting with significant changes in their emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods or regularly come home late
- children who regularly miss school or education, have unexplained absences or do not take part in education
- children being exposed to or perpetrating serious levels of violence; and/or being manipulated or forced into excessive violence towards others by somebody who is exploiting them (for further information see **Preventing Youth Violence and Gang Involvement (2015)**;
- evidence of/suspicious of children suffering physical or sexual assault

Although the following vulnerabilities increase the risk of child sexual and/or criminal exploitation, not all children with these indicators will be exploited and child sexual and criminal exploitation can occur without any of these issues:

- having a prior experience of neglect, physical and/or sexual abuse
- lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example):
- recent bereavement or loss
- social isolation or social difficulties
- absence of a safe environment to explore sexuality
- financial vulnerability
- homelessness or insecure accommodation status
- connections with other children and young people who are being sexually and/or criminally exploited
- family members or other connections involved in adult sex work and/or other criminal activity
- having a physical or learning disability
- being looked after (particularly those in residential care and those with interrupted care histories)
- issues/anxieties about sexual identity

### **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 forms 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 the compliance of victims.

Children can easily become trapped by this type of exploitation and become victims of modern slavery as County Lines gangs create drug debts and can threaten serious violence and kidnap victims (and their families) if they attempt to leave the County Lines network.

For further information see [County Lines Guidance \(2018\)](#) or [County Lines Toolkit for Professionals - The Children's Society](#) in partnership with Victim Support and National Police Chiefs' Council.

## **Appendix 16: ISI Safeguarding Standards - Safeguarding**

83. Leadership must ensure that arrangements are made to safeguard and promote the welfare of pupils<sup>1</sup> that meet the requirements of the Standards and (as applicable) the Early Years Foundation Stage statutory framework, The National Minimum Standards for boarding schools, the National Minimum Standards for Residential Special Schools, or the National Minimum Standards for Accommodation of Children under Eighteen by Further Education Colleges.

84. Inspection findings regarding safeguarding are based on the evidence available to inspectors at the time of inspection. Inspectors probe and evaluate this evidence carefully and robustly, informed by applicable statutory guidance. However, inspection cannot provide absolute assurance that a school is safe.

85. The proprietor must ensure that leaders and managers have effective arrangements in place:

- to safeguard and promote the welfare of pupils which fulfil the requirements of the latest statutory guidance<sup>2</sup> and any other safeguarding regulations applicable to the school
- that promote the school's effective working with other partnerships and agencies to safeguard pupils and protect them from harm
- that effective measures are taken to manage risk and protect pupils from harm, and to manage well any incidents that do occur

86. Leadership must ensure that the school has effective arrangements, reviewed regularly, to ensure pupils know how to stay safe online.

87. Leadership must ensure that the applicable requirements of the Standards<sup>3</sup> Relating to the suitability of staff, supply staff and proprietors are met.

### **Early years**

88. The inspection team will consider how effectively leadership actively promotes the well-being of all children in early years provision at the school when making judgments for the whole school.

89. An evaluation of the school's provision for children from birth to five is also reported by the requirements of the Early Years Foundation Stage framework<sup>4</sup>.

90. Provision for children under the age of two in a registered setting is also evaluated and reported following the requirements of Ofsted's Education Inspection Framework<sup>5</sup> and associated guidance.

### **Boarding**

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<sup>1</sup> Whether the pupil is a pupil at the school

<sup>2</sup> Keeping Children Safe in Education and any other related applicable statutory guidance from time to time in force.

<sup>3</sup> ISSR part 4

<sup>4</sup> <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

<sup>5</sup> <https://www.gov.uk/government/collections/education-inspection-framework>

91. Leadership must ensure that arrangements are made to safeguard and promote the welfare of pupils<sup>6</sup> for whom the school provides accommodation (boarders), which meet the requirements of (as applicable) the National Minimum Standards for boarding schools<sup>7</sup>

92. The inspection team will consider how effectively leadership actively promotes the well-being of boarders when making judgements for the whole school.

93. Any specific aspects of provision relevant only to boarding pupils, and not covered elsewhere in the report, will be reported under a section in the report on boarding.

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<sup>6</sup> Whether or not the pupil is a pupil at the school

<sup>7</sup> The National Minimum Standards for boarding schools