



# Orange Tree School

## Child Protection Safeguarding Policy

OTS Oakleigh Pk and Ridgeway Sites

Independent School Standards: Paragraph 7 and 34

This Child Protection and Safeguarding Policy pays regard to national guidance issued by the Secretary of State, including 'Keeping Children Safe in Education' (**September, 2025**) and 'Working Together to Safeguard Children' (**March, 2026**).



## DOCUMENT DETAILS

<b>Target Audience (s):</b>	<ul style="list-style-type: none"><li>• All Staff</li><li>• External suppliers or visitors</li><li>• Regulatory / Legal bodies</li><li>• Other (e.g. Parents)</li><li>• Hospital Staff</li></ul>
<b>Policy Author (Subject Matter Expert):</b>	Zoe Ramshaw
<b>Policy Committee Sponsor:</b>	Advisory Board – Peter Curtis
<b>Frequency of review:</b>	Annually
<b>Last review date:</b>	31/12/25
<b>Last Update:</b>	April 2026
<b>Next Review Date:</b>	31/8/26

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## Introduction

Orange Tree School is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil, both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

This policy applies to **all children**, regardless of their living arrangements or legal status. This includes children:

- living with birth parents or extended family
- in kinship care, including special guardianship arrangements
- who are adopted
- who are looked after in foster or residential settings

The school recognises that safeguarding responsibilities begin **before birth**, and practitioners should consider the need for help, support and protection for **unborn children** where there are safeguarding concerns.

Orange Tree School is an independent Special School registered for students aged 8 to 19, which is comprised of two sites: Orange Tree School which admits students from 11–19 and OTS Ridgeway which admits students aged 8–18. Orange Tree School educates children who have an EHCP for SEMH needs.

## Statement of Intent

Orange Tree School is committed to maintaining a **safe, inclusive and anti-discriminatory culture**. We recognise that safeguarding is most effective where children feel respected, valued and heard.

All staff are expected to **identify, challenge and respond to racism, discrimination and bias**, understanding that these can impact children's safety, wellbeing and access to support. Safeguarding practice at Orange Tree School actively considers equality, diversity and disproportionality in outcomes for children.

This policy applies to **all children**, regardless of their living arrangements or legal status. This includes children:

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## Safeguarding Team

Orange Tree Oakleigh Park

The DSL is **Hayley Hunter**. In the absence of the DSL, child protection matters will be dealt with by one of the deputy DSLs: **Lucy Price, Evie Waldren and Jake Beeson**. Other trained DSLs who you can speak to are **Zoe Ramshaw (headteacher) and Helen Carmel**.

OTS Ridgeway

The DSL is **Barbara Maleki**. In the absence of the DSL, child protection matters will be dealt with by the deputy DSL **Sanchia Simon**. In the absence of either, please speak to the headteacher **Zoe Ramshaw**.

The school staff work closely with the Ellern Mede hospital safeguarding team, and all students are inpatients at the hospital. The school is located on the hospital grounds.

Ellern Mede Hospital Safeguarding team

EM Hospital Safeguarding Team (for any historical, family, clinically related, or concerns raised about inpatient care / treatment):

1. [EMR-safeguarding@ellernmede.org](mailto:EMR-safeguarding@ellernmede.org)

Hospital GROUP DSLs are:

1. Fiza Raza (Social Work Department Lead & Safeguarding Lead)
2. Janice Coleman (Clinical Services Manager)
3. Nancy Maicoo (Operations Director)
4. Dr Hind Al-khairula (Medical Director)

Serious concerns involving any DSLs or site managers need to go to SMT.

[EMGSMT@ellernmede.org](mailto:EMGSMT@ellernmede.org) or LA / CQC (below)

*Hospital Manager – Nancy Maicoo –*

*Safety Lead – Fiza Raza*

**Peter Curtis (proprietor)– Tel 0208-957774**

**Barnet LADO - Rob Wratten**

*MASH LADO –is the first point of call*

Multi-Agency Safeguarding Hub (MASH) **020 8359 4066**. The MASH team are available Monday to Thursday 9am to 5.15pm and Friday 9am to 5pm.

Outside these hours you should report any concerns that need an immediate response to our emergency duty team on 020 8359 2000

## Acronyms

This policy contains a number of acronyms used in the Education sector. These acronyms are listed below alongside their descriptions.

<b>Acronym</b>	<b>Long form</b>	<b>Description</b>
AI	Artificial Intelligence	Computer systems and software that are able to perform tasks that ordinarily require human intelligence, such as decision-making and the creation of images.
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
MASH	Multi agency safeguarding hub	The single point of contact for all professionals to report safeguarding concerns.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and Barring Service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.

DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in

	Child Sexual Abuse	institutions, and to understand institutional responses to these behaviours.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PLAC	Previously looked-after children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.

SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.

## **Definitions**

The terms “**children**” and “**child**” refer to anyone under the age of 18.

For the purposes of this policy, “**safeguarding and protecting the welfare of children**” is defined as:

- Providing help and support to meet the needs of pupils as soon as problems emerge.
- Protecting pupils from maltreatment, whether that is within or outside the home, including online.
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all pupils to have the best outcomes.

For the purposes of this policy, “**consent**” is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another, and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity, and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

For the purposes of this policy, “**sexual violence**” refers to the following offences as defined under the Sexual Offences Act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Assault by penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

For the purposes of this policy, “**sexual harassment**” refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or

sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual “jokes” and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
  - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
  - Sharing unwanted explicit content.
  - Upskirting.
  - Sexualised online bullying.
  - Unwanted sexual comments and messages, including on social media.
  - Sexual exploitation, coercion, and threats.

For the purposes of this policy, **“upskirting”** refers to the act, as identified in the Voyeurism (Offences) Act 2019, of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

For the purposes of this policy, the **“consensual and non-consensual sharing of nude and semi-nude images and/or videos”**, colloquially known as **“sexting”**, is defined as the sharing between pupils of sexually explicit content, including indecent imagery. For the purposes of this policy, **“indecent imagery”** is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

For the purposes of this policy, **“abuse”** is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the

internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

For the purposes of this policy, “**physical abuse**” is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

For the purposes of this policy, “**emotional abuse**” is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child the opportunities to express their views, deliberately silencing them, ‘making fun’ of what they say or how they communicate. It may feature age- or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, 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 the child to frequently 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, but it may also occur alone.

For the purposes of this policy, “**sexual abuse**” is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.

For the purposes of this policy, “**neglect**” is defined as the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in serious impairment of a child’s health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

## Legal framework

We understand that our work in safeguarding and protecting pupils must always pay regard to national guidance issued by the Secretary of State and is in line with local guidance and procedures. This Child Protection and Safeguarding policy is therefore written with due regard to national guidance, the latest of which is:

- Keeping Children Safe in Education (September, 2025)
- Working Together to Safeguard Children (March, 2026).

Our safeguarding policy also pays regard to 'Relationships and Sex Education (RSE) and Health Education' guidance, the Prevent duty, and 'the use of social media for on-line radicalisation' guidance.

## Roles and responsibilities

All staff have a responsibility to:

- Recognise and challenge **racism, discrimination and bias** in all forms.
- Understand how factors such as **race, culture, disability, gender, identity and socio-economic background** may influence safeguarding risks and outcomes.
- Consider whether **disproportionality** or barriers to support may be affecting a pupil's experience or access to services.
- Consider, at all times, what is in the best interests of the pupil.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Provide a safe environment in which pupils can learn.
- Be prepared to identify pupils who may benefit from early help.
- Be aware of the school's systems which support safeguarding, including any policies, procedures, information and training provided upon induction.
- Be aware of the role and identity of the DSL and deputy DSLs.
- Undertake safeguarding training, including online safety training (which, amongst other things, includes an understanding of the expectations and responsibilities relating to filtering and monitoring), during their induction – this will be regularly updated.
- Receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually.
- Be aware of the local early help process and understand their role in it.
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected.

- Be aware that a pupil may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.
- Promote dialogue and understanding, and ensure all pupils feel listened to and understood.
- Empower pupils and allow them to understand their rights to safety and privacy, and to help them understand what they can do to keep themselves protected from harm.
- Avoid victim-blaming attitudes, and challenge it in a professional way if it occurs.
- Maintain appropriate levels of confidentiality when dealing with individual cases.
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Speak to the DSL if they are unsure about how to handle safeguarding matters.
- Be aware of safeguarding issues that can put pupils at risk of harm.
- Be aware of behaviours that could potentially be a sign that a pupil may be at risk of harm.

**Teachers, including the headteacher, have a responsibility to:**

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'.
- Personally report any cases to the police where it appears that an act of FGM has been carried out, also referred to as 'known' cases, as soon as possible.

**The advisory board has a duty to:**

- Take strategic leadership responsibility for the school's safeguarding arrangements.
- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to multi-agency working in line with the statutory guidance '[Working Together to Safeguard Children](#)'.
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that staff working directly with children read at least Part one of KCSIE.
- Ensure that staff who do not work directly with children read either Part one or Annex A of KCSIE. **NB:** Individual schools assess which guidance will be most effective for their staff to safeguard and promote the welfare of children.
- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities in regard to safeguarding children.

- Ensure a senior board level lead takes leadership responsibility for safeguarding arrangements.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSLs to provide support to the DSL, and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job descriptions.
- Facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Where there is a safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Ensure systems are in place, children to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible.
- Ensure that staff have due regard to relevant data protection principles that allow them to share and withhold personal information.
- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher or another governor.
- Guarantee that there are effective and appropriate policies and procedures in place.
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the advisory board itself, the SLT and DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
- Ensure the school has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff receive safeguarding and child protection training updates, e.g. emails, as required, but at least annually.
- Ensure that all governors receive appropriate safeguarding and child protection training upon their induction and that this training is updated regularly.

- Certify that there are procedures in place to handle allegations against staff, supply staff, volunteers and contractors.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to child-on-child abuse.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the VSH to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who become absent from education, particularly on repeat occasions and/or for prolonged periods, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the governing board have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), the Data Protection Act 2018, the UK GDPR and the local multi-agency safeguarding arrangements.

**The headteacher has a duty to:**

- Ensure that the policies and procedures adopted by the advisory board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff.
- Provide staff with the appropriate policies and information upon induction.

**The DSL has a duty to:**

- Take lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place.
- Provide advice and support to other staff on child welfare, safeguarding 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, and/or support other staff to do so.

During term time, there will usually always be a DSL or DDSL onsite. Where this is not possible, a DSL or DDSL will be available via a phone call between 8.30am and 4.00pm. Outside of these hours, please email: [DSL@orangetreeschool.org](mailto:DSL@orangetreeschool.org).

Arrange, alongside the school, adequate and appropriate cover for any activities outside of school hours or terms.

- Refer cases:
  - To CSCS (Children social care services) where abuse and neglect are suspected, and support staff who make referrals to CSCS.
  - To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme.
  - To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
  - To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance.
- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners.
- Liaise with the headteacher to inform them of issues, especially regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the deputy DSLs to ensure effective safeguarding outcomes.
- Liaise with the case manager and the LA designated officers (LADOs) for child protection concerns in cases concerning staff.
- Liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety.
- Liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.

- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
  - Ensuring that the school knows which pupils have or had a social worker.
  - Understanding the academic progress and attainment of these pupils.
  - Maintaining a culture of high aspirations for these pupils.
  - Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential.
  - Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these pupils are experiencing with teachers and the SLT.
- Ensure that child protection files are kept up-to-date and only accessed by those who need to do so.
- Ensure that a pupil's child protection file is transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Link with safeguarding partner arrangements to make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding.
- Undergo training, and update this training at least every two years.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings; this includes understanding the difficulties pupils may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication.
- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters: specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
- Understand the importance of information sharing, including within school, with other schools, and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR.

- Keep detailed, accurate, secure written records of safeguarding concerns, decisions made, and whether or not referrals have been made, and understand the purpose of this record-keeping.

The designated teacher has a responsibility for promoting the educational achievement of LAC and PLAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

### Multi-agency working

The school contributes to multi-agency working as part of its statutory duty and is fully engaged in local safeguarding arrangements.

The school recognises that effective safeguarding requires strong **multi-agency collaboration**. Safeguarding partners are expected to:

- identify and respond to **disproportionality and systemic inequalities**, including racism
- ensure effective **information sharing** across agencies

The school will work with MASH, the police, health services and other partners to protect the welfare of pupils. Information will be shared in line with statutory guidance, including *Information sharing advice for safeguarding practitioners*, with the safety and welfare of the child as the primary consideration.

### Information sharing

The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.

Staff will follow statutory guidance, including:

- *Information sharing advice for safeguarding practitioners (HM Government)*

Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSLs.

Early help/Family Help

## Family Help

Family help is a coordinated approach that brings together **targeted early help and statutory support under section 17** to provide a seamless offer to children and families.

At Orange Tree School, family help will:

- provide **consistent relationships** for children and families
- be led by a **designated lead practitioner**
- involve a **multi-disciplinary team**
- be supported by a **family help plan**

The school will work proactively with safeguarding partners to ensure that support is provided at the earliest opportunity and responds to the needs of the child and their family.

Any pupil may benefit from family/early help, but in particular, staff will be alert to the potential need for early help for pupils who:

- Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND, regardless of whether they have a statutory EHC plan.
- Are suffering from mental ill health.
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing or going missing from care or from home.
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.
- Are at risk of being radicalised.
- Have family members in custody or is affected by parental offending.
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
- Are misusing drugs or alcohol.
- Are at risk of HBA, such as FGM or forced marriage.
- Are privately fostered.
- Have experienced multiple suspensions and are at risk of, or have been, permanently excluded from school, alternative provision or a PRU.

The school will not limit its support to pupils affected by the above and will be mindful of a variety of additional circumstances in which pupils may benefit from early help, for example, if they are:

- Bereaved.
- Viewing problematic or inappropriate online content or developing inappropriate relationships online.
- Have recently returned home to their family from care.

- Missing education, or are persistently absent from school, or not in receipt of full-time education.

Staff will be mindful of all signs of abuse, neglect and exploitation and use their professional curiosity to raise concerns to the DSL.

The DSL will take the lead where early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required.

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to MASH for assessment for statutory services if the pupil's situation is not improving or is worsening.

### Family Group Decision-Making (FGDM)

The school supports the use of Family Group Decision-Making where appropriate.

FGDM enables families to come together to develop and agree plans that safeguard children and promote their welfare. The school will contribute to and support these processes as part of a collaborative, child-centred approach.

#### Abuse, neglect and exploitation

All staff will be aware of the indicators of abuse, neglect and exploitation and will understand that children can be at risk of harm inside and outside of the school, inside and outside of the school, inside and outside of home, and online. Staff will also be aware that pupils can be affected by seeing, hearing or experiencing the effects of abuse.

All staff will understand that abuse, neglect, exploitation and other safeguarding issues are rarely standalone events that can be given a specific definition or one label alone. Staff will understand that, in most cases, multiple issues will overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL.

All staff, especially the DSL and deputy DSLs, will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a pupil being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

## Abusive behaviour in relationships and coercive control

Staff will be aware of abusive behaviour within relationships, including:

- coercive control
- emotional manipulation
- controlling or isolating behaviours

These may occur within families or between young people, including teenage relationship abuse. Staff will respond to concerns in line with safeguarding procedures.

Staff will be aware that **child sexual abuse (CSA)** can be complex and often hidden. It may involve:

- grooming (including online grooming)
- exploitation within families or peer groups
- abuse that children may not recognise or disclose

Staff must remain professionally curious and respond to **indicators of harm**, even where disclosure is not made.

### Specific safeguarding issues

There are certain specific safeguarding issues that can put children at risk of harm – staff will be aware of these issues.

[Appendix A](#) of this policy sets out details about specific safeguarding issues that pupils may experience and outlines specific actions that would be taken in relation to individual issues.

#### Child-on-child abuse

For the purposes of this policy, “**child-on-child abuse**” is defined as abuse between children.

The school has a zero-tolerance approach to abuse, including child-on-child abuse, as confirmed in the Child Protection and Safeguarding Policy’s [statement of intent](#).

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

When identifying pupils at risk of potential harm or who have been harmed by their peers, staff members will look out for a number of indicators including, but not limited to, the following:

- Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age
- Lack of concentration and acting withdrawn

- Knowledge ahead of their age, e.g. sexual knowledge
- Use of explicit language
- Fear of abandonment
- Depression and low self-esteem
- Changes to their social group, e.g. spending time with older pupils, or social isolation
- Alcohol or substance misuse

All staff will understand the importance of challenge inappropriate behaviour between peers, and will not tolerate abuse as “banter” or “part of growing up”.

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers – sometimes known as ‘teenage relationship abuse’.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff will be clear as to the school’s policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

How will OTS manage allegations of Child-on-Child abuse?

**If the incident/allegation involves harmful sexual behaviours the safeguarding team will:**

- **Reassure the victim, ensuring that they feel safe in school**
- **Offer the student support through, onsite counselling, SEMH support or a referral to Early help/BICS or other relevant agencies**
- **Assess whether a MASH or Police referral is required**

- **Complete or update a risk assessment**
- **Where appropriate, sanction the perpetrator in line with the behaviour, relationship and anti-bullying policy**
- **Refer the perpetrator for support through early help, safer schools' team or MASH**

**Staff will follow these procedures, as well as the procedures outlined in the school's Anti-bullying Policy and the behaviour and relationship policy where relevant.**

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe. **Pupils can speak with their form tutor, key teacher (Ridgeway) another trusted adult or a DSL.**

Online safety and personal electronic devices

The school will adhere to the Online Safety Policy at all times.

The school recognises that children may experience **multiple forms of harm simultaneously**, including:

- online harms
- exploitation within peer groups or communities
- group-based exploitation

Safeguarding responses will consider the **full context of risk**, including online environments, peer relationships and wider community factors.

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

Through training, all staff members will be made aware of:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online.
- The procedure to follow when they have a concern regarding a pupil's online activity.

The school will ensure that appropriate filtering systems are in place on school devices and school networks to prevent children accessing inappropriate material, in accordance with the school's Cyber-security Policy. The school will, however, ensure that the use of filtering and monitoring systems does not cause "over blocking", which may lead to unreasonable restrictions as to what pupils can be taught online. The school will also ensure that it meets the filtering and monitoring standards published by the DfE.

Staff will be aware of the filtering and monitoring systems in place and will know how to escalate concerns where they are identified. Staff will be made aware of their expectations and responsibilities relating to filtering and monitoring systems during their induction.

### Operation Encompass

Orange Tree School works in partnership with the police through Operation Encompass to support children who have experienced domestic abuse.

Where a domestic incident has occurred, information will be shared with the DSL prior to the next school day to enable timely and appropriate support for the child.

This does not replace statutory safeguarding procedures, and referrals will be made where necessary.

### REFERRALS / SECTION 47

Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, a referral will be made for **section 47 enquiries**.

These enquiries will include:

- **robust multi-agency assessments**
- **direct work with the child**
- **strategy discussions**, particularly in cases involving child sexual abuse

The school will actively contribute to these processes to ensure the child's voice is heard.

Further information regarding the school's approach to online safety can be found in the Online Safety Policy.

### Communicating with parents

As part of the usual communication with parents, the school will reinforce the importance of pupils being safe online and inform parents that they will find it helpful to understand what systems the school uses to filter and monitor internet use.

The school will also make it clear to parents what their children are being asked to do online for school.

### Reviewing online safety

The school will carry out an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by pupils.

## Personal electronic devices

The use of personal electronic devices, including mobile phones and cameras, by staff and pupils is not permitted during school hours both onsite and offsite without specific permission in line with the Staff handbook and Mobile Phone and Electronic Devices Policy all students agree with.

Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy and Photography Policy. The DPO will oversee the planning of any events where photographs and videos will be taken.

Where photographs and videos will involve pupils who are LAC, adopted pupils, or pupils for whom there are security concerns, the headteacher will liaise with the DSL to determine the steps involved. The DSL will, in known cases of pupils who are LAC or who have been adopted, liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the pupils.

Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures and appropriate action will be taken.

## Upskirting

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. **"Operating equipment"** includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion-activated camera.

Upskirting will not be tolerated by the school. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

## Consensual and non-consensual sharing of indecent images and videos

The school will ensure that staff are aware to treat the consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as "sexting" or youth-produced sexual images) as a safeguarding concern.

Staff receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training around how to deal with instances of sharing nudes and semi-nudes in the school community, including understanding motivations, assessing risks posed to pupils depicted in the images, and how and when to report instances of this behaviour.

Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised.

Where a member of staff becomes aware of an incidence of sharing nudes and/or semi-nudes, they will refer this to the DSL as soon as possible.

### Context of safeguarding incidents

Safeguarding incidents can occur outside of school and can be associated with outside factors. All staff, particularly the DSL and deputy DSLs, will always consider the context of safeguarding incidents. Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The school will provide as much contextual information as possible when making referrals to MASH.

### Pupils potentially at greater risk of harm

The school recognises that some groups of pupils can face additional safeguarding challenges, both online and offline, and understands that further barriers may exist when determining abuse and neglect in these groups of pupils. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outlined below.

#### Pupils who need social workers

Pupils may need social workers due to safeguarding or welfare needs. These needs can leave pupils vulnerable to further harm and educational disadvantage.

As a matter of routine, the DSL will hold and use information from the LA about whether a pupil has a social worker in order to make decisions in the best interests of the pupil's safety, welfare, and educational outcomes.

Where a pupil needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision pastoral or academic support.

### LAC and PLAC

The school recognises that looked-after children may be particularly vulnerable, especially in:

- residential settings
- complex care arrangements

Safeguarding planning will:

- align with the child's **care plan**
- link with **child protection planning** where appropriate
- consider risks such as **sexual or criminal exploitation**

Children most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. PLAC, also known as care leavers, can also remain vulnerable after leaving care.

The governing board will ensure that staff have the skills, knowledge and understanding to keep LAC and PLAC safe. This includes ensuring that the appropriate staff have the information they need, such as:

- Looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.
- Contact arrangements with parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the pupil.

The DSL will be provided with the necessary details of pupils' social workers and the VSH, and, for PLAC, personal advisers.

Further details of safeguarding procedures for LAC and PLAC are outlined in the school's LAC Policy.

### Pupils with SEND

All pupils who at Orange Tree School Oakleigh Park have SEND needs and have an EHCP for SEMH.

When managing safeguarding in relation to pupils with SEND, staff will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a pupil's indicators relate only to their disability
- Pupils with SEND can be disproportionately impacted by issues such as bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a pupil with SEND, the school's SENCO may also be consulted, as well as the pupil's parents where appropriate, to ensure that the pupil's needs are met effectively.

### LGBTQ+ pupils

The fact that a pupil may be LGBTQ+ is not in itself an inherent risk factor for harm; however, staff will be aware that LGBTQ+ pupils can be targeted by other individuals. Staff will also be aware that, in some cases, a pupil who is perceived by others to be LGBTQ+ (whether they are or not) can be just as vulnerable as pupils who identify as LGBTQ+.

Staff will also be aware that the risks to these pupils can be compounded when they do not have a trusted adult with whom they can speak openly with. Staff will endeavour to reduce the additional barriers faced by these pupils and provide a safe space for them to speak out and share any concerns they have.

### Pupils requiring mental health support

Students who attend Orange Tree may already have known mental health difficulties and will be known by staff. All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation but will also remain in context of the students known needs.

### Use of the school premises for non-school activities

Currently OTS does not hire or rent the building to other organisations or individuals. However, if the advisory board does hire or rents out school facilities or the school premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate safeguarding arrangements are in place to keep pupils safe. The school will refer to the DfE's [guidance](#) on keeping children safe in out-of-school settings in these circumstances.

Where the advisory board provides the activities under the direct supervision or management of school staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, the advisory board will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The advisory board will also ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The governing board will ensure safeguarding requirements are included in any transfer of control agreement, i.e. a lease or hire agreement, as a condition of use and occupation of the premises, and specify that failure to comply with this would lead to termination of the agreement.

### Extracurricular activities and clubs

OTS does not currently have external bodies running any extra-curricular clubs on site.

External bodies that may host extracurricular activities and clubs at the school, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Staff and volunteers running extracurricular activities and clubs will be aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they

should respond to child protection concerns and how to make a referral to MASH or the police, if necessary.

All national governing bodies of sport that receive funding from either Sport England or UK Sport must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

### Alternative provision, off site education, off site therapy activities or home learning

The school does not commission alternative providers and remains the main educational provider for all students. We do, however, use alternative education off site with support from school staff. The school will remain responsible for a pupil's welfare during their time at an alternative provider, off site learning or learning at home. The school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff and will satisfy itself that the placement is meeting the pupil's needs.

### Work experience

When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place. Where the school has pupils conduct work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 16.

### Concerns about pupils

If a member of staff has any concern about a pupil's welfare, or a pupil has reported a safeguarding concern in relation to themselves or a peer, they will act on them immediately by speaking to the DSL or deputy DSLs on the SAME DAY as soon as possible.

Staff will be aware that pupils may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful. Staff will be aware that this must not prevent them from having professional curiosity and speaking to the DSL, or deputy DSL, if they have a concern about a pupil.

All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in the [Communication and confidentiality](#) section of this policy. **Please see flow chart for actions when you have a concern about a child.**

**Where the DSL is not available to discuss the concern, staff members will contact the deputy DSLs with the matter. If a referral is made about a pupil by anyone other than the DSL, the DSL will be informed as soon as possible.**

The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer. Staff are required to monitor a referral if they do not receive

information from the LA regarding what action is necessary for the pupil. If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.

If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered. All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL and kept securely on isams for OTS Oakleigh park and on a secure drive at Ridgeway school and Ellern Mede hospital.

If a pupil is in immediate danger, a referral will be made to MASH and/or the police immediately. If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.

Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views. When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.

An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

#### Managing referrals

All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed. When making a referral to MASH or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved. The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.

The school will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by MASH. Where MASH decide that a statutory investigation is not appropriate, the school will consider referring the incident again if it is believed that the pupil is at risk of harm. Where MASH decide that a statutory investigation is not appropriate and the school agrees with this decision, the school will consider the use of other support mechanisms, such as early help and pastoral support.

At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so. Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm. The school will work closely with parents to ensure that the pupil, as well as their family, understands the arrangements in place, such as in-school interventions, is effectively supported, and knows where they can access additional support.

Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, a referral will be made for **section 47 enquiries**.

These enquiries will include:

- **robust multi-agency assessments**
- **direct work with the child**
- **strategy discussions**, particularly in cases involving child sexual abuse

The school will actively contribute to these processes to ensure the child's voice is heard.

### Concerns about school safeguarding practices

Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy. If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

#### Safeguarding concerns and allegations of abuse against staff

All allegations against staff, supply staff, volunteers and contractors will be managed in line with the school's Allegations of Abuse Against Staff in the staff handbook. The school will ensure all allegations against staff, including those who are not employees of the school, are dealt with appropriately and that the school liaises with the relevant parties.

When managing allegations against staff, the school will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as "low-level concerns", as defined in the Allegations of Abuse Against Staff Policy. Allegations that meet the harms threshold include instances where staff have:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Committed or possibly committed a criminal offence against or related to a child.
- Behaved towards a child in a way that indicates they may pose a risk of harm to children.
- Behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.

## **Low-level concerns should be reported to the DSL or the headteacher without delay.**

A low-level concern is any concern that an adult has acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.
- doesn't meet the threshold of harm or is not considered serious enough for the school or college to refer to the local authority.

Low-level concerns are part of a spectrum of behaviour. This includes:

- inadvertent or thoughtless behaviour.
- behaviour that might be considered inappropriate depending on the circumstances.
- behaviour which is intended to enable abuse.

Examples of such behaviour could include:

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

### Allegations Management (Concerns About Staff Conduct and Whistleblowing)

The school is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. We recognise that it is essential to create an open and transparent culture where concerns about adults working with children can be raised and addressed promptly, fairly, and in line with statutory guidance.

## **Concerns About Staff Conduct**

All staff have a duty to report any concern they may have about the behaviour or conduct of a colleague, volunteer, advisory board member, contractor, or other adult working with children.

Concerns may relate to situations where the adult has:

- Behaved in a way that has harmed, or may harm, a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved in a way that indicates they may pose a risk of harm to children.

- Breached the school's staff code of conduct, including inappropriate behaviour outside of school.

Concerns must be reported immediately to the Headteacher. Where the concern relates to the Headteacher, it must be reported directly to the Chair of Governors. The school will follow the procedures outlined in *Keeping Children Safe in Education (KCSIE)* and the local safeguarding partnership's guidance for managing allegations against staff.

## Whistleblowing

If a member of staff feels unable to raise a safeguarding concern through the normal reporting channels, or believes that their concern has not been taken seriously, they must follow the school's whistleblowing procedures. Whistleblowing enables staff to raise genuine concerns about poor practice, misconduct, or safeguarding failures that could place children at risk.

Staff may raise whistleblowing concerns directly with:

- The Local Authority Designated Officer (LADO), in cases relating to staff conduct towards children.
- The NSPCC Whistleblowing Advice Line (0800 028 0285), which offers confidential advice for professionals.

No member of staff will suffer dismissal, disciplinary action, or other detriment as a result of raising a safeguarding concern in good faith. All concerns will be treated seriously, investigated promptly, and handled sensitively with appropriate confidentiality.

## Communication and confidentiality

Staff will follow statutory guidance, including:

- *Information sharing advice for safeguarding practitioners (HM Government)*

When recording, holding, using and sharing information, the DSL will ensure that they:

- Understand the importance of information sharing, both within the school and with other schools on transfer including in-year and between primary and secondary education, and with safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, in particular the Data Protection Act 2018 and the UK GDPR.
- Are able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale of those decisions. This will include instances

where referrals were and were not made to another agency such as LA children's social care or the Prevent program.

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.

Where there is an allegation or incident of sexual abuse or sexual violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree on what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.

Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis. During the disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime. Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others. Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved. Discussions with parents will not take place where they could potentially put a pupil at risk of harm. Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report. Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes, with the reasons behind decisions being explained and the available support discussed. External agencies will be invited to these discussions where necessary.

Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

## Training

Staff members will undergo safeguarding and child protection training at induction, which will be updated regularly during whole staff meetings and CPD as well as whenever there is a change in legislation or to review an incident.

The induction training will cover:

- **The Child Protection and Safeguarding Policy.**
- **The Child-on-child Abuse procedures.**
- **The Staff Code of Conduct.**
- **Part one of 'Keeping children safe in education' (KCSIE) (or Annex A, if appropriate).**
- **The Behaviour and relationships Policy.**
- **The Children Absent from Education concerns, including the safeguarding response to children who are absent from education.**
- **Appropriate child protection and safeguarding training, including online safety training – which, amongst other things, includes an understanding of expectations, applicable roles and responsibilities in relation to filtering and monitoring.**
- **Information about the role and identity of the DSL and deputy DSLs.**

All staff members will also receive regular safeguarding and child protection updates as required, but at least annually. Training will cover, at a minimum:

- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding.
- How to keep LAC and PLAC safe.
- CCE and the need to refer cases to the National Referral Mechanism.
- Updated online safety training.

Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.

The DSL and deputy DSLs will undergo child protection and safeguarding training which is updated at least every two years. The DSL and deputy DSLs will also obtain access to resources and attend any relevant or refresher training courses, ensuring they keep up-to-date with any developments relevant to their role. This will include training to understand:

- The assessment process for providing early help and statutory intervention, including local criteria for action and MASH referral arrangements.
- How LAs conduct child protection case conferences and a child protection review conferences, to enable the DSL to attend and contribute to these effectively when required.
- The importance of providing information and support to multi-agency partners.
- The lasting impact that adversity and trauma can have.

- How to be alert to the specific needs of children in need, pupils with SEND and/or relevant health conditions, and young carers.
- The importance of internal and external information sharing.
- The Prevent duty.
- The risks associated with online safety, including the additional risks faced online by pupils with SEND.
- online safety, including the additional risks faced online by pupils with SEND.

Safeguarding training for staff, including online safety training, will be integrated, aligned and considered as part of the whole-school approach to safeguarding and wider staff training and curriculum planning.

Staff members will be supported with their understanding of safeguarding issues and how to deal with them from their induction and throughout their time at the school. Staff members will be encouraged to participate in additional CPD alongside mandatory safeguarding training activities.

### Monitoring and review

This policy is reviewed at least annually by the DSL and the headteacher. This policy will be updated as needed to ensure it is up-to-date with safeguarding issues as they emerge and evolve, including any lessons learnt.

Any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme. The next scheduled review date for this policy is **31/08/2026 or sooner**.

## Appendix A- Specific safeguarding issues

This appendix sets out details about specific safeguarding issues that pupils may experience and outlines specific actions that would be taken in relation to individual issues.

Here are the issues covered:

1. [Domestic abuse](#)
2. [Homelessness](#)
3. [Children absent from education](#)
4. [Child abduction and community safety incidents](#)
5. [Child criminal exploitation \(CCE\)](#)
6. [Cyber-crime](#)
7. [Child sexual exploitation \(CSE\)](#)
8. [Modern slavery](#)
9. [FGM](#)
10. [Forced marriage](#)
11. [Radicalisation](#)
12. [Pupils with family members in prison](#)
13. [Pupils required to give evidence in court](#)
14. [Mental health](#)
15. [Serious violence](#)

### Domestic abuse

For the purposes of this policy, and in line with the Domestic Abuse Act 2021, **“domestic abuse”** is defined as abusive behaviour of a person towards another person (including conduct directed at someone else, e.g. the person’s child) where both are aged 16 or over and are personally connected. **“Abusive behaviour”** includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse. **“Personally connected”** includes people who:

- Are, have been, or have agreed to be married to each other.
- Are, have been, or have agreed to be in a civil partnership with each other.
- Are, or have been, in an intimate personal relationship with each other.
- Each have, or had, a parental relationship towards the same child.
- Are relatives.

The school will recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

## Homelessness

The DSL and deputy DSLs will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include:

- Household debt.
- Rent arrears.
- Domestic abuse.
- Anti-social behaviour.
- Any mention of a family moving home because “they have to”.

Referrals to the Local Housing Authority do not replace referrals to MASH where a child is being harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family-based and referrals to MASH will be made as necessary where concerns are raised.

## Children absent from education

A child who is absent from school can be a vital warning sign of a range of safeguarding issues, including neglect, CSE and CCE, particularly county lines. The school will ensure that the response to children persistently being absent from education supports identifying such abuse and helps prevent the risk of pupils becoming absent from education in the future. Staff will monitor pupils that are absent from the school, particularly on repeat occasions and/or prolonged periods, and report them to the DSL following normal safeguarding procedures, in accordance with the Children Absent from Education Policy. The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school’s permission for a continuous period of 10 school days or more.

The school will follow the DfE’s [guidance](#) on improving attendance where there is a need to work with children’s services due to school absences indicating safeguarding concerns.

## Admissions register

Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending. The school will notify the LA within 5 days of when a pupil’s name is added to the admissions register.

The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur. Two emergency contacts will be held for each pupil where possible. Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.

If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register:

- The full name of the parent with whom the pupil will live
- The new address
- The date from when the pupil will live at that address

If a parent notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:

- The name of the new school
- The date on which the pupil first attended, or is due to attend, that school

Where a pupil moves to a new school, the school will use a secure internet system to securely transfer pupils' data.

To ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

1. Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.
2. Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
3. Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age.
4. Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
5. Have been permanently excluded.

The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:

- The full name of the pupil
- The full name and address of any parent with whom the pupil lives
- At least one telephone number of the parent with whom the pupil lives
- The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
- The name of the pupil's new school and the pupil's expected start date there, if applicable

- The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

The school will work with the LA to establish methods of making returns for pupils back into the school. The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown. The school will also highlight any other necessary contextual information, including safeguarding concerns.

#### Child abduction and community safety incidents

For the purposes of this policy, “**child abduction**” is defined as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers.

All staff will be alert to community safety incidents taking place in the vicinity of the school that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing with pupils.

Pupils will be provided with practical advice and lessons to ensure they can keep themselves safe outdoors.

#### Child criminal exploitation (CCE)

For the purposes of this policy, “**child criminal exploitation**” is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

Specific forms of CCE can include:

- Being forced or manipulated into transporting drugs or money through county lines.
- Working in cannabis factories.
- Shoplifting or pickpocketing.
- Committing vehicle crime.
- Committing, or threatening to commit, serious violence to others.

The school will recognise that pupils involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The school will also recognise that pupils of any gender are at risk of CCE.

School staff will be aware of the indicators that a pupil is the victim of CCE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly becoming absent from school or education or not taking part.

### County lines

For the purposes of this policy, **“county lines”** refers to gangs and organised criminal networks exploiting children to move, store or sell drugs and money into one or more areas, locally and/or across the UK.

As well as the general indicators for CCE, school staff will be aware of the specific indicators that a pupil may be involved in county lines, including:

- Going missing and subsequently being found in areas away from their home.
- Having been the victim or perpetrator of serious violence, e.g. knife crime.
- Receiving requests for drugs via a phone line.
- Moving drugs.
- Handing over and collecting money for drugs.
- Being exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection.
- Being found in accommodation they have no connection with or a hotel room where there is drug activity.
- Owing a ‘debt bond’ to their exploiters.
- Having their bank account used to facilitate drug dealing.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs. Staff members who suspect a pupil may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.

### Cyber-crime

For the purposes of this policy, **“cyber-crime”** is defined as criminal activity committed using computers and/or the internet. This includes ‘cyber-enabled’ crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and ‘cyber-dependent’ crimes, i.e. crimes that can be committed only by using a computer. Crimes include:

- Unauthorised access to computers, known as ‘hacking’.

- Denial of Service attacks, known as ‘booting’.
- Making, supplying or obtaining malicious software, or ‘malware’, e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

All staff will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring pupils to the National Crime Agency’s Cyber Choices programme.

#### Child sexual exploitation (CSE)

For the purposes of this policy, “**child sexual exploitation**” is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage, increased status or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

The school will recognise that CSE can occur over time or be a one-off occurrence, and may happen without the pupil’s immediate knowledge, e.g. through others sharing videos or images of them on social media. The school will recognise that CSE can affect any pupil who has been coerced into engaging in sexual activities, even if the activity appears consensual; this includes pupils aged 16 and above who can legally consent to sexual activity. The school will also recognise that pupils may not realise they are being exploited, e.g. they believe they are in a genuine romantic relationship.

School staff will be aware of the key indicators that a pupil is the victim of CSE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly becoming absent from school or education or not taking part.
- Having older partners.
- Suffering from sexually transmitted infections.
- Displaying sexual behaviours beyond expected sexual development.
- Becoming pregnant.

All concerns related to CSE will be managed in line with the school’s Child Sexual Exploitation (CSE) Policy.

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern remains, local safeguarding procedures will be triggered, including referral to the LA. The LA

and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

### Modern slavery

For the purposes of this policy, “**modern slavery**” encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

All staff will be aware of and alert to the signs that a pupil may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

### FGM

For the purposes of this policy, “**FGM**” is defined as all procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

All staff will be alert to the possibility of a pupil being at risk of FGM, or already having suffered FGM. If staff are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with MASH and/or the police. The school’s procedures relating to managing cases of FGM and protecting pupils will reflect multi-agency working arrangements.

As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), teachers are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a pupil under the age of 18. Teachers failing to report such cases may face disciplinary action. Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must personally report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve MASH as appropriate. **NB:** This does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

All staff will be aware of the indicators that pupils may be at risk of FGM. While some individual indicators they may not indicate risk, the presence of two or more indicators could signal a risk to the pupil. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that a pupil may be at heightened risk of undergoing FGM include:

1. The socio-economic position of the family and their level of integration into UK society.
2. The pupil coming from a community known to adopt FGM.
3. Any girl with a mother or sister who has been subjected to FGM.

#### 4. Any girl withdrawn from PSHE.

Indicators that FGM may take place soon include:

- When a female family elder is visiting from a country of origin.
- A girl confiding that she is to have a 'special procedure' or a ceremony to 'become a woman'.
- A girl requesting help from a teacher if she is aware or suspects that she is at immediate risk.
- A girl, or her family member, talking about a long holiday to her country of origin or another country where FGM is prevalent.

All staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin. Indicators that FGM may have already taken place include the pupil:

- Having difficulty walking, sitting or standing.
- Spending longer than normal in the bathroom or toilet.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Having prolonged or repeated absences from school, followed by withdrawal or depression.
- Being reluctant to undergo normal medical examinations.
- Asking for help, but not being explicit about the problem due to embarrassment or fear.

FGM is included in the definition of so-called **“honour-based’ abuse (HBA)”**, which involves crimes that have been committed to defend the honour of the family and/or community. All forms of HBA are forms of abuse and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

#### Forced marriage

Forced marriage is a crime. It is a form of abuse directed towards a child or vulnerable adult, including adults who are forced into marriage against their free will.

Forced marriage is a marriage where one or both spouses do not consent to the marriage but are coerced into it. Force can be physical, psychological, financial, sexual and emotional pressure. Forced marriage can be committed if a person lacks capacity, whether or not coercion plays a part.

Under the Anti-social Behaviour, Crime and Policing Act 2014 a person commits an offence if he or she uses violence, threats or any other form of coercion for the purpose of causing another person to enter into a marriage and believes, or ought reasonably to believe, that the conduct may cause the other person to enter into the marriage without free and full consent.

It is an offence to do anything intended to cause a child to marry before the child's eighteenth birthday, whether or not the conduct amounts to violence, threats, or any other form of coercion or deception. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

All staff will be alert to the indicators that a pupil is at risk of, or has undergone, forced marriage, including, but not limited to, the pupil:

- Being absent from school – particularly where this is persistent.
- Requesting for extended leave of absence and failure to return from visits to country of origin.
- Being fearful about forthcoming school holidays.
- Being subjected to surveillance by siblings or cousins at school.
- Demonstrating a decline in behaviour, engagement, performance, exam results or punctuality.
- Being withdrawn from school by their parents.
- Being removed from a day centre when they have a physical or learning disability.
- Not being allowed to attend extracurricular activities.
- Suddenly announcing that they are engaged to a stranger, e.g. to friends or on social media.
- Having a family history of forced marriage, e.g. their older siblings have been forced to marry.
- Being prevented from going on to further or higher education.
- Showing signs of mental health disorders and behaviours, e.g. depression, self-harm, anorexia.
- Displaying a sudden decline in their educational performance, aspirations or motivation.

Staff who have any concerns regarding a pupil who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL or headteacher and local safeguarding procedures will be followed – this could include referral to MASH, the police or the Forced Marriage Unit. The DSL or headteacher will ensure the pupil is spoken to privately about these concerns and further action taken as appropriate. Pupils will always be listened to and have their comments taken seriously.

It will be made clear to staff members that they should not approach the pupil's family or those with influence in the community, without the express consent of the pupil, as this will alert them to the concerns and may place the pupil in further danger.

Advice will be sought from the Forced Marriage Unit following any suspicion of forced marriage among pupils.

If a pupil is being forced to marry, or is fearful of being forced to, the school will be especially vigilant for signs of mental health disorders and self-harm. The pupil will be supported by the DSL and senior mental health lead and referrals will be made on a case-by-case basis.

Staff members will make themselves aware of how they can support victims of forced marriage in order to respond to the victims needs at an early stage, and be aware of the practical help they can offer, e.g. referral to social services and local and national support groups.

Local child safeguarding procedures will be activated following concerns regarding forced marriage – the school will use existing national and local protocols for multi-agency liaison with police and children’s social care.

The school will support any victims to seek help by:

- Making them aware of their rights and choices to seek legal advice and representation.
- Recording injuries and making referrals for medical examination where necessary.
- Providing personal safety advice.
- Developing a safety plan in case they are seen, e.g. by preparing another reason for why the victim is seeking help.

The school will establish where possible whether pupils at risk of forced marriage have a dual nationality or two passports.

The school will aim to create an open environment where pupils feel comfortable and safe to discuss the problems they are facing – this means creating an environment where forced marriage is discussed openly within the curriculum and support and counselling are provided routinely.

The school will take a whole school approach towards educating on forced marriage in the school curriculum and environment – in particular, the school’s RSHE curriculum will incorporate teaching about the signs of forced marriage and how to obtain help. Appropriate materials and sources of further support will be signposted to pupils. Pupils will be encouraged to access appropriate advice, information and support.

Teachers and other staff members will be educated through CPD about the issues surrounding forced marriage and the signs to look out for.

### Radicalisation

For the purposes of this policy, “**radicalisation**” refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

For the purposes of this policy, “**extremism**” refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.

For the purposes of this policy, “**terrorism**” refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public, and be made for the purpose of advancing a political, religious or ideological cause.

Protecting pupils from the risk of radicalisation is part of the school’s wider safeguarding duties. The school will actively assess the risk of pupils being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in pupils’ behaviour which could indicate that they may need help or protection. Staff will use their professional judgement to identify pupils who may be susceptible to extremist ideologies and radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. The school will work with local safeguarding arrangements as appropriate.

The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with the pupil’s parents, unless the school has reason to believe that the child would be placed at risk as a result.

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect pupils against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

#### The Prevent duty

Under section 26 of the Counter-Terrorism and Security Act 2015, all schools are subject to a duty to have “due regard to the need to prevent people from being drawn into terrorism”, known as “**the Prevent duty**”. The Prevent duty will form part of the school’s wider safeguarding obligations.

The school’s procedures for carrying out the Prevent duty, including how it will engage and implement the Channel programme, are outline in the Prevent Duty Policy.

#### Pupils with family members in prison

Pupils with a family member in prison will be offered pastoral support as necessary. They will receive a copy of [‘Are you a young person with a family member in prison?’](#) from Action for Prisoners’ Families where appropriate and allowed the opportunity to discuss questions and concerns.

#### Pupils required to give evidence in court

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

Pupils will be provided with the booklet '[Going to Court and being a witness](#)' from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

### Mental health

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

Staff will not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional. Staff will, however, be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one. Staff will also be aware of how pupils' experiences can impact on their mental health, behaviour, and education.

Staff who have a mental health concern about a pupil that is also a safeguarding concern will act in line with this policy and speak to the DSL or deputy DSLs.

The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

In all cases of mental health difficulties, the school's Social, Emotional and Mental Health (SEMH) Policy will be consulted and adhered to at all times.

### Serious violence

Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to:

- Increased absence from school.
- A change in friendships.
- Relationships with older individuals or groups.
- A significant decline in academic performance.
- Signs of self-harm.
- A significant change in wellbeing.
- Signs of assault.
- Unexplained injuries.
- Unexplained gifts or new possessions.

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:

- Being male.
- Having been frequently absent from school.
- Having been permanently excluded from school.
- Having experienced child maltreatment.
- Having been involved in offending, such as theft or robbery.

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

The school will be aware that the Police, Crime, Sentencing and Courts Act will introduce a new duty in early 2023 on a range of specified authorities, such as the police, to share data and information, and put plans in place to prevent and reduce serious violence within their local communities. Schools will be under a separate duty to cooperate with core duty holders when asked – the school will ensure arrangements are in place to do so.

#### Family Group Decision-Making (FGDM)

A process where families are supported to develop plans to safeguard children and promote their welfare.

#### Kinship care

Care provided by relatives or friends where children cannot live with their parents.

#### Group-based child sexual exploitation

Exploitation involving multiple perpetrators targeting one or more children.

#### Honour-based abuse

Abuse committed to protect or defend the perceived honour of a family or community.

## Safeguarding training criteria – Appendix B

### Purpose

This appendix outlines the safeguarding training requirements for all staff members, governors, and volunteers to ensure compliance with statutory guidance and best practices in safeguarding children.

### Core training requirements

#### **The DSL and deputy DSLs will:**

1. Complete advanced safeguarding training every two years, which covers:
  1. Their specific roles and responsibilities.
  2. Multi-agency working.
  3. Identifying, understanding and responding to specific needs that can increase the vulnerability of pupils.
  4. Specific harms that can put pupils at risk.
2. Undertake training that enables them to develop expertise so that they can support (and advise staff and help them feel confident on welfare and safeguarding matters, particularly in relation to:
  1. Ensuring that staff are supported during the referrals process.
  2. Supporting staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
3. Receive regular updates throughout the year to remain informed of any changes in legislation and best practices.
4. Undertake Prevent awareness training.

#### **All staff will:**

1. Complete safeguarding and child protection training at induction.
2. Undertake refresher training annually, including updates on recognising signs of abuse, reporting procedures, and understanding the school's Child Protection and Safeguarding Policy, Behaviour Policy, Staff Code of Conduct and Safeguarding response to pupils who are absent from education.
3. Read at least part one of KCSIE and ensure that they are aware of:
  1. The local early help process and their role in it.

1. The process for making referrals to LA children's social care and for statutory assessments.
  2. The indicators of abuse, neglect and exploitation.
  3. Safeguarding issues that can put pupils at risk of harm.
  4. Child-on-child abuse, including how it can happen, the schools procedures for dealing with it and how to prevent and respond to it.
  5. What to do if a pupil tells them they are being abused, exploited or neglected and how to manage confidentiality.
  6. How to support victims of abuse, neglect and exploitation.
4. Receive ongoing updates throughout the academic year via **email, briefings, staff meetings and CPD days**, including updates to safeguarding guidance and legislation and changes to the school's safeguarding policies and procedures.

**Members of the advisory board will:**

5. Complete appropriate safeguarding and child protection training at induction which equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole school approach to safeguarding.
6. Undertake updated safeguarding training relevant to their strategic role, including awareness of their responsibilities under KCSIE.
7. Be trained on their obligations under the Human Rights Act 1998, the Equality Act 2010, and the local multi-agency safeguarding arrangements
8. Receive enhanced training to effectively oversee the school's safeguarding arrangements if their role on the board has a specific safeguarding responsibility.

**Specialist training**

All staff members will receive awareness training on specific safeguarding issues and the school's procedures for dealing with them as outlined in Appendix A. Specialist training will be undertaken as outlined below:

**1. Safer recruitment training:**

1. Will be required for all staff members involved with the recruitment and employment of staff to work with pupils, the substance of which covers part three of KCSIE at a minimum.

## 2. **Online safety training:**

1. It is mandatory for all staff and governors to understand the risks associated with online activity and how to educate pupils about online safety.
2. Online safety training will include, amongst other aspects, understanding the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

## 3. **Prevent duty training:**

1. All staff will be trained to understand their role in preventing radicalisation and extremism and how to maintain due regard to the need to prevent people from becoming terrorists or supporting terrorists.

## 4. **Child-on-child abuse awareness:**

1. Staff will receive specialist training on recognising and addressing child-on-child abuse, including bullying, sexual violence, and harassment.

## Training Delivery

1. All staff members will receive safeguarding training during their induction and the inset days in September and will be supported to understand the school's policies and procedures in relation to dealing with safeguarding concerns.
2. Training will be delivered with due regard to the Teachers' Standards.
3. Training will be delivered through a combination of face-to-face sessions, online modules, and external courses accredited by recognised safeguarding bodies.
4. Records of all training, including dates, content, and attendees, will be maintained securely.

## Reviewing training

1. The DSL will be responsible for ensuring that all staff receive appropriate training and that records are up-to-date.
2. The effectiveness of safeguarding training will be reviewed annually as part of the school's safeguarding audit.

## Additional safeguarding resources include:

- Operation Encompass
- Independent Child Trafficking Guardians (ICTGs) guidance
- Child knife possession offences guidance
- CSA Centre guidance on communicating with children

- Prisoners' Families Helpline

## Compliance

All staff will be required to confirm that they have read and understood Part One of KCSIE and any other safeguarding guidance relevant to their role. Failure to complete mandatory training may result in disciplinary action.

This appendix will be reviewed annually to ensure that it aligns with current legislation and best practices in safeguarding children.

## Reporting concerns at Orange Tree School Oakleigh Park

### Designated Safeguarding Team:

**DSL: Hayley Hunter**  
**DDSL: Lucy Price**  
**DDSL: Jake Beeson**  
**DDSL: Evie Waldren**

Other trained DSLs: Zoe Ramshaw and Helen Carmel

Concerns relating to staff go directly to the Headteacher (Zoe Ramshaw).

Concerns relating to the Headteacher or DSL go to the LADO.

The Local Authority Designated Officer for concerns about **adults** and **children** is:

**Rob Wratten**

Email: [rob.wratten@barnet.gov.uk](mailto:rob.wratten@barnet.gov.uk)

Or

[lado@barnet.gov.uk](mailto:lado@barnet.gov.uk)

The Deputy Local Authority Designated Officer and Lead Child Protection Schools

Adviser is:

**Rebecca Alexander**

Email: [lado@barnet.gov.uk](mailto:lado@barnet.gov.uk)

**Staff have concerns about the child and take immediate action. Staff follow the Child Protection and Safeguarding Policy and speak to the DSL or DDSL immediately add their concerns to isams wellbeing manager the same day concern is raised or as soon as possible. If isams is unavailable or a diagram is needed due to diagram needed, fill in a yellow form.**

**School Action**

**Other Agency Action**

Referral not required, school takes relevant action, possibly including pastoral support and/or early help and monitors locally –  
**DSL or DDSL update isams wellbeing manager**

Referral made if concerns escalate  
**DSL or DDSL update isams wellbeing manager**

Designated Safeguarding Lead or staff make referral to children's social care (and call police if appropriate)  
**DSL or DDSL update isams wellbeing manager**

Within 1 working day, social worker makes decision about the type of response that is required

Child in need of immediate protection: referrer informed

Section 47 enquiries appropriate: referrer informed

Section 17 enquiries appropriate: referrer informed

No formal assessment required: referrer informed

Appropriate emergency action taken by social worker, police or NSPCC

Identify child at risk of significant harm: possible child protection plan

Identify child in need and identify appropriate support

School considers pastoral support and/or early assessment accessing universal services and other support

Staff should do everything they can to support social workers.  
 At all stages, staff should keep the child's circumstances under review (involving the designated safeguarding lead as required), and re-refer if appropriate, to ensure the child's circumstances improve – the child's best interests must always come first

Yellow form to be used if Isams is not working or a diagram is needed:

**Appendix 3: Child Protection Record/Referral Form**

Disclosure/Concern  
Number:

**Child Protection Record/Internal Referral Form**

Student Name: \_\_\_\_\_

Date/Time of Incident: \_\_\_\_\_

Where: \_\_\_\_\_

Who was present: \_\_\_\_\_

Details of Incident/Disclosure: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

When did the incident happen? Date/Time: \_\_\_\_\_

Any other relevant information: \_\_\_\_\_

\_\_\_\_\_

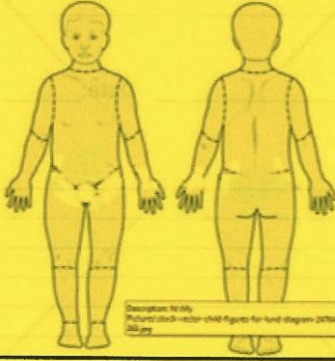
\_\_\_\_\_

\_\_\_\_\_

Who was informed? \_\_\_\_\_ Date/Time: \_\_\_\_\_

Staff member filling in form: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Indicate areas of physical injury if appropriate



Description: No. only  
Picured (check - vector child figures for hand diagrams 2019)  
(2019)

Please indicate location and size of injury on picture, and description here:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Immediate Action to be Taken:**

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Allocated to: \_\_\_\_\_ Date: \_\_\_\_\_

Once complete, please sign and date:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Follow up Action if Required:**

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Allocated to: \_\_\_\_\_ Date: \_\_\_\_\_

Once complete, please sign and date:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Were parents/carers informed? \_\_\_\_\_

If yes: By who? \_\_\_\_\_ Time/Date: \_\_\_\_\_

**Final Signature to confirm above is complete:**

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Final/Additional Comments:**

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## Reporting concerns at Orange Tree School Ellern Mede Ridgeway

<p>Designated EM School Safeguarding Team: <b>Barbara Maleki -DSL</b></p> <p><i>Designated DDSL -Sanchia Simon - Ridgeway</i></p> <p><b>Nancy Maicoo</b> (<i>EM Group, Operations Director / Advisory board Safeguarding Rep</i>) <u>Concerns relating to staff, go directly to the Headteacher</u> (<i>who will decide who should be informed on a need-to- know basis, as well as protecting confidentiality</i>).</p> <p><b>Concerns relating to the Headteacher or DSL go to the Local Authority (see below)</b></p>	<p><b>Concern put in writing on a yellow Child Protection Record/Referral Form</b></p>	<p>EM Hospital Safeguarding Team (for any historical, family, clinically related, or concerns raised about inpatient care / treatment): Contact individual site (<i>Ridgeway, Barnet</i>) Hospital Manager, and email safeguarding team: <a href="mailto:EMR-safeguarding@ellernmede.org">EMR-safeguarding@ellernmede.org</a></p> <p><b>Hospital GROUP DSLs are:</b></p> <ul style="list-style-type: none"> <li>Fiza Raza (Social Work Department Lead &amp; Safeguarding Lead)</li> <li>Janice Coleman (Clinical Services Manager)</li> <li>Nancy Maicoo (Operations Director)</li> <li>Dr Hind Al-khairula (Medical Director)</li> </ul> <p>Serious concerns involving any DSLs or site</p>
	<p>Hand concern form to DSL:</p> <p><b>Barbara Maleki</b></p> <p><a href="mailto:barbara.maleki@eller">barbara.maleki@eller</a></p>	

<p>DSL/Safeguarding team review concern:</p> <ul style="list-style-type: none"> <li>Consider any need for emergency action or or Police threshold</li> <li>Consider if meets threshold for external referral (LA / Ofsted).</li> <li>Consider if isolated School, Hospital or Shared</li> </ul> <p>Reassure young person, keep them informed, consider their</p>
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<p><b>Keep young person informed and supported. Consider and respect their views, choices and confidentiality throughout the process</b> <i>(factoring in their age, capacity / competency, any other children at risk or any over-riding public</i></p>
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### London Borough of Barnet (LADO) Referral Form

The LADO must be notified **within one working day** (and prior to any further investigation taking place), when an allegation is made against **any person who works with children** in a paid or voluntary capacity has:

<p>Follow school safeguarding policy / system. Check if external referral required (Ofsted, LADO, Police, CP)</p> <p>Staff will be asked to monitor child and feedback to the DSL within agreed timescale.</p> <p>Document interactions.</p> <p>(if required); Investigation lead will be assigned, consider who needs to be kept informed during and on investigation closure.</p>	<p>Shared / Joint (Sch &amp; Hosp) Strategy Meeting: Decide re external referral (CQC, Ofsted, Police, NHSE, LADO, CP), Internal/external investigation or Monitoring</p> <p>Copy information over to SG1.</p> <p>Document internal strategy meeting &amp; actions i.e. SG2 (<i>all need to know professionals across school and hospital site</i>)</p> <p>Monitor case or (if required) assign lead investigato. rContinue joint liaison until closed and document on both systems. Feedback to all parties</p>	<p>Hospital Safeguarding Team, Duplicate information from school form onto SG1.</p> <p>Hospital continues to follow own internal safeguarding policy / system, consider need for external referral (Police, CQC, NHSE, LADO, CP).</p> <p>Update school re outcome if necessary / appropriate.</p> <p>1. behaved in a way that has <i>harmed</i> or may have harmed a child;</p>
<p><a href="mailto:LADO@Barnet.gov.uk">LADO@Barnet.gov.uk</a></p> <p><b>Ofsted:</b> 0300 123 4666 / <a href="mailto:CIE@ofsted.gov.uk">CIE@ofsted.gov.uk</a>   <b>COC:</b> 0300 061 6161 / <a href="mailto:HSCA">HSCA</a></p>		<p><b>Hospital Only Concern:</b></p> <p>Share with Hospital safeguarding team and record (<i>see above box</i>)</p>

2. possibly committed a *criminal offence* against or related to a child;
3. behaved towards a child/ren in a way that indicated s/he would pose a risk of harm if they worked regularly or closely with children. Sec. 7 London Child Protection Procedures.

The LADO can be contacted for advice where it is unclear if the allegation meets the threshold for referral and/or where there are concerns about a staff member's behaviour towards children, or any other issues that indicate they may pose a risk of harm to children.

The LADO referral form **MUST** be completed and sent to the LADO ([LADO@Barnet.gov.uk](mailto:LADO@Barnet.gov.uk)) where the threshold is met and/or after having a discussion and receiving advice from the LADO.

The LADO manages and responds to concerns and allegations against professionals, volunteers or anyone in a position of trust. These can be safeguarding concerns within the work environment, or where activities or offences are committed outside work. This includes a criminal offence; 'involvement by association', where a worker provides childcare on domestic premises and their partner, family or household member may pose a risk to children; and a parent or carer is subject to Child Protection Procedures.

The LADO evaluates the information provided on this referral form to decide whether it meets the following criteria:

1. **An allegation of a crime – to be investigated by the police.**
2. **A child protection concern – to be investigated by the Council's Children's Services/Social Care Teams.**
3. **A disciplinary issue – to be investigated by the employer of the staff member under disciplinary/regulatory procedures/ standard of care.**
4. **A complaint – to be handled under the employer's complaints process.**

The LADO takes a lead role from the initial allegation referral through to the conclusion of the cases, providing advice and guidance, and liaising with the police and other relevant agencies. The LADO is also responsible for ensuring an appropriate outcome is reached in a timely manner. The LADO does not investigate. Responsibility for investigations remains with the police and or the employer (or whoever is commissioned by the employer to investigate).

Information provided as part of this referral will be shared with the appropriate agencies, which include council social care and education teams, the police, or the person's employer. More information on what information is collected and shared, and who it may be shared with, can be found in the [council's privacy notice](#).

The LADO will send a referral form if they require one to be filled out.

