

TKS Safeguarding Policy



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1. Introduction

Our core safeguarding principles are:

- ◆ We are responsible under God, for the welfare of all the children in our school.
- ◆ It is the school's responsibility to safeguard and promote the welfare of children.
- ◆ Children who are and feel safe make more successful learners.
- ◆ Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier date of review.

2. Policy statement

We recognise our Christian, moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and governors and are consistent with those of Oxfordshire Safeguarding Children Partnership (OSCP) and also cover those in the EYFS.

Principles

- ◆ The school will ensure that the best interests of children are given paramount consideration when developing and delivering all school activity.
- ◆ All children, regardless of age, sex, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- ◆ All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with this guidance.
- ◆ All pupils and staff involved in child protection issues will receive appropriate support from the senior leadership of the school who will follow this policy guidance in doing so.

Aims

- ◆ To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children.
- ◆ To ensure consistent good practice across the school.
- ◆ To demonstrate the school's commitment with regard to safeguarding children.

3. Terminology

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Safeguarding and promoting the welfare of children refers to providing help and support to meet the needs of children as soon as problems emerge, the process of protecting children from maltreatment (within or outside the home, including online), preventing the impairment of their mental and physical health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable those children to have the best outcomes..

Child protection refers to the processes undertaken to meet statutory obligations laid out in the [Children Act 1989](#) and associated guidance (see [Keeping children safe in education 2025](#) in respect of those children who have been identified as suffering, or being at risk of suffering harm. Updated guidance on Prevent, has been taken from [Prevent duty guidance: for England and Wales \(accessible\) - GOV.UK \(www.gov.uk\)](#)

Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

Child refers to all young people who have not yet reached their 18th birthday, and therefore all children at TKS.

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

4. Context

[Section 175 of the Education Act 2002](#) requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

[Section 157](#) of the same act and the (Independent School Standards) Regulations 2014 require proprietors of independent schools like The King's School, Witney, to have arrangements to safeguard and promote the welfare of children who are pupils at the school. Further guidance is also provided in the March 2018 [advice for Independent Schools](#) document.

Keeping Children Safe in Education 2025 [Keeping children safe in education 2025](#) states the requirements on schools that are incorporated in this policy.

The Humans Rights Act 1998 sets out rights and freedoms; articles 3, 8, 14 and protocol 1 article 2 are pertinent to safeguarding in education. The Equality Act 2010 legislates against unlawful discrimination because of protected characteristics.

Due to their day-to-day contact with children, school staff are uniquely placed to observe changes in children's behaviour and to recognise the outward signs of abuse. Children may also turn to a trusted adult in the school when they are in distress or at risk. It is vital that school staff are alert to the signs of neglect and abuse and understand the local procedures for reporting and acting upon their concerns.

This policy is reinforced by the school's preventative education RSHE programme, in line with [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

5. Key personnel:

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The **Designated Safeguarding Lead (DSL)** for child protection in this school is: Rebecca Gray

Contact details:

rebecca.gray@tkswitney.org.uk 01993 778463

The **deputy DSLs** in this school are: Lynn Moxham (SENCO) and Adrienne Blakey (Head of Early Years).

Contact details:

lynn.moxham@tkswitney.org.uk 01993 778463

adrienne.blakey@tkswitney.org.uk 01993 778463

The Head of Early Years is the lead practitioner for safeguarding in the Early Years Foundation Stage.

The **nominated safeguarding governor** for this school is: Alastair Barnett

Contact details:

alastair.barnett@tkswitney.org.uk 01993 778463

The **Chair of Governors** is: Alastair Barnett

Contact details:

Alastair.barnett@tkswitney.org.uk 01993 778463

The Principal is: Lynne Weber

Contact details:

Lynne.weber@tkswitney.org.uk 01993 778463

The Headteacher of Primary is: Kate McKenzie

Contact details:

Kate.mckenzie@tkswitney.org.uk 01993 778463

The Headteacher of Secondary is: Giles Beck

Contact details:

giles.beck@tkswitney.org.uk 01993 778463

The Head of Early Years is: Adrienne Blakey

Contact details:

Adrienne.blakey@tkswitney.org.uk 01993 778463

The designated teacher for looked-after children is: Lynn Moxham

Contact details:

Lynn.moxham@tkswitney.org.uk 01993 778643

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LCSS

- Tel: 0345 2412705 Email: LCSS@oxfordshire.gov.uk

Opening Hours: 8.30am – 5pm (Mon – Thurs) 8.30am – 4pm (Fri)

6. Roles and responsibilities

The school nominates a senior member of staff to coordinate child protection arrangements and this person is named in this policy guidance as the DSL. The local authority maintains a list of all **Designated Safeguarding Leads (DSLs)** for safeguarding and child protection. The Designated Officer (LADO) is responsible for providing advice and presiding over investigations of any allegation or suspicion of abuse directed against anyone working for the school. Allegations are reported to the Designated Officer within one working day.

The school has ensured that the DSL:

- ◆ is appropriately trained;
- ◆ ensures staff are suitably trained and understand their roles and responsibilities in relation to safeguarding, including filtering and monitoring;
- ◆ provides a yearly safeguarding training session on changes to KCSiE;
- ◆ provides termly written updates to staff, governors and regular volunteers;
- ◆ acts as a source of support and expertise to the school community;
- ◆ has an understanding of OSCP procedures;
- ◆ takes responsibility for on-line safety in regards to safeguarding issues, including filtering and monitoring;
- ◆ takes responsibility for the attainment of 'looked after children', or previously looked after children;
- ◆ is aware of Locality and Community Support Services based in Witney;
- ◆ will make prompt contact with LCSS or OSCP within 24 hours where a child is at risk and contributes to multi-agency working;
- ◆ will make prompt contact with Designated Officer within 24 hours where an allegation is made against a staff member;
- ◆ will make prompt contact, within 24 hours with the police if a criminal offence is suspected;
- ◆ will make prompt contact, within 24 hours with Channel if terrorism linked concerns arise;
- ◆ keeps written records of all concerns when noted and reported by staff or when shared by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file;
(NB Data Protection Act and GDPR regulations do not prevent keeping of accurate records or sharing of that information for the purposes of keeping children safe)
- ◆ refers cases of suspected neglect and/or abuse to children's social care or police in accordance with latest guidance and local procedure and records rationale for decisions;
- ◆ notifies children's social care if a child with a child protection plan is absent for more than two days without explanation;

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- ◆ ensures that when a child leaves the school, their information is passed to their new school within five days and, if they have a child protection plan, that the child's social worker is informed;
- ◆ attends and/or contributes to child protection conferences in accordance with local procedure and guidance;
- ◆ coordinates the school's contribution to child protection plans;
- ◆ develops effective links with relevant statutory and voluntary agencies;
- ◆ ensures that induction training for new staff and relevant volunteers includes the reading and understanding of the safeguarding policy, the behaviour policy, staff code of conduct, the whistleblowing policy, the role of the DSL, children missing or absent in education, online safety, Prevent, acceptable use of ICT, and understanding of part 1 of KCSIE with Annex B; See induction checklist on T-drive
- ◆ promotes supportive engagement with parents / carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- ◆ ensures that the child protection policy is updated annually;
- ◆ liaises with the nominated governor and principal as appropriate;
- ◆ keeps a record of staff attendance at child protection training;
- ◆ makes this policy available to parents;
- ◆ conducts an annual safeguarding review and discusses with Principal and Safeguarding Governor;
- ◆ encourages a culture of listening to children among all staff and in any measures the school puts in place to protect them; and,
- ◆ fulfils the role of DSL in compliance with Annex C of KCSiE

The **Deputy** is appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

The **Governing Body** ensures that the school has:

- ◆ a DSL for safeguarding and child protection who is a member of the senior leadership team and who has undertaken the approved Safeguarding Partnership training in inter-agency working, in addition to basic child protection training;
- ◆ an annual review of the Safeguarding Policy and safeguarding procedures to ensure they comply with the School's duties under legislation;
- ◆ annual safeguarding update training;
- ◆ child protection policy and procedures that are consistent with OSCP requirements, reviewed annually and made available to parents on request;
- ◆ a behaviour policy and staff code of conduct;
- ◆ procedures for dealing with allegations of abuse made against members of staff including allegations made against the principal or head teachers;
- ◆ procedures to make a referral to the DBS / TRA if a person in regulated activity is dismissed or removed due to safeguarding concerns or would have been had they not resigned;
- ◆ safer recruitment procedures that include the requirement for appropriate checks in line with national guidance and KCSIE part 3;

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- ◆ a training strategy that ensures all staff, including the principal, receive child protection training, with refresher training at two-yearly intervals. The DSL and deputies should refresh their training every two years;
- ◆ arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection;
- ◆ curriculums which teach the children how to keep themselves safe, including online.
- ◆ IT filters and monitoring systems in place, which are regularly reviewed and compliant with the DfE's standards, to prevent children's exposure to online risks and a member of the governing body nominated to be responsible for this;
- ◆ the awareness and ability to contribute to multi-agency working in line with statutory guidance (Working Together to Safeguard Children.)
- ◆ procedures to minimise the risk of child-on-child abuse and for children to report it when it occurs;
- ◆ a member of the governing body nominated to be responsible for liaising with the local authority (Designated Officer) and other agencies in the event of an allegation being made against the principal. This is the Chairman of governors, the Safeguarding Governor or the vice chair in their absence; and,
- ◆ trained all governors and trustees with the appropriate safeguarding training, to enable them to provide strategic challenge and assure themselves that the safeguarding policies and procedures in place are effective and robust in providing a whole school approach to safeguarding.

The Principal:

- ◆ ensures that the safeguarding and child protection policy and procedures are understood, implemented and followed by all staff;
- ◆ allocates sufficient time and resources to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- ◆ ensures the DSL has safeguarding responsibilities made clear in their job description;
- ◆ ensures that two emergency contact numbers are kept for all pupils;
- ◆ ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistle blowing procedures;
- ◆ ensures the DBS and Teacher Regulation Agency (TRA) are reported to, should the school dispense with the services of a staff member because of unsuitability to work with children, or where the school would have done so had the person not resigned;
- ◆ ensures that the child's safety, e-safety, protection from radicalisation and general welfare is addressed through the curriculum; and,
- ◆ meets with the DSL and Safeguarding Governor to discuss the annual safeguarding review.

7. Good practice guidelines for all staff

To meet and maintain our responsibilities towards children, the school community agrees to the following standards of good practice:

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- ◆ recognising each child is precious and made in God's image;
- ◆ maintaining an attitude of 'it could happen here';
- ◆ always acting in the best interests of the child;
- ◆ treating all children with respect;
- ◆ setting a good example by conducting ourselves appropriately;
- ◆ involving children in decision-making which affects them;
- ◆ encouraging positive and safe behaviour among children;
- ◆ being a good listener, and listening particularly for hidden voices;;
- ◆ if a disclosure is being made, never promising confidentiality, and not asking leading questions;
- ◆ being alert to changes in child's behaviour;
- ◆ recognising that challenging behaviour may be an indicator of abuse;
- ◆ recognising that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. This should not prevent staff from being professionally curious and speaking to the DSL;
- ◆ reading and understanding all of the school's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact, e-safety plans and information sharing;
- ◆ asking the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE or administering first aid;
- ◆ maintaining appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language;
- ◆ being aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse;
- ◆ being ready and prepared to report to line managers anything of even low-level concern;
- ◆ being ready and prepared to report to the DSL or deputy DSL in line with this guidance;
- ◆ being ready to immediately refer to children's social care agencies without further investigation where there is a risk of serious harm;
- ◆ using common sense, in line with this guidance provided, to avoid situations open to allegations being made in such scenarios as music tuition, sports coaching, one-to-one teaching, personal communications, prayer;
- ◆ keeping all working with children in a visible, open location, with transparent windows, wherever possible, reporting to senior staff should this not occur; and,
- ◆ understanding roles and responsibilities in relation to filtering and monitoring.

8. Abuse of trust

All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach.

In addition, staff should understand that, under the [Sexual Offences Act 2003](#), it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a child under 18 will be a criminal offence, even if that child is over the age of consent.

The school's Code of Ethical Practice sets out our expectations of staff (see appendix).

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9. Children who may be particularly vulnerable

Some children may be at increased risk of neglect, abuse or exploitation. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues, an assumption that possible abuse indicators relate to the child's condition and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect. Contextual safeguarding means that these situations will inform decisions about safeguarding and promoting welfare.

Children who are considering their sexual identity or questioning their gender have a trusted adult with whom they can speak, in addition to their teacher / tutor. A risk assessment is in place for the wellbeing of pupils who are considering identifying as lesbian, gay, bisexual or gender questioning. The school recognises that caution is necessary when supporting children questioning their gender; pastoral support from school is provided in liaison with the child's parents and in the context of the broad range of the child's individual needs.

We will give special consideration and attention, recognising the particular benefit of early help, to children who are:

- ◆ missing education (CME);
- ◆ frequently absent from school, including for part of the school day, or are absent for prolonged periods;
- ◆ or have been a looked after child;
- ◆ disabled, have certain health conditions, mental health needs or special educational needs (SEND);
- ◆ Children in Need or have Child Protection Plans, children who need a social worker
- ◆ in a challenging family situation such as drug and alcohol misuse, adult mental health issues or domestic abuse;
- ◆ misusing drugs or alcohol themselves;
- ◆ at risk of 'honour' based abuse;
- ◆ privately fostered;
- ◆ living away from home or frequently missing from home;
- ◆ young carers;
- ◆ vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;
- ◆ showing signs of being drawn into anti-social or criminal behaviour, gang involvement, radicalisation, modern slavery, prostitution, child trafficking, or exploitation;
- ◆ experiencing multiple suspensions or at risk of being permanently excluded from school; or,
- ◆ affected by parental offending or have a parent in prison.

We ensure these vulnerable children have ready access to relevant support staff, as we recognise the greater risk of these children being harmed by others. Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats if this is necessary.

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Where there are concerns about a child in need, staff should act immediately, informing the DSL. Early help, pastoral care and access to children's social care will be initiated as appropriate. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. Where a child is deemed at risk, the DSL should also be immediately informed. Children's social care and / or the police will be contacted within one working day if a crime has been committed. Any member of staff may also make the referral directly.

Children with SEND who may have a higher risk of need of restraint, will be considered by the relevant SENCO and DSL, so that procedures are in place to reduce the likelihood of any physical intervention by staff.

We monitor pupils' attendance through the daily register. Where a pupil is absent, office staff will either email or telephone the parents direct to establish the reason for absence. This will initially be done before 10am on the first day of absence, and followed up with either a text message or further attempts to telephone parents during the day.

Should a child leave the school at non-standard points, the Local Authority will be informed. If a child is absent from school, without permission, for ten or more consecutive days, the Attendance Team will be notified (County Attendance Office: 01865 323513)

If a Primary child is not collected from school on time and parents have not informed the school, parents (or second point of contact) will be contacted and this will be recorded on My Concern. If the child is still in school at 17:00 and no contact with parents has been made, the DSL will contact Social Care (MASH) for advice. The DSL will monitor the incidents on My Concern to see if there is a pattern of non-collection. When a child remains at school after dismissal, there will be at least two adults in the building.

Our designated staff members for looked-after children are Rebecca Gray and Lynn Moxham (contact details above).

See TKS Attendance Policy for further details (T-drive>Staff Information>Handbooks and Policies>Policies>TKS Attendance Policy)

10. Recognising abuse, neglect and exploitation

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person. In Early Years, staff must record if a child arrives at the setting with a pre-existing injury using the existing injuries form and a body map form to show the location of the injury if appropriate. Accidents witnessed and dealt with in Early Years by staff must also be recorded on a form and parents informed wherever possible on the same day.

A child who is being abused and/or neglected may:

- ◆ have bruises, bleeding, burns, fractures or other injuries
- ◆ show signs of pain or discomfort

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- ◆ keep arms and legs covered, even in warm weather
- ◆ show signs of self-harm
- ◆ be concerned about changing for PE or swimming
- ◆ look unkempt and uncared for
- ◆ change their eating habits
- ◆ have difficulty in making or sustaining friendships
- ◆ a change in friendships or relationships with older individuals or groups
- ◆ appear fearful
- ◆ be reckless with regard to their own or other's safety
- ◆ frequently miss school or arrive late
- ◆ show signs of not wanting to go home
- ◆ display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- ◆ challenge authority
- ◆ become disinterested in their school work or show a significant decline in performance
- ◆ be constantly tired or preoccupied
- ◆ be wary of physical contact
- ◆ be involved in, or particularly knowledgeable about drugs or alcohol
- ◆ display sexual knowledge or behaviour beyond that normally expected for their age
- ◆ possess unexplained gifts.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that you report your concerns – you do not need 'absolute proof' that the child is at risk. In all cases, if unsure, you should always speak to the designated safeguarding lead or a deputy.

Mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where it is thought that mental health issues are a safeguarding concern, procedures should be followed as for any other safeguarding concern. (Further information is available in the document [Mental Health and Behaviour In Schools](#).) The school processes for identifying and managing mental health needs are explained in a separate policy, the TKS Mental Health and Wellbeing Policy (Tdrive>Staff Information>Handbooks and Policies>Policies>TKS Mental Health & Wellbeing Policy.)

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse, neglect and exploitation.

Abuse, neglect and exploitation are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler. Harm can include ill treatment that is not physical, as well as the impact of witnessing ill treatment of others. Abuse can also take place outside a child's family. Extra-familial harm can include sexual abuse, domestic abuse in their own intimate relationships, criminal exploitation, serious youth violence, county lines and radicalisation. Abuse can also take place online.

Further guidance on abuse can be found: What to do if you are Worried a Child is Being Abused - Advice for Practitioners. [Stat guidance template \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/what-to-do-if-you-are-worried-a-child-is-being-abused-advice-for-practitioners)

There are five categories of abuse: physical abuse, emotional abuse, sexual abuse, neglect and domestic abuse.

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Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child. It will be made clear to parents that physical chastisement that causes a bruise is illegal, where the school is made aware this has occurred. So called 'honour-based' abuse such as forced marriage, including any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or coercion are not used, and FGM is illegal and a form of physical abuse and staff have a legal duty to report this to the police on discovery. Child abduction, the unauthorised removal by force of a child from their parent or anyone with legal responsibility for the child, can be committed by parents or other family members.

Emotional abuse

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

Sexual abuse

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

Neglect

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

(definitions taken from [Working together to safeguard children 2023: statutory guidance](https://www.gov.uk/government/publications/working-together-to-safeguard-children-2023-statutory-guidance)
[publishing.service.gov.uk](https://www.gov.uk/government/organisations/childrens-early-years-and-safeguarding))

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Domestic Abuse

Domestic violence and abuse is defined as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to psychological, physical, sexual, financial and emotional.

Exposure to domestic abuse and/or violence, including witnessing it and experiencing its effects, can have a serious, long lasting emotional and psychological impact on children. Domestic abuse affecting young people can also occur within their personal relationships (teenage relationship abuse), as well as in the context of their home life. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at: [How to Protect Children From Domestic Abuse | NSPCC](#)

The school contact for Operation Encompass is Rebecca Gray.

Child criminal exploitation (CCE) & Child sexual exploitation (CSE)

Child sexual exploitation (CSE) and child criminal exploitation (CCE) are forms of abuse that use an imbalance of power to coerce, manipulate or deceive a child into criminal or sexual activity in exchange for something the victim needs or wants. CCE can include county lines, gangs, cybercrime, trafficking or modern slavery. The National Referral Mechanism is available for reporting any incidents of modern slavery. Exploitation can occur even where the activity appears to be consensual and the child's vulnerability as a victim should be recognised. Children can become trapped in exploitation as perpetrators can threaten violence against the victim (and their families) or coerce them into debt. Their vulnerability as victims is recognised by the school. Both boys and girls can be victims of exploitation, although their experiences and indicators of abuse may look different. Both are at increased risk of sexual exploitation. CSE is a form of child sexual abuse. It can involve non-contact activities such as the production of sexual images and can occur over time or be a one-off occurrence. It may happen without the child's knowledge, such as through the sharing of images of them on social media. It is important to remember that a child cannot give consent to any sexual activity. Indicators that a child is at risk of being involved in serious violent crime include absence from school, a change in friendships or relationships with older individuals, a significant decline in educational performance, signs of self-harm or a significant change in wellbeing, unexplained gifts or new possessions, and signs of assault or unexplained injuries.

11. Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress.

All incidences of bullying should be reported and will be managed through our anti-bullying procedures. If any bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the principal will consider implementing child protection procedures.

See TKS Anti-Bullying Policy (TDrive>Staff Information>Handbooks and Policies>Policies>TKS Anti-Bullying Policy

12. Children Missing Education (CME)

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Children Missing Education (CME) are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education (and children who are absent for repeated or prolonged periods of time) can act as a vital warning sign to a range of safeguarding issues, particularly neglect and exploitation, and are at significant risk of under-achieving, being victims of harm, exploitation or radicalisation.

Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education.

In the event that the school believes a child to be a Child Missing Education, they will contact the local authority: childrenmissingeducation@oxfordshire.gov.uk (01865 810515).

See TKS Attendance Policy for details on the completion of the Admission Register.

14. Child-on-child abuse

Child-on-child abuse is as serious as any other form of abuse and will not be tolerated in any form. We recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. It can occur both inside and outside of school and online. Abuse could include (but is not limited to) bullying (including cyberbullying and discriminatory bullying), abuse in intimate personal relationships between children ('teenage relationship abuse'), sexual harassment such as sexual comments or jokes, sexual violence, causing someone to engage in sexual activity without consent, consensual or non-consensual sharing of nude and semi-nude images / videos ('sexting'), upskirting or 'initiation ceremonies', as well as physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm; in other words, any harmful sexual behaviour. This should never be passed off or excused as 'banter' or 'just growing up', but always challenged. This abuse may occur in intimate relationships between children, and all exclusive relationships are discouraged at the school. Although these issues will be addressed through behaviour management procedures, safeguarding concerns **must** also be raised. We recognise that it is more likely that girls will be victims and boys perpetrators, but all child-on-child abuse is unacceptable and will be taken seriously; the school has a zero-tolerance approach to harmful sexual behaviour (HSB).

Such abuse should be reported in the same way as other abuse or safeguarding concerns referred to in this document. Staff should speak to the DSL or a deputy if they have any concerns regarding child-on-child abuse or if a child has reported such abuse to them. When reports of harmful sexual behaviour are made, the school will act in accordance with Part 5 of Keeping Children Safe in Education (2025). Any reports will be passed to the DSL immediately, or to a deputy DSL and investigation undertaken, ideally by two members of staff, one of whom should be the DSL or a deputy. The My Concern platform will be used to report any concerns and keep a written record of the investigation. We will listen to and reassure all victims that they are taken seriously and that they will be supported and kept safe.

Where the report includes an online element, the school will make reference to the [Searching, Screening and Confiscation](#) document for schools as well as the UKCCIS [Sexting: how to respond to an incident](#) document.

Where the report includes sexual violence or sexual harassment, the DSL, or deputy, will make an immediate risk and needs assessment.

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External safeguarding agencies, such as children's social care and specialist services, including the LCSS, will be engaged with and contacted for advice by the DSL or a deputy, depending on the situation. Cases of rape, assault by penetration and sexual assault are crimes and will be referred to the police.

In taking action following a report of sexual violence and / or sexual harassment, consideration will be given to: the wishes of the victim in terms of how they want to proceed; the ages, stages of development of the children and any power imbalance between the children; and the proportionality of the response. Parents or carers will be informed, unless this would put the victim at greater risk. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved / impacted such as witnesses or siblings), including taking action to make the location of the incident safer.

Four routes for dealing with reports of child-on-child abuse are:

1. Manage internally, utilising the behaviour policy and providing pastoral support.
2. Offer Early help, in line with managing internally.
3. Refer to local authority children's social care, where a child has been harmed or is at risk of harm or is in immediate danger.
4. Report to the police, in parallel with a referral to local authority children's social care.

The government advice contained in Part 5 of KCSIE further covers effective handling of child-on-child abuse.

We seek to reduce the risk of child-on-child abuse in school through the promotion of our whole school Christian ethos, which we aim to extend beyond the school environment. Teachers work together with parents to train good Christian character throughout the school. Our PSHE and RSE curriculums also play an important part in helping us to train, equip and guide pupils in this area. The school further reduces the risk of child-on-child abuse by the ready access that pupils have to staff members on a small site, where we have high levels of supervision due to the lower numbers of pupils present. Each pupil has a Class Teacher (Primary) or Tutor (Secondary) who offer pastoral support, giving pupils opportunity to share any concerns they may have. Class Teachers or Tutors seek to get to know their pupils and are alert to when a pupil may be struggling with something. Time is also spent in tutor groups each year exploring issues surrounding online bullying / abuse and explaining our IT policy. Our pupils sign an IT agreement form. Pupils can report harmful sexual behaviour by speaking to their teacher/tutor, another teacher of their choice, the wellbeing co-ordinator or through a QR code where they request to speak to a teacher of their choice or report anonymously.

Our internal pastoral and behaviour management staff would seek to bring immediate support to the victim in full communication with parents and support staff. This would usually include the Class Teacher or Tutor or other relevant staff, depending on the situation.

The school will consider what disciplinary action may be appropriate for any pupil involved. However, if there are police proceedings underway, or there could be, the school will work in partnership with the police and/or children's social care. Where a matter is not of interest to the police and/ or children's social care, the school will still consider what the most appropriate action to take is to ensure positive behaviour management.

15. The impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain,

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however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties. The mission of the school is to prepare the pupils for God's purpose, and such abuse is a major hindrance to seeing children fulfil God's potential for them.

16. If a child shares information with you

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that **you must** pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement.

During your conversation with the child:

- ◆ Allow them to speak freely.
- ◆ Remain calm and do not over react – the child may stop talking if they feel they are upsetting you.
- ◆ Reassure the child that they are being taken seriously and that they will be supported and kept safe.
- ◆ Do not be afraid of silences – remember how hard this must be for the child.
- ◆ Do not ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child's mother think about all this.
- ◆ At an appropriate time, tell the child that in order to help them you must pass the information on.
- ◆ Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- ◆ Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it that they have done something wrong.
- ◆ Tell the child what will happen next. The child may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them as soon as possible.
- ◆ Report verbally to the designated person.
- ◆ Record your conversation as soon as possible on My Concern (or on the paper concern form found in the staff room), submitting it in the correct way.
- ◆ Seek support if you feel distressed. Please talk to your line manager or Principal if you would like someone to support you.

17. If you suspect a child is at risk of harm

There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour may have changed, their artwork could be bizarre or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way. If the child does begin to reveal that they are being harmed, you should keep a written record of all they say and report this to the DSL immediately. You may always contact children's social care services yourself without reference to school staff if you wish to do so. You should not assume that another colleague will take action and you should remember that early

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information sharing is vital for the effective identification of concerns. You must speak to the DSL or a deputy if you think you have information to share. (See Figure 1 in Part One of KCSIE)

18. Taking action

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused. Please report all concerns to the DSL using the My Concern programme. If the matter is urgent, please speak to the DSL directly. A QR code is available on the staffroom noticeboard and in the foyer of both schools to report concerns if you don't have access to My Concern. . Records should include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome.

Key points to remember for taking action are:

- ◆ in an emergency take the action necessary to help the child, for example, call 999
- ◆ report your concern to the DSL at the earliest opportunity
- ◆ if the DSL is not available, ensure the information is shared with one of the deputy DSLs or the most senior person in the school that day and ensure action is taken to report the concern to children's social care
- ◆ do not start your own investigation
- ◆ share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- ◆ report the concern through the My Concern programme or complete a record of concern using the QR code, which is available in the staff room and in the foyer of both schools.
- ◆ seek support for yourself if you are distressed.

The DSL team will take one or more of the following steps:

1. manage any support internally
2. undertake an early help assessment
3. make a referral to statutory services
4. report to the police (see: [when-to-call-the-police--guidance-for-schools-and-colleges.pdf](#))

19. Notifying parents

The school will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from children's social care.

20. Referral to children's social care and other child protection agencies

The DSL will make an immediate referral to children's social care if it is believed that a child is suffering or is at risk of suffering significant harm. The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child. Remember, you

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can always make a referral yourself to children's social care if you wish to do so. If a referral is not made, safeguarding records will include the rationale behind not making a referral.

Information may be shared directly by a member of staff with children's social care, police or the NSPCC if:

- ◆ the situation is an emergency and the designated senior person, their deputy, the head teacher, the principal and the chair of governors are all unavailable;
- ◆ they are convinced that a direct report is the only way to ensure the child's safety.

21. Confidentiality and sharing information

Staff should only discuss concerns with the DSL or deputy, Principal or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

(<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>)

Child protection information will be stored and handled in line with the Data Protection Act 2018 [Data protection: The Data Protection Act - GOV.UK \(www.gov.uk\)](#) The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. Information is:

- ◆ processed for limited purposes
- ◆ adequate, relevant and not excessive
- ◆ accurate
- ◆ kept no longer than necessary
- ◆ processed in accordance with the data subject's rights
- ◆ secure.

Written records are kept securely on My Concern, the school's safeguarding database.

Child protection information will be stored separately from the child's school file.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act / GDPR regulations, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a child or parent to see child protection records, they should refer the request to the principal.

The GDPR regulations / Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. This includes without consent where there is good reason to do so.

Where a child leaves the school, the DSL will ensure their child protection file is securely transferred to the new school as soon as possible: within five days for an in-year transfer or within the first five days of the start of a new term. Confirmation of receipt will be obtained.

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

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22. Support for those involved in a child protection issue

Child neglect and abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support the children and their families and staff by:

- ◆ taking all suspicions and disclosures seriously
- ◆ nominating a link staff member who will keep all parties informed and be the central point of contact. This will usually be the DSL or one of the deputies. Where a member of staff is the subject of an allegation made by a child, a separate link person will be nominated to avoid any conflict of interest
- ◆ responding sympathetically to any request from a child or member of staff for time out to deal with distress or anxiety
- ◆ maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- ◆ storing records securely
- ◆ offering details of help lines, counselling or other avenues of external support
- ◆ following the procedures laid down in our whistle blowing, complaints and disciplinary procedures
- ◆ cooperating fully with relevant statutory agencies, e.g. leading Strengths and Needs Assessments and participating in Team Around the Family meetings and Children in Need meetings.

23. If you have concerns about a colleague

All staff must remember that **the welfare of the child is paramount**. The school's whistleblowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All allegations, concerns of poor practice or concerns about a child's welfare brought about by the behaviour of staff, supply staff, volunteers or contractors should be reported to the Principal without delay. Complaints about the Principal should be reported to the Chair of Governors.

The [Whistleblowing Advice Line | NSPCC](#) is available as an alternative route for staff who may feel unable to raise concerns about how a safeguarding issue is being handled.

24. Low Level Concerns

See Appendix 4, Section 2 for low-level concerns, that is, concerns which do not meet the harm threshold of being referred to the LADO.

Any such concerns, should be shared with the Principal, and recorded and dealt with appropriately. It is important that low-level concerns are shared in order to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour are constantly lived, monitored and reinforced by all staff. Low-level concerns about a member of staff, supply staff, volunteer, hirer or contractor should be reported in the same way as any other concern, that is to the Principal. Reports about supply staff, hirers and contractors should be notified to their employers so any potential patterns of inappropriate behaviour can be identified. Any low-level concerns about the Principal, should be referred to the Chair of Governors.

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25. Staff who are the subject of an allegation

When an allegation is made against a member of staff, (including supply staff, volunteers, hirers and contractors) set procedures must be followed as set out in our **Allegations Management, Appendix 4**. The DSL will ensure the child is not at risk. Every allegation made will be dealt with. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Concerns and allegations that meet the harms test will be referred by the Principal or DSL (or Chair of Governors if relating to the Principal) to the LADO. If there is a conflict of interest in reporting the matter to the Principal, you may refer through the Chair of Governors or directly to LADO. Where an investigation would result in a person being dismissed or removed, DBS will be informed; if professional misconduct is found to have occurred, the Teaching Regulation Agency. No investigation will take place before referring to LADO.

26. Safer recruitment

Our school ensures that we do our utmost to employ 'safe' staff by following the requirements in the latest version of Keeping Children Safe in Education, taking advice from the local authority and following the school's individual procedures as a ministry of Oxfordshire Community Churches (Recruitment and Appointment Policy). There is always one member of an interview panel who has had Safer Recruitment training and job advertisements contain a clear statement about safeguarding and the safeguarding responsibilities of the post.

Safer recruitment means that all potential employees will:

- ◆ complete an application form
- ◆ provide at least two referees, including one from the current employer
- ◆ provide evidence of identity and qualifications
- ◆ be checked through the DBS and overseas procedures as appropriate
- ◆ be interviewed with a focus on their suitability to work with children, explaining any gaps in employment
- ◆ once shortlisted, be searched for their online presence; shortlisted candidates will be informed of this search.

All new members of staff will undergo an induction that includes familiarisation with the school's safeguarding and child protection policy and identification of their own safeguarding and child protection training needs. Also, if a staff member lives with anybody who is disqualified from working with children, then they will need to inform the school about this, so we can risk assess any associations.

See Recruitment and Appointment Policy for more details.

See also the TKS Visitors Policy

27. Supervision of children in Early Years

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Appropriate ratios of adult to children should always be maintained (see Statutory Framework for the EYFS).

Where possible the setting should be organised so that staff can have a clear view of children. Children must usually be within sight and hearing of staff and always be within sight or hearing. Staff will ensure that children are appropriately supervised and are within sight and hearing whilst eating.

Parent helpers should have up-to-date enhanced DBS checks, a record of which should be kept by the school office. Where parents or other adults come in to the setting without an enhanced DBS check, they must not be allowed to have unsupervised access to children. Under 17's (e.g. work experience students) must not be left on their own with children and should be supervised at all times.

Only those members of staff who have been appointed through the safe recruitment appointment procedure (or very occasionally parents with up-to-date enhanced DBS checks) should assist children using the toilets, change nappies or help children who have had an accident or who require a change of clothes. Wherever possible, this should be done by the child's key person.

Adults must never smack or hit a child under any circumstances and must not use or threaten any punishment which could adversely affect a child's wellbeing. Adults should not shout at a child unless it is an extreme situation that demands a raised voice, such as when a child is in danger of injuring themselves or others.

Touch should always be related to the needs of the child, not the staff member.

All staff will ensure that no child leaves the building or school site unless they are with their parent or a suitable adult who has been given the parent's authorisation. However, if a child does go missing, all Early Years' staff and The King's School office will be alerted and Early Years' staff will search the building and outside areas making sure a staff member/members are left to look after the other children in the setting (see missing child procedure below). If the child cannot be found within a reasonable amount of time the parents, police and local child protection officer will be contacted and child protection procedures put into action.

Missing Child Procedure

Each staff member will be given a responsibility as outlined below depending on the number of staff in the setting on that day. A similar procedure will take place on any trips or visits outside Early Years. See trip risk assessments for details.

Staff member 1 (Manager or Deputy)

Ring TKS office and ask them to check area outside TKS senior building. *If only 2 Early Years' staff are working in the setting they also need to ask the TKS administrator to arrange for a member of TKS staff to carry out the role of staff member 3 (see below). Staff member 1 will then stay with children in the setting.

Staff member 2

Check Early Years' outside area, the main car park and field and then the primary school building; (if a 4th staff member is available they could be responsible for checking the internal buildings).

Staff member 3

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Check TKS playground and car park at side of building and then the senior school building. (*This role could be done by available TKS staff if there are only 2 Early Years' working in the setting at the time of the incident.)

Once the child has been found, all Early Years' staff and The King's School office should be informed as soon as possible.

Child Collection Policy

In order to satisfy legal requirements, all children must be collected by their parents at the end of a session, unless another adult has been authorised to do so. Parents must inform Early Years' staff of any person, other than a parent, who is likely to bring or collect their child, using the Child Collection Authorisation Form.

Where children are collected by an authorised person who is not the child's parent, this person will normally be required to sign the child collection book.

Any additions to the names on the child collection authorisation form should be initialled by parents. In an emergency, a parent can inform the school office by telephone of alternative collection arrangements.

It is the parents' responsibility to ensure that suitable arrangements are in place for the supervision of their children both before the start and after the end of the Early Years' school day.

Parents need to be on time to pick up their child at the end of the session, as being late not only affects the child's well-being but also that of staff and other children in the setting. If parents/carers know they are going to be late because of an emergency situation, they should inform Early Years by ringing the school office if at all possible. If parents/carers are more than 10 minutes late, the following procedures will take place:

- 1) 10 minutes after the session ends, staff will try to phone parents/carers to see what has happened and why they are late.
- 2) This process will be repeated after a further 10 minutes if we cannot contact them on any of the phone numbers they have given.
- 3) If there is still no response from them, staff will refer to the DSL for advice. Staff will stay with the child and offer them reassurance that a member of staff will stay with them until their parent/carer arrives. The police will need to be called in the event that no staff are available.

28. Use of School premises for non-school activities

The school will ensure that any hirers of the premises have appropriate safeguarding and child protection policies and procedures in place in line with [Keeping children safe in out-of-school settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings). The school will ensure arrangements are in place to liaise with the school on these matters where appropriate. This is regardless of whether pupils attend the services or activities. Safeguarding requirements are included in any transfer of control agreements and failure to comply with safeguarding requirements would lead to termination of the agreement. If the school receives an allegation relating to an incident that happened on our premises, we will follow our safeguarding policy and procedures, including informing the LADO.

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The school will ensure that any contractor who is on site has been subject to the appropriate level of DBS check and will check their identity upon arrival. An unchecked contractor will not be allowed to work unsupervised in activities relating to children.

29. Staff training and updates

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern, including their roles and responsibilities in relation to online safety and filtering and monitoring. Annual update training occurs each September INSET and throughout the year in staff meetings and INSET, and there will also be termly written updates through a safeguarding newsletter. New staff and governors will receive training during their induction. All staff, including the Principal, will receive generalist training that is updated every two years and the DSL will receive specialist training updated at least every two years, including training in inter-agency procedures. EY staff are trained according to the criteria contained in Annex C of the revised EYFS statutory framework.

All staff will be expected to read this policy, alongside [Keeping children safe in education 2025](#) Part 1 and Annex B and confirm their reading and understanding of it annually through the approval of local policies facility contained within My Concern.

30. Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply. If other organisations provide services or activities with our pupils, we will monitor with a staff member present and check that they have appropriate safer recruitment procedures.

When our children attend off-site activities, we will check that effective child protection arrangements are in place. For work experience placements, arranged by pupils, parents are advised to check safeguarding policies and procedures are in place.

When involved in foreign exchange visits, we require an enhanced DBS from any member of the host family, over the age of 16, where they will have regular unsupervised contact with the child or children in the placement. We work with partner schools abroad to obtain assurances about host families and risk assess these arrangements.

31. Photography and images

To protect children we will:

- ◆ seek their consent for photographs to be taken or published (for example, on our website, in newsletters, newspapers or publications)
- ◆ seek parental consent
- ◆ ensure that children are appropriately dressed
- ◆ encourage children to tell us if they are worried about any photographs that are taken of them

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- ❖ only use a school device, not our own.

Up-skirting, where devices are used to take pictures under the clothes of others, is totally inappropriate and is a criminal offence.

There are specific procedures and regulations related to Early Years, of which all staff must be aware. Any device belonging to members of staff or volunteers in Early Years, or visitors coming in to Early Years which can be used to take or share images **is** stored in the lockable cupboard in the smaller classroom and is not to be used during sessions. Image-taking devices in Early Years are password protected, with i-pads also being finger-print protected and stored securely.

32. Online Safety

Dangers to children online are to do with the content they are exposed to (including misinformation, disinformation and conspiracy theories), contact by being subjected to harmful online interaction with other users, conducting online behaviour that increases the likelihood of harm, and commerce risks such as online gambling or phishing scams. The school's e-safety policy explains how we try to keep children safe in school. Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Children are taught how to stay safe on-line.

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and children are not allowed to access these sites whilst in school. Children only have supervised access, and this only on school protected and professionally filtered computer and software platforms. Pupils are not allowed access to their own devices without the express permission of senior members of staff.

Sexting, making or sending inappropriate pictures of themselves, has also become a cultural issue, among teenagers especially. Any such discovery of this occurring should be reported to the DSL immediately, and action will be quickly taken to protect and advise (see section 10 'Child on Child Abuse'). Pupils are not permitted to use mobile technology during school hours unless specifically granted by a member of senior staff. The school will follow government guidance in its management of generative AI and factor this risk into its annual review of the filtering and monitoring in place. [Generative artificial intelligence \(AI\) in education - GOV.UK](https://www.gov.uk/government/publications/generative-ai-in-education)

Further details can be found in the E-Safety policy, which includes on-line safety; see also the Online Safety Risk Assessment.

33. Changing Rooms

Teachers do not routinely stay in changing rooms and only appear sporadically to monitor and supervise where behaviour management or safety appear to be an issue, holding the door open while addressing those in the changing room. Male teachers would only enter the boys changing room and female teachers the girls changing room, unless there was a safeguarding concern. Pupils are taught to report immediately to PE staff, or their tutor where any concerns arise during changing procedures.

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34. Preventing Extremism

Children are susceptible to ideologies of extremism and radicalisation. Extremism is the vocal or active opposition to Britain's fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Background factors combined with specific influences such as family and friends may contribute to a child's susceptibility. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). Schools have a duty of prevention ([Prevent duty guidance - GOV.UK](#)

([www.gov.uk](#)). Prevent referrals may be passed to a multi-agency Channel panel, a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Further guidance is available from the Prevent duty and the Home Office e-learning programmes.

The school risk assesses the challenge of preventing extremism, and as part of safeguarding children's welfare:

- employs robust filtering of on-line materials
- seeks to deliver a curriculum built on Christian tolerance and mutual respect
- supports the teaching of fundamental British values
- is vigilant to signs of vocal or active extremist tendencies among the pupils and parents
- implements a non-partisan policy, a behaviour policy and an SMSC (Spiritual, Moral, Social, Cultural) policy
- ensures staff have completed the Prevent training at induction with biennial refresher training
- works in partnership with other organisations to prevent extremism and radicalisation

See Risk Assessment: T-drive>Staff Information>Safeguarding Secure>Audits-Reviews-RAs>TKS Prevent Duty Risk Assessment

All these measure help prevent radicalisation and extremism from being present in the school community. The school has regard to the [Prevent](#) strategy and the [Counter-Terrorism and Security Act 2015](#).

35. Teaching Pupils to be safe

Preventative education occurs through the whole-school culture, living out our school virtues and in specific learning opportunities. Children are taught in age-appropriate ways how to keep themselves safe. For example, the NSPCC 'PANTS' rules are taught in Early Years. As pupils gain in age, the pupils address issues such as mental health and online safety through the PSHE curriculum. This is usually presented through the primary class teachers and secondary tutors. As issues arise, teachers also adapt their planning to address topical issues where these have come to light. Internet safety days are held annually across the School.

36. Home Learning

Good safeguarding practice for Home Learning in the event of an enforced School buildings closure should reinforce the importance of online safety. Parents will be aware of what their children are being asked to do online, through the online learning platform.

The Prevent Duty and all other basic safeguarding approaches should always be applied. The DSL (Designated Safeguarding Lead) team should be contacted via email or phone to report any concerns which arise while using online platforms in the event of enforced School buildings closure.

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General online safety guidelines

- Staff should only use TKS approved online platforms that are currently used for school purposes for communicating and running online learning.
- Staff should only use school email addresses when using on-line platforms.
- Staff should have full confidence that the parent or carer is aware of the online activity. This is ensured through a parent/carer approved email confirmation.
- Staff should ensure the background to any video conferencing is neutral and does not show any inappropriate images or documentation. We would recommend pupils participate in remote learning from a communal area (lounge, kitchen etc) but we understand this is not necessarily possible due to the need for concentration and quiet.)
- Staff should ensure communications with a pupil remain professional in the same manner they would in school.
- Staff should report any inappropriate activity or incident to the DSL team.
- Pupils should report any concerns to parents or call the school number and ask to speak to the DSL team.
- Pupils should have a responsible adult nearby when sessions are taking place, or have received permission from their parent for the teaching session to take place.
- Pastoral provision remains a priority for students even in the event of a school buildings closure; staff should refer any concerns they have to the pastoral leads in the way they would in School. It remains the role of the teacher to look out for the wellbeing of pupils they are teaching.
- Parents who choose to host online sessions with children other than their own must ensure they comply with the School Safeguarding Policy in full. They cannot use the school Zoom or Teams facility.
- If a member of staff is NOT hosting/participating in the call, the pupils should not use the TKS Zoom or Teams capability.

The school is aware that pupils will be spending more time online when home learning is enforced, therefore staff will be mindful of the need to promote safe online usage when teaching using online platforms.

APPENDIX 1:

Key service contacts:

Children & Families Assessment Team (Witney)	01865 816669*
Local Community Support Service (LCSS)	0345 241 2705
(For no names consultation)	
Out of Hours Team MASH	0800 833408
team	0345 0507666
Email : LCSS@oxfordshire.gov.uk	

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Designated officers

Jo Lloyd (Designated Officer) & Assistants
Education Safeguarding Advisory Team

01865 810603

Email: lado.safeguardingchildren@oxfordshire.gov.uk

Other Numbers

Witney Early Intervention Hub	01865 328730
Channel (regarding radicalisation concerns)	0845 050 7666

Police

Child Abuse Investigation Unit	01865 335200
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Oxfordshire Safeguarding Children Board

Address

County Hall
New Road
Oxford
OX1 1ND
Main Number

01865 810628

Training Team Number

01865 328978

Email: oscb@oxfordshire.gov.uk

Website: www.oscb.org.uk : Other contact details available

Social Service West Link Worker: Clive Wedlock	0345 2412703
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APPENDIX 2:

Code of ethical practice for school staff (including volunteer staff members and governors)

All school staff are valued members of the school community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent Christian role model for our children.

All school staff should:

- ◆ place the safety and welfare of children above all other considerations
- ◆ treat all members of the school community, including children, parents, colleagues and governors with consideration and respect
- ◆ adhere to the principles and procedures contained in the policies in our safeguarding portfolio and in teaching and learning policies
- ◆ treat each child as an individual and make adjustments to meet individual need
- ◆ demonstrate a clear understanding of and commitment to non-discriminatory practice
- ◆ recognise the power imbalances between children and staff, and different levels of seniority of staff and ensure that power and authority are never misused

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- ◆ understand that school staff are in a position of trust and that sexual relationships with a child, even over the age of 16, is an offence
- ◆ be alert to, and report appropriately, any behaviour that may indicate that a child is at risk of harm
- ◆ not solicit friendship with pupils through social media
- ◆ be aware of and understand the whistleblowing policy
- ◆ encourage all children to reach their full potential
- ◆ never condone inappropriate behaviour by children or staff
- ◆ take responsibility for their own continuing professional development
- ◆ refrain from any action that would bring the school into disrepute
- ◆ value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice.

Staff name _____

Signature _____

Date _____

APPENDIX 3:

Confirmation of receipt and understanding of Safeguarding and Child Protection Policy

Name: _____

Date of joining school: _____

Post: _____

Date of first induction: _____

Name and designation of staff member responsible for your line management & induction:

- I confirm that I have received, read and understood the school safeguarding and child protection policy
- I have never had a child placed under a care order
- I have never had a childcare registration cancelled or refused (*except for non-payment)
- I have been made aware of my duty to safeguard and promote children's welfare, including protecting from radicalisation and extremism.

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- I have read and understood the latest version of part 1 and Annex B of Keeping Children Safe in Education.
- I have read and understood the Allegations Management Policy
- The procedure for reporting concerns about a child has been explained to me.

Signature: _____

Name: _____

Date: _____

Please sign and return this form to the office for the designated safeguarding lead:

Appendix 4: Allegations Management

Section 1: Allegations that may meet the harms threshold

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or
- Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this including behaviour taking place both inside and outside of school

If the school is in any doubt as to whether a concern meets the harm threshold, it will consult the local authority designated officer (LADO).

The school will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection whilst also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the principal, or the Chair of Governors, where the principal is the subject of the allegation. The case manager will be identified at the earliest opportunity.

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Procedures for dealing with allegations will be applied with common sense and judgement. The DSL will look after the welfare of the child and refer any cases of suspected abuse, if appropriate, to children's social care.

If an allegation is received of an incident happening while an individual or organisation was using the school premises to run activities for children, the school will follow its safeguarding policies and procedures and inform the LADO and, as appropriate, the police, immediately.

Suspension of the accused until the case is resolved

Suspension of the accused will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, the school will only suspend an individual if all other options available have been considered and there is no reasonable alternative.

Based on an assessment of risk, the school will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted
- Temporarily redeploying the individual to another role within the charity

If in doubt, the case manager will seek views from the charity's human resources adviser and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below.
- Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police).
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether

TKS Safeguarding Policy



alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate.

- Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care.
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within one working day, and the individual will be given a named contact at the school and their contact details.
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation.
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice.
- Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member).
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child.

For pupils in EYFS, the school will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, it will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Timescales

The school will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days

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- If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, the school will endeavour to take the required action as soon as possible thereafter.

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated, unfounded, false or malicious reports

If a report is:

- Determined to be unsubstantiated, unfounded, false or malicious, the case manager and the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate;
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it.

Confidentiality and information sharing

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared;
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality;
- What, if any, information can be reasonably given to the wider community to reduce speculation;
- How to manage press interest if, and when, it arises.

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation;
- Details of how the allegation was followed up and resolved;
- Notes of any action taken, decisions reached and the outcome;
- A declaration on whether the information will be referred to in any future reference.

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In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

The school will retain all records at least until the accused individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, the school will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious;
- Include substantiated allegations, provided that the information is factual and does not include opinions.

Learning lessons

After any cases where the allegations are *substantiated*, the case manager will review the circumstances of the case with the safeguarding governor and/or the local authority's designated officer to determine whether there are any improvements that the school can make to its procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff;
- The duration of the suspension;
- Whether or not the suspension was justified;
- The use of suspension when the individual is subsequently reinstated. The school will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements could be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

Section 2: Concerns that do not meet the harm threshold

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Safeguarding concern or allegation from another member of staff
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- Does not meet the harms threshold or is otherwise not serious enough to consider a referral to the designated officer at the local authority.

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

- Being overly friendly with children;
- Having favourites;

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- 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;
- Humiliating pupils.

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;
- Empowering staff to share any low-level concerns as per section 24 of the safeguarding policy;
- Empowering staff to self-refer;
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage;
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised;
- Helping to identify any weakness in the school's safeguarding system.

Any concerns, should be shared with the Principal, and recorded and dealt with appropriately. Any low-level concerns about the Principal, should be referred to the Chair of Governors.

Responding to low-level concerns

If the concern is raised via a third party, the principal will collect evidence where necessary by speaking:

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

The principal will use the information collected to categorise the type of behaviour and determine any further action, in line with the relevant staff policies. The principal will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR;
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority;
- Retained at least until the individual leaves employment at the school.

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance.