HOMEFIELD PREPARATORY SCHOOL

Child Protection and Safeguarding Policy

2026

This policy also applies to the EYFS

Updated	Review Date	Version
August 2026		

Signed: Ms M Gardiner Boiling (Chair of Governors)

KCSIE 2026 update: This policy has been updated to reflect Keeping Children Safe in Education 2026 (which replaces the 2025 edition and comes into force on 1 September 2026). Additions made as a result of this update are highlighted in yellow throughout the policy.

This is a whole school policy and applies to all members of Homefield Preparatory School including EYFS. This policy is a legal requirement and an ISI Reporting Standard (ISSR 7).

Author:	Designated Safeguarding Lead – Miss Olivia Nanasi
Reviewed:	August 2026
Review Date:	August 2027

Safeguarding Statement 2026

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children and preventing impairment of children's mental and physical health or development.

We make every effort to provide an environment in which children and adults feel safe, secure, valued and respected, and feel confident to talk if they are worried, believing they will be effectively listened to.

The purpose of this policy is to provide all staff, volunteers, supply staff and governors with the framework they need in order to keep children safe and secure in our school. The policy also informs parents and carers how we will safeguard their children whilst they are in our care.

Key Personnel

Designated Safeguarding Lead (DSL), including for the EYFS	Miss O Nanasi, Assistant Head (Head of Lower School) (onanasi@homefieldprep.school)
Deputy Designated Safeguarding Leads (DDSL)	Mrs G Anderson, Headteacher (GAnderson@homefieldprep.school) Mr E Smith, Assistant Head Pastoral (esmith@homefieldprep.school) Miss C Smith, Assistant Head Academic (csmith@homefieldprep.school) Miss J Lane, Head of Years 3 & 4 and Head of Geography (jlane@homefieldprep.school) Mr J Gill, Head of Years 5 & 6 and Head of Maths (jgill@homefieldprep.school) Mrs B Johnson, Head of Years 1 & 2, Head of TPR (bjohnson@homefieldprep.school)
	Mr M Buxton, Head of Learning Technology (mbuxton@homefieldprep.school)
Designated Safeguarding Governor	Miss Victoria Hayward (VHayward@homefieldprep.school)
Cyber Security and Filtering & Monitoring Governor	Mr Cyprian Akojie (cakojie@homefieldprep.school)
Head	Mrs G Anderson (GAnderson@homefieldprep.school)
Chair of Governors	Ms M Gardiner Boiling (mgardiner@homefieldprep.school)

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Terminology

Safeguarding and promoting the welfare of children is defined as:

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

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Early help means providing support as soon as any needs emerge or are identified at any point in a child's life.

Family Help: Early help sits within a wider continuum: universal, community-based early help services support needs as they first emerge, while Family Help is the targeted level of early help provided where a child's needs are more complex.

Staff refers to all those working for or on behalf of the school, full or part time, temporary or permanent, in either a paid or voluntary capacity. Trainee teacher: references to 'staff' throughout this policy include trainee teachers undertaking placements at the school, who are subject to the same safeguarding expectations and procedures.

Child(ren) includes everyone under the age of 18. On the whole, this will apply to pupils of our school; however, the policy will extend to visiting children and students from other establishments.

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

Social Care refers to Children's Services in which the child is resident, unless a child is a Child Looked After then this will be the Children's Services in their home authority.

CFCS stands for Children's First Contact Service. This team consists of Children's Social Care specialists from Early Help, Parenting Support and Children with Disabilities teams. This is the first point of contact for support and services for families within Sutton.

Sutton LSCP stands for Local Safeguarding Children Partnership

DSL refers to the Designated Safeguarding Lead

DDSL refers to Deputy Designated Safeguarding Lead.

Child Focused Approach to Safeguarding

1.1 Introduction

- Homefield Prep School recognise our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding and promoting the welfare of children is **everybody's** responsibility and everyone has a role to play. All members of our community (staff, volunteers, governors, leaders, parents/carers, wider family networks and pupils) have an important role in safeguarding children and all have an essential role to play in making our community safe and secure.

- Homefield Prep School believe that the best interests of children always come first. All children (defined in law and in this policy as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, sex (gender), ability, culture, race, language, religion or sexual identity or orientation, have equal rights to protection.

- Staff working with children at Homefield Prep School will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child and if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.

- This policy applies where there are any child protection concerns regarding children who attend Homefield Prep School but may also apply to other children connected to Homefield Prep School, for example, siblings, or younger members of staff (under 18s) or children on work placements.

- Homefield Prep School recognises the importance of providing an ethos and environment within the school that will help children to be safe and to feel safe. In Homefield Prep School children are respected and are encouraged to talk openly. We will ensure children's wishes and feelings are taken into account when determining what safeguarding action to take and what services to provide.

- Homefield Prep School recognises the importance of adopting a trauma informed approach to safeguarding; we understand there is a need to consider the root cause of the children's behaviour and consider any underlying trauma.

- Our core safeguarding principles are:
    - **Prevention:** positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures.
    - **Protection:** following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
    - **Support**: adopt a child centred approach and provide support for all pupils, parents/carers and staff, and where appropriate, implement specific interventions for those who may be at risk of harm.

- **Collaboration:** with both parents where possible, and other agencies to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.

- The procedures contained in this policy apply to all staff, including Governors, temporary or third-party agency staff and volunteers, and are consistent with those outlined within 'Keeping Children Safe in Education' 2026.
- This policy will be kept under review to reflect Keeping Children Safe in Education 2026 (final version), which comes into force on 1 September 2026 and includes changes made by the Crime and Policing Act 2026 to the legal definition of regulated activity, and references to the Data (Use and Access) Act 2026.
- Child criminal exploitation (CCE) is now a standalone criminal offence under the Crime and Policing Act 2026, meaning it no longer has to be proved through other offences.
- Statutory multi-agency child protection teams, bringing together police, health and children's social care, now support local safeguarding arrangements.
- The Children's Wellbeing and Schools Act 2026 and the Crime and Policing Act 2026 both received Royal Assent this year. The Crime and Policing Act 2026 also introduces a mandatory duty for staff in education and childcare to report child sexual abuse to the police and children's social care; this is DSL and SLT awareness only at this stage, as commencement and reporting arrangements have not yet been set out by the DfE.
- Throughout KCSIE 2026, "must" means a legal requirement and "should" means advised practice; the DSL, SLT and governors should have regard to this distinction when reading and applying the statutory guidance.

1.2 Policy Context

This policy applies to all members of staff and Governors/Leadership Committee in Homefield Prep School.

This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2026 which requires individual schools and colleges to have an effective child protection/safeguarding policy.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes but is not limited to:

- Working Together to Safeguard Children (2023) which sets out the multi-agency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition, it sets out the statutory roles and responsibilities of schools.

- 'What to do if you are Worried a Child is Being Abused' 2015 - Advice for Practitioners

- Keeping Children Safe in Education (KCSIE, 2026) is statutory guidance issued by the Department for Education (DfE) which all schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.

- Early Years' Foundation Stage Statutory Framework (2026) is statutory guidance which sets standards that school and childcare providers must meet for the learning, development, and care of children from birth to 5 years in Ofsted registered schools.

- Prevent Duty Guidance (2023) is statutory guidance which aims to tackle the ideological causes of terrorism, intervene early to support people susceptible to radicalisation and enable people who have already engaged in terrorism to disengage and rehabilitate.

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2021) is statutory guidance which sets out the legal duties schools must comply with when teaching RSE and Health Education.

Guidance and documents referred to in this policy:

- Working Together to Safeguard Children 2023
- Keeping Children Safe in Education 2026
- Disqualification under the Childcare Act 2006 (updated 2019)
- FGM Act 2003 Mandatory Reporting Guidance 2015 (updated January 2020)
- 'What to do if you are worried a child is being abused' 2015
- Teachers' Standards
- Information sharing advice for safeguarding practitioners
- The Equality Act 2010
- Early Years Foundation Stage (EYFS) statutory framework
- Sexual Violence and Harassment guidance
- After-school clubs, community activities, and tuition Safeguarding guidance for providers
- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are pupils under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.
- Homefield Prep School will follow local or national guidance in response to any emergencies. We will amend this policy and our procedures as necessary but regardless of the action required, our safeguarding principles will always remain the same and the welfare of the child is paramount.
- Homefield Prep School recognise that as a result of the Covid-19 pandemic, some members of our community may have been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases experienced increased welfare and/or safeguarding risks. We will work with local services, such as health and the local authority, to ensure necessary support is in place.

1.3 Policy Aims

The aims of this policy are:

- To provide staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.

- To ensure consistent good practice across the school and ensure that safeguarding follows a whole school approach.
- Clarifying safeguarding expectations for members of the school's community, staff, Governing body, children, and their families.
- Contributing to the establishment of a safe, resilient, and robust safeguarding culture in the school built on shared values; that children are treated with respect and dignity, taught to treat each other and staff with respect, feel safe, have a voice and are listened to.
- Supporting contextual safeguarding practice recognising that the school's site can be a location where harm can occur.
- School expectations for developing knowledge and skills within the school's community (staff, children, parents/carers) to the signs and indicators of safeguarding issues and how to respond to them.
- Early identification of need for vulnerable learners and provision of proportionate interventions to promote their welfare and safety.
- Working in partnership with children, parents/carers, and other agencies in the Sutton LSCP.

1.4 Policy Principles and Values

- The welfare of the child is paramount
- Maintain an attitude of "It could happen here"
- Maintain a "zero-tolerance" approach to sexual violence and sexual harassment.
- Children have a right to feel safe and secure, they cannot learn effectively unless they do so.
- All children have a right to be protected from harm and abuse.
- All staff have a role in the prevention of harm and abuse and an equal responsibility to act immediately on any suspicion or disclosure that may indicate a child is at risk of harm, either in the school or in the community, taking into account contextual safeguarding, in accordance with statutory guidance.
- We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working to protect and safeguard children.
- Whilst the school will work openly with parents/carers as far as possible, it reserves the right to contact social care or the police, without notifying parents/carers if this is believed to be in the child's best interests.
- We will always act in the best interests of the child and ensure that our decisions around safeguarding take a child-centred and coordinated approach.

1.5 Definition of Safeguarding

- In line with 'Working Together to Safeguard Children' and KCSIE 2026, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

  • providing help and support to meet the needs of children as soon as problems emerge
  • protecting children from maltreatment, whether that is within or outside the home, including online

• preventing the impairment of children's mental and physical health or development
• ensuring that children grow up in circumstances consistent with the provision of safe and effective care
• taking action to enable all children to have the best outcomes

- Child protection is part of safeguarding and promoting the welfare of all children and is defined as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.
- Homefield Prep School acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):

    - Abuse, neglect and exploitation
    - Bullying, including cyberbullying
    - Child-on-child abuse
    - Child abuse towards carers
    - Children with family members in prison
    - Children who are absent or missing from education
    - Child missing from home or care
    - Child Sexual Exploitation (CSE)
    - Child Criminal Exploitation (CCE)
    - Contextual safeguarding (risks outside the family home)
    - County lines and gangs
    - Domestic abuse
    - Drugs and alcohol misuse
    - Emotional abuse-verbal abuse, persistent criticism, belittling, or name calling.
    - Fabricated or induced illness
    - Faith abuse
    - Gender based abuse and violence against women and girls
    - Hate
    - Homelessness
    - Human trafficking-including trafficking in the UK and modern slavery
    - Financial exploitation
    - Mental health-including eating disorders
    - Misogyny
    - Nude or semi-nude image sharing, aka youth produced/involved sexual imagery, photographs, videos, live streams and AI altered images and 'sexting'
    - Serious violence may involve physical assault, carrying, threatening with, or using weapons

- Online safety - Online Safety – New risks (misinformation, disinformation, conspiracy theories);

    - Preventing radicalisation and extremism
    - Private fostering
    - Relationship abuse

- Serious violence
- Sexual violence and sexual harassment
- So-called 'honour-based' abuse, including Female Genital Mutilation (FGM) and forced marriage
- 'Up-skirting'

(Also see Part one and Annex B within Keeping Children Safe in Education 2026)

1.6 Related safeguarding policies

This policy should be read in conjunction with the policies listed below:

- Anti-bullying
- Attendance
- Behaviour
- Complaints
- Data protection
- E-Safety
- Health and Safety
- First aid
- Online safety
- Relationship, Sex and Health Education (RSHE)
- Staff Code of Conduct
- Whistleblowing
- Mental Health and Wellbeing Policy
- Recruitment Selection and Disclosure Policy and Procedure

1.7 Policy compliance, monitoring and review

- Homefield Prep School will review this policy at least annually (as a minimum) and will update it as needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt. The policy will also be revised following any national or local updates, significant local or national safeguarding events and/or learning, and/or any changes to our own procedures.
- All staff (including temporary staff and volunteers) will be provided with a copy of this policy.
- Parents/carers can obtain a copy of the Safeguarding Policy and other related policies on request. Additionally, our policies can be viewed via the school website.
- The policy forms part of our school development plan and will be reviewed annually by the governing body who will have responsibility for oversight of safeguarding and child protection systems.
- The Designated Safeguarding Lead (DSL) and Head, will ensure regular reporting on safeguarding activity and systems to the governing body. The governing body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

2.0 Key Responsibilities

2.1 Governance and leadership

- The governing body and leadership team have a strategic responsibility for our safeguarding arrangements and will comply with their duties under legislation. The governing body have regard to the KCSIE guidance and will ensure our policies, procedures and training is effective and complies with the law at all times.
- The governing body will facilitate a whole school approach to safeguarding which involves everyone. They will ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, so that all systems, processes, and policies operate with the best interests of the child at their heart.
- The governing body are aware of the obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements set out by Sutton LSCP.

    - This includes but is not limited to safeguarding all members of the school community (for example, staff, pupils, parents/carers and other family members) identified with protected characteristics within the Equality Act; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.
    - For further information about our approaches to equality, diversity and inclusion, please access our schools' policies via the website.

- The governing body and leadership team will ensure that there are policies and procedures in place to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- The governing body will ensure an appropriate senior member of staff, from the leadership team is appointed to the role of designated safeguarding lead. The governing body and leadership team will ensure that the DSL is supported in their role and is provided with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns.
- The school has a nominated governor for safeguarding. The nominated governor will support the DSL and have oversight in ensuring that the school has an effective policy which interlinks with other related policies that locally agreed procedures are in place and being followed, and that the policies are reviewed at least annually and when required.
- The governing body will ensure that the Child Protection and Safeguarding policy is reviewed annually and is overseen and agreed by the Designated Safeguarding Governor and signed off by the Chair of Governors.
- The governing body should ensure that all members receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in the school are effective and support the delivery of a robust whole school approach to safeguarding. Training should be regularly updated.
- Homefield Prep has effective safeguarding policies and procedures including a Child Protection and Safeguarding Policy, a Staff Code of Conduct, a Behaviour Policy, a Recruitment Selection and Disclosure Policy and an Attendance Policy.

- Policies are consistent with Sutton LSCP and statutory requirements, are reviewed annually (as a minimum) and updated if needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt and that the Safeguarding and Child Protection policy is available on the school website.
- Ensure recruitment, selection and induction follow safer recruitment practice including all appropriate checks.
- Staff have been trained appropriately and this is updated in line with guidance and all staff have read KCSIE (2026) part 1. Governors, the DSL and deputies should read the additional sections relevant to their roles. All staff working with children in the EYFS will also read the Early years foundation stage statutory framework 2026. Additionally, there are mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- Ensure that, as part of the requirement for staff to undergo regular updated safeguarding training, including online safety and the requirement to ensure children are taught about safeguarding, is integrated, aligned, and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.
- Consider the above training requirements, Governing bodies should have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all children.
- All staff including temporary staff/supply staff, volunteers and contractors are provided with the school's Safeguarding and Child Protection policy and if applicable the staff behaviour policy.
- Take a proportionate risk-based approach to the level of information that is provided to temporary staff, volunteers and contractors.
- Homefield Prep has procedures for dealing with allegations of abuse against staff (including the Head) volunteers and against other children and that a referral is made to the DBS and/or the Teaching Regulation Agency (as applicable) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have, had they not resigned.
- Policies and processes are in place to deal with concerns (including allegations) which do not meet the harm threshold or low-level concerns as defined in KCSIE 2026
- A member of the Senior Leadership Team has been appointed by the Governing body as the DSL who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description.
- That on appointment, the DSL and DDSL undertake interagency training (Designated Safeguarding Lead – Level 3 course). The DSL also initially undertakes DSL 'New to Role' training with 'Refresher' training at least every two years as well as attending DSL network events, to refresh knowledge and skills.
- A member of the Senior Leadership Team has been appointed by the Governing body and is responsible for filtering and monitoring is identified and understands the duty to lead an annual effectiveness review, supported by the DSL and IT support. (para 171 KCSIE 2026)
- Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through PSHE and RSE.
- Governors will regularly review the effectiveness of filtering and monitoring systems in place to safeguard children online.

- Ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.
- The school will comply with DfE and the Sutton LSCP Policy Guidance for Safeguarding Children Missing Education and Education Other Then at School.
- Clear systems and processes are in place for identifying possible mental health concerns, including routes to escalate and clear referral and accountability systems.
- Ensure that safeguarding and child protection files are maintained as set out in KCSIE 2026 Annex B replacing Annex C in the 2025 edition.
- Enhanced DBS checks (without barred list checks unless the governor is also a volunteer at the school) are in place for all Governors.
- Ensure section 128 checks are undertaken as defined in KCSIE 2026.

2.2 The Head

In addition to the role and responsibilities of all staff the Head will ensure that:

- The school fully contributes to inter-agency working in line with Working Together to Safeguard Children (2023) guidance.
- The Safeguarding and Child Protection Policy and procedures are implemented and followed by all staff.
- That the school has appropriate policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) is unacceptable, with appropriate sanctions and support in place.
- That the school's staff have appropriate knowledge of KCSIE (2026) part 5.
- That all children are supported to report concerns about harmful sexual behaviour freely. That concerns are taken seriously and dealt with swiftly and appropriately, and children are confident that this is case. Comprehensive records of all allegations are kept.
- All staff are aware of the role of the DSL, including the identity of the DSL and any DDSL's.
- Sufficient time, training, support, funding, resources, including cover arrangements where necessary, is allocated to the DSL to carry out their role effectively, including the provision of advice and support to school staff on safeguarding and child protection matters, to take part in strategy discussions/meetings and other interagency meetings and/or support other staff to do so; and to contribute to the assessment of children.
- Opportunities are provided for a co-ordinated offer of early help when additional needs of children are identified.
- That DDSLs are trained to the same standard as the DSL (Level 3) and the role is explicit in their job description.
- Adequate and appropriate DSL cover arrangements are in place for any out of hours/out of term activities. Additionally, all DDSL'S will have access to the universal school safeguarding email account (dsl@homefieldprep.school) to support the DSL and triage cases.
- Where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and what services to provide.

- Child-centred systems and processes are in place for children to express their views and give feedback.
- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures.
- Children are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- That allegations or concerns against staff and other adults are dealt with in accordance with guidance from the DfE, LADO and Sutton LSCP.
- That statutory requirements are met to make a referral to the Disclosure and Barring Service and additionally in the case of teaching staff the Teacher Regulation Agency where they think an individual has engaged in conduct that harmed (or is likely to harm) a child; or if the person otherwise poses a risk of harm to a child.
- The Teaching Regulation Agency's Employer Access Service has been replaced by the DfE's 'Check a teacher's record' service, which the school will use to verify a person's teacher status and check for prohibition orders.
- The school will complete enhanced DBS + barred list check required for supervised volunteers working more than 3 days in any 30-day period, or any overnight stay — counted cumulatively across all settings they work in. (Crime and Policing Act 2026)

  Audit existing supervised volunteers against this threshold and check barred list status where required.

- Record low-level concerns in cases which concern a member of staff/supply staff/contractor or a volunteer. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that will be respected as far as reasonably possible.

- Liaise with the "case manager" and Local Authority Designated Officer (LADO) for child protection concerns in cases which concern a member of staff/supply staff/contractor or a volunteer.

2.3 Designated Safeguarding Lead (DSL)

- The school has Olivia Nanasi (Assistant Head Lower School) a member of the Senior Leadership Team, as the Designated Safeguarding Lead (DSL).
- The DSL has overall responsibility for the day-to-day oversight of safeguarding, including EYFS, and child protection systems (including online safety and understanding the filtering and monitoring systems and processes in place) in Homefield Prep School. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.
- The DSL role requires not only appropriate status and authority within the school's leadership structure, but also the skills, knowledge and experience to carry out the role effectively; status and authority alone are not sufficient.

- Homefield Prep School has also appointed Deputy DSLs who will have delegated responsibilities and act in the DSL's absence.
- Details of the DSL and DDSLs are available on the website, safeguarding posters (displayed in Reception) and other visible areas of the school.
- The DSL (and the deputies) will be more likely to have a complete safeguarding picture and will be the most appropriate person to advise staff on the response to any safeguarding concerns.
- It is the role of the DSL to carry out their functions as identified in Annex B of KCSIE 2026. This includes but is not limited to:
    - Acting as the central contact point for all staff to discuss any safeguarding concerns.
    - Maintaining a confidential recording system for safeguarding and child protection concerns.
    - Co-ordinating safeguarding action for individual children.
    - When supporting children with a social worker or looked after children, the DSL should have the details of the child's social worker and the name of the virtual school Head in the authority that looks after the child, with the DSL liaising closely with the designated teacher.
    - Liaising with Sutton LSCP and other agencies and professional in line with KCSIE.
    - Where necessary, contact CFCS on 0208 7706001 (9-5pm) Out of hours (020 87705000)
    - Make an urgent referral to CFCS if there is a risk of immediate harm.
    - Manage and submit a Request for Support Form for a child if there are concerns about suspected harm or abuse, to the CFCS, and act as a point of contact and support for school staff.
    - Report concerns that a child may be at risk of radicalisation or involvement in terrorism, use the Prevent referral form to refer cases by e-mail to preventreferrals@met.pnn.police.uk
    - If the matter is urgent then the Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101. The DfE has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (0202 7340 7265).
    - Refer cases where a crime may have been committed to the Police as required.
    - Follow relevant DfE guidance and KCSIE 2026 on 'Child on Child abuse' when a concern is raised that there is an allegation of a child abusing another child within the school.
    - When there has been a report of sexual violence, make an immediate risk and needs assessment. Additionally, where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis and will be put in place as required.
    - Encourage and promote a culture of listening to children and taking account of their wishes and feelings, amongst all staff.
    - Access training and support to ensure they have the knowledge and skills required to carry out the role.
    - Have a secure working knowledge of Sutton LSPC procedures and understand the assessment process for providing early help and statutory intervention.

- Have a clear understanding of access and referral to the local early help offer and will support and advise members of staff where early help intervention is appropriate.
- Have a working knowledge of how Sutton LSCP conduct an initial child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Representing, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including child protection conferences).
- Managing and monitoring the school role in any multi-agency plan for a child.
- Being available during term time (during school hours) for staff in the school to discuss any safeguarding concerns.
- Ensuring adequate and appropriate DSL cover arrangements in response to any closures and any out of hours and/or out of term activities.
- This includes maintaining robust cover arrangements when the DSL is unavailable, such as a confidential shared mailbox or equivalent system, to ensure safeguarding concerns are received, monitored and acted upon without delay.
- Taking lead responsibility for online safety, including understanding the filtering and monitoring systems and processes in place.
- Helping promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and the school leadership staff.
- Ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE.
- Liaising with the Head to inform them of any safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirement for children to have an Appropriate Adult (PACE Code C 2019)
- Understand the lasting impact that adversity and trauma can have, including on the children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.
- Understand and support the delivery with regards to the requirements of the Prevent duty and provide advice and guidance to staff on protecting children from radicalisation.
- Liaise with Homefield Prep staff (especially pastoral support, behaviour leads, schools' health colleagues and the SENCO) on matters of safety and safeguarding.
- Be alert to the specific needs of children in need, those with Special Educational Needs and Disability (SEND) and young carers.

  A young carer is a child under 18 who provides or intends to provide care for another person. Young carers may face additional safeguarding challenges and vulnerability because of the level of caring responsibility they carry, which can affect their attendance, attainment and wellbeing; any concerns about a pupil's caring responsibilities should be discussed with the DSL.
- Understand the risks associated with online activity and be confident that they have the up-to-date knowledge and capability to keep children safe whilst they are online

at the school; in particular understand the additional risks that children with SEND face online and the associated and appropriate support they require.

- DSL training should be updated at least every two years and their knowledge and skills refreshed at regular intervals but at least annually.
- Work with the Head and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at the school.
- Keep up to date, detailed, accurate records (either written or using appropriate secure online software), that include all concerns about a child even if there is no need to make an immediate referral and record the rationale for decisions made and action taken. This is monitored via 'My Concern'.
- Ensure that an indication of the existence of the additional safeguarding/child protection file is marked on the child's main file record.
- Ensure that when a child transfers school (including in-year), their safeguarding/child protection file is passed to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.
- Where a pupil joining the school has previously carried, threatened with, or used a knife or weapon, the DSL will ensure this information is specifically identified and addressed as part of the school's safeguarding response, in line with the receiving school's duties under KCSIE 2026.
- If the transit method requires that a copy of the safeguarding/child protection file is retained until such a time that the new school acknowledges receipt of the original file, the copy should be securely destroyed on confirmation of receipt.
- Ensure that where a child transfers to a school and is on a child protection plan, child in need plan or is a child looked after, their information is passed to the new school immediately and that the child's social worker is informed. In addition, consideration should be given to a multi-agency schools transition meeting if the case is complex or on-going.
- Ensure that all appropriate staff members have a working knowledge and understanding of their role in case conferences, core groups and other multi-agency planning meetings, to ensure that they attend and are able to effectively contribute when required to do so; where a report is required, this should be shared with the parents prior to the meeting.
- Ensure that the case holding social worker is informed of any child currently with a child protection plan who is absent without explanation.
- Organise safeguarding and child protection induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences.
- Ensure each member of staff has access to, and understands, the schools Safeguarding and Child Protection policy procedures, especially new and part-time staff.

- Ensure that in collaboration with the school leadership and Governors, the Safeguarding and Child Protection Policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly.
- Ensure that the Safeguarding and Child Protection Policy is available publicly and that parents/carers know that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and leadership staff.
- Establish and maintain links with the Sutton LSCP to make sure staff are aware of training opportunities and the latest policies on local safeguarding arrangements.
- The DSL will provide a Safeguarding summary for the Head's report for each full Governing Body meeting.
- Confirm engagement with Operation Encompass as a statutory police duty and check current notification thresholds with your local force. [Annex A]

2.4 Deputy Designated Safeguarding Lead (DDSL)

- In addition to the role and responsibilities of all staff the DDSL will:
  - Be trained to the same standard as the DSL (Level 3) and the role is explicit in their job description.
  - Provide support and capacity to the DSL in carrying out delegated activities of the DSL; however, the lead responsibility of the DSL cannot be delegated.
  - In the absence of the DSL, carry out the activities necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL, the DDSL will assume all the functions of the DSL.

2.5 Members of Staff

- Our staff play a particularly important role in safeguarding as they are in a position to observe any changes in a child's behaviour or appearance, identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.

All Staff will:

- Maintain an attitude of "It could happen here" with regards to safeguarding.
- Understand that safeguarding is "everyone's responsibility".
- Maintain a "zero-tolerance" approach to sexual violence and sexual harassment.
- Read and understand Part 1 of statutory guidance KCSIE (2026). Those working directly with children will also read Annex B
- Family Help replaces Early Help- All staff should know the legal routes:
  Sections 10 and 11, Children Act 2004 (targeted Family help)
  Section 17, Children Act 1989 (children in need)

Section 47, Children Act 1989 (significant harm)

Section 31, Children Act 1989 (care and supervision orders)

Section 20, Children Act 1989 (duty to accommodate)

KCSIE 2026 sets out three tiers of response to a child's needs: internal school-based support, community-based Early Help, and Family Help (the targeted level of early help). Staff will consider which tier is appropriate and discuss this with the DSL.

- Know who and how to contact the DSL and DDSL, the Chair of Governors and the Governor responsible for safeguarding.
- Be aware of indicators of abuse, neglect and exploitation understanding that children can be at understanding that children can be at risk of harm inside and outside of the school, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse, neglect and exploitation so that staff are able to identify cases of children who may be in need of help or protection.
- Be able to identify vulnerable learners and take action to keep them safe. Information or concerns about learners will be shared with the DSL where it includes those:
  - who may need a social worker and may be experiencing abuse or neglect
  - requiring mental health support
  - may benefit from Family Help
  - where there is a radicalisation concern
  - where a crime may have been committed
- Provide a safe environment in which children can learn.
- Report any concerns via the online safeguarding system 'My Concern'. (This will change to CPOMS in November 2026 when the school's safeguarding recording system migrates.)
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Pupils have formal opportunities to share their concerns through Form Time, PSHE and Wellbeing lessons, School Council, MySpace and ELSA (Emotional Literacy Support Assistant) sessions.
- All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Ensure only appropriately trained professionals attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Take immediate action if they have a mental health concern about a child that is also a safeguarding concern, following our Safeguarding and Child Protection Policy and procedures.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse, neglect and exploitation.

- Staff are trained to identify children who may benefit from early help. 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.
- Know how to respond to a child who discloses harm or abuse following training of 'Working Together to Safeguard Children' (2023, and 'What to do if you are worried a child is being abused' (2015).
- Record their concerns if they are worried that a child is being abused and report these to the DSL immediately that day. If the DSL is not contactable immediately a DDSL should be informed.
- Be prepared to refer directly to the Sutton CFCS and the Police if appropriate, if there is a risk of significant harm and the DSL or their DDSL is not available.
- Follow the allegations procedures, as set out in this policy and KCSIE 2026, if the disclosure is an allegation against a member of staff, supply staff, volunteer or contactor.
- Report low-level concerns (as defined in KCSIE 2026) about any member of staff/supply staff/volunteer or contractor to the Head.
- Provide support for children subject to early help, child in need or child protection and be involved where appropriate, in the implementation of individual plans to further safeguard vulnerable learners and understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
- A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they need to pass information to other professionals to help keep the child and/or other children safe. The degree of confidentiality should always be governed by the need to protect the child.
- Notify the DSL or their DDSL of any child on a child protection plan or child in need plan who has unexplained absence.
- Understand Family Help and be prepared to identify and support children who may benefit from early help. Liaise with other agencies that support children and provide early help.
- Be aware that children may not feel ready or know how to tell someone they are being abused, exploited, or neglected, and/or they may does not recognise these experiences as harmful. This could be due to their vulnerability, disability and/or sexual orientation or language barriers.
- Be mindful that the Teacher Standards states that teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

2.6 Professional expectations, roles and responsibilities

Homefield Prep School will ensure:

- It operates safer recruitment procedures in line with KCSIE 2026 which includes statutory checks on the suitability of staff to work with children.
- All staff receive information about the school safeguarding arrangements, the school's safeguarding statement, staff behaviour policy (code of conduct), Safeguarding and Child Protection policy, the role and names of the Designated Safeguarding Lead (DSL) and their deputy Designated Safeguarding Lead (DDSL), and Keeping Children Safe in

Education 2026 - Part 1. All members of the Senior Leadership Team and DDSL'S should read the complete document. Staff induction includes training on the Behaviour Policy, Anti-Bullying (cyber-bullying, prejudice-based and discriminatory bullying) and the Mental Health and Wellbeing Policy.

- All staff will complete a policy acknowledgment form to say they have read and understood it. This applies to the Governing body in relation to part 1 and annex B of the same guidance.
- All staff receive safeguarding and child protection training (including online safety) at induction. Training is regularly updated as required, and at least annually to continue to provide them with relevant skills and knowledge to safeguard children effectively.
- All members of staff are trained in and receive regular updates in online safety and reporting concerns. All members of staff maintain a zero-tolerance approach to sexual violence and sexual harassment. All staff are trained in child -on-child sexual violence and harassment which includes how to sensitively receive a disclosure.
- All staff and Governors have regular safeguarding and child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- The Safeguarding and Child Protection Policy is made available via the school website and a paper copy is available upon request for parents/carers.
- All parents/carers are made aware of the responsibilities of staff members with regard to safeguarding and child protection procedures.
- Provide a coordinated offer of early help when additional needs of children are identified and contribute to early help arrangements and inter-agency working and plans. The school's lettings policy will seek to ensure the suitability of adults working with children on the school site at any time and ensure that any groups who use the school's premises have Safeguarding and Child Protection policies and procedures in place.
- Community users organising activities for children are aware of the school's Safeguarding and Child Protection Policy, guidelines and procedures.

2.7 *Confidentiality, Sharing and Withholding Information*

- All matters relating to safeguarding and child protection will be treated as confidential and only shared as per the 'Information Sharing Advice for Practitioners' (DfE 2018) guidance. The school will refer to the guidance in the Data protection: toolkit for schools to support school with data protection activity, including compliance with General Data Protection Regulation (GDPR).
- Information will be shared with staff within the school who 'need to know'.
- Relevant staff have due regard to GDPR principles which allow them to share (and withhold) information.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 and GDPR are not a barrier to sharing information where a failure to do so would place a child at risk of harm. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.
- Following the Data (Use and Access) Act 2025, references to 'data protection laws' in this policy mean the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act

2025 together. When sharing information, staff will consider its relevance to the current safeguarding risk and share only what is necessary and proportionate.

- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- All staff will usually inform parents if making a formal referral under advice from CFCS, unless to do so could put the child at greater risk of harm or impede a criminal investigation. We will follow any advice given by our safeguarding partners such as Sutton Children's Services and the Police, which will differ on a case-by-case basis.

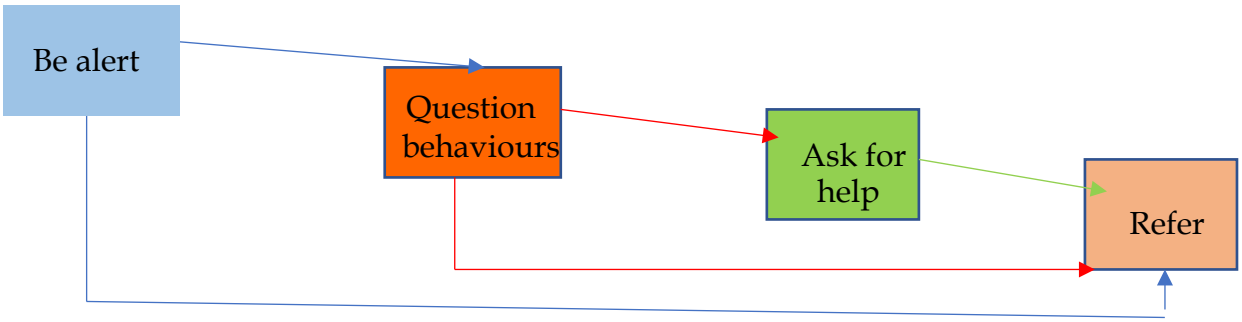
3.0 Child Protection Procedures

3.1 Recognising indicators of abuse, neglect and exploitation

- Staff will maintain and attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child.

  All staff are made aware of the definitions and indicators of abuse, neglect and exploitation, prejudice-based harm, including racism, faith-based prejudice and other forms of discrimination, should be recognised by all staff as harm in its own right. Such experiences can have a significant impact on a child's welfare, wellbeing, mental health, educational engagement and sense of safety. Concerns relating to prejudice-based harm should be reported and considered within safeguarding procedures where appropriate.
- as identified by 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education'.
- Homefield Prep School recognise that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse (see Appendix 1):
  - Physical abuse
  - Sexual abuse
  - Emotional abuse
  - Neglect
- By understanding the indicators of abuse, neglect and exploitation we can respond to problems as early as possible and provide the right support and services for the child and their family.
- All members of staff are expected to be aware of and follow the below approach if they are concerned about a child:

'What to do if you are worried a child is being abused' 2015



- Homefield Prep School recognises that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse, neglect and exploitation can vary from child to child.
- Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. It is important to recognise that indicators of abuse, neglect and exploitation do not automatically mean a child is being abused, however all concerns should be taken seriously and will be explored by the DSL on a case-by-case basis.
- Homefield Prep School recognises abuse, neglect, exploitation and safeguarding issues are rarely standalone events and cannot always be covered by one definition or one label alone. In many cases, multiple issues will overlap with one another, therefore staff will always be vigilant and always raise concerns with a DSL and add it to My Concern.
- Parental behaviours can indicate child abuse or neglect, so staff will be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- Children may report abuse happening to themselves, their peers, or their family members. All reports made by children to staff will be taken seriously and will be responded to in line with this policy.
- Safeguarding incidents and/or behaviours can be associated with factors and risks outside the school. Children can be at risk of abuse or exploitation in situations outside their families; extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serous youth violence and county lines.
- Homefield Prep School recognises that technology can be a significant component in many safeguarding and wellbeing issues; children are at risk of abuse online from people they know (including other children) and from people they do not know; in many cases, abuse will take place concurrently via online channels and in daily life.
- Homefield Prep School recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.
- Following a concern about a child's safety or welfare, the searching and screening of children and confiscation of any items, including any electronic devices, will be managed in line with the school's Behaviour Policy.
- The DSL (or deputy) will be informed of any searching incidents where there were reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in our behaviour policy. The DSL (or deputy) will then consider the circumstances of the pupil who has been searched to assess the incident against any potential wider safeguarding concerns.
- Staff will involve the DSL (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

3.2 Reporting and responding to safeguarding concerns

- The following procedures apply to all staff working in the school and will be covered in training to enable staff to understand their role and responsibility.

- The aim of the procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or abused or is at risk of harm or abuse.
- The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.
- All staff are aware that very young children and those with disabilities, special needs or with language delay may be more likely to communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility.
- If a member of staff suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them they must:

    - Make an initial record of the information related to the concern as soon as possible. It needs to include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and details regarding any action taken, decisions reached and the outcome. This can be done via 'My Concern' – all staff will be given access to record suspicions on 'My Concern'.

    - Details must include:
        - Date
        - Time
        - Place
        - Who was present
        - Context
        - Details of disclosure/concern (quotes from the child will be written in capital letters)
        - Demeanour/non-verbal behaviours of the child
        - Any injuries
        - Rationale for decision making
        - Actions taken

- All safeguarding concerns, discussions, decisions, and reasons for those decisions, will be recorded in writing on the school safeguarding system (My Concern/CPOMS from November 2026) and passed without delay to the DSL.
- Records should be completed as soon as possible after the incident/event, using the child's words and will be dated by the member of staff reporting the concern. Children protection/safeguarding records will record facts and not personal opinions. A body map will be completed if visible injuries to a child have been observed. (See appendix 3)
- If there is an immediate safeguarding concern the member of staff will consult with a DSL before completing the form as reporting urgent concerns take priority.
- If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL (or deputy).

- The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.
- The records must be signed and dated by the author or / equivalent on electronic based records.
- Child protection records are kept confidential and stored securely on the school's Office drive. Child protection records will be kept for individual children and will be maintained separately from all other records relating to the child in the school. Child protection records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL.
- All child protection records will be transferred in accordance with data protection legislation to the child's subsequent school, under confidential and separate cover as soon as possible; within 5 days for an on-year transfer or within the first 5 days of the start of a new term. Child protection files will be transferred securely to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained.
- In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving, for example, information that would allow the new school to continue to provide support.
- Where the school receives child protection files from another setting, the DSL will ensure key staff such as the SENCo, will be made aware of relevant information as required.
- Where a pupil joins the school and no child protection files are received, the DSL will proactively seek to confirm from the previous setting whether any child protections exist for the pupil, and if so, if the files have been sent.
- In the absence of the DSL or DDSL, staff must be prepared to refer directly to CFCS (and the Police if appropriate) if there is the potential for immediate significant harm or contact the consultation line at the CFCS for support and advice.

Following a report of concern the DSL must:

- Using the LSCP Multi-Agency Threshold Guidance including continuum of needs matrix decide whether or not there are sufficient grounds for suspecting harm, in which case a request for support must be made to the CFCS and the Police if it is appropriate.
- If it is suspected that a child is suffering, or is likely to suffer, harm or abuse the DSL must contact the CFCS. If the DSL feels unsure about whether a referral is necessary, they can phone the CFCS consultation line to discuss concerns.
- All staff will usually inform parents if making a formal referral under advice from CFCS, unless to do so could put the child at greater risk of harm or impede a criminal investigation. We will follow any advice given by our safeguarding partners such as Sutton Children's Services and the Police, which will differ on a case-by-case basis.
- This is a considered decision made by the DSL (or deputy) on a case-by-case basis, taking into account the risk to the child, rather than an automatic step.
- When a child needs urgent medical attention and there is suspicion of abuse the DSL should take the child to the accident and emergency unit at the nearest hospital, having first notified the CFCS. The DSL should seek advice about what action the CFCS will take and about informing the parents/carers, remembering that parents/carers should normally be informed that a child requires urgent hospital attention.

- The exception to this process will be in those cases of known FGM where there is a mandatory reporting duty for the teacher to report directly to the Police where they either:
    - Are informed by a girl under 18 that an act of FGM has been carried out on her; or
    - Observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for the purposes connected with labour or birth.
    - The DSL should also be made aware.

3.3 Dealing with safeguarding concerns

All staff:

- A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they need to pass information to other professionals to help keep the child and/or other children safe. The degree of confidentiality should always be governed by the need to protect the child.
- Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.
- All staff should know who the DSL is and who to approach if the DSL is unavailable. All staff have the right to make a referral to the CFCS or Police directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, for example, they are the only adult on the school premises at the time and have concerns about sending a child home.
- Guiding principles:
    - Receive
    - Reassure
    - Respond
    - Report
    - Record
    - Remember
    - Review (by the DSL)

What happens next?

- It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL on what has happened following a report being made. If they do not receive this information, they should seek it out.
- If they believe that the concern has not been acted upon appropriately, they should inform the Head or Safeguarding Governor or contact the CFCS for advice.

Safeguarding concerns and allegations, either low-level or that meet the harm threshold made about staff, supply and peripatetic staff, volunteers, governors and contractors

- Sutton's LADO procedure will be followed where it is alleged that anyone working in the school that provides education for children under 18 years of age, including supply staff, volunteers and contractors or another adult who works with children 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 he or she 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.

- The last bullet point above includes behaviour that may have happened outside of the school that might make an individual unsuitable to work with children, this is known as transferable risk.
- Allegations or concerns about trainee teachers on placement at the school will be handled in the same way as allegations against any other member of staff, following the LADO procedure set out in this policy; the school will also liaise with the trainee's training provider as appropriate.
- Staff members are strictly prohibited from meeting boys, inclusive of past pupils of the school, outside of school premises without prior authorisation and supervision from the appropriate authorities.
- Any informal or unscheduled interactions with boys outside of school activities must be avoided to maintain professional boundaries and ensure the safety and well-being of all parties involved. In the event that this takes place, if there was no adult present with the child, staff need to disclose this interaction for their own protection to the DSL.
- In cases where off-site meetings are deemed necessary for school-related activities or events such as competitions or sporting events, appropriate protocols and parental consent must be obtained, and supervision by authorised personnel is required at all times.
- Staff members must refrain from engaging in personal or social activities with boys outside of school hours and settings, regardless of the nature of the relationship. This includes past pupils of the school.
- The above applies to face to face or online methods of communication for example, WhatsApp, Facebook, Instagram etc.
- Staff who are also parents at the school, should seek to safeguard themselves from allegations by requesting a meeting with the Head and/or DSL annually to ascertain how best to manage professional and personal obligations. Any in year concerns or queries should be discussed with the Head/DSL as required.
- Staff who are also parents of boys at Homefield should follow the Parent Handbook regarding protocols such as collection.

- Any breaches of this policy will be subject to disciplinary action, which may include termination of employment and/or legal consequences, depending on the severity and circumstances of the violation.
- In dealing with allegations or concerns against an adult, staff must without delay:
- Report any concerns to the Head immediately.
- If an allegation is made against the Head, the concerns need to be raised with the Chair of Governors as soon as possible. If the Chair of Governors is not available, then the LADO should be contacted directly.
- There may be situations when the Head or Chair of Governors will involve the Police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.
- Once an allegation has been received by the Head, Chair of Governors will contact the Local Authority Designated Officer (LADO), as part of their mandatory duty, on 0208 770 4776 or email: lado@sutton.gov.uk immediately and before taking any action or investigation.
- Following consultation with the LADO inform the parents/carers of the allegation unless there is a good reason not to.
- In liaison with the LADO, the school will determine how to proceed and if necessary, the LADO will refer the matter to Social Care and/or the Police.
- If the matter is investigated internally, the LADO will advise the school to seek guidance in following procedures set out in part 4 of KCSIE 2026.
- Referrals to the LADO including any investigations or outcomes will be shared with the relevant agencies and external companies for their own safeguarding purposes.

3.4 Low-level concerns

- The term low-level concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - 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 harm threshold or is otherwise not serious enough to consider a referral to the LADO.

  Examples of such behaviour could include, but are not limited to:
    - being over friendly with children
    - Having favourites
    - Taking photographs of children on their mobile phone, contrary to school policy
    - Engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
    - Humiliating children.

- The purpose of reporting low-level concerns is to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour set out in the staff code of conduct are lived, monitored and reinforced constantly by all staff.
- Homefield Prep creates an environment where staff are encouraged and feel confident to self-refer where they have found themselves in a situation.
- Reports should be made to the Head in a timely manner. The Head should collect as much evidence as possible by speaking directly to the person who raised the concern, unless it has been raised anonymously, and to the individual involved and any witnesses.
- The information collected will help them to categorise the type of behaviour and determine what further action may need to be taken. This information needs to be recorded in writing along with the rationale for their decisions and action taken. Low level concerns will be shared with the governors in the Head's termly report.
- If the Head has any doubt as to whether the information which has been shared about the individual as a low-level concern in fact meets the harm threshold, they will consult with the LADO.
- Low-level concerns regarding supply staff, peripatetic staff and external contractors should be reported to the Head. The Head will investigate the concern and then inform the LADO (if appropriate) as well as the line manager of the external staff member as this may point to potential patterns of inappropriate behaviour.
- If a third party has a low-level concern over a Homefield member of staff, they are to report it to the Head. When a third party has raised a low-level concern, the Head should collect as much evidence as possible by speaking, where possible, to the person who raised the concern, the individual member of staff with whom the concern is regarding and any witnesses to the concern.

3.5 Confidentiality and information sharing

- Homefield Prep School recognises our duty and powers to hold, use and share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE.
- Where reasonably possible, the school will hold more than one emergency contact number for each pupil. There is an expectation that contact information will be held for both parents, unless doing so would put a child at risk of harm.
- It is good practice for schools to have additional options to contact a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

3.6 Complaints

- All members of the school community should feel able to raise or report any concerns about children's safety or potential failures in the school safeguarding regime. The school has a complaints procedure available to parents, pupils and members of staff and visitors who wish to report concerns or complaints.
- Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people and

adults who have experienced abuse in education can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email: help@nspcc.org.uk

- All staff, including temporary staff/supply staff and volunteers, should be aware of their duty to raise concerns, where they exist, about the management of safeguarding and child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements.
- If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Schools Officer or LADO in accordance with the Whistleblowing Policy.
- The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about a way a concern is being handled by their school. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.
- Whistleblowing regarding the Head should be made to the Chair of the Governing Body/ whose contact details should be available to staff.

3.6 After-school clubs

All external club providers should follow the *After-school clubs, community activities, and tuition safeguarding guidance for providers* non-statutory guidance (September 2023). Club providers are expected to read the staff code of conduct and safeguarding policy and sign to confirm that they have understood the school's procedures. Unless operating as a peripatetic club, clubs must notify the school of their Designated Safeguarding Lead and share their safeguarding policy with the school.

4.0 What is Child Abuse?

- Homefield Prep School is aware of the range of specific safeguarding issues and situations that can put children at greater risk of harm. In addition to Part one, DSLs, school leaders and staff who work directly with children will read the complete Annex of the KCSIE which contains important additional information about the following specific forms of abuse and safeguarding issues.
- Where staff are unsure how to respond to specific safeguarding issues, they should follow the processes as identified in part 3 of this policy and speak with the DSL or a deputy.

- **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of seeing, hearing or experience the effects ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institution or community by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Racism, faith-targeted abuse and other discriminatory behaviour can significantly affect a child's welfare, wellbeing and sense of safety. Such incidents should be taken seriously, recorded appropriately and responded to in line with safeguarding procedures.

- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child known as factitious disorder.

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

  Sexual abuse: Sexual abuse involves forcing, causing or inciting 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 or non-penetrative acts. They may also include non-contact activities, such as involving children in looking at, or producing, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.

  Children can be sexually abused by adults or by other children and are more likely to know their abuser than not.

  Children under the age of 13 can never legally consent to any form of sexual activity.

- 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. Sexual abuse may also include forced marriage (illegal since February 2023) where one or both people, under the age of 18, do not or cannot consent to the marriage. Pressure, abuse and coercion may or may not be present in cases of forced marriage.

- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once

a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- **Child-to-parent and carer abuse:** children can cause harm to parents, carers and other family members, as well as be harmed by them. Such concerns will be taken as seriously as any other safeguarding concern and reported to the DSL.

4.1 Child-on-child abuse (including harassment and violence)

- All members of staff at Homefield Prep school recognise that children can abuse other children (referred to as child-on-child abuse, previously known as 'peer-on-peer' abuse), and that it can happen both inside and outside of school and online.
- Homefield Prep School recognises that child-on-child abuse can take many forms, including but not limited to:
- Bullying, including cyberbullying, prejudice-based and discriminatory bullying, discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents.
    - Abuse in intimate personal relationships between children
    - Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
    - Sexual violence and sexual harassment
    - Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
    - Nude or semi-nude image sharing, including where images, videos or livestreams have been digitally altered or wholly generated using artificial intelligence (sometimes referred to as 'deepfakes' or 'deep nudes')
    - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
    - Up-skirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
    - Initiation/hazing type violence and rituals.
    - Child-on-child abuse is a safeguarding issue for both the victim and the child(ren) responsible for the behaviour. It is preventable, and in some cases may involve serious physical harm or threats involving weapons.
    - Any allegations of child-on-child abuse will be recorded, investigated, and dealt with in line with this safeguarding policy and KCSIE.
    - Staff ensure that children know the risks by discussing child-on-child abuse in an age-appropriate way in PSHE lessons. This includes creating opportunities and scenarios for children to weigh up the risks and recognise that sometimes this means they will take risks we as adults and professionals disagree with.
      Teachers will follow the RSE curriculum to ensure that children learn about healthy relationships, how to make positive long-term choices and keep them safe

from harm in the short-term. The DfE expects to publish revised guidance on Relationships, Sex, and Health Education this summer and if published, will signpost to this guidance in September 2025.

See Appendix 1 for detailed definitions.

- Homefield Prep School adopts a zero-tolerance approach to child-on-child abuse. We believe that abuse is abuse and it will never be tolerated or dismissed as 'just banter', 'just having a laugh', 'part of growing up' or 'boys will be boys'; this can lead to a culture of unacceptable behaviours and can create an unsafe environment for children and a culture that normalises abuse, which can prevent children from coming forward to report it.
- All staff have a role to play in challenging inappropriate behaviours between children. Staff recognise that some child-on-child abuse issues may be affected by gender, age, ability and culture of those involved.
- Homefield Prep School recognises that even if there are no reported cases of child-on-child abuse, such abuse is still likely to be taking place and it may be the case that it is just not being reported. As such, it is important that staff speak to the DSL (or deputy) about any concerns regarding child-on-child abuse.
- The school will challenge physical behaviour (potentially criminal in nature) such as grabbing bottoms and genitalia and pulling down trouser.
- Homefield Prep School believes that all children have a right to attend our school and learn in a safe environment. Children should be free from harm by adults and other children.
- Homefield Prep School want children to feel able to confidently report abuse and know their concerns will be treated seriously. All allegations of child-on-child abuse will be reported to the DSL and will be recorded, investigated and dealt with in line with associated school policies, including anti-bullying and behaviour. Pupils who experience abuse will be offered appropriate support, regardless of where the abuse takes place. See Mental Health and Wellbeing Policy.
- Concerns about pupils' behaviour, including child-on-child abuse taking place offsite will be responded to as part of a partnership approach with pupils, and parents/carers. Offsite behaviour concerns will be recorded and responded to in line with existing appropriate policies.

4.2 Child-on-child sexual violence and sexual harassment

- When responding to concerns relating to child-on-child sexual violence or harassment, Homefield Prep School will follow the guidance outlined in Part 5 of KCSIE.
- Homefield Prep School recognises that sexual violence and sexual abuse can happen anywhere and all staff will maintain an attitude of 'it could happen here'. The school recognises sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face-to-face (both physically and verbally). Sexual violence and sexual harassment is never acceptable.

- All victims of sexual violence or sexual harassment will be reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, or ever be made to feel ashamed for making a report.
- Abuse that occurs online or outside of the school will not be dismissed or downplayed and will be treated equally seriously and in line with relevant policies.
- Homefield Prep School recognises that the law is in place to protect children and young people rather than criminalise them, and this will be explained in such a way to pupils that avoids alarming or distressing them.
- Homefield Prep School recognises that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, so children may not be able to recall all details or timeline of abuse. All staff will be aware certain children may face additional barriers to telling someone, for example because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation.
- Homefield Prep Staff working with year 5 and 6 pupils will be aware of the collaboration project between the Home Office and The Lucy Faithful Foundation. They have the autonomy through guided PHSE lessons to share 'Shore Space', an online resource which works to prevent harmful sexual behaviour. Shore Space offers a confidential chat service supporting young people who are concerned about their own or someone else's sexual thoughts and behaviour

Prevention

- Taking a whole school approach to safeguarding and child protection
- Providing training to staff
- Providing a clear set of values and standards, underpinned by the school's behaviour policy and pastoral support; and by a planned programme of evidence-based content delivered through the curriculum.
- Engaging with specialist support and interventions.

Responding robustly to reports of sexual violence and sexual harassment

- Children making any report of sexual violence of sexual harassment including 'upskirting' (The Voyeurism Offences Act 2019) will be taken seriously, kept safe and be well supported.
- If the report includes an online element staff will be mindful of the Searching, screening and confiscation at school guidance.
- The key consideration is for staff not to view or forward illegal images of a child. The guidance provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection.

4.3 Risk Assessment

- Following a report, the DSL will make an immediate risk and needs assessment on a case-by-case basis.
- The risk assessment will consider:
    - The victim, especially their protection and support
    - The alleged perpetrator, their support needs and any discipline action
    - All other children at the school
    - The victim and the allege perpetrator sharing classes and space at school
    - The risk assessment will be recorded and kept under review.

- Where there has been other professional intervention and/or specialist risk assessments, these professional assessments will be used to inform the school's approach to supporting and protecting children.

Action:

- It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

- **The DSL will consider:**
- The wishes of the victim.
- The nature of the incident including whether a crime has been committed and the harm caused.
- Ages of the children involved.
- Developmental stages of the children.
- Any power imbalance between the children.
- Any previous incidents.
- That sexual violence and sexual harassment can take place within intimate personal relationships between children.
- Importance of understanding intra familiar harms and any necessary support for siblings following incidents
- Ongoing risks to victim, other children, adult students, or staff.
- Other related issues or wider context.

Confidentiality:

- The victim may ask the school not to tell anyone about the sexual violence or sexual harassment. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies. The DSL should consider:

- parents or carers should normally be informed (unless this would put the victim at greater risk)
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care.
- rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

The DSL will have to balance the victim's wishes against their duty to protect the victim and other children.

Options:

- Manage internally
- Family Help intervention
- Request for support to the CFCS
- Report to the Police (generally in parallel with a request for support to the CFCS.

All concerns, discussions, decisions and reasons for decision will be recorded on 'My Concern'.

Ongoing Response:

- The DSL will manage each case individually and will ensure the risk assessment is reviewed regularly with relevant partner agencies, for example the Police and social care.
- Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, schools should be aware of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately.
- Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim.
- The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on the school premises and on transport where appropriate.
- Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and may lead to the view that allowing the perpetrator to remain in the same school would seriously harm the education or welfare of the victim (and potentially themselves and other children).
- Where a criminal investigation into sexual assault leads to a conviction or caution, the school will, if it has not already, consider any suitable sanctions in light of their behaviour policy, which may include consideration of permanent exclusion. Where the perpetrator is going to remain at the school, the Head should continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

- The victim, alleged perpetrator and any other children and adults affected will receive appropriate support and safeguards on a case-by-case basis.
- The school will take any disciplinary action against the alleged perpetrator in accordance with the school behaviour policy.
- The school recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.
- The school will consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.
- The school recognises that children who have experienced sexual violence display a wide range of responses to their experiences including clear signs of trauma, physical and emotional responses, or no overt signs at all.
- The school will in most instances engage with both the victim's and alleged perpetrator's parents when there has been a report of sexual violence; this might not be necessary or proportionate in the case of sexual harassment and will depend on a case-by-case basis. The exception to this is if there is a reason to believe informing a parent /carer will put a child at additional risk. Any information shared with parents/carers will be in line with information sharing expectations, our confidentiality policy, and any data protection requirements, and where they are involved, will be subject to discussion with other agencies (e.g. Children's Social Work Service and/or the police) to ensure a consistent approach is taken.
- If at any stage the DSL is unsure how to proceed, advice will be sought from the Education Safeguarding Service.

4.4 Nude and/or semi-nude image sharing by children

- The term 'sharing nudes and semi-nudes' is used to mean the sending or posting of nude or semi-nude images, videos or live streams or AI altered images of/by young people under the age of 18. Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal, which makes responding to incidents complex.
- Homefield Prep School recognises that consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as youth produced/involved sexual imagery or 'sexting') can be a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or Deputy DSL).
- All incidents involving the sharing of nude or semi-nude images and/or videos, including those generated or altered using AI, will receive a safeguarding response, whether they are consensual or non-consensual. The school will take a proportionate, contextual approach that considers the age, development and circumstances of the children involved.
- When made aware of concerns involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos by children, staff are required:
    - To report any concerns to the DSL immediately.
    - Never to view, copy, print, share, forward, store or save the imagery, or ask a child to share or download it – this is illegal.
    - If staff have already inadvertently viewed imagery, this will be immediately reported to the DSL.

- Not to delete the imagery or ask the child to delete it.
- To avoid saying or doing anything to blame or shame any children involved.
- To reassure the child(ren) involved and explain that the DSL will be informed so they can receive appropriate support and help. Do not promise confidentiality, as other agencies may need to be informed and be involved.
- Not to investigate or ask the child(ren) involved to disclose information regarding the imagery. This is the responsibility of the DSL.
- To not share information about the incident with other members of staff, children/young people, or parents/carers, including the families and child(ren) involved in the incident; this is the responsibility of the DSL.

4.5 Harmful Sexual Behaviour (HSB)

- Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. HSB can occur online and/or face-to-face and can also occur simultaneously between the two. HSB will be considered in a child protection context.
- Children's sexual behaviour should be understood as sitting on a progressive continuum, consistent with the Hackett Continuum, ranging from normal and developmentally expected behaviour through to abusive and violent behaviour. Early intervention where behaviour falls at the lower end of the continuum, such as sexist or misogynistic comments, can help prevent escalation to sexual harassment or sexual violence.
- Misogyny is recognised in KCSIE 2026 as having an escalatory nature; low-level sexist or misogynistic comments, if not challenged, can normalise behaviour and escalate into sexual harassment and sexual violence, and staff will challenge such behaviour early.

The school's response to HSB:

- We will use the Brook Traffic Light Tool uses a traffic light system to categorise the sexual behaviours of children this will help us to:
    - Make decisions about safeguarding children and young people
    - Assess and respond appropriately to sexual behaviour in children and young people
    - Understand healthy sexual development and distinguish it from harmful behaviour

By categorising sexual behaviours, the school can work with other agencies to the same standardised criteria when making decisions and can protect children with a multi-agency approach. The school recognises that it is vital that professionals agree on how behaviours should be categorised regardless of culture, faith, beliefs, and their own experiences or values.
Where a child has displayed harmful sexual behaviour, any support put in place for them will explicitly address sexism and misogyny where relevant, alongside any underlying trauma, rather than focusing on trauma alone.

4.6 Anti-Bullying/Cyberbullying

- Our school's policy on anti-bullying is set out in our Anti-bullying policy which includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- We keep a record of known bullying incidents which is shared with and analysed by the Governing body. All staff are aware that children with SEND and/or children who are gender questioning or identify as Lesbian, Gay, Bisexual or Transgender (LGBT) are more susceptible to being bullied/victims of child abuse.
- The fact that a child or a young person may be LGBT or gender questioning is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.
- Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.
- When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern. If the anti-bullying procedures are seen to be ineffective, the Head and the DSL will also consider child protection procedures.
- PSHE education regularly provides opportunities for children to understand bullying is wrong, its impact and how to deal with it.
- LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

4.7 Safety/Cybersecurity/Generate AI safely

- Homefield Prep School has an online safety policy which empowers us to protect and educate pupils, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. The school also has a clear policy on the use of mobile and smart technology.
- The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk, content, contact, conduct and commerce. Homefield Prep School is also aware of updates made to the KCSIE 2026 to cover the four areas of online risk and clarify misinformation, disinformation and conspiracy theories are safeguarding harms.
- In an ever changing and sophisticated digital world children could be exposed to a variety of content including: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- Homefield's Head of Learning Technology and online safety will use the department's 'plan technology for your school service' termly to self-assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them.

- Children are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated. The school's online safety co-ordinator is the Head of Learning Technology.
- The school will follow the guidance around harmful online challenges and online hoaxes when supporting children and sharing information with parents/carers.
- Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the DSL will consider a referral into the Cyber Choices programme.
- This programme aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.
- The school's online safety coordinator and Head of Learning Technology will conduct inset training on how to use generative artificial intelligence safely. The school will follow the DFE guidance from published documents the Generative AI: product safety expectations to support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education.
- Cybercrime is recognised in KCSIE 2026 as one of the most significant and rapidly evolving threats facing the UK; staff will remain alert to emerging risks as technology develops and will report any concerns to the Head of Learning Technology and the DSL.
- The cybercrime risks staff should be alert to include offences under the Computer Misuse Act 1990, such as unauthorised access to computer material; the DSL and Head of Learning Technology will keep up to date with national guidance on the evolving cybercrime risk context.
- Homefield Prep School are directly responsible for ensuring they have the appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Lead by the E Safety Coordinator, the school will follow the guidance on e-security from the National Education Network. In addition, Homefield Prep School will consider taking appropriate action to meet the Cyber security standards for schools and colleges which were developed to help them improve their resilience against cyber-attacks.

4.8 Radicalisation, Extremism and Terrorism

- The Prevent Duty for England and Wales (2015) under section 26 of the Counter Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.
- Extremism is defined as 'the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces'.
- Radicalisation refers to 'the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups'.
- Terrorism is 'an action that endangers or causes serious violence to a person/people; causes serious violence to a person/people; causes serious damage to property; or seriously interferes with an electronic system. The use or threat must be designed to

influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.'

- Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous. This can happen both online and offline.
- The school is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the DfE guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.
- It is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL making a Prevent referral.
- The DSL should report concerns that a child may be at risk of radicalisation or involvement in terrorism, use the Prevent referral form to refer cases by e-mail to mash@sutton.gov.uk If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101 or 02087706001. The DfE has also set up a dedicated telephone helpline for staff and Governors committee to raise concerns around Prevent (020 7340 7264).
- School staff receive training to help identify early signs of radicalisation and extremism.
- Opportunities are provided in the curriculum to enable children to discuss issues of religion, ethnicity and culture and the school follows the Promoting fundamental British values through SMSC.
- The School Governors. Head and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, due diligence checks for external speakers and private hire of facilities, anti-bullying policy and other issues specific to the school's profile, community and philosophy.
- Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised.

Indicators of children who may be susceptible to being drawn into terrorism include:

- **Identity Crisis** – the child is distanced from their cultural / religious heritage and experiences discomfort about their place in society.
- **Personal Crisis** – the child may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- **Personal Circumstances** – migration; local community tensions; and events affecting the child's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- **Unmet Aspirations** – the child may have perceptions of injustice or a feeling of failure,
- **Experiences of Criminality** – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

- **Special Educational Needs and Disability (SEND)** – children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are susceptible to radicalisation for the purposes of violent extremism. The Department of Education guidance The Prevent Duty should be referred. Referrals made to Channel require consent from the individual or parental consent if underage.

Further information and a list of such indicators can be found at Radicalisation and Extremism - Examples and Behavioural Traits (educateagainsthate.com)

4.9 Domestic Abuse

Homefield Prep School recognises that:

- Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents.
- Domestic abuse can include, but is not limited to, psychological (including coercive control), physical, sexual, economic, or emotional abuse.
- Children can be victims of domestic abuse if they see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).
- This may include physical, sexual and emotional abuse, and stalking.
- Criminal exploitation, including financial exploitation, is recognised in KCSIE 2026 as a separate and distinct harm to teenage relationship abuse, and concerns of either kind will be responded to under this policy.
- Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background, and domestic abuse can take place inside or outside of the home.
- Domestic abuse can take place within different types of relationships, including ex-partners and family members.
- There is always a potential for domestic abuse to take place when parents/families separate, or for existing domestic abuse to persist or escalate post separation.
- Domestic abuse can have a detrimental and long-term impact on children's health, well-being, development, and ability to learn.
- Domestic abuse concerns will not be looked at in isolation and our response will be considered as part of a holistic approach which takes into account children's lived experiences.
- It is important not to use victim blaming language and to adopt a trauma informed approach when responding to concerns relating to domestic abuse.
- If staff are concerned that a child may be at risk of seeing, hearing, or experiencing the effects of any form of domestic abuse, or in their own intimate relationships, immediate action should be taken by speaking to the DSL or deputy.
- Domestic Abuse Act received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of

abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

- All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

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

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

CCE and CSE can be committed or facilitated by an organised network or gang, and victims may identify as being part of that group. This may constitute modern slavery, and a modern slavery referral should be considered alongside any child protection referral. Victims should never be criminalised for actions they have taken as a result of their exploitation or coercion.

A child cannot consent to their own exploitation. Children who are victims of exploitation may be criminalised for things done as a result of their coercion or exploitation and should be treated as victims, not offenders. Where a child may be a victim of exploitation or modern slavery, the DSL will consider a referral to the National Referral Mechanism; recognising and raising the concern is the responsibility of all staff, but making the referral is the responsibility of the DSL.

Child Sexual Exploitation (CSE)

- CSE is a form of child sexual abuse. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.
- Any concerns that a child is being or is at risk of being sexually exploited should be passed immediately to the DSL.

- The school is aware there is a clear link between regular non-attendance and CSE. Staff will consider a child to be at potential CSE risk in the case of regular non-attendance at and make reasonable enquiries with the child and parents/carers to assess this risk.
- All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the DSL will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- In all cases if the DSL identifies any level of concern the DSL should contact the CFCS and if a child is in immediate danger the Police should be called on 999.
- The school is aware that often a child is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence, the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse. Children also rarely self-report CFCS so staff must be particularly vigilant to potential indicators of risk.
- The school includes the risks of sexual exploitation in the PSHE and RSE curriculum.

Child Criminal Exploitation (CCE)

- Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.
- County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". Children are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.
- Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt.
- Financial exploitation is a recognised form of child criminal exploitation, and staff should be alert to unexplained money, gifts or possessions as a possible indicator.
- Any concerns that a child is being or is at risk of being criminally exploited will be passed without delay to the DSL. The DSL will then contact the CFCS and if there is concern about a child's immediate safety, the Police will be contacted on 999.
- The school is aware there is a clear link between regular non-attendance at school and exploitation. Staff will consider a child to be at potential risk in the case of regular non-attendance at school and make reasonable enquiries with the child and parents/carers to assess this risk.

4.11 Serious Violence

- There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:

- increased absence from the school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.
- Serious violence is defined in KCSIE 2026 as including physical assault and carrying, threatening with, or using weapons.
- Further risk factors are set out in KCSIE 2026, including suspension from school, time spent in Alternative Provision, or permanent exclusion; the DSL will consider these alongside other risk factors when assessing a child's needs.

- Staff are aware that violence can often peak in the house just before and after the children attend the school which includes travelling to and from the school.

4.12 Modern Slavery

- Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.
- If there are any concerns that any member of the community is a victim or involved with modern slavery, concerns should be shared with a DSL or deputy and will be responded to in line with this policy.

4.13 Female Genital Mutilation (FGM)

- FGM is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women.
- **A mandatory reporting duty,** requires teachers to report directly and immediately to the Police 101 where they either:
    - Are informed by a girl under 18 that an act of FGM has been carried out on her; or
    - Observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for the purposes connected with labour or birth.
- The duty applies to all persons who are employed or engaged to carry out 'teaching work' whether or not they have qualified teacher status.
- The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the DSL; however, the DSL should be informed.
- School staff are trained to be aware of risk indicators of FGM.
- Concerns about FGM outside of the mandatory reporting duty should be reported using the school's Safeguarding and Child protection procedures. Staff should be particularly

alert to suspicions or concerns expressed about female siblings or family members about going on a long holiday during the summer holiday.

- There should also be consideration of potential risk to other girls in the family and the wider community. Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the Police by calling 999.
- Whilst all staff will speak to the DSL or deputy if they have any concerns about FGM, there is a specific legal reporting duty on teachers.
    - Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to personally report to the police where they discover that FGM appears to have been carried out on a girl.

4.14 Forced Marriage

- A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual, and emotional pressure. It may also involve physical or sexual violence and abuse.
- Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.
- A forced marriage is not the same as an arranged marriage which is common in many cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.
- School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with the CFCS and/or the Forced Marriage Unit 200 7008 0151

4.15 So-called Honour Based Abuse (HBA)

- So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.
- All forms of HBA are abuse, regardless of the motivation, and concerns will be responded to in line with this policy. Staff will report any concerns about HBA to the DSL or deputy. If there is an immediate threat, the police will be contacted.
- HBA can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.
- HBA might be committed against people who:
    - become involved with a boyfriend or girlfriend from a different culture or religion.
    - want to get out of an arranged marriage.
    - want to get out of a forced marriage.

    - wear clothes or take part in activities that might not be considered traditional within a particular culture.
- It is considered a violation of human rights and may be a form of domestic and/or sexual abuse.

- **One Chance Rule**
- All staff are aware of the 'One Chance Rule' in relation to forced marriage, FGM and HBA. Staff recognise they may only have 'one chance' to speak to a child who is a potential victim and have just one chance to save a life.
- The school is aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBA cases.

4.16 Mental Health

- All staff recognise that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Staff are well placed to notice warning signs such as significant changes in behaviour, ongoing sleep difficulties and withdrawal from social situations, and will share any such observations with the DSL.
- Three specific concerns are highlighted in KCSIE 2026: self-harm, signs of an eating disorder, and suicidal ideation or suicide. Staff will treat any of these concerns as needing an immediate response in line with this policy.
- Staff have four clear roles in relation to a child's mental health: to prevent, identify, support and, where necessary, refer. Diagnosing a mental health condition is not one of these roles and remains the responsibility of appropriately trained professionals.
- Staff should be aware that attendance difficulties, persistent absence and emotionally based school avoidance may be indicators that a child requires mental health support.
- Staff are aware that children's experiences, for example where children have suffered abuse, neglect and exploitation, or other potentially traumatic Adverse Childhood Experiences (ACEs), can impact on their mental health, behaviour and education.
- Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or deputy.
- All staff have a responsibility to facilitate and support positive mental health. We aim to spot the early warning signs of poor mental health and to identify appropriate support for the children based on their needs.
- The Pastoral Team (Head of Inclusion, Heads of Year, Form Tutors, Assistant Head Pastoral, DSL) work with pupils to access MySpace and ELSA support if appropriate. Staff will refer to external agencies if further specialist support is required.

- We involve parents and carers wherever possible and the children themselves in the care and support they need in school. See Mental Health and Wellbeing Policy for more information.

5.0 Supporting Children Potentially at Greater Risk of Harm

- Whilst all children should be protected, Homefield Prep School acknowledges that some groups of children are potentially at greater risk of harm. This can include the following groups:

5.1 Homelessness

- Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL is aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

5.1a Young Carers

Young carers are recognised in KCSIE 2026 as a distinct group who may need additional support. A young carer is a child under 18 who provides or intends to provide care for another person. Young carers may face additional safeguarding challenges and vulnerability because of their caring responsibilities, which can affect their attendance, attainment and wellbeing. Any concerns about a pupil's caring responsibilities should be discussed with the DSL.

5.2 Private Fostering Arrangements

- A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 years old or 18 years old if the child is disabled.
- Looked After Children by the local authority or those who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered.
- Private fostering occurs in all cultures and children may be privately fostered at any age.
- The school recognises that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.
- By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care immediately. However, where a member of staff becomes aware that a child may be in a private fostering arrangement, they will raise this with the DSL and the DSL will notify the CFCS immediately.

5.3 Looked After Children and Previously Looked After Children

- The most common reason for children becoming looked after is because of abuse and/or neglect.
- Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority

looking after the child and contact arrangements with birth parents or those with parental responsibility.

- A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.
- The designated teacher and governor for looked after children will have the appropriate level of training to equip them with the knowledge and skills to undertake their role.
- The designated teacher will work with Sutton's Head of virtual School for both looked after children and previously looked after children.

5.4 Children with special educational needs and disabilities or health issues

- Homefield Prep School acknowledges that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and barriers for recognising abuse, neglect and exploitation.
- Homefield Prep School recognises that children with SEND may face additional communication barriers and experience difficulties in managing or reporting abuse or challenges. Children with SEND will be supported to communicate and ensure that their voice is heard and acted upon.
- All members of staff are encouraged to appropriately explore potential indicators of abuse such as behaviour, mood changes or injuries and not to assume that they are related to the child's disability. Staff will be mindful that children with SEND, or certain medical conditions may be disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- The DSL will consider whether a safeguarding referral is required where an incident relating to the management of a child's medical condition or allergy highlights a wider concern that the child may be at increased risk of neglect, abuse or exploitation – for example, where relevant medical information has not been shared with the school, or where a child is repeatedly sent to school without essential medication.
- Members of staff are encouraged to be aware that children with SEND can be disproportionally impacted by safeguarding concerns, such as exploitation, peer group isolation or bullying including prejudice-based bullying.
- Any reports of abuse will require lose liaison with the DSL and SENCo. The school will consider extra pastoral support and attention for these children along with ensuring any appropriate support for communication is in place.
- All members of staff will recognise that some pupils may not have the cognitive understanding to be able to differentiate between fact and fiction in relation to online content and the consequences and impact of repeating this content or behaviour at school.

5.5 Children absent from education

- All children are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude, and any SEND they may have.

- Procedures to identify and respond to children who go missing and or absent, particularly on repeat occasions, can be found in the school's Attendance Policy.
- The school recognises that children missing education, can be a vital warning sign of a range of safeguarding possibilities. They are also at significant risk of underachieving, being victims of abuse and harm, exploitation, radicalisation, and not being in education, employment or training (NEET) later in life.
- Where possible the school will hold more than one emergency contact number for each child.
- The school will ensure that there is a record of joiners and leavers as defined in The Education (Pupil Registration) (England) 2006 (regulations as amended 2016).
- When removing a child's name, the school will notify Sutton Borough of: (a) the full name of the child, (b) the full name and address of any parent with whom the child normally resides, (c) at least one telephone number of the parent, (d) the child's future address and destination school, if applicable, and (e) the ground in regulation 8 under which the child's name is to be removed from the school register.
- The school will make reasonable enquiries to establish the whereabouts of a child jointly with the Local Borough, before deleting the child's name from the school register if the deletion is under regulation 8(1), subparagraphs (f) (iii) and (h) (iii)of The Education (Pupil Registration) (England) 2006 (regulations as amended 2016).

The school will:

- Enter children on the admissions register on the first day on which the school has agreed, or has been notified, that the child will attend the school.
- Notify Sutton Borough Council within five days of adding a child's name to the admission register. The notification must include all the details contained in the admission register for the new child.
- Monitor each child's attendance through their daily register and follow Sutton Borough Council procedure in cases of unauthorised absence.
- Remove a child's name from the admissions register on the date that the child leaves the school.
- The school will notify Sutton Borough Council when they are about to remove a child's name from the school register under any of the fifteen grounds listed in the regulations, no later than the date that the child's name is due to be removed.
- Where parents/carers notify the school, in writing, of their intention to Electively Home Educate (EHE) the school will forward a copy of the letter to the Sutton Borough Council Inclusion Team.
- Where parents/carers orally indicate that they intend to withdraw their child to EHE and no letter has been received, the school will not remove the child from roll and will notify the Inclusion Team at the earliest opportunity.

5.6 Pupils Missing Out on Education (PMOOE)

Most children engage positively with school and attend regularly. However, to flourish, some children require an alternative education provision or may require a modified timetable to support a return to full time education provision. It is recognised that children accessing alternative provision, or a reduced/modified timetable may have additional vulnerabilities. Ofsted refer to these as PMOOE because they are not accessing their education in school in the 'usual way'.

- The school will gain consent (if required in statute) from parents/carers to put in place alternative provision and/or a reduced or modified timetable.
- The school will ensure that parents/carers (and the Local Authority where the child has an Education Health Care Plan (EHCP) are given clear information about alternative provision placements and reduced/modified timetables: why, when, where, and how they will be reviewed.
- The school will keep the placement and timetable under review and involve parents/carers in the review. Reviews will be frequent enough to provide assurance that the off-site education and/or modified timetable is achieving its objectives and that the child is benefitting from it.
- The school will monitor and track children attending alternative provision to ensure that the provision meets the needs of the child. The school continues to be responsible for the safeguarding of that pupil. The school will obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment.
- The School should always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. The school will regularly review the alternative provision placements they make. Reviews should be frequent enough (at least half termly) to provide assurance that the child is regularly attending and the placement continues to be safe and meets the child's needs. Where safeguarding concerns arise, the placement should be immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.
- The school will comply with regular data returns requested by the Sutton Borough Council, regarding all children, of statutory school age, attending alternative provision and/or on a reduced/modified timetable.
- The school leadership will report to Governors information regarding the use and effectiveness of alternative provision and modified/reduced timetables. The school will also report to Governors any formal direction of a child to alternative provision to improve behaviour.

5.7 Attendance and Behaviour

- Additional policies and procedures are in place regarding school attendance and behaviour.
- Repeated removal from the classroom and multiple exclusions are recognised as risk indicators that a child may need support before statutory intervention is required; staff will raise such patterns with the DSL at the earliest opportunity.

- The school recognises that absence from and exclusion from may be indicators of abuse, neglect and exploitation, including the exploitation of children. The DSL will regularly liaise with members of staff with responsibility for behaviour and attendance to ensure risk is identified and appropriate intervention is in place to protect children from harm.
- The school will work in partnership with Sutton Police and other partners for reporting children that go missing from the school site during the school day. Staff will be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.
- The school will continue to follow the guidelines published by the DFE'S The department's statutory guidance on school attendance Working together to improve school attendance which sets out how schools must work with local authority children's services where school absence indicates safeguarding concerns.

5.8 Restrictive Physical Intervention

- Homefield Prep School acknowledges that staff must only ever use physical intervention as a last resort, when a child is at immediate risk of harming themselves or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be fully recorded and signed by a witness.
- Staff who are likely to need to use physical intervention will be appropriately trained in Crisis Prevention Institute (CPI) techniques.
- Staff understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection and/or disciplinary procedures.
- Homefield Prep School recognises that sometimes touch is appropriate in the context or working with children, and all staff have been given safe practice guidance to ensure they are clear about their professional boundaries.
- When applying disciplinary measures such as physical intervention or isolation for children with SEND the school will consider the risks, given the additional vulnerabilities of these children.

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

The fact that a child or a young person may be LGBT or gender questioning is not in itself an inherent risk factor for harm, however, Homefield Prep School recognises that children who are LGBT or are perceived by other children to be LGBT (whether they are or not) can be targeted by other children or others within the wider community.

- Homefield Prep School recognises risks can be compounded where children who are LGBT or gender questioning lack a trusted adult with whom they can be open. LGBT and gender identity is included within our Relationship and Sex Education curriculum and Personal, Social, Health Education curriculum and our staff will endeavour to reduce the additional barriers faced and provide a safe space for children to speak out or share any concerns.

Homefield Prep School does not initiate any action in relation to a child's gender identity; where a child raises a request relating to their gender identity, this will be referred to the DSL, who will respond sensitively and in line with statutory guidance.

Staff cannot promise confidentiality to a gender-questioning child, and relevant staff are legally required to know and accurately record a child's biological sex, in line with KCSIE 2026.
In line with KCSIE 2026, Homefield Prep School recognises that decisions relating to a gender-questioning child must be considered individually, taking into account the child's wishes and feelings, their age and maturity, and the views of their parents/carers, within the framework of the Equality Act 2010 and other relevant legislation and guidance, including the Cass Review.
The school has no general duty to support a child's social transition and will take a cautious, individual approach, informed by expert advice where needed.
Parents/carers will normally be informed and involved from an early stage, as they know their child best and have legal rights and responsibilities for their welfare; the DSL will only depart from this where there is a clear and compelling reason to believe that involving parents/carers would put the child at significant risk of harm, and will seek advice from children's social care where this is the case.
Any decisions made in response to a request from a gender-questioning child will be made by the DSL, in consultation with the Head and, where appropriate, external professionals, will be recorded in writing along with the reasons for the decision, and will be kept under regular review.
Decisions about matters such as toilets, changing rooms, showers, boarding and residential accommodation, and participation in sport will be made on a case-by-case basis in line with the Equality Act 2010, including the exceptions it permits in relation to separate and single-sex services, applying a proportionality test that balances the interests and safety of the individual child against those of all other children.
The school recognises the difference between a child exploring their identity as part of ordinary childhood development, a child who is lesbian, gay or bisexual, and a child who is gender-questioning. Gender reassignment is a protected characteristic under the Equality Act 2010; this is distinct from a child who is gender-questioning but has not undergone, and does not intend to undergo, gender reassignment.

6.0 Online Safety

- It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. Homefield Prep School will adopt a whole school approach to online safety which will empower, protect, and educate our pupils and staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.
- Homefield Prep School will ensure online safety is considered as a running and interrelated theme when devising and implementing our policies and procedures, and when planning our curriculum, staff training, the role and responsibilities of the DSL and parental engagement.
- Homefield Prep School identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:
    - Content: being exposed to illegal, inappropriate or harmful content. For example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
    - Contact: being subjected to harmful online interaction with other users. For example, peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

- Conduct: personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images (including consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying.
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.
- Generative AI widens all four of these risk categories, including increasing the risk of children being exposed to extreme sexual or physical violence; misinformation, disinformation and conspiracy theories are also recognised as online safeguarding harms.
- AI-generated sexualised images of children will be treated as child-on-child abuse and responded to through safeguarding procedures, regardless of whether an original image existed.
- Homefield Prep School recognises that technology and the risks and harms related to it evolve and change rapidly. The school will carry out an annual review of our approaches to online safety, supported by an annual risk assessment, which considers and reflects the current risks our children face online. (See Part 2 of KCSIE reference tools)

- The Head will be informed of any online safety concerns by the DSL, as appropriate. The DSL will report to the named governor for safeguarding who will report on online safety practice and incidents, including outcomes, on a regular basis to the wider governing body.

6.1 Policies and procedures

- The DSL has overall responsibility for online safety within the school but will liaise with other members of staff (Head of Learning Technology, Matt Buxton) and IT technicians.
- The DSL will respond to online safety concerns in line with our safeguarding policy and other associated policies, including our Anti-bullying Policy, Staff Handbook and Behaviour Policies.
    - Internal sanctions and/or support will be implemented as appropriate.
    - Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

- Homefield Prep School uses a wide range of technology. This includes: computers, laptops, iPads, and other digital devices, the internet and email systems.
    - All school owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place. In EYFS, all personal mobile devices are locked in a cupboard during the day.
    - For staff, this means personal mobile phones must be kept out of sight and not used for personal reasons in front of pupils or during lessons to maintain a professional standard and safeguard data.

- Use of mobile phones in Designated Areas: Staff are only allowed to check or use personal phones during official breaks in private staff areas away from children.

Communication: All staff are to use school landlines or official school devices—not personal mobiles—to contact parents or guardians.
No Personal Recording: It is forbidden for staff to use personal phones to take photos or videos of pupils.

Homefield Prep School recognises the specific risks that can be posed by mobile and smart technology, including mobile/smart phones, cameras, wearable technology and any other electronic devices with imaging and/or sharing capabilities.

6.2 Appropriate filtering and monitoring on school devices and networks

- Homefield Prep School will use the guidance issued by the Department for Education – filtering and monitoring standards.
- Homefield Prep School will:
  - Identify and assign roles and responsibilities to manage filtering and monitoring systems.
  - The school uses LGFL Filtering and it is monitored by the Head of Learning Technology.
  - Review filtering and monitoring provision at least annually.
  - This review is carried out at least once every academic year by the SLT member responsible for filtering and monitoring, with support from the DSL and IT support, and includes checks that filtering is working effectively on all internet-connected devices in all relevant locations across the school. A record of these checks is kept. The school also recognises misandry, alongside misogyny, as a form of harmful and discriminatory content and behaviour that pupils may encounter online or engage in, and operates as a mobile phone-free environment by default in line with DfE statutory guidance on mobile phones in schools; pupils do not have access to personal mobile phones during the school day, including lessons, time between lessons, and breaktimes/lunchtime, other than in exceptional circumstances agreed by the Head.
  - Block harmful and inappropriate content without unreasonably impacting teaching and learning – the list of 'highlighted' words are regularly reviewed.
  - Have effective monitoring strategies in place that meet our safeguarding needs.

- Homefield Prep School will do all we reasonably can to limit children's exposure to online harms through school provided devices and networks and in line with the requirements of the Prevent Duty and KCSIE, we will ensure that appropriate filtering and monitoring systems are in place.
- When implementing appropriate filtering and monitoring, Homefield Prep School will ensure that 'over blocking' does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

- Whilst filtering and monitoring is an important part of our online safety responsibilities, it is only one part of our approach to online safety and we recognise that we cannot rely on filtering and monitoring alone to safeguard our pupils; effective safeguarding practice, robust policies, appropriate classroom/behaviour management and regular education/training about safe and responsible use is essential and expected.
    - Pupils will use appropriate search tools, apps and online resources as identified by staff, following an informed risk assessment.
    - Internet use will be supervised by staff as appropriate to pupils age, ability and potential risk of harm.
    - The annual review will be reported to Governors and documented in safeguarding committee minutes.

Responsibilities

- Our governing body has overall strategic responsibility for our filtering and monitoring approaches, including ensuring that our filtering and monitoring systems are regularly reviewed, and that the leadership team and relevant staff have an awareness and understanding of the appropriate filtering and monitoring provisions in place, manage them effectively and know how to escalate concerns when identified.
- The DSL, a member of the SLT and the Designated Safeguarding Governor are responsible for ensuring that our school has met the DfE Filtering and monitoring standards for schools and colleges.
- Our Senior Leadership Team are responsible for:
    - Procuring filtering and monitoring systems.
    - Documenting decisions on what is blocked or allowed and why.
    - Reviewing the effectiveness of our provision.
    - Overseeing reports.
    - Ensuring that all staff understand their role, are appropriately trained, follow policies, processes and procedures and act on reports and concerns.
    - Ensuring the DSL and IT services providers and Head of Learning Technology have sufficient time and support to manage their filtering and monitoring responsibilities.

- The DSL has lead responsibility for overseeing and acting on:
    - Any filtering and monitoring reports
    - Any safeguarding concerns identified
    - Checks the filtering and monitoring system with the help of the Head of Learning Technology.

- The IT services have technical responsibility for:
    - Maintaining filtering and monitoring systems
    - Providing filtering and monitoring reports
    - Completing technical actions identified following any concerns or checks to systems
    - Working with the Senior Leadership Team and DSL to procure systems, identify risks, carry out reviews and carry out checks.

- All members of staff are provided with an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring as part of our induction process, and in our child protection staff training.
- All staff, pupils and parents/carers have a responsibility to follow this policy to report and record any filtering or monitoring concerns.

Decision making and reviewing our filtering and monitoring provision

- When procuring and/or making decisions about our filtering and monitoring provision, our SLT will work closely with the DSL and Head of Learning Technology/IT service providers. Decisions will be recorded and informed by an approach which ensures our systems meet our school specific needs and circumstances including but not limited to our pupil risk profile and specific technology use.
- Any changes to the filtering and monitoring approaches will be assessed by staff with safeguarding, educational and technical experience and, where appropriate, with consent from the leadership team; all changes to the filtering policy are logged and recorded.
- Our school undertakes an at least annual review of our filtering and monitoring systems to ensure we understand the changing needs and potential risks posed to our community.
- In addition, our school undertakes regular checks on our filtering and monitoring systems, which are logged and recorded, to ensure our approaches are effective and can provide assurance to the governing body that we are meeting our safeguarding obligations. Tests are undertaken on a monthly basis by the Data Systems Manager using LGFL – Test Filter. The date and time of each test, together with the results will be reported to the Head. The DSL and DDSL's working together, will regularly undertake specific keyword searches for both text and images, to ensure the effectiveness of the filter using both staff and pupil logins. The date and time of each of these test sessions, the specific keywords used, and the filtering results will be recorded in the DSL's Team for future reference.

Appropriate filtering

- Homefield Prep School's education broadband connectivity is provided by LGfL and Homefield Prep uses LGFL for its filtering solution via SchoolProtect.
- SchoolProtect is a highly flexible web filtering system designed and built for the UK education sector, fulfilling the requirements of the Department for Educations' statutory safeguarding guidance 'Keeping Children Safe in Education', to offer 'appropriate filtering'
- The filtering system blocks access to sites which could promote or include harmful and/or inappropriate behaviour or material. This includes but is not limited to content which promotes discrimination or extremism, drugs/substance misuse, malware/hacking/gambling, piracy and copyright theft, pro-self harm, eating disorder and/or suicide content, pornographic content and violent material.

- We filter internet use on all school owned, or provided, internet enabled devices and networks.
- Our filtering system is operational up to date and is applied to all users, including guest accounts, all school owned devices and networks and all BYOD devices using the school broadband connection.
- Homefield Prep School works with SchoolProtect, Head of Learning Technology and our IT service providers to ensure that our filtering policy is continually reviewed to reflect our needs and requirements.
- Filtering breaches will be reported to the DSL and technical staff and will be recorded and escalated as appropriate and in line with relevant policies.
- Where appropriate, parents/carers will be informed of filtering breaches involving their child.
- If staff are teaching topics which could create unusual activity on the filtering logs, or if staff perceive there to be unreasonable restrictions affecting teaching, learning or administration, they will report this to the Head of Learning Technology, DSL and/or the leadership team.

Appropriate monitoring

- Homefield Prep School will appropriately monitor internet use on all school provided devices and networks via LGFL's monitoring system senso.
- All users will be informed that use of our devices and networks can/will be monitored and that all monitoring is in line with data protection, human rights and privacy legislation.
- If a concern is identified via our monitoring approaches:
    - Where the concern relates to pupils, it will be reported to the DSL and will be recorded and responded to in line with relevant policies, such as child protection, acceptable use, and behaviour policies.
    - Pupils not following the school's acceptable use policy, e.g. googling inappropriate words will be dealt with following the behaviour policy.
    - Pupils are taught about the monitoring systems on school devices through e-safety lessons.
    - Where the concern relates to staff, it will be reported to the Head (or Chair of Governors if the concern relates to the Head), in line with our staff code of conduct policy.
    - Staff must be proactive in self-reporting any topics that might flag false positives by contacting the DSL and Head of Learning Technology.

6.4 Remote/online learning

- Homefield Prep School will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements and any local/national guidance.
- All communication with pupils and parents/carers will take place using school provided or approved communication channels; for example, school provided email accounts and phone numbers and agreed systems: Teams and SIMS.

- Staff and pupils will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.

6.5 Use of mobile devices:

- Staff have permission to use their school devices in the classroom and on trips and fixtures to capture learning as photos or videos for the marketing team.
- Staff have permission to use their school device to take photos and videos of boys who have been given permission by their parents to be photographed. Names of pupils who do not have permission will be shared by the Administration Team at the start of every academic year and details will be resent if updated.
- Photos or videos of the boys must not be taken or stored on a personal mobile device.
- Staff have the option of taking photos or videos on the Teams App, which means these photos will be uploaded directly to the school server.
- Once staff have used their school device, it is to be placed out of reach and sight of the boys.
- Personal devices must be securely stored out of sight, preferably within bags or locked desk drawers. The use of personal devices is permitted only in shared staff areas, such as the staff room or classrooms, and strictly when no pupils are present. All personal devices must be protected with a secure password.
- Visitors, contractors and volunteers are subject to the same expectations regarding mobile phone use whilst on site.

7.0 Staff Engagement and Expectations

7.1 Staff awareness, induction and training

• All members of staff have been provided with a copy of part one and Annex A of the current version of KCSIE 2026 which covers safeguarding information for staff.

- School leaders, including the DSL and governors will read KCSIE 2026 in its entirety.
- School leaders and all members of staff who work directly with children will read Part 1, Part 4 and Annexes A and B of KCSIE 2026.
- All members of staff have signed to confirm that they have read and understood the national guidance shared with them. The signed forms are kept as hard copy in the Human Resources office.
- All new staff and volunteers (including agency staff) receive safeguarding and child protection training (including online safety, which amongst other things, will include ensuring an understanding of the expectations and responsibilities in relation to filtering and monitoring) to ensure they are aware of the school internal safeguarding processes, as part of their induction.
- All staff members will receive appropriate child protection training (including online safety) that is updated at least annually, to ensure they are aware of a range of safeguarding issues and how to report concerns. The main training will take place in the September INSET each year with top-ups at subsequent INSET.
- For agency staff, safeguarding responsibility is shared between the school and the agency; the school will still take the lead in gathering the facts and responding to any concern.

- In practice, this means the school will usually lead on gathering the facts of any concern, while the agency will usually lead on any resulting disciplinary action, working together throughout.
- All governors receive appropriate safeguarding and child protection training at induction. This training equips them with the knowledge to provide strategic challenge to be assured that our safeguarding policies and procedures are effective and support the delivery of a robust whole school approach to safeguarding.

8.0 Safer Recruitment and Allegations Against Staff

8.1 Safer recruitment and safeguarding checks

- Homefield Prep School is committed to ensure that we develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and staff.
- Homefield Prep School will follow Part three, 'Safer Recruitment' of KCSIE 2025 and relevant guidance from the DBS.
- **Regulated activity – Crime and Policing Act 2026:** Following the Crime and Policing Act 2026, the 'supervision exemption' has been removed from the legal definition of regulated activity. This means that any volunteer who engages in teaching, training, instructing or supervising children on more than 3 days in a 30-day period, or overnight, is now in regulated activity regardless of whether they are supervised, and must have an enhanced DBS check with barred list information before starting their role. DBS certificates will be checked within 30 calendar days of their issue date.

  Where schools are also subject to the EYFS framework, volunteers must not be permitted to begin working within the settings covered by the EYFS framework until the school has received the volunteer's enhanced DBS certificate including barred list information.
- The governing body and leadership team are responsible for ensuring that the school follows safe recruitment processes as outlined within guidance.
- The governing body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.
- The school maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- The school uses the DfE's 'Check a teacher's record' service (which has replaced the Teaching Regulation Agency's Employer Access Service) to verify qualified teacher status and check for prohibition orders.
- Homefield Prep School advises all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, reprimands, and warnings.

8.2 Safe Culture

- As part of our approach to safeguarding, the school has created and embedded a culture of openness, trust and transparency in which our values and expected behaviour as set out in our staff code of conduct are constantly lived, monitored and reinforced by all staff (including supply teachers, volunteers and contractors) and where all concerns are dealt with promptly and appropriately.

- Homefield Preparatory School actively promotes an inclusive and anti-discriminatory culture as part of its safeguarding responsibilities.
- The school seeks to create an environment where all pupils feel safe, valued and respected regardless of race, religion, belief, ethnicity, disability, sex, sexual orientation or other protected characteristics.
- Staff are expected to challenge discriminatory language, behaviour, attitudes and stereotypes promptly and appropriately, and to model inclusive behaviours at all times.
- Staff are encouraged and should feel confident to self-refer, if they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.
- All staff and volunteers should feel able to raise any concerns about poor or unsafe practice and potential failures in the school safeguarding regime. They can do this by speaking to the Head. If the allegation is against the Head, the Chair of Governors should be informed. The leadership team at Homefield Prep School will take all concerns or allegations received seriously.
- All members of staff are made aware of the school Whistleblowing procedure. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

Appendix I: Categories of Abuse

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children.

Sexual Abuse

It is important that schools are aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way and that it can happen both inside and outside of school. When referring to sexual violence in this advice, we do so in the context of child-on-child sexual violence.

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

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

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (NOTE- Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- a child under the age of 13 can never consent to any sexual activity
- the age of consent is 16

• sexual intercourse without consent is rape.

Further information about consent can be found here: Rape Crisis England & Wales - Sexual consent.

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults, for example, anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent, or excessively plausible explanations or a delay in seeking treatment should signal concern.

Emotional Abuse

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

Signs that MAY INDICATE emotional abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention, and affection

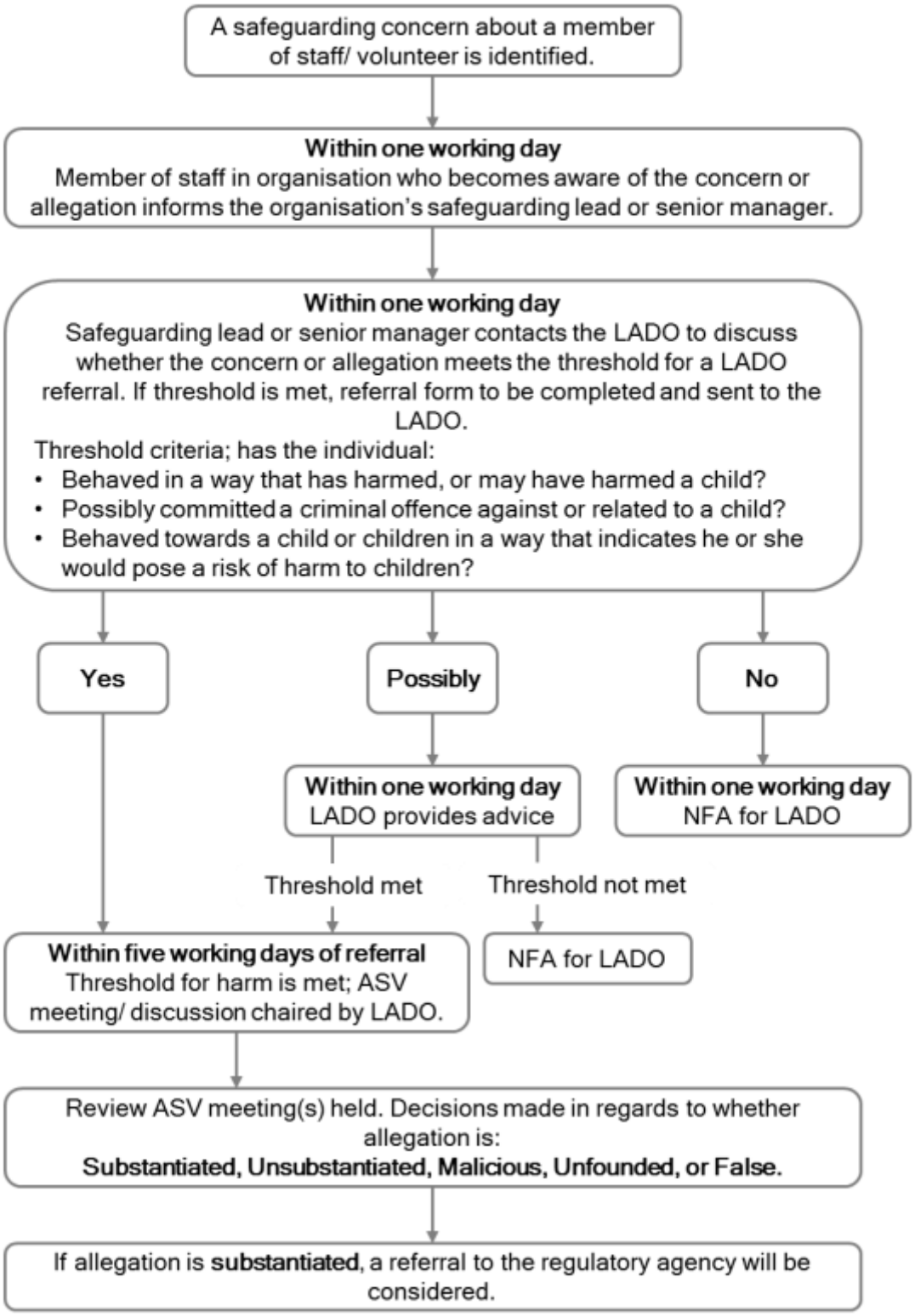
Neglect

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

Signs that MAY INDICATE neglect:

- Constant hunger
- Poor personal hygiene
- Constant tiredness

- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

Appendix II

APPENDIX B. LADO PROCEDURE FLOWCHART