



STAFFORD GRAMMAR SCHOOL

SAFEGUARDING POLICY AND PROCEDURES FOR CHILD PROTECTION

Next Policy Review	1st September 2027
Reviewed by Governors	07/10/2026
Amended by SLT	1st September 2026
Next Governor Review	October 2027
Last whole-school Level One Training	April 2026
Next whole-school Level One Training	April 2028
Produced and monitored by	Mrs Lisa Griffiths (Deputy Head Pastoral and DSL)
Governors are always able to access the most up-to-date version of the safeguarding policy on the school website and in the shared Google Drive folder of policies.	
This policy should be read in conjunction with the following policies: Staff Behaviour Policy Recruitment Policy Whistle Blowing Policy Email and Digital Communication Policy (staff) Digital Policy (pupils) PHSE (RSE) Policy Anti-Bullying Policy Child-on-Child Abuse Policy Behaviour Policy Searching, Screening and Confiscation Policy New Staff Induction Policy Attendance and Register Policy Mental Health and Wellbeing	

This policy also applies to Stafford Preparatory School and EYFS.

Monitoring, evaluation and review

The governors will review this policy annually and assess its implementation and effectiveness. The DSL and SLT will amend as required in-line with changing guidance and legislation. The Governing Body and Senior Leadership Team recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. All staff are therefore encouraged to contribute to and shape the safeguarding arrangements as contained within this policy.

Named Practitioners

Name	Role	Contact
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The SPS and EYFS lead safeguarding practitioner can be contacted on 01785 251337.

*In the event of Ms Martin not being in school, SPS and EYFS safeguarding concerns will be dealt with by the DSL (Mrs L Griffiths) or a Deputy DSL.

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Introduction: Stafford Grammar School's Commitment to Safeguarding

Stafford Grammar School is committed to its legal duty to safeguarding under section 157 of the Education Act 2002 and the 1989 Children Act and takes seriously its responsibilities to protect and safeguard the interests of all children. The school recognises that effective safeguarding work requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to safeguarding and child protection situations.

Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred, considering at all times **what is in the best interests of the child**.

All teaching (including supply teachers), non-teaching staff and volunteers who have any information about a child that has been given, or overheard, must pass it on to the DSL or a Deputy DSL, named above. This is to ensure an effective early help process.

The Governing Body and Senior Leadership team ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of 'Keeping Children safe in Education' (September 2026).

KCSIE now applies to providers of post 16 education as set out in the Education and Training (Welfare of Children) Act 2021.

Stafford Grammar School operates Safeguarding procedures in-line with locally agreed inter-agency procedures (**Staffordshire Safeguarding Children's Partnership**).

Stafford Grammar School contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children 2026.

Statutory guidance defines a child as anyone who has not reached their 18th birthday. For some Sixth Form students at Stafford Grammar School, procedures for vulnerable adults may need to be considered in line with advice from Staffordshire Safeguarding Children Partnership (SSCP).

Early Years Teachers must also read Section 3 of the EYFS Framework

This Safeguarding Policy adheres to and should be read in conjunction with the following policies and guidelines which underpin our safeguarding procedures:

- 1) **Staffordshire Safeguarding Children Partnership Inter-Agency Child Protection Policies and Procedures.**
- 2) **'Working Together to Safeguard Children: Department for Education'. 2026.**
- 3) **'Keeping Children Safe in Education (September 2026)': Department for Education. This includes:**
 - 'Disqualification under the Childcare Act 2006' (August 2018)
 - What to do if you're worried a child is being abused (March 2015)
- 4) **[Guidance for Safer Working Practice for those working with children and young people in education settings' \(Safer Recruitment Consortium, February 2022\)](#)**
- 5) **'Prevent Duty Guidance: for England and Wales' (2023).**

https://assets.publishing.service.gov.uk/media/65e5a5bd3f69457ff1035fe2/14.258_HO_Privacy+Duty+Guidance_v5d_Final_Web_1_.pdf

6) Multi-agency statutory guidance on female genital mutilation (July 2020)

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

7) RSHE statutory guidance (July 2025)

https://assets.publishing.service.gov.uk/media/687a3d473f4bde279ef4528c/RSHE_statutory_guidance_-_July_2025_.pdf

This policy seeks to make professional responsibilities clear to all staff (teaching and non-teaching), Governors and volunteers, temporary and supply staff to ensure that statutory and other duties are met in accordance with Staffordshire Safeguarding Children Partnership requirements and procedures.

The School Safeguarding Policy and Procedures for safeguarding will be reviewed on an annual basis by the Governing Body. This yearly review ensures that all policies and procedures are efficiently discharged. The Designated Safeguarding Lead will provide anonymised information about safeguarding cases to the Nominated Safeguarding Governor. The Safeguarding Governor, in conjunction with the Headteacher and DSL, will lead the annual review for formal approval of the Governing Body.

If any deficiencies or weaknesses in safeguarding or child protection arrangements are identified, they will be remedied immediately and changes in policy will be submitted for review and approval at the next Governors' meeting.

Safeguarding and Promoting the Welfare of Children

The definition of Safeguarding and promoting the welfare of children in KCSIE (September 2026) is:

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

Stafford Grammar School and its staff form an essential part of the wider statutory safeguarding system for children.

Where a child is suffering significant harm, or is likely to do so, action will be taken immediately to protect that child. Action will also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk. Where children require support from other agencies, this will lead to inter-agency work.

Underpinning values

Where there is a safeguarding issue, Stafford Grammar School will work in accordance with the principles outlined in the Staffordshire Safeguarding Children Partnership Inter-Agency Safeguarding procedures (see documents listed above):

- A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded.
- Each child is unique. Action taken by child welfare organisations should be child-centred, taking full account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special educational needs or disabilities (SEND).
- Children, parents and their carers are made aware of their responsibilities and their rights, alongside clear advice about the power of practitioners to intervene in their family circumstances when necessary.
- Parents will be informed of the Stafford Grammar School Safeguarding Policy via the school website and upon admission.
- Individual family members are involved in decisions affecting them. They are treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare.
- Each child has a right to be consulted about actions taken by others on their behalf in an age-appropriate way. The wishes and feelings of children and their families are listened to and given due consideration. However, it is explicitly understood that a child or carer's request for confidentiality cannot be respected if a child is at risk of significant harm. In such cases, information will be shared with Children's Social Care, with appropriate explanation and reassurance given to the child or family member.
- Personal information is processed in accordance with the UK GDPR and Data Protection Act 2018. While personal information is confidential, staff are clear that data protection laws are not a barrier to sharing information necessary to safeguard a child. Information will be shared on a strict 'need-to-know' basis with professionals directly involved in the child's care network. Practitioners remain mindful of the effects of external intervention on children and family life.
- Explanations by Practitioners to children, their families and other carers will be plainly stated and jargon-free.
- Sound professional practice is based upon positive inter-agency collaboration, evidence-based practice and effective supervision and evaluation.
- Early intervention through support services under Section 17 of the Children Act (1989) is a central operating principle in inter-agency arrangements for safeguarding the welfare of children.

Role of the Designated Safeguarding Lead (DSL)

The DSL is a member of the Senior Leadership Team (SLT) who is most likely to have a complete safeguarding picture and is the most appropriate person to advise on the response to safeguarding concerns.

The key elements of the role of DSL are to:

- Take lead responsibility for safeguarding and child protection across the school;
- Provide advice and support to other staff on child welfare, early help and child protection matters; and

- Take part in strategy discussions and inter-agency meetings (and/or support other staff to do so) and to contribute to the assessment of children.
- To keep children safe whilst they are online at school and lead online safety awareness at school (including understanding the filtering and monitoring systems and processes in place).

Deputy Designated Safeguarding Leads:

All deputy DSLs are trained to the same standard as the DSL and all references to the DSL should be taken to include deputy DSLs. Whilst the activities of the DSL are sometimes delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding remains with the DSL.

Manage referrals:

The DSL and deputies will:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to the local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service and to the **Teaching Regulation Agency (TRA)**; and
- Refer cases where a crime may have been committed to the police as required.

Work with others:

- May liaise with the Headteacher as appropriate to inform them of issues, especially on-going issues under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - <https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible>
- As required, liaise with the 'case manager' and the LADO (Designated officer or team of officers) at the local authority for child protection concerns (all cases which concern a member of staff); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff;
- Liaise with the senior mental health lead (School Nurse) where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- Should understand the relevant data protection legislation and regulations (especially the DPA 2018, GDPR and Data (Use and Access) Act 2025);
- Should understand the importance of information sharing both within school, with LSP (Local Safeguarding Partners), other agencies, organisations and practitioners.
- Liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC- When to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do. [When to call the police PDF](#)
- Work with the Headteacher, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that

these issues might be having on children's attendance, engagement and achievement at school.

Undertake training:

- The DSL (and any deputies) undergo training to provide them with the knowledge and skills required to carry out the role at least every two years.
- The DSLs have also undertaken Prevent awareness and Channel training.
- In addition to this formal training the DSLs knowledge and skills are refreshed at regular intervals e.g., via e-bulletins, meetings and discussions or reading and digesting relevant safeguarding developments.
- The DSL will have additional training to help them understand the unique risks associated with online safety and be confident they can keep children safe whilst they are online at school. The DSL will also recognise the additional risks that children with SEND can face online.

This training is to ensure that the DSL and deputies:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes, such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to them effectively when required to do so;
- Understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- Understand the importance of information sharing, both within the school and with the safeguarding partners, other agencies, organisations and practitioners;
- Ensure each member of staff has access to and understands this safeguarding policy and school safeguarding procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs or young carers;
- Are able to keep detailed, accurate and secure written records of referrals and concerns;
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- Can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

- Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:
- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

Understanding the views of children

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them; and
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Raising Awareness:

The DSLs will:

- Ensure the school's safeguarding policy is known, understood and used appropriately;
- Ensure the school's safeguarding policy is reviewed at least annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this;
- Ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- Link with the local safeguarding partners / local multi-agency safeguarding arrangements to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- 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 school and college leadership staff.

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome. This should include instances where referrals were or were not made to another agency.
- They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice.
- Where children leave the school, the DSL ensures their safeguarding file is transferred to the new school or college 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. Confirmation of receipt must be obtained and recorded; if confirmation is not received, the DSL will proactively follow up with the receiving school.

- The DSL should also consider whether it is appropriate to share information in advance of a child's move if it ensures the new school or college can continue to support victims of abuse and have support in place when the child arrives.
- The DSL will also request any safeguarding information from the previous school or college of a child who joins Stafford Grammar or Preparatory School.
- DSL, where a parent chooses to remove their child/ren from school to EHE (Elected Home Educators) will make arrangements to pass any safeguarding concerns to the EHE Team within Staffordshire County Council and inform other professionals who may be involved with that child.

Availability

- The DSL or deputies will always be available during school hours to discuss safeguarding concerns.
- The DSL or deputies can be contacted by telephone or email outside of school hours if necessary.
- In the exceptional circumstances that the DSL and Deputy DSLs are not available staff should not delay in taking appropriate action and should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. Any member of staff can make a referral / contact Staffordshire Family Integrated Front Door. Any action taken should be shared with the DSL as soon as possible.
- If Children's Social Care or other partner agencies do not respond within expected timescales, or if there is professional disagreement regarding thresholds, the DSL/staff will escalate concerns immediately in line with Staffordshire Safeguarding Children Partnership (SSCP) escalation procedures.

Filtering and Monitoring Leadership & Operational Roles

In accordance with statutory safeguarding guidance, the school has designated clear leadership roles to oversee filtering and monitoring systems across all school networks and devices:

- SLT Lead for Filtering and Monitoring: The Pastoral Deputy Head holds overall strategic and operational responsibility for the oversight, management, and annual review of the school's filtering and monitoring provision. She also maintains operational oversight of all filtering and monitoring alerts, ensuring that flagged risks are triaged, logged, and addressed in line with child protection procedures.
- IT / Technical Support Lead: Richard Davies is responsible for technical implementation, performing system health checks, maintaining blocklists, and executing physical device testing across all school hardware.
- Joint annual reviews of the school's filtering and monitoring infrastructure are conducted to ensure it remains effective, age-appropriate, and aligned with current DfE technical standards.

The role of Governors

The Governing body should ensure it facilitates a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Schools and colleges should promote an inclusive, anti-discriminatory culture where racism, and other forms of discriminatory behaviour are recognised, challenged and addressed as part of their safeguarding responsibilities. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

Where there is a safeguarding concern, the Governing body and SLT ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

All Governors receive appropriate safeguarding and child protection (including online) training at induction. This includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training is regularly updated.

Our Governing body/proprietors ensure that online safety is a running and interrelated theme when devising and implementing our whole school approach to safeguarding. This includes considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead (and deputies) and any parental engagement.

Governors are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

<https://www.legislation.gov.uk/ukpga/1998/42/contents>

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

The Governors' responsibilities are to:

- Have an effective and legally compliant safeguarding policy in place at all times;
- Audit compliance of the policy and review it annually, including a full report to Governors' meeting;
- Contribute to inter-agency working;
- Ensure that their safeguarding arrangements take into account the procedures and practice of the local authority (LA), as set up by the Local Safeguarding Partners / local multi-agency safeguarding arrangements);
- Nominate a Governor to take leadership responsibility for safeguarding and responsible for monitoring the safeguarding policies of the school;
- Ensure that a member of the governing body liaises with the LA and any other partner agencies on issues of safeguarding if an allegation of abuse is made against the Headteacher;
- Ensure that there are procedures in place to handle allegations against members of the staff and volunteers;
- Refer allegations against staff and volunteers to the local authority designated officer (LADO (Designated Officer of Team of Officers));
- Have procedures in place to make referrals to the DBS if a person has been dismissed or removed due to safeguarding concerns (this is a legal duty and failure to refer when the criteria are met is a criminal offence);
- Recognise the expertise staff build by undertaking training and managing safeguarding concerns and as such provide the opportunity for staff to contribute to and shape safeguarding arrangements;
- 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, including online safety, that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning;

- Whilst considering the above training requirements, governing bodies and proprietors 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 pupils;
- Ensure that the school has appropriate filters and monitoring systems in place to limit children's exposure the risks from the school's IT system, considering the age range of the pupils and their number;
- Ensure that an annual review of the effectiveness of filtering and monitoring systems and policies is conducted and reported to the Governing Body;
- Ensure internet filtering is not over-blocking which could place unreasonable restrictions on what children are taught with regards to safeguarding and online safety;
- Ensure that this policy reflects the different gender issues that can be prevalent when dealing with child-on-child abuse and also ensure that 'consensual and non-consensual making or sharing of nudes and semi-nudes' and the school's approach to it is reflected in this policy.
- Ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description.
- Ensure the designated safeguarding lead has the appropriate status and authority within the school to carry out the duties of the post. The role carries a significant level of responsibility and the post holder should be given the additional time, funding, training, resources, and support needed to carry out the role effectively.

The Governing Body should ensure the school:

- Contributes to multi-agency working (in-line with Working Together 2023)
- Understands their role in the new safeguarding partner arrangements, e.g., they will be fully engaged, involved and included
- Is aware that the LSPs will name schools as relevant agencies and engage with individual institutions in a meaningful way
- If named as a relevant agency, they are under a statutory duty to cooperate with published arrangements
- Policies and procedures will contain local criteria for action and local protocol for assessment.

The Governing Body should also:

- Be prepared to supply information as requested by the LSPs
- Ensure staff induction and training is in-line with advice from LSPs

The Governing Body should ensure arrangements are in place setting out processes and principles for sharing information:

- In school
- With LSPs and other organisations, agencies and practitioners as required

The Governing Body should also ensure relevant staff:

- Have due regard to data protection principles
- Are confident of processing conditions under the Data Protection Act 2018 (DPA 2018), GDPR, storage and sharing of information for safeguarding purposes including 'special category data' and the Data (Use and Access) Act 2025.
- Are aware that the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information (e.g., without consent if gaining it would place a child at risk)

The specific role of the Safeguarding Governor:

- Be the lead person who understands the safeguarding requirements.
- Support the work of the designated safeguarding lead
- Meet regularly with the designated safeguarding lead and any other relevant other staff
- Report back to the governing body about his/her activities to inform them in order to facilitate scrutiny and impact of safeguarding; and ensure compliance with statutory duties
- Ensure that safeguarding deficiencies are brought to the governing body
- Ensure that the safeguarding and child protection policy is being followed in practice; and to be involved in any policy review
- Report to the governing body so that they can ensure resources are effectively allocated or where changes might be required
- Ensure that the training programme for staff reflects the needs of the school and statutory regulations.
- Ensure that the governing body are kept aware of the safeguarding risks to young people in the school
- Ensure that records are kept securely and in one place
- Ensure that there is appropriate monitoring and tracking in place for vulnerable students
- Ensure that there are appropriate safeguards in place for students placed with Alternative Providers
- Ensure that there is a consistent approach to safeguarding and child protection across the school.
- Ensure that the curriculum for safeguarding reflects the risks for the young people in the area
- Ensure that safer recruitment processes are in place
- Ensure that the Single Central Record is compliant

The Role of School Staff

School staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating. All school staff have a responsibility to provide a safe environment in which children can learn. The DSL will provide support to staff members to carry out their safeguarding duties.

All school staff are prepared to identify children who may benefit from early help. Early help means support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. In the first instance, staff should discuss early help requirements with the DSL. Staff may be required to support other agencies and practitioners in the early help assessment. The Teachers' Standards state that teachers (which

includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All staff are aware of systems within the school which support safeguarding and these are explained to them as part of staff induction. This includes the:

- safeguarding and child protection policy, which amongst other things also includes the policy and procedures to deal with child-on-child abuse;
- behaviour policy;
- behaviour and anti-bullying (child on child abuse) policy (which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying);
- staff behaviour policy (code of conduct); including low- level concerns, allegations against staff and whistleblowing.
- safeguarding response to children who are absent from education or at risk of becoming Children Missing in Education; and
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
- the expectations, roles and responsibilities in relation to filtering and monitoring.

All staff who work directly with children read and understand Part 1 of Keeping Children Safe in Education (KCSIE). All staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments. All staff are aware that if they believe a child is in immediate danger or at risk of harm, and the DSL/Deputy is unavailable, any staff member has the right to make a direct referral to Children's Social Care or the Police.

All staff are aware of the SSCP Right Help, Right Time Framework including the process for community-based Family Help and when a case should be referred. They are also aware of targeted early help level, and when statutory services are delivered under Section 17 and Section 47 of the Children Act 1989 (Para 13 KCSIE).

All staff know what to do if a child tells them he/she is being abused, exploited or neglected. Staff know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

All staff are able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

All staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

All staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or be being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

All staff should recognise that children may experience prejudice-based harm, including racism, faith-based prejudice, and other forms of discrimination. Such experiences may affect a child's welfare, wellbeing, mental health, and willingness to seek help. Staff should be alert to the signs and impact of prejudice-based harm and ensure that concerns are considered within safeguarding practice where appropriate.

Any member of staff who is aware of an individual (whatever the association) who directly or indirectly poses a threat of harm to a child must take appropriate action e.g., by reporting the individual to the police, the local authority children's services, or if the threat is to a child in the school to the DSL and/or Headteacher.

School Safeguarding Procedures: Responding and Reporting Concerns about a child

This section outlines what staff should do if they have concerns about a child's safety, welfare or wellbeing.

In most cases concerns about a child will be reported to the DSL or Deputy DSL who will make an initial assessment and determine the appropriate pathway.

If you **have any concerns about a child's welfare** or hear, see or are told anything that makes you concerned about a child's welfare you should record it and report it **immediately**:

- Log the concern directly on MyConcern
- If you do not have access to a Myconcern account, complete the physical 'Safeguarding Record of Concern' form (found at the end of this policy) and hand it directly to a member of the safeguarding team without delay.
- Writing or logging a concern digitally does not replace an urgent verbal conversation. If a child is at immediate risk or has disclosed abuse, you must speak directly to a member of the Safeguarding Team immediately after logging the report.

MyConcern is fully accessible to all members of the Safeguarding Team to ensure that concerns are addressed without delay, including in the absence of the Designated Safeguarding Lead (DSL). If the DSL or DDSL is unavailable, staff must not delay taking action. Staff should immediately escalate the matter to a member of the Senior Leadership Team (SLT) and/or take advice directly from local children's social care.

Responding to immediate danger or at risk of harm: Anyone who has concerns about a child's welfare or safety has the statutory right to make a direct referral to Children's Social Care or the Police.

If a child is in immediate danger or at risk of significant harm:

1. Call Emergency Services (999) immediately.
2. Contact Staffordshire Families Integrated front door on 0300 111 8033. Speak to the operator, ask for the Duty Officer, and record their name, the time, and date of the call. Out of hours, this number routes directly to the Emergency Duty Team.
3. Where a direct referral is made by a staff member rather than the DSL, the DSL must be informed as soon as possible afterwards.

While working in partnership with parents is standard practice, staff and the DSL do not require parental consent to make a referral if seeking consent would:

● Place the child at increased risk of significant harm; ● Cause unreasonable delay in protecting the child; or ● Risk the destruction of evidence or prejudice a police investigation.

Response Times, Escalation, and Professional Curiosity

The local authority must make a decision within one working day of receiving a referral, detailing what action they intend to take and notifying the referrer.

● If notification or feedback is not received from Social Care within this timeframe, the staff member (or DSL) who made the referral must proactively follow up.

● If, following a referral, the child's situation does not improve or concerns remain unaddressed, the DSL (or the individual who made the referral) must press for reconsideration through the formal local multi-agency escalation procedures.

● If a staff member feels that a reported concern is not being acted upon appropriately within the school, they should escalate the matter to the Headteacher, the Safeguarding Governor, or activate the school's Whistleblowing Policy (or contact the NSPCC Whistleblowing Helpline on 0800 028 0285).

Feedback to Staff Reporting Concerns

Rules of confidentiality mean it may not always be possible or legally appropriate for the DSL to provide detailed feedback regarding the outcome of a report. Information is shared strictly on a "need to know" basis to safeguard the child and protect ongoing statutory or police investigations.

However, staff who raise concerns should always feel empowered to follow up with the DSL to ensure the matter is being actively managed, even if specific confidential details cannot be disclosed.

What school staff should do if they have concerns about safeguarding practices within school

All staff should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. Any such concerns will be taken seriously by the Senior Leadership Team.

If a member of staff has concerns about safeguarding practice, culture, or management within the school, they should follow these pathways:

- **Internal Escalation:** Raise the concern with the Headteacher or a member of the Senior Leadership Team.
- **Concerns About the Headteacher:** If the concern involves the Headteacher, report the matter directly to the Chair of Governors.
- **External Whistleblowing:** Where a staff member feels unable to raise a concern internally, or feels that internal concerns have not been acted upon, they can access external whistleblowing channels, including the NSPCC Whistleblowing Helpline on 0800 028 0285 or via email at help@nspcc.org.uk.

Recording Procedures

Recording should include:

- Details of the concern, including how and why it arose;
- Whether you believe the child might be at risk of harm;
- The child's name, age, year group
- Exact words spoken by the child, recorded verbatim wherever possible using quotation marks; Clear differentiation between fact, opinion, interpretation, observation, and allegation;
- Contextual details: who was present, time, date and place.
- Physical Injuries: Any visible injuries or marks must be noted with details of location, appearance, size, date, and explanation given.
- If completing a physical form, ink rather than pencil should be used
- How and When to Record:
 - Recording must be completed and passed to the DSL immediately on the same working day. Concerns must never be left unrecorded overnight.
 - If completing a physical form, write clearly in ink (not pencil), and sign and date the document before handing it directly to the DSL or DDSL.

Ongoing Monitoring

If no specific disclosure has been made, you might be asked to keep records over an agreed period of time, perhaps on the advice of social services. The following information may be useful:

- Behaviour and emotional state and any changes
- Relationships with other children and staff
- Attendance
- Appearance and dress, especially where neglect is suspected
- Any comments, drawings or accounts of family life or parental behaviour
- Any injuries or marks on the body, showing location, date and the explanation of the injury.
- Any unexplained injury should be discussed with the Designated Safeguarding lead.

Record Keeping

All concerns, discussions and decisions made and the reasons for those decisions are logged formally on MyConcern.

If in doubt about recording requirements staff should discuss with the DSL or deputy. The DSL or deputy will assess all reported cases and ensure that the following are included:

- A clear and comprehensive summary of the concern

- The child's name, date of birth, any disability or special needs.
- Have there been any previous concerns
- Whether there are any other agencies or practitioners involved with the child.
- Whether concerns have been discussed with parents or carers and their reactions.
- What the child wants to happen, once he/she has confided in you
- Is the child currently or has the child previously been a 'child in need' or on a child protection plan?
- Details of how the concern was followed up and resolved;
- Action taken, by whom, when, decisions reached and outcome.

Safeguarding information is kept confidential and stored securely and separately from the child's academic records by the DSL, in separate child protection files for each child.

Storage and Transfer of Safeguarding Files:

- Confidentiality & Security: Safeguarding information is strictly confidential and stored securely, separately from the child's general academic record. Access is restricted exclusively to authorized members of the Safeguarding Team.
- File Transfer Protocol: When a child leaves or transfers to a new educational institution, the DSL will ensure their confidential safeguarding file is transferred to the new school securely and separately from the main academic file. The transfer will take place within 5 days of an in-term move (or within 5 days of the start of a new term), and confirmation of secure receipt will be requested from the receiving DSL.

Staff Guidance

Talking and Listening to Children - Guidance for staff:

A child will very often find it very difficult to confide in someone about their abuse as they will feel that they are 'telling on' someone more powerful than they are, and so will become very adept at covering up abuse and explaining plausibly what has happened. A child may have to betray someone who is close to them and loved by them and they may also be afraid that you will not believe what they are telling you.

If a child wants to confide in you, you SHOULD

- Be accessible and receptive;
- Listen carefully and uncritically, at the child's pace. Do not interrupt or prompt
- Take what is said seriously;
- Reassure children that they are right to tell and that they are not to blame;
- Remain calm
- If they confide in you in a group situation, make a time to speak to them in private as soon as possible
- Tell the child that you must pass this information on;
- If they are in immediate danger or need emergency medical care make sure that the relevant emergency service is contacted
- Make sure that the child is safe;
- Make a careful record of what was said.

Report what you have been told to the Designated Safeguarding Lead (or Deputy DSL) immediately on the same working day, ensuring a verbal follow-up accompanies your written/digital record.

You should NEVER

- Make promises about confidentiality or keeping secrets to children;
- Never take photographs or examine an injury
- Never examine marks/injuries solely to assess whether they may have been caused by abuse
- View, download, copy, screenshot, or share any indecent image, nude, or semi-nude photo found on a child's device or shared online;
- Ask leading questions (i.e., questions requiring only a 'yes' or 'no' answer)
- Investigate or seek to prove or disprove possible abuse;
- Assume that someone else will take the necessary action;
- Jump to conclusions, be dismissive or react with shock, anger, horror etc.;
- Speculate or accuse anybody;
- Investigate, suggest or probe for information;
- Confront another person (adult or child) allegedly involved;
- Offer opinions about what is being said or the persons allegedly involved;
- Forget to record what you have been told;
- Never ask a child to sign a written copy of the disclosure
- Fail to pass this information on to the correct person (The Designated Safeguarding Lead)

School staff are not responsible for investigating safeguarding concerns in the way social workers or police do. Your statutory role is to listen, record, and refer.

At the end of a conversation or observation, ask yourself: "Might this be a safeguarding matter?" If the answer is yes or unsure, record the details and pass the concern to the DSL immediately.

Guidelines for Asking Questions:

- Do not ask closed questions (e.g., "Did someone hit you?" or "Did this happen at home?");
- Do not make suggestions about who, how, or where someone is alleged to have harmed the child;
- Rely strictly on open, minimal prompts using the T.E.D. principle:
 - Tell me what happened...
 - Explain what you mean by...
 - Describe where you were...
 - While establishing timescales is useful for the DSL (e.g., "Tell me when this happened"), do not press or interrogate the child if they cannot recall specific dates or times.

Key Considerations for Managing Disclosures

- **Body Language:** Maintain an open, neutral, and calm posture. Your non-verbal cues directly dictate how safe and comfortable a frightening disclosure feels to a child.
- **Answering 'What Happens Next?':** Be honest with the child. Reassure them that you are going to speak to the DSL, who knows how to help make sure they are safe, and that they will be supported every step of the way.
- **Avoid Face-Value Assumptions:** Never make assumptions about a child's credibility based on past behaviour, reputation, or special educational needs (e.g., dismissing a report because a child has a history of telling exaggerated stories).

- **Preparedness:** Think about how you might react if a child DID approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity.

Confidentiality and Information Sharing

Staff must manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the DSL or deputy, children's social care and the Police where appropriate.

Staff must never guarantee confidentiality to a child as some kinds of information may need to be shared with others. A suggested form of words that may help when talking to children is as follows:

"Thank you for trusting me. I want to help you, but I cannot promise to keep secrets. If you tell me something that means you or another child might be unsafe or at risk of harm, I will have to pass that information on to people whose job it is to help keep you safe. I will always tell you who I am sharing it with and why."

Practitioners can only work together to safeguard children if there is a timely exchange of relevant information between agencies. Courts and statutory guidance recognise this principle.

While the Data Protection Act 2018 (DPA 2018) and UK GDPR place duties on schools to process personal information fairly and lawfully, data protection laws are not a barrier to sharing information where failure to do so would result in a child being placed at risk of harm. Fears about sharing information must never stand in the way of promoting the welfare and protecting the safety of children.

Lawful Basis & Special Category Data: It is not necessary to seek consent to share information for safeguarding purposes if seeking consent would place a child at increased risk, cause delay, or prejudice an investigation. Schools rely on statutory functions and the explicit processing condition under Schedule 1, Part 2, Paragraph 18 of the Data Protection Act 2018 (Safeguarding of children and individuals at risk).

The Serious Harm Test: Under UK GDPR and data protection laws, schools can withhold educational records or refuse Subject Access Requests (SARs) where sharing that information would be likely to cause serious harm to the child or another individual (e.g., where a child is living in a refuge to escape domestic abuse, and disclosing data to a parent would risk revealing their location).

The law requires the disclosure of confidential information necessary to safeguard a child or children. Under Section 47 of the Children Act 1989 statutory agencies also have a duty to co-operate. Therefore, if the Police or Social Care/Services are conducting a Section 47 investigation under the 1989 Children Act, staff must share requested information relevant to the investigation. Legal advice should be sought if in doubt from the County Legal Services Department.

Principles for Sharing Information

Stafford Grammar School has clear authority to hold, use, and share information to identify, assess, and respond to safeguarding risks early.

When deciding what information to share internally or with external partners, staff and the DSL should apply professional judgement to ensure the information is: ● Relevant: Directly applicable to the current or historical safeguarding risk; ● Necessary: Essential for the receiving agency or setting to know to manage risk or provide support; ● Proportionate: Focused on safeguarding needs (summarising or omitting irrelevant personal details where appropriate, while taking care not to obscure context necessary to understand risk); and ● Contextualised: Clearly presented so the receiving agency understands the background accurately.

Further details on information sharing can be found:

Working together to safeguard children

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Information sharing advice for safeguarding practitioners

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

Data protection: toolkit for schools

<https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>

Role of the Designated Safeguarding Lead in making an urgent initial assessment

The Designated Safeguarding Lead (DSL) or Deputy DSL (DDSL) will carry out an urgent initial triage and assessment of all cases referred to them via MyConcern or physical reports.

Information Gathering and Contextual Assessment

To conduct an initial assessment, the DSL/DDSL will review: ● Confidential safeguarding files stored securely on MyConcern (and any legacy/transferred paper records held in locked cabinets accessible only to the Safeguarding Team); ● Academic, behavioural, and attendance/absence records; ● Online safety monitoring logs and filtering alerts (where relevant); and ● Medical or health information held by the School Nurse, where appropriate and lawful.

The DSL/DDSL may speak discreetly with staff or pupils to clarify basic context. This initial gathering of facts is to establish potential risk and is not a formal investigation.

Recording and Decision Making

A written record of the initial assessment, the rationale for decisions made, and any signed statements taken will be recorded directly on MyConcern by the DSL.

Based on the assessment, the DSL/DDSL will determine the appropriate action pathway:

1. Early Help / Internal Support: Initiating internal pastoral support, mentoring, or an Early Help assessment;
2. Statutory External Referral: Referring the child to Children's Social Care and/or the Police; or
3. Managing Staff Allegations: Where a concern involves a member of staff, consulting with the Local Authority Designated Officer (LADO) prior to any internal disciplinary action.

Timelines for Action & Referrals

Urgent Triage: Initial assessments must be completed promptly and on the same working day (and certainly within 24 hours) of the concern or disclosure being reported.

Immediate Statutory Referral: Where a child is at risk of significant harm, a referral to Children's Social Care must be made immediately.

Local Authority Contact: Referrals should be made to Staffordshire Families Integrated Front Door (SFIFD)) (or the relevant local authority front door where the child resides).

Written Follow-Up: All verbal or telephone referrals made to SFIFD or the Police must be confirmed in writing using the required multi-agency referral form within 24 hours.

Consultation: The DSL may contact SFIFD or local multi-agency teams for informal advice on complex cases. If advised during consultation that the threshold for harm is met, the DSL will escalate the case to a formal safeguarding referral immediately.

Thresholds for referral: Staffordshire Continuum of Need

When determining whether a safeguarding referral or early intervention is required, the Designated Safeguarding Lead (DSL) and staff must refer to the Staffordshire Safeguarding Children Partnership (SSCP) guidance: ***Right Help, Right Time***.

Staffordshire categorises children's needs across a continuum of levels, under the ***Right Help, Right Time Framework***:

Level 1: Everyone: Thriving

Children whose needs are fully met through universal provision (e.g., mainstream education and primary health services).

Level 2: Early Support: Additional Support

Children with additional or emerging needs whose health, development, or education may be adversely affected without early, targeted support.

An inter-agency assessment is completed where a child is not making age-appropriate progress or where low-to-medium multi-agency support is required.

Consent: Assessments require informed parental consent (or the young person's consent if aged 16+ and competent).

Co-ordination and Review: Early/Family Help is co-ordinated through the school's Early Help Lead, local Families First teams, and Family Hubs. This will be kept under constant review and consideration given to a referral to local authority children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

(Alternatively, qualified lead practitioners, not a social worker, who may lead assessments before statutory intervention can continue to lead work with families up to and including section 17.

Level 3: Enhanced Support for Children and Families (Child in Need)

Children and young people meet support level 3 – if they have complex needs- may require a targeted, coordinated response from a Family Help Lead Practitioner (FHLP). This brings together enhanced support and child in need support provided Under Section 17 of the Children Act 1989.

A formal referral is submitted by the DSL via a referral to the Staffordshire Families Integrated Front Door (SFIFD). Due to the complexity of needs a multi-agency coordinated plan will be developed in partnership with the family and coordinated by a Family Help Lead Practitioner. A wide range of services providing additional and enhanced intervention might be involved in meeting the family's needs. Professionals and members of the public can also seek advice by a telephone consultation from Staffordshire Families Integrated Front Door (SFIFD)

Consent: If the DSL/DDSL considers that the welfare concerns indicate that a Child in Need referral is appropriate, they will seek parent/carer consent for a referral to local /appropriate authority children's social care. If parents do not give consent, but the child's needs are still not being met, the DSL may feel that a referral is still appropriate and will discuss these concerns with children's social care. Appropriate staff will attend Child in Need (CIN) meetings.

Level 4: Child Protection & Immediate Risk (Section 47, Children Act 1989)

Children suffering or likely to suffer significant harm due to abuse, acute neglect, or exploitation, or who are subject to Emergency Protection Orders / Police Protection.

An immediate statutory referral is made to SFIFD on 0300 111 8033 (or the Emergency Duty Service out-of-hours on 0345 604 2886). In immediate life-safety situations, contact the Police (999).

Assessing "Significant Harm"

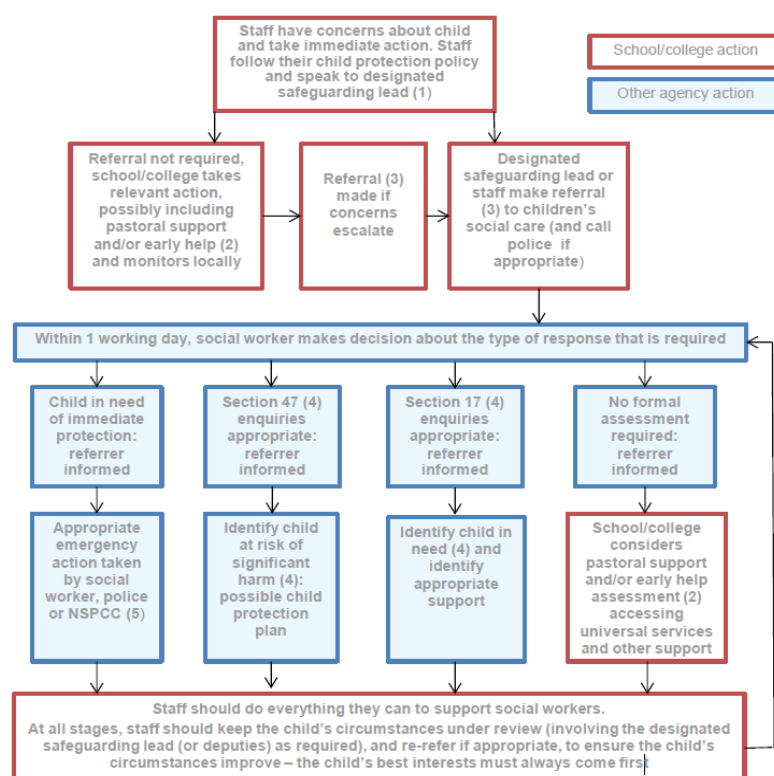
Significant harm is the statutory threshold under Section 47 that justifies statutory state intervention into family life.

When evaluating whether harm reaches this threshold, staff and the DSL must consider:

- **Severity and Context:** The extent, frequency, intensity, and duration of the harm or neglect.

- **Cumulative Impact:** Whether harm arises from an acute incident or chronic, long-standing factors that impair physical, emotional, or social development.
- **Vulnerabilities:** The child's individual circumstances, including age, developmental stage, communication needs, special educational needs, or disabilities (SEND).
- **Parental Capacity:** The capability of parents/carers to protect the child and provide adequate care within their cultural and social environment.

Actions where there are concerns about a child



Making referrals to children's services

1) Child in Need Referrals (Section 17, Children Act, 1989)

A "Child in Need" is defined under the children act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development or whose health and development is likely to be significantly or further impaired without the provision of services or a child who is disabled.

It is essential that referrals are routed based on where the child **resides**. Where a child lives in a neighbouring local authority (e.g., Telford & Wrekin, Shropshire, or Stoke-on-Trent) but attends Stafford Grammar School, the referral must be directed to the social care team in the child's home authority, or submitted to the Staffordshire front door for cross-border transfer.

Obtaining Consent: If the Designated Safeguarding Lead (DSL) determines a Section 17 referral is appropriate, they will consult with the parents/carers and the young person to obtain consent before submitting a referral to the Staffordshire Families Integrated Front Door (SFIFD), unless doing so would place the child at increased risk of harm.

Parental Refusal: If parents refuse consent, but the child's needs remain unmet and they remain at risk, the DSL will contact SFIFD for statutory advice.

Child in Need Meetings: Appropriate school staff will participate in Child in Need (CIN) planning and review meetings convened by Children's Social Care.

Some children displaying acute distress (e.g., severe self-harm or active suicidal intent) may require an immediate multi-agency response or rapid escalation under Section 47. Where immediate harm is identified, statutory referrals must be made without delay.

Child Protection Referrals / Section 47 (Children Act, 1989)

A Child Protection referral under Section 47 must be made immediately if there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

Significant harm includes all forms of physical, emotional, or sexual abuse, severe neglect, Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), Female Genital Mutilation (FGM), So-Called Honour-Based Abuse (HBA), severe domestic abuse, and radicalisation/extremism.

Consent Not Required: Parental consent is not required to make a Child Protection referral.

Informing Parents: In most cases, parents/carers should be informed that a safeguarding referral is being made. However, parents/carers must NOT be informed prior to referral if doing so would:

1. Place the child or another individual at increased risk of significant harm;
2. Impede a police investigation or risk the destruction of evidence; or
3. Cause unreasonable delay that compromises the child's safety.

The best interests of the child are always the paramount consideration.

Referral Pathways & Escalation

In line with statutory guidance (Keeping Children Safe in Education), any staff member has the right to make a direct referral if a child is in immediate danger or if the DSL/DDSL is unavailable. Where a direct referral is made by a staff member, they must inform the DSL as soon as reasonably practical.

Submitting a Referral in Staffordshire:

1. Telephone Referral: Contact the Staffordshire Families Integrated Front Door (SFIFD) on 0300 111 8033 (or Emergency Duty Out-of-Hours on 0345 604 2886). Speak to the Duty Officer, noting their name, title, and the exact time of the call.
2. Written Confirmation: All verbal referrals must be followed up within 24 hours by submitting an online Multi-Agency Referral Form (MARF) via the Staffordshire Safeguarding Children Partnership (SSCP) portal.

Contextual Safeguarding: Social care assessments evaluate harm occurring both inside and outside the home (e.g., peer-on-peer abuse, gang involvement, online risks, or community-based exploitation). Referral information provided by the school must include detailed contextual information regarding peer groups, locations, and extra-familial factors.

Escalation Procedure: If, following a referral, the child's situation does not improve or the response from Children's Social Care is felt to be inadequate, the DSL must activate the SSCP Professional Escalation Procedure to press for reconsideration and ensure the child is protected.

Attendance at Child Protection Conferences

The DSL or their deputy will represent the school at Initial and Review Child Protection Conferences and submit a comprehensive written report using the Staffordshire Education Safeguarding template.

Supporting Pupils at Risk & Trauma-Informed Pastoral Care

Stafford Grammar School recognises that children who experience abuse, neglect, domestic violence, or trauma may struggle with self-esteem and emotional regulation. School may be the only stable, safe, and predictable environment in their lives.

We recognise that trauma and distress may manifest as challenging, withdrawn, or defiant behaviour, and that some children who have experienced abuse may demonstrate harmful behaviours toward others. This requires a calm, measured, and trauma-informed approach that separates the underlying cause of a behaviour from the behaviour itself.

Stafford Grammar School will endeavour to support pupils through:

- The curriculum to encourage self-esteem and self-motivation.
- The school ethos, which promotes a positive, supportive and safe environment and which gives all pupils and adults a sense of being respected and valued.
- The implementation of the school behaviour management policy.
- A consistent approach, which recognises and separates the cause of behaviour from that which is displayed.
- Regular liaison with other Practitioners and agencies who support the pupils and their families.
- A commitment to develop productive, supportive relationships with parents, wherever possible and as long as it is in the child's best interests to do so.
- The development and support of a responsive and knowledgeable pastoral staff trained to respond appropriately in child protection situations.

Children with Special Educational Needs and Disabilities (SEND)

Pupils with Special Educational Needs and Disabilities (SEND), complex health needs, sensory impairments, or communication difficulties are statistically more vulnerable to abuse and neglect.

Staff must exercise heightened sensitivity and professional curiosity, recognizing that:

- Indicators of abuse or neglect (e.g., changes in behaviour, emotional distress, or regression) can be mistakenly attributed to a child's disability or SEN (**diagnostic overshadowing**);
- Pupils with speech, language, or communication needs may face additional barriers when reporting abuse; and
- Vulnerabilities are compounded in homes where domestic abuse, substance misuse, or severe mental ill-health is present.

Any safeguarding concerns involving a child with SEND will be considered in the context of their individual needs and circumstances. The Designated Safeguarding Lead (or Deputy DSL) will work closely with the Special Educational Needs Co-ordinator (SENCO) and other relevant professionals to ensure that children with SEND receive appropriate support, protection and opportunities to have their voice heard. Schools and colleges should also consider whether additional pastoral support, communication support or reasonable adjustments are required to safeguard these children effectively

Children who are lesbian, gay, bisexual, or questioning their gender

A child being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm. However, these pupils (or those perceived to be LGB) may be targeted for bullying or harassment by peers. Staff must proactively tackle prejudice-based bullying and foster an inclusive, safe environment.

Children who are questioning their gender (KCSIE Guidance): We are aware that there has been a significant increase in the number of children who are questioning the way they feel about being a boy or a girl, including the physical attributes of their sex and the related ways in which they fit into society. In line with national statutory guidance and the Cass Review, caution is required when supporting children questioning their gender, given the complex psychosocial dynamics and potential co-occurring vulnerabilities involved (such as mental health needs, autism spectrum conditions, or ADHD).

When supporting a child who is questioning their gender, the school will:

- We will take the time to understand the thoughts and feelings of children who are questioning their gender and will be appropriately professionally curious about the full range of their experiences. We will remain aware of the potential vulnerabilities of children who are questioning their gender, including the possibility of complex mental health and psychosocial needs, e.g., relating to relationships with family, peers or their broader social environment, including discriminatory bullying.
- Take a cautious, holistic, and individualised approach that considers the child's broad range of needs;
- Work in close partnership with parents/carers (except in the exceptionally rare circumstance where involving parents would create a significant risk of harm to the child);
- Consider any clinical guidance available and encourage families to seek professional clinical advice where appropriate; and
- Proactively mitigate risks such as peer bullying, isolation, or distress.
- We will ensure that any arrangements relating to toilets, changing facilities, physical education and other aspects of school life are managed in accordance with current

statutory guidance, safeguarding requirements and equality duties. Where alternative arrangements are considered for a child who is questioning their gender, decisions will be made on an individual basis, taking account of the safety, privacy, dignity and wellbeing of all children. Appropriate records will be maintained, arrangements communicated to relevant staff and reviewed regularly.

- We recognise that some sports and physical activities may be organised according to a child's biological sex where this is necessary to ensure safety or fairness. Any requests regarding participation in sport or physical education will be considered on an individual basis, taking account of safeguarding considerations, the child's best interests, the impact on other pupils, and the need to maintain safe and fair participation in physical education and sport.
- We understand that it is not for us to initiate any action in this area; the guidance is focused on circumstances where a child or their parent has raised a request relating to social transition to which a school or college is responding. (KCSIE will support and guide practice).

Staff must ensure there are no barriers preventing any child from speaking out, ensuring every pupil has access to trusted adults within the school.

Identifying Possible Signs of Abuse

Abuse is 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 witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, where they see, hear or experience its effects.

Children may be abused in a family or in an institutional or community setting 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 another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

Under statutory guidance, abuse is categorised into four main areas:

1. **Physical Abuse**
2. **Emotional Abuse**
3. **Sexual Abuse**
4. **Neglect**

Professional Curiosity & Overlapping Risks Recognising signs of abuse is not always straightforward. If your suspicions are aroused, it is your responsibility to exercise **professional curiosity** and act on your concerns by passing them to the Designated Safeguarding Lead (DSL). Your knowledge of the child will help you determine any physical signs or changes in behaviour. Do not ignore what your professional judgement is telling you. All school staff must be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events covered by one label—in most cases, **multiple issues will overlap**. For further information on identifying signs of abuse, refer to: ● **HM Government: What to do if you are worried a child is being abused** - Advice for Practitioners ● **NSPCC: Advice on types of abuse and indicators to look out for.**

Government advice: '[what to do if you are worried a child is being abused – Advice for Practitioners](#)' provides more information on understanding and identifying abuse and neglect.

The Four Main Categories of Abuse

Physical abuse:

This 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.

Children may also show signs of self-harm when they are suffering from abuse. Therefore, all cases of self-harm should be made known to the School Nurses or Safeguarding Team. (*Working Together to Safeguard Children March 2026*)

Emotional abuse:

The persistent emotional maltreatment of a child so as to cause severe and persistent 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 verbal abuse, such as persistent criticism, belittling, or name-calling, as well as 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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone. (*Working Together to Safeguard Children March 2026*)

Sexual abuse:

This 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 (for example rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it. There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity.

Neglect:

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

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

(Working Together to Safeguard Children March 2026)

Extra-familial Harms and Contextual Safeguarding

All staff must be aware of indicators of abuse, neglect, exploitation, and modern slavery, understanding that children can be at risk of harm inside and outside the school, inside and outside the home, and online.

All staff, particularly the DSL and deputies, must consider whether children are at risk of abuse or exploitation in situations outside their families (**extra-familial harm**).

Children are often frightened, confused, or ashamed as a result of abuse and may not know who to trust or how to ask for help. The effects of abuse can be wide-ranging, profound, and long-lasting.

Staff should be aware that indicators and symptoms may manifest as:

- **Behavioural Issues:** Becoming unusually aggressive, defiant, anxious, or excessively withdrawn;
- **Educational Impact:** Marked decline in academic performance, difficulty concentrating, or sudden loss of motivation;
- **Mental Health Difficulties:** Depression, severe anxiety, post-traumatic stress, or low self-esteem;
- **Relationship Difficulties:** Struggling to form or maintain healthy peer or adult relationships;
- **Physical Indicators of Neglect:** Appearing persistently unkempt, dirty, wearing ill-fitting/inappropriate clothing, or looking undernourished/emaciated;
- **Substance Misuse:** Misusing alcohol, drugs, or volatile substances as a coping mechanism;
- **Self-Harm & Suicidal Ideation:** Engaging in self-injurious behaviour, expressing suicidal thoughts, or suicide attempts; and
- **Severe Harm or Death:** In extreme cases, severe abuse or chronic neglect can lead to fatal outcomes.

Extra-familial threats take a variety of forms, and children can be vulnerable to multiple harms, including (but not limited to):

- **Sexual Abuse:** Including peer-driven sexual harassment and exploitation;

- **Teenage Relationship Abuse:** Domestic abuse within a young person's own intimate relationships (including physical, sexual, emotional abuse, coercive control, and stalking);
- **Child Criminal Exploitation (CCE):** Including financial exploitation, county lines, serious youth violence, and gang involvement; and
- **Radicalisation:** Vulnerability to extremist influences and terrorism.

Children in Need of Early Help

Any child may benefit from early help, but staff must be particularly alert to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific additional needs
- Has special educational needs (whether or not they have a statutory EHC plan)
- Has a mental health need
- Is a young carer
- Is pregnant and/or is a parent themselves
- Has exhibited early signs of abusive, violent and/or harmful behaviours
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Is frequently missing / goes missing from education, home or care
- Has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, at risk of being permanently excluded from school
- Is misusing drugs or alcohol
- Is in a family circumstance presenting challenges for the child such as substance abuse, adult mental health problems or domestic abuse and/or has returned home to their family from care
- Is at risk of exploitation, modern slavery, trafficking, sexual or criminal exploitation
- Is at risk of being radicalised or exploited
- Is a privately fostered child
- Has a family member in prison, or is affected by parental offending
- Is at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage

Delivery of Early Help in Staffordshire

If Early Help is appropriate, the Designated Safeguarding Lead (DSL) or Deputy DSL will lead on liaising with external agencies and initiating an inter-agency assessment.

- **Assessment & Consent:** Early Help is co-ordinated using the **Staffordshire Early Help Assessment (EHA)** framework and requires informed parental consent (or the young person's consent where appropriate).
- **Lead Practitioner Role:** Staff may be required to support multi-agency practitioners in an Early Help Assessment and, where appropriate, act as the school's Lead Practitioner.
- **Local Provision:** School teams will work alongside **Staffordshire Families First**, local **Family Hubs**, and voluntary sector partners to ensure targeted support is put in place before needs escalate to statutory thresholds.

Child-on-Child Abuse (including sexual violence and sexual harassment between children in schools)

All staff are aware that safeguarding issues can manifest themselves via child-on-child abuse. This is highlighted to all staff on staff during induction, safeguarding updates and regular briefings.

Children can abuse other children and that it can happen both inside and outside of school and online. All staff must recognize the signs of child-on-child abuse, adopt an attitude of "**it could happen here**," and know how to respond to concerns or disclosures.

Core Principles & Culture

Age & Context: Sexual violence and sexual harassment can occur between children of any age, gender, or year group (from Prep through Senior and Sixth Form). It can be perpetrated by individuals or groups against an individual or group.

Continuum of Harm: Sexual violence and harassment exist on a continuum and may overlap. They occur both online and face-to-face (physically and verbally) and are never acceptable.

Unreported Incidents: Staff must understand that an absence of reports does not mean child-on-child abuse is not occurring; it may simply be unreported. Concerns must always be shared with the Designated Safeguarding Lead (DSL) or Deputy DSL.

Early Intervention & High-Risk Times: Challenging inappropriate behaviour—even if seemingly minor—is a critical intervention to prevent escalating abuse. Staff must remain vigilant during high-risk times (e.g., break times, immediately after school, and during transit).

Zero-Tolerance Culture: Stafford Grammar School maintains a zero-tolerance approach to peer abuse. Abuse **must never** be dismissed as "banter," "just a laugh," "part of growing up," or "boys being boys." This behaviour may have a significant impact on a child's welfare, wellbeing and sense of safety and should be considered within safeguarding practice where appropriate. Dismissing such behaviour normalizes abuse, fosters misogyny/misandry, and prevents victims from seeking help.

Staff should recognise that child-on-child abuse is preventable, and that timely, evidence-based support is key to preventing children from going on to commit abuse or violence.

Recognised Forms of Child-on-Child Abuse

Child-on-child abuse is preventable through early, evidence-based support. It includes, but is not limited to:

- **Bullying:** Including cyberbullying, including prejudice-based, and discriminatory bullying;
- **Discriminatory behaviour**, including racism, faith-targeted abuse, and other prejudice-based incidents,
- **Teenage Relationship Abuse:** Physical, emotional, or sexual abuse and stalking within intimate peer relationships;

- **Physical Abuse:** Hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (including online encouragement or threats of violence);
- **Serious Violence & Weapons:** Serious physical assault or the threat of harm involving weapons;
- **Sexual Violence & Harmful Sexual Behaviour (HSB):** Rape, assault by penetration, and sexual assault (including online facilitation or threats);
- **Sexual Harassment:** Unwanted sexual comments, remarks, jokes, or online harassment (which may feature misogynistic or misandrist attitudes);
- **Coerced Sexual Activity:** Forcing someone to strip, touch themselves sexually, or engage in sexual activity with a third party;
- **Sharing Nudes and Semi-Nudes:** Consensual and non-consensual creation or distribution of nudes/semi-nudes, including AI-generated images (managed via UKCIS framework guidelines);
- **Upskirting:** A specific criminal offence involving taking images under a person's clothing without consent to obtain sexual gratification or cause distress;
- **Initiation / Hazing:** Abusive, humiliating, or harassing rituals used to initiate peers into groups or teams;
- **Hate Crime:** Abusive behaviour targeted at protected characteristics;
- **Criminal Exploitation & County Lines:** Child Criminal Exploitation (CCE), gang association, and serious youth violence;
- **Child Sexual Exploitation (CSE);** and
- **Radicalisation:** Exposure to or engagement with extremist ideologies.

Staff Responsibilities & Challenging Behaviours

Staff must proactively intervene and report concerns to the DSL/DDSL. Staff must be clear on the importance of:

- Challenging all inappropriate language and behaviours immediately;
- Reaffirming that sexual violence and harassment are unacceptable and not an inevitable part of growing up; and
- Firmly addressing actions such as grabbing breasts, bottoms, or genitalia, pulling down trousers, flicking bras, or lifting skirts (behaviours that are potentially criminal in nature). Dismissing these acts risks normalising sexual abuse.

Supporting Victims & Managing Allegations

- **Reassurance:** All victims will be reassured that they are taken seriously, supported, and kept safe. A victim must never feel ashamed or be given the impression that they are "creating a problem" by reporting abuse.
- **Duty of Care:** All children involved in child-on-child abuse—whether as a victim, alleged perpetrator, or bystander—are recognized as being **children at risk** and will receive appropriate assessment and support.
- **Risk Management:** Following a report of sexual violence or harassment, the DSL will immediately put protective measures in place to safeguard the victim and prevent unmanaged contact between the parties during any investigation.

For detailed procedures, refer to the **School's Anti-Bullying Policy** and **Child-on-Child Abuse Policy**, which outline: • Risk-reduction strategies; • Reporting pathways for pupils; •

Investigation and recording protocols; and ● Tailored support plans for victims, perpetrators, and affected peers.

Possible indicators of Abuse

The NSPCC's child protection fact sheet 'Signs of child abuse' provides further information: www.nspcc.org.uk/signsofabuse

It should be noted that some forms of abuse can take place online or technology can be used to facilitate offline abuse.

Physical Abuse:

There can never be a definitive list of indicators of physical abuse but the following are cause for concern. The indicators can be divided into physical and behavioural indicators:

Physical Indicators

- Unexplained bruises, marks, welts, lacerations, abrasions:
- On face, lips, mouth
- On torso, back, buttocks, thighs
- In various stages of healing
- Clustering forming regular patterns
- Reflecting shape of article used e.g., belt, buckle, and electrical flex
- On several different surface areas
- Regularly appear after absence, weekends, or holiday
- Bite marks or fingernail marks
- Cigar, cigarette burns especially on soles, buttocks, palms or back
- Immersion burns, where hands and feet or body have been forcibly immersed in very hot water
- Patterned like electrical burner, iron etc.
- Rope burns on arms, legs, back or torso
- Unexplained fractures to nose, skull, and facial structure in various stages of healing

Behavioural/Emotional indicators:

- Significant changes in the child's behaviour
- Difficult to comfort
- Apprehension when other children cry
- Above normal crying/irritability
- Frightened of carers/parents
- Afraid to go home, Rebelliousness
- Behavioural extremes - aggressiveness-withdrawal – impulsiveness
- Regresses to child-like behaviour
- Apathy
- Depression/poor peer relationship

- Panics in response to pain
- Refusal to discuss/improbable excuses given to explain injuries
- Talking about punishment which seems excessive, Fear of parents being contacted, Self-destructive tendencies
- Chronic running away, Children's comments which give cause for concern.

Emotional Abuse:

Emotional abuse involves persistent emotional maltreatment that harms a child's emotional development and self-worth. Parents/carers may be cold, unloving, hostile, or make one child in the family the "scapegoat."

Key Indicators:

- **Developmental Impact:** Failure to thrive, delayed physical growth, or delays in speech, cognitive, or emotional development;
- **Emotional Responses:** Inappropriate or absent emotional responses to pain or distress, or sudden speech disorders;
- **Behavioural Extremes:** Extreme passivity, severe aggression, or sudden fear of new situations or adults;
- **Neurotic Behaviours:** Chronic rocking, hair twisting, thumb sucking, or self-harm/self-mutilation;
- **Self-Perception:** Expressing that they are worthless, unloved, inadequate, or "evil";
- **Social Interaction:** Compulsive stealing, food scavenging, attempting to "buy" affection, or inability to form peer relationships; or ● **Substance Misuse & Absconding:** Chronic running away or turning to drugs/alcohol to cope.

Neglect:

Neglect is the persistent failure to meet a child's basic physical, medical, or psychological needs.

Key Indicators:

- **Physical Appearance:** Persistent poor hygiene, dirty/unkempt appearance, or consistently inappropriate clothing for the weather;
- **Nutrition & Health:** Constant hunger, stealing/hoarding food, emaciation, rapid weight loss, or unattended medical/dental conditions;
- **Supervision & Attendance:** Frequent lateness, chronic non-attendance, consistent lack of adult supervision, or repeatedly not being collected from school on time;
- **Fatigue & Engagement:** Constant tiredness, listlessness, apathy, or low self-esteem; or
- **Home Dynamics:** Abandonment, or severe disruption in caregiver-child attachment.

Sexual Abuse:

The signs of sexual abuse vary according to the extent and duration of the abuse, as well as the age and developmental stage of the child.

Physical Indicators:

- Pain, itching, bleeding, or discharge in the genital/anal area;
- Stained, torn, or bloody underwear;
- Difficulty walking, sitting down, or participating in PE/sports; or
- Unexplained pregnancy, sickness, or sexually transmitted infections (STIs).

Behavioural & Emotional Indicators (Particularly in Older Children / Young People):

- **Communication Changes:** Hinting about "secrets," asking staff to keep secrets, or speaking about a "friend's" disclosure;
- **Sexualised Behaviours:** Demonstrating sexual knowledge or behaviours inappropriate for their age, or drawing/writing explicit material;
- **Insecurities & Guilt:** Expressing feelings of being dirty, evil, or worthless;
- **Eating & Self-Harm:** Developing severe eating disorders, self-harming, or expressing suicidal ideation;
- **Sudden Behavioural Shifts:** Unexplained drop in academic performance, sudden hostility/withdrawal, or losing interest in long-held hobbies;
- **Financial/Material Changes:** Possession of unexplained money, gifts, phones, or luxury items;
- **Regressive/Protective Behaviours:** Surrounding themselves with discarded childhood toys, or extreme reluctance to undress for PE/sports; or
- **Risk-Taking Behaviours:** Heavy drug/alcohol misuse, running away from home, or becoming involved in criminal activities.

Domestic Abuse

Domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Domestic abuse is not limited to physical acts of violence or threatening behaviour, and can include emotional, psychological, controlling or coercive behaviour, sexual and/or economic abuse. Types of domestic abuse include:

● **Intimate Partner Violence:** Abuse between current or former partners; ● **Family Abuse:** Abuse perpetrated by family members; ● **Teenage Relationship Abuse:** Domestic abuse within a young person's own intimate relationships (physical, emotional, sexual, coercive, or stalking); and ● **Adolescent-to-Parent/Caregiver Violence (APVA):** Harm or abuse directed towards parents or carers by young people.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality, or background. Domestic abuse continues to be one of the most prevalent risk factors identified during Children's Social Care assessments.

Children as Victims in Their Own Right

Under the **Domestic Abuse Act 2021**, children who see, hear, or experience the effects of domestic abuse in their home or personal relationships are recognized in law as **victims of domestic abuse in their own right**.

Exposure to domestic abuse causes severe, long-lasting emotional, physical, and psychological harm. Children may blame themselves, experience acute trauma, suffer educational disruption, or be forced to flee the family home.

A child witnessing or experiencing domestic abuse is suffering **emotional abuse** (and potentially physical/sexual harm) and must be offered immediate safeguarding support. Indicators align with physical and emotional abuse signs.

Operation Encompass

Stafford Grammar School participates in **Operation Encompass**, an initiative operating across all police forces in England that enables police and schools to work together to support children affected by domestic incidents.

How Operation Encompass Works:

- **Next-Day Notification:** When police attend a domestic abuse incident where a child from the school was present or resides, the police contact the school's trained **Key Adult** (the DSL or DDSL) before the start of the next school day.
- **Immediate School Support:** This confidential notification enables the DSL to ensure immediate emotional, practical, or pastoral support is put in place according to the child's needs.
- **Statutory Thresholds:** Operation Encompass notifications complement—but do not replace—statutory safeguarding procedures. Where a child is at risk of significant harm, a formal referral is submitted to the **Staffordshire Families Integrated Front Door (SFIFD)**.

Advice & Helpline Resources:

- **Operation Encompass Staff Helpline:** 0204 513 9990 (Monday to Friday, 8am–1pm)
- **National Domestic Abuse Helpline (Refuge):** 0808 2000 247 (24/7 freephone)
- **NSPCC Domestic Abuse Guidance:** nspcc.org.uk/domestic-abuse

Parental Conflict

Parental conflict can have a significant impact on a child's emotional wellbeing, behaviour, development and educational outcomes. Staff should be alert to the potential effects of frequent, intense or unresolved conflict between parents or carers, whether they live together or apart. While parental conflict is not in itself a safeguarding concern, prolonged or harmful conflict may adversely affect a child's wellbeing and, in some circumstances, may indicate the need for additional support or safeguarding intervention. Where parental conflict is impacting on a child's welfare, staff will seek to provide appropriate support, work with other agencies where necessary, and consider whether safeguarding concerns are present.

Child Sexual Exploitation (CSE) & Child Criminal Exploitation (CCE)

Both CCE and CSE 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 criminal or sexual activity. This power imbalance may stem from age, gender, cognitive ability, physical strength, status, or access to resources.

Exploitation may involve an exchange for something the victim needs or wants, or be for the financial advantage or status of the perpetrator. It can be committed by individuals, peers, or organized networks/gangs, and can take place in person or online. The victim may identify as being part of this group.

Key Legal Principles:

- **Inability to Consent:** It is legally impossible for a child to consent to be exploited, abused, or trafficked, even if the activity appears consensual or the child believes they are in a genuine romantic relationship.
- **Child First, Victim First:** Children who are exploited often commit crimes or display challenging behaviours under coercion. Staff must recognise their vulnerability as victims and ensure they are not criminalized for actions taken while under exploitation.
- **Modern Slavery:** Where CCE or CSE involves moving or transporting a child (trafficking), this may constitute Modern Slavery. In such cases, a relevant child protection and Modern Slavery / National Referral Mechanism (NRM) referral must be completed alongside standard multi-agency safeguarding referrals.

Child Criminal Exploitation (CCE)

CCE includes children being forced or manipulated into transporting drugs or money through 'county lines', working in cannabis factories, shoplifting, vehicle crime, or committing/threatening serious violence.

Perpetrators often trap children using debt bondage, threats to family, or coercion into carrying weapons (such as knives).

Girls and CCE: The experience and indicators of CCE for girls can differ significantly from boys. Girls are at equal risk of CCE and face a heightened risk of concurrent sexual exploitation.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse involving contact (penetrative or non-penetrative) or non-contact activities (such as producing sexual images, forced viewing of sexual content, or online grooming). It applies to all children under 18, including 16 and 17-year-olds who are above the legal age of consent.

Indicators of Exploitation (CCE & CSE)

Staff should be alert to indicators including:

- Unexplained gifts, money, or new possessions;
- Associating with older individuals, gang-affiliated peers, or older boyfriends/girlfriends;
- Changes in emotional well-being, sudden drug/alcohol misuse, or decline in academic attendance/engagement;
- Going missing for periods, coming home late, or traveling unexpectedly;

- Physical signs such as STIs, unexpected pregnancy, or sexually explicit behaviours beyond expected development;
- Carrying weapons or unexplained injuries.

School Context & Local Risk

Stafford Grammar School recognizes that no community is immune to CSE or CCE. We actively address these risks through our PSHE curriculum (covering online safety, consent, healthy relationships, and harmful social norms), drama productions, visiting speakers, and pastoral support.

Given specific local risks within Staffordshire and Stoke-on-Trent, any concerns regarding CCE or CSE must be reported immediately to the Designated Safeguarding Lead (or Deputy), who will make urgent referrals to the Staffordshire Safeguarding Children Partnership (SSCP) and the Police without delay.

County lines

As county lines is a form of criminal exploitation, a First Responder who identifies any potential victim of county lines exploitation should complete the relevant child protection and modern slavery referrals as detailed in the Modern Slavery statutory guidance.

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”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults 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 be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children’s homes and care homes. Children are also increasingly being targeted and recruited online using social media.

Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CCE and CSE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing (from school or home) and are subsequently found in areas away from their home,
- have been the victim, perpetrator or alleged perpetrator of serious violence (e.g. knife crime),
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs,
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection,
- are found in accommodation that they have no connection with, often called a ‘trap house’ or ‘cuckooing’ or hotel room where there is drug activity,
- owe a ‘debt bond’ to their exploiters, and
- have their bank accounts used to facilitate drug dealing.

Stafford Grammar School is aware of the potential for children to be used in a ‘county lines’ scenario.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office Child exploitation disruption toolkit (accessible) - GOV.UK and The Children's Society County Lines Toolkit for Professionals | The Children's Society.

Further information on signs of a child's involvement in sexual exploitation is available in the Home Office guidance, Child sexual exploitation: guide for practitioners:

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

Serious Violence

Serious violence is a continuing safeguarding concern. It may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation. Staff should report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the designated safeguarding lead (or a deputy). The designated safeguarding lead should assess the risk to both the individual pupil and others in the school, considering wider information or concerns, and take appropriate action. Depending on the risk, they should put in place a safety and support plan, and where relevant, consider action to de-escalate peer conflict.

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violence. These may include unexplainable and/or persistent absence from school, suspensions, 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.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. A fuller list of risk factors can be found in the Home Office's Serious Violence Strategy.

Early, evidence-based support for those considered at risk, as well as at critical points when concerns emerge, is vital. This includes access to trusted adults, social and emotional skill support, and, where available, targeted interventions such as mentoring or therapeutic support (practical guidance on evidenced support is available from the Youth Endowment Fund (YEF) (the "what works" centre for preventing violence).

If any member of staff believes that a pupil is involved in serious violent crime in any form, they must inform the DSL or Deputy DSL without delay. All staff should be aware of the associated risks and understand the measures in place to manage these.

If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Radicalisation - Pupils drawn into extremism and terrorism

Protecting children from the risk of radicalisation and extremist ideology is an integral part of Stafford Grammar School's overall safeguarding framework.

Key Definitions:

- **Extremism** is the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to: (1) negate or destroy the fundamental rights and freedoms of others; (2) or undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or (3) intentionally create a permissive environment for others to achieve the results in (1) or (2).
- **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 damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Extremists often target vulnerable young people by seeking to sow division between communities on the basis of race, faith or denomination; justifying discrimination towards women and girls; seeking to persuade others that minorities are inferior; or arguing against the primacy of democracy and the rule of law in our society.

Statutory & Regulatory Framework

This section of the Safeguarding Policy gives due regard to: • **Counter-Terrorism and Security Act (CTSA) 2015** (Section 26 Prevent Duty); • **HM Government Revised Prevent Duty Guidance (2023)**; • **Channel Duty Guidance**; and • **Keeping Children Safe in Education (KCSIE)**.

Stafford Grammar School fulfils its statutory duty to prevent pupils from being drawn into terrorism by understanding local threat profiles, maintaining strong digital filtering and monitoring systems, and promoting fundamental British values.

Promotion of Fundamental British Values & SMSC Development

As part of our safeguarding ethos and Spiritual, Moral, Social, Cultural Development (SMSC)/British Values Audit, we encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonably practicable steps have been taken to offer a balanced presentation of opposing views.

Political Impartiality: In accordance with statutory duties, partisan political views are strictly forbidden in teaching. Where political issues are discussed, staff ensure a balanced presentation of opposing views.

We promote these values in an age-appropriate manner by enabling pupils to: • **Develop self-knowledge, self-esteem, and self-confidence**; • **Distinguish right from wrong and respect civil and criminal law**; • **Accept responsibility for their behaviour and contribute positively to the**

local community and wider society; ● Acquire respect for public institutions and services in England; and ● Challenge negative attitudes, stereotypes, and discrimination.

Identifying Vulnerability & Staff Responsibilities

There is no single profile of a child vulnerable to radicalisation. Vulnerability often arises from a combination of personal needs, isolation, mental health challenges, or external influences (peer group, family, or online exposure). The internet and social media remain significant channels for extremist grooming.

Staff must adopt a '**Notice, Check, Share**' approach: ● **Notice:** Be alert to sudden changes in behaviour, emotional withdrawal, secretive online activity, expression of extremist views, or use of discriminatory/hateful language. ● **Check:** Exercise professional curiosity and discuss concerns with the Designated Safeguarding Lead (DSL). ● **Share:** Report all concerns immediately to the DSL (or Deputy DSL) using standard school safeguarding reporting procedures.

Referral Pathways & Multi-Agency Working

- **Internal Reporting:** All radicalisation concerns are treated as safeguarding issues and reported to the DSL.
- **Prevent / Channel Referrals:** Where appropriate, the DSL will make a Prevent referral to Staffordshire Police / Local Authority. If suitable, the child may be referred to **Channel**, a multi-agency early-intervention program that provides tailored support.
- **Staff Training:** All staff complete online Prevent Awareness training during induction and regular updates. Teachers receive training on recognizing indicators and the Prevent referral process.
- **External / Visiting Speakers:** All visiting speakers (whether invited by staff or pupils) are vetted, recorded on the **Visiting Speaker Log**, and supervised in line with the school's Safer Recruitment Policy to ensure unsuitable views are not promoted.

Prevent Duty & The Channel Programme

Radicalisation and extremism are recognized as core safeguarding concerns under **Keeping Children Safe in Education (KCSIE)**. Stafford Grammar School fulfils its statutory Prevent Duty through early identification, swift reporting, multi-agency collaboration, and active participation in the Channel programme.

Key Local Contacts & Support Channels

If staff have concerns that a pupil is at risk of radicalisation, they must immediately inform the Designated Safeguarding Lead (DSL) or Deputy DSL. The DSL will utilise the following regional and national channels:

- **Staffordshire Police Prevent Team:** 01785 232054 ● **Local Police Non-Emergency:** 101 (Ask for the Prevent Manager) ● **West Midlands Counter Terrorism Unit (CTU Gateway Email):**

ctu_gateway@westmidlands.police.uk • Department for Education (DfE) Prevent Helpline: 0207 340 7264 • Staffordshire Police Prevent Portal: staffordshire.police.uk/prevent • National ACT Early Helpline: actearly.uk | 0800 011 3764

Internal Reporting Protocol:

When a concern regarding radicalisation or extremism is raised, the school follows a 5-step escalation procedure:

1. **Internal Escalation:** Staff member immediately reports the concern to the DSL / Safeguarding Team.
2. **Headteacher Consultation:** The DSL discusses the concern with the Headteacher to determine the appropriate response.
3. **Statutory Safeguarding Referral:** A referral is submitted to **Staffordshire Children's Social Care (Families Integrated Front Door - SFIFD)** if the child is deemed at risk of significant harm.
4. **Police / Prevent Referral:** The DSL contacts the Staffordshire Police Prevent Team and submits a formal Prevent Referral Form via ctu_gateway@westmidlands.police.uk.
5. **Parental Communication:** Parents/carers are contacted **only after consultation with Police and/or Children's Social Care**, and only if advised that doing so will not compromise a police investigation or put the child at heightened risk.

Channel:

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

Key Features of Channel:

- **Early Intervention:** Channel aims to assess vulnerability, establish tailored support plans, and divert individuals away from extremist networks before criminal thresholds are crossed.
- **Multi-Agency Panel:** Prevent referrals are assessed by a multi-agency Channel panel (comprising police, social care, health, and education representatives). A representative from Stafford Grammar School will attend the panel to assist with the assessment and support plan.
- **Voluntary Participation:** An individual's (and/or their family's) engagement with the Channel programme is entirely voluntary at all stages.
- **Statutory Duty to Cooperate:** Under **Section 38 of the Counter-Terrorism and Security Act 2015**, schools have a statutory duty to co-operate with the Channel panel and local police in carrying out its functions and providing relevant information.

Safeguarding Transitions & Information Sharing

When a pupil who is receiving support through the Channel programme—or who has an active Prevent/Radicalisation history—transfers to a new school or college, the DSL will: ● Share relevant safeguarding records with the DSL of the receiving setting **in advance of arrival**; and

- Ensure seamless continuity of care and multi-agency support to protect the child during transition.

Key Statutory Guidance & Resources

Staff and leaders should refer to the following statutory publications and portals: ● **HM Government:** *Revised Prevent Duty Guidance* ● **HM Government:** *Channel Duty Guidance* ● **DfE Guidance Portal:** *Educate Against Hate* (educateagainsthate.com) ● **Counter-Terrorism Policing:** *ACT Early* (actearly.uk) ● **Stafford Grammar School:** *Radicalisation and Extremism Risk Assessment* (appended to this policy)

Honour-based Abuse

So-called 'honour-based' abuse (HBA) encompasses incidents, threats or crimes which have been committed to protect or defend the "honour" of the family and/or the community. HBA is abuse regardless of motivation, culture, or tradition, and must always be handled as a serious safeguarding issue.

HBA practices include, but are not limited to:

- **Female Genital Mutilation (FGM):** All procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons.
- **Forced Marriage:** A marriage in which one or both spouses do not (or, in the case of children/individuals with impaired capacity, cannot) consent to the marriage, and pressure, coercion, or abuse is used. Forced marriage is a **specific criminal offence**.
- **Breast Ironing / Flattening:** The process of massaging or pressing a young girl's breasts using hard or heated objects to stop or delay development.
- **Other Practices:** Coercive control, physical assault, enforced social isolation, threats of violence, abduction, or forced return to a country of origin.

HBA often involves a wider network of family or community members and multiple perpetrators. Staff must exercise extreme caution:

- **The One Chance Rule:** Staff may have only **one opportunity** to identify indicators and take action to protect a child. Concerns must be escalated immediately to the Designated Safeguarding Lead (DSL).
- **Do NOT Contact Family / Community:** Staff must **never** attempt to mediate, contact the child's family, or involve community leaders regarding HBA, Forced Marriage, or FGM concerns. Doing so escalates the risk of immediate harm, enforced movement, or abduction abroad.

FGM

FGM typically affects girls between ages 5 and 8, but can occur at any age from infancy to young adulthood. While prevalent in specific communities across parts of Africa, the Middle

East, and Asia, **FGM is a safeguard and child abuse issue, not a cultural or religious matter.** FGM is not supported or mandated by any religious faith.

Indicators of FGM Risk or Occurrence

At-Risk Indicators: ● Family background originates from an FGM-practising community or an older sibling/relative has undergone FGM; ● Child refers to a "special ceremony," "becoming a woman," or going abroad to "get ready for marriage"; ● Requests for extended absence prior to school holidays, or vague/fearful responses regarding travel plans; or ● Parents become aggressive, uncommunicative, or secretive when questioned about holiday plans.

Indicators that FGM has occurred: ● Prolonged absence, secrecy, or sudden emotional withdrawal/subdued demeanour following a holiday; ● Expressing pain, discomfort, or difficulty when sitting down or moving; ● Persistent avoidance of PE/sports or reluctance to change clothes; ● Frequent or unusually prolonged visits to the toilet, or recurring urinary tract infections (UTIs); ● Severe menstrual issues or extended absence during periods; ● Expressing that someone did something to them that they are forbidden to talk about; or ● Direct disclosure by the child.

Statutory Mandatory Reporting Duty for FGM

Under Section 5B of the *Female Genital Mutilation Act 2003* (as amended by the Serious Crime Act 2015):

If a teacher visually identifies that FGM has been carried out on a pupil under 18, or if a pupil under 18 discloses to a teacher that she has undergone FGM, the teacher has a **direct personal statutory obligation to report it to the Police (via 101 or 999)** by the close of the next working day. In addition to notifying the Police, the teacher must inform the DSL immediately to ensure local multi-agency procedures are activated. Staff must not carry out any physical examinations.

Links to Missing Pupils & Attendance Protocols

In conjunction with the school's **Children Missing Education (CME) Policy:** ● Where a pupil is unexpectedly absent, repeatedly missing, or taken abroad (especially prior to school holidays), staff and the DSL must consider potential underlying HBA motivations (e.g., risk of forced marriage or FGM abroad). ● Urgent referrals will be made to **Staffordshire Children's Social Care (Families Integrated Front Door)** and the **FMU (Forced Marriage Unit)** where risk of removal from the UK is suspected.

Prevention, PSHE & Curriculum Support

At Stafford Grammar School (including Stafford Prep School), education regarding tolerance, equality, and protection against hateful or coercive practices is delivered through our PSHE/SMSC curriculum and membership in the Safer Schools initiative.

This includes age-appropriate sessions delivered in partnership with **Communities Against Crimes of Hate (CACH)** and vetted resources from: ● **Educate Against Hate:** educateagainsthate.com ● **CEOP Thinkuknow:** thinkuknow.co.uk ● **UK Safer Internet Centre:** saferinternet.org.uk ● **Foreign, Commonwealth & Development Office (FCDO) Forced Marriage Unit:** 020 7008 0151 (fmu@fcdo.gov.uk)

Forced Marriage

Forcing any person to marry is a severe criminal offence. An arranged marriage is lawful because both parties give full and free consent. A **forced marriage** occurs where full and free consent is absent, and violence, threats, or coercion (physical, psychological, or emotional) are used.

Statutory Age Standard (Marriage and Civil Partnership Minimum Age Act 2022)

Since February 2023, it is an **absolute crime to carry out any conduct designed to cause a child under 18 to marry**, regardless of whether violence, threats, or coercion are used. This applies to non-binding, religious, or unofficial ceremonies as well as legal marriages.

Safeguarding Response in Forced Marriage Cases

- Concerns must be reported to the DSL immediately.
- The DSL will make immediate contact with:
 1. **Staffordshire Children's Social Care (Families Integrated Front Door - SFIFD);**
 2. **Staffordshire Police** (Emergency 999 or 101); and
 3. **The Forced Marriage Unit (FMU):** 020 7008 0151 (fmu@fcdo.gov.uk).
 4. **One Chance Rule:** Staff must recognize that they may only have one opportunity to act. Contacting family members can lead to honour-based violence, abduction, or forced movement abroad. Refer to the *Forced Marriage Unit Survivors' Handbook* for operational protocols.

The Modern Slavery Act (2015)

Modern slavery encompasses human trafficking, servitude, forced labour, sexual exploitation, and forced criminality (such as County Lines drug exploitation).

Under the **Modern Slavery Act 2015**, public authorities and educational institutions must remain vigilant to signs of child exploitation and trafficking:

Staff who suspect a pupil is a victim of modern slavery, servitude, or trafficking must notify the DSL immediately. The DSL will report concerns to Staffordshire Children's Social Care and the **National Crime Agency (NCA)** on **0370 496 7622**. The DSL will ensure a formal referral is submitted via the Home Office National Referral Mechanism (NRM) portal. **Child consent is not required** for an NRM referral or police notification.

Children who have been the victims of abuse

Children who have been the victims of abuse or have witnessed violence or trauma may need additional support and care in order to develop their self-esteem. Their behaviour may be challenging and Stafford Grammar School will endeavour to support the pupil in a number of ways:

- Appropriate curriculum

- Maintaining an ethos promoting a positive, secure and supportive environment to build pupil self esteem
- Ensuring that the Behaviour Policy provides support for vulnerable pupils
- Liaison with other agencies and professional services (e.g., Child and Adolescent Mental Health Services (CAMHS) etc.
- Ensuring that if any child on the Child Protection register leaves Stafford Grammar School that their information is transferred to the new school and the child's social/case worker is informed. If no explanation for leaving is given, the school will inform the LEA.

Cybercrime

Cybercrime is criminal activity committed using computers, digital devices and the internet. Under **Keeping Children Safe in Education (KCSIE)** and the **Computer Misuse Act 1990**, staff must remain alert to pupils who may deliberately or inadvertently become involved in cyber-dependent offences.

Classifications of Cybercrime

Cyber-Dependent Crimes: Offences that can **only** be committed using a computer or computer network. These include:

- **Unauthorised Access (Hacking):** Accessing systems without permission (e.g., attempting to access school servers to obtain exam papers, alter attendance records, or modify grades);
- **Denial of Service (DoS / DDoS) Attacks ("Booting"):** Overwhelming a computer, network, or school website with artificial web traffic to make it unavailable; and
- **Malware Creation or Deployment:** Creating, obtaining, or spreading malicious software (e.g., ransomware, spyware, viruses, botnets, or remote access trojans) to compromise networks.

Cyber-Enabled Crimes: Traditional crimes executed at scale and speed online (e.g., online fraud, purchasing illegal substances online, cyberbullying, harassment, or Child Sexual Exploitation and Abuse).

Identifying Vulnerability & Early Intervention

Pupils with an advanced interest, aptitude, or skill set in computing and technology can sometimes drift into cyber-dependent crime without fully appreciating the legal consequences.

Where staff identify a pupil displaying concerning technical behaviours or illegal online activity, they must report the concern immediately to the Designated Safeguarding Lead (DSL).

Referral to the Cyber Choices Programme

When a child is identified as being at risk of—or engaging in—low-level cyber-dependent offences, the DSL (or Deputy DSL) will consider making a referral to **Cyber Choices**.

Cyber Choices is a nationwide policing initiative led by the **National Crime Agency (NCA)**, supported by the Home Office, and delivered by Regional Organised Crime Units (ROCs) and local police forces.

Objective: To intervene early, educate young people on the Computer Misuse Act 1990, and divert their technical capabilities towards positive, lawful, and career-oriented pathways (e.g., ethical hacking, cybersecurity, and coding).

Scope Limits: Cyber Choices **only** applies to cyber-dependent offences. It does **not** cover cyber-enabled crimes (such as fraud or online child sexual abuse), online harassment, or general online safety concerns. These must be escalated through standard child protection pathways (Children's Social Care / Police).

Reporting Pathway for Cybercrime

1. Staff report the concern to the DSL via standard safeguarding software.
2. The DSL submits a referral to the regional Cyber Choices team (via the National Crime Agency or local Regional Organised Crime Unit).
3. If the activity involves serious network damage, extortion, or cyber-enabled harm, the DSL will report the matter directly to **Staffordshire Police** and **Action Fraud**.

Mental Health

All staff should be aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, signs of an eating disorder, suicidal ideation or suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. School staff fulfil four key roles:

1. Promoting good mental wellbeing and preventing the onset of mental illness.
2. Observing pupils and identifying early those who may be experiencing mental health problems or being at risk of developing one
3. Ensuring early targeted support is provided
4. Liaison with/referral to specialist services where needed

If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which education staff are well placed to recognise.

These could include: • significant changes in behaviour, • ongoing difficulty sleeping, • withdrawing from social situations, • not wanting to do things they usually like, and • physical signs of self-harm or neglecting themselves.

Schools should ensure that any interventions they offer are evidenced as safe and effective and appropriate for the need and phase of education.

If staff have a concern about a child's mental health that is also a safeguarding concern, they should follow their child protection policy and speak to the DSL or deputy. If staff feel that a child is in danger, they should call 999 or arrange for them to be taken to A&E immediately by a parent/carer or other suitable person. If a child needs help urgently for their mental health, but it's not an emergency, staff can get help from NHS 111 online or call 111 and select the mental health option.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

Stafford Grammar School aims to prevent mental health problems by promoting resilience as part of a whole school approach to social and emotional wellbeing, through a variety of strategies including Life and Wellbeing lessons, the Tutor programme, assemblies and access to our school nurse, etc.

Our fully qualified school nurse is particularly knowledgeable and skilled in promoting wellbeing and mental health and in supporting pupils and staff with mental health support and signposting. Several members of staff have achieved mental first aid qualifications.

Useful advice and guidance:

Mental health and behaviour in schools

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Promoting children and young people's emotional health and wellbeing

<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

Children with special educational needs and disabilities

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges.

Additional barriers could exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- ***Children with SEND are more prone to peer group isolation than other children;***
- ***The need for intimate care;***
- Children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing signs; and
- Communication barriers and difficulties in overcoming these barriers.

Safeguarding children with medical conditions

The fact that there has been an incident relating to the management of a child or young person's medical condition (including allergies) would not in and of itself warrant a referral to local safeguarding partners. A safeguarding referral would only be needed where an incident highlighted concern that the child or young person might be at an increased risk of being neglected, abused or exploited by persons inside or outside of their family unit because of their medical condition. This might occur where relevant information about a child or young person's medical condition is not provided to a school, college or setting, or where they are repeatedly sent without essential medication, thereby putting the individual at risk. Further information is

provided in our statutory guidance on supporting Pupils at School with Medical Conditions and Allergy safety in schools. Statutory guidance about the support that pupils with medical conditions and allergies should receive at school.

Children absent from or not receiving a suitable education (including children missing in education and runaways)

This section of the Safeguarding Policy should be read in conjunction with the school's Missing Child Policy.

Safeguarding Procedures must always be implemented if there is a child protection concern regarding the missing child.

Children who are not receiving suitable education are potentially exposed to higher degrees of risk, and this can include engagement in anti-social or criminal behaviour, social disengagement and/or sexual exploitation, child criminal and sexual exploitation and county lines.

Groups At Heightened Risk of Absence or Dropping Out of Education

Staff must maintain heightened vigilance for pupils within vulnerable categories, including:

- Pupils at risk of forced marriage, FGM, HBA, or human trafficking;
- Looked After Children (LAC), children in private fostering arrangements, or unaccompanied asylum-seeking/refugee children;
- Children living in women's refuges, homeless families in temporary/B&B accommodation, or transient/mobile families;
- Pupils with long-term medical or mental health needs, complex SEND without a suitable school place, or those on personalised/part-time learning plans;
- Young people who have committed offences or are returning from youth custody;
- Children from Gypsy, Roma, or Traveller backgrounds where alternative provision is not in place, young carers, or teenage parents;
- Pupils permanently excluded, informally excluded/placed on part-time timetables, or those moving between independent and state sectors; and
- Pupils removed from roll or absent following unapproved extended holidays abroad.

Absence Reporting & Absence Monitoring Procedures

Stafford Grammar School maintains robust daily registration protocols to identify absent, missing, or runaway pupils immediately.

Daily First-Day Contact Procedure

1. **Parent Notification (by 9:00 AM):** Parents/carers must notify the school by 9:00 AM if their child will be absent that day.
2. **First-Day Response:** If no notification is received, the School Receptionist/Attendance Officer contacts the parent/carer directly via phone/SMS.

3. **Emergency Contact Escalation:** If primary contacts are unreachable, staff systematically contact all alternative emergency numbers listed on the pupil's file. **Schools must hold a minimum of two emergency contact numbers for every pupil.**

Escalation Procedures for Uncontactable / Missing Pupils

If the pupil is subject to a Child Protection (CP) Plan, Child in Need (CIN) Plan, or is otherwise deemed vulnerable, the Designated Safeguarding Lead (DSL) will notify **Staffordshire Children's Social Care (Families Integrated Front Door - SFIFD)** and/or **Staffordshire Police** on **Day 1**.

Days 1 to 3 (Investigative Steps): School staff conduct reasonable enquiries, including checking with peers, checking updated contact details, attempting home visits, and verifying emergency contacts.

Day 3 (Safeguarding Assessment): If contact cannot be established and the pupil's whereabouts remain unconfirmed by Day 3, the DSL reviews the case for escalation to Children's Social Care or Police.

Statutory CME Reporting: The school informs **Staffordshire County Council's Children Missing Education (CME) Team** as soon as a pupil has been absent without authorization for 10 consecutive school days (or earlier if safeguarding concerns exist).

International Absences & Overseas Duress Protocol

If a parent/carer claims during absence checks that a pupil is receiving education overseas and offers to put the pupil on the phone:

- **Do NOT accept the phone call as confirmation of safety.** The child may be acting under duress, or staff may be speaking to another individual.
- Inform the parent that the pupil remains recorded as absent from UK education and must present in person to the nearest **British Embassy or High Commission** to confirm their safety and well-being.
- Inform the DSL immediately to alert Children's Social Care, the Police, and (if applicable) the **Forced Marriage Unit (FMU)**.

Return to School Interviews & Ongoing Support

When an absent or missing child returns to school a formal Return to Education interview must be conducted by the DSL, pastoral team, or Headteacher with the pupil and parents/carers. The purpose of this meeting is to identify the root causes of the absence, assess whether abuse, neglect, or exploitation occurred during the absence, and establish a reintegration plan. Patterns of repeat absence or truanting must be monitored carefully, as persistent absenteeism is a key indicator of underlying harm or exploitation.

Children who need a Social Worker (Child in Need and Child Protection Plans)

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

The DSL (and deputies) maintain a log of children with a social worker so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Review of children in need

<https://www.gov.uk/government/publications/review-of-children-in-need/review-of-children-in-need>

Looked after children/children in care and previously looked after children

Looked after and previously looked after children (LAC and PLAC) are particularly vulnerable groups of children. Stafford Grammar School is committed to taking prompt, proactive action to promote their safety, well-being, and academic achievement.

Definitions

Looked After Children (LAC): Children accommodated by, or provided with care/accommodation by, a Local Authority under Section 20 or Section 31 of the *Children Act 1989*.

Previously Looked After Children (PLAC): Children who are no longer looked after because they were discharged from care through an **Adoption Order**, a **Special Guardianship Order (SGO)**, or a **Child Arrangements Order (CAO)**.

Statutory Governance & Designated Teacher Role

In accordance with statutory guidance (*The Designated Teacher for Looked-After and Previously Looked-After Children*):

- **Designated Teacher Appointed:** The Governing Body ensures that a designated member of staff (working alongside the DSL) is appointed to hold responsibility for promoting the educational achievement and safeguarding of LAC and PLAC. This role is maintained continuously, regardless of whether a looked-after child is currently on roll. In Stafford Grammar School, the DSL holds responsibility for this.
- **Staff Training & Skills:** Governors ensure the Designated Teacher and wider staff receive appropriate training on attachment theory, early developmental trauma, and the mental health needs common among children with care experiences.
- **Statutory Guidance:** The school adheres to HM Government guidance: *Promoting the education of looked-after children and previously looked-after children*.

Operational & Safeguarding Responsibilities

Where LAC or PLAC are on roll at Stafford Grammar School, the Designated Teacher and Safeguarding Team will:

- Maintain up-to-date assessment data, the most recent Local Authority Care Plan, details of parent/carer contact arrangements, and delegated authority limits for carers. Information is shared with staff strictly on a "need-to-know" basis to preserve confidentiality while ensuring safety.
- Lead on creating and termly reviewing the statutory **Personal Education Plan (PEP)** for each looked-after child, in close partnership with the child, carers, social worker, and the relevant **Virtual School Head (VSH)**.
- Coordinate the effective use of PP+ funding to support the academic progress and pastoral needs of eligible pupils.
- Immediately report any unexplained absence of a looked-after child to their allocated Social Worker and Virtual School Team on **Day 1**.

The Voice of the Child (Staffordshire Virtual School Principles)

Stafford Grammar School embeds the core principles identified by Staffordshire Virtual School pupils. Staff working with LAC/PLAC are expected to:

- **Be Available:** Take the time to build trusting, consistent relationships.
- **Notice & Listen:** Be alert when a pupil is upset, angry, or overwhelmed, and offer immediate support.
- **Avoid Stigmatisation:** Understand that having a care background does not mean a pupil wants to be treated differently from their peers.
- **Understand Care Experiences:** Recognize that early trauma and attachment disruption significantly impact current and future behaviours, emotional regulation, and learning—even when the child may not consciously realize it.

Private Fostering

In accordance with the **Children Act 1989**, the **Children Act 2004**, and the **Education (Pupil Registration) (England) Regulations**, Stafford Grammar School has a legal obligation to record private fostering arrangements on the school admissions register and report them immediately to the Local Authority.

Definition of Private Fostering

A **private fostering arrangement** is one where a child/young person under 16 years of age (or under 18 if disabled) is cared for, and provided with accommodation by, someone **other than a parent or legal relative**, where the arrangement is intended to last—or has lasted—for **28 consecutive days or more**.

Under Section 105 of the *Children Act 1989*, a "**relative**" is strictly defined as a: ● Grandparent; ● Brother or sister; ● Uncle or aunt (whether by full blood, half blood, or marriage/civil partnership); or ● Step-parent (a person married to/in a civil partnership with the child's parent).

Important Distinction: Arrangements involving extended family members **not** listed above (e.g., cousins, great-aunts, great-grandparents) or family friends constitute private fostering if they reach or exceed 28 days. This applies **regardless of whether financial payment is involved**.

Vulnerability & Risk Context

Private foster carers are not formally assessed, approved, or registered prior to taking in a child. Parents arranging private care often do not have access to Disclosure and Barring Service (DBS) checks or official safeguarding vetting, placing privately fostered pupils in a potentially vulnerable position.

Common scenarios in independent schools that may constitute private fostering include: ● Host families accommodating overseas pupils during term time or holidays for 28 days or more; ● Pupils staying long-term with a friend's family due to parental illness, separation, or work commitments abroad; or ● Teenagers living independently with boyfriend/girlfriend families.

Statutory Duty to Report & School Responsibilities

The Local Authority (**Staffordshire Children's Social Care / MASH**) has a legal duty to assess the suitability of any private fostering arrangement to ensure the child's safety and well-being.

Staff Responsibilities

Staff must remain alert to signs that a child is living in a private fostering setup (e.g., updates to emergency contacts, different adults collecting the child, or changes in home address). Staff who become aware of or suspect a private fostering arrangement must notify the Designated Safeguarding Lead (DSL) **immediately**.

DSL & School Action

1. **Admissions Register Updates:** The DSL ensures that the pupil's admissions record on the school database reflects the host carer's details and full legal parentage.
2. **Local Authority Notification:** The DSL has a statutory obligation to report the arrangement directly to **Staffordshire Children's Social Care (Families Integrated Front Door - SFIFD)** without delay.
3. **Ongoing Monitoring:** The DSL and pastoral team will monitor the pupil's attendance, emotional well-being, and academic progress, liaising with the Local Authority social worker assigned to evaluate the arrangement.

Young Carers

Schools should be alert to the needs of young carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing. Early identification is essential to ensure young carers receive support at the right time and by the appropriate services including additional support from external partners, or local authority and health services.

Host Families and Home Stay During Exchange Visits

Stafford Grammar School does not routinely organise foreign exchange visits or host family (homestay) arrangements. However, if the school organizes, facilitates, or sponsors any care and accommodation for pupils in a host family setting (in the UK or abroad), the following statutory safeguards will apply in full accordance with *Keeping Children Safe in Education* (KCSIE).

1. UK Host Families (School-Organized)

Where the school arranges for a visiting pupil to stay in a UK home with a host family to whom they are not related (or engages an agency to do so):

- Adults in the host household responsible for the child are engaging in **Regulated Activity**. As the Regulated Activity Provider, the school must obtain an **Enhanced DBS certificate with Barred List check** for all adults acting as host parents.
- In accordance with KCSIE, the school will also request an **Enhanced DBS check** (without barred list) for all other individuals aged 16 or over residing in the host household.
- Where parents or pupils arrange their own accommodation independently without school involvement, the school is not the Regulated Activity Provider, though general safeguarding risk assessments for the trip remain required.

2. Overseas Host Families

When UK pupils are placed with host families abroad:

- DBS checks cannot be conducted on foreign nationals residing overseas.
- The school will establish formal safeguarding protocols with partner schools/organisations abroad to verify that robust vetting and accommodation checks have been conducted under local laws.
- Staff will consult the relevant Foreign Embassy or High Commission where necessary to verify local vetting standards.

3. Extended Homestays & Private Fostering

Where a UK homestay for an overseas pupil under 16 (or under 18 if disabled) extends to **28 consecutive days or more**, this constitutes a **Private Fostering arrangement**. In such cases, the Designated Safeguarding Lead (DSL) will notify **Staffordshire Children's Social Care** in accordance with statutory obligations.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

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

School Response & Escalation Protocols

- **Immediate Emergency Action:** If an abduction attempt or active threat occurs, staff must call **999 immediately** and notify the Designated Safeguarding Lead (DSL).

- **Community & Police Liaison:** The DSL will report suspicious loitering or approaches to **Staffordshire Police** (via 101 or 999) and inform Staffordshire Local Authority to ensure local school safety networks are alerted.
- **Parental Responsibility & Legal Orders:** Where family abduction is a known risk, parents/carers must provide the school with copies of relevant legal orders (e.g., *Child Arrangements Orders*, *Prohibited Steps Orders*, or *Injunctions*). Staff cannot prevent a parent with Parental Responsibility from collecting a child unless a legally binding court order or police direction is in place.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Stafford Grammar School provides outdoor safety lessons as part of the Life and Wellbeing Programme. These lessons focus on building children's confidence and abilities rather than simply warning them about all strangers.

Further information is available at:

www.actionagainstabduction.org and www.clevernevergoes.org.

Children and the Court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5-11-year-olds and 12-17-year-olds:

www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds

www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds

The guides explain each step of the process, support and special measures that are available.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Stafford Grammar School understands the stress that these circumstances can cause for its pupils and will seek to support pupils throughout the school day, providing flexibility where necessary and access to the school nurses when needed.

Children with Family Members in Prison

Stafford Grammar School recognises that these children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The school will be alert to these children's needs, provide the support available in school and seek external support for these children if needed through the local partnership arrangements referral procedures.

Homelessness

Homelessness, being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt,

rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

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

Safeguarding Pupils' confidentiality and protecting against suspicious telephone calls

In order to protect children from suspicious contact made with the school, no change to pupils' details (including medical details) will be taken over the telephone. Changes to pupils' details must be in writing and delivered in person by the parent/guardian or the child themselves. Pupils' details are not to be discussed over the telephone when the origin of the call is uncertain i.e., staff should make every effort to be sure that they are speaking to the parent/guardian.

Pupils in work placements

The careers lead organises work experience of one week for Year 11 pupils with insurance provision. No pupil undertakes long-term work experience. All reasonable safeguards are taken such as visiting Year 11 pupils while working and setting up the placements formally.

Some pupils also undertake Volunteering in the Community for the Duke of Edinburgh's Award or as part of their sixth form programme.

The pupils are aware of which teacher to contact if a problem or uncomfortable situation occurs. (See Work Experience Policy for more details)

Alternative Provision

When placing a pupil with an alternative provision provider, the school retains overall responsibility for the pupil's safeguarding and welfare, including knowing their exact location during school hours.

Before Approving a Placement:

- We will satisfy ourselves that the provision is suitable for the pupil's age, ability, aptitude, SEND, and safeguarding needs by evaluating the environment, staffing, behaviour management, and child-specific risks.
- We will obtain written confirmation from the provider that all appropriate safeguarding checks have been completed for their staff, alongside written assurance that they will notify us of any staffing changes.

- We will carry out our own due diligence and maintain full records of the primary site address, as well as any subcontracted or satellite sites the pupil may attend.
- We will assess and manage any safeguarding risks associated with transport to and from the provision.
- Appropriate safeguarding information—including known risks, vulnerabilities, SEND details, risk assessments, and support plans—will be shared with the provider prior to placement.

Ongoing Oversight and Attendance:

- Named safeguarding contacts will be identified in both settings to ensure prompt communication regarding concerns, incidents, and attendance.
- The AP provider must notify the school by **10:00 AM** if a pupil fails to attend, triggering the school's missing pupil procedures. Unexplained absences, reduced attendance, or welfare concerns will be actively followed up within a wider safeguarding context.
- We will maintain active oversight of the pupil's attendance, welfare, and engagement, conducting formal reviews of the placement at least **half-termly**.

Safeguarding Reviews: Where safeguarding concerns arise, the placement will be immediately reviewed and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.

Use of school premises for non-school activities

Where school premises/facilities are hired or rented out to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) Stafford Grammar School will ensure that appropriate arrangements are in place to keep children safe.

When services or activities are provided under the direct supervision or management of school staff, the school's arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. The school will therefore seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The school will also ensure safeguarding requirements are included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. The school will expect that providers follow the guidance on Keeping children safe in out-of-school settings.

School Transfers

Stafford Grammar School is legally required to inform the Local Authority about the details of:

- All children and young people admitted to or removed from the roll of their school;
- Any children and young people who have been out of school without the schools' permission (i.e., marked unauthorised absence) for a continuous period of 10 school days or more;
- Any child who is absent regularly;

- Any children and young people on part-time education arrangements;
- Any child taken out of school to be educated by their parents or outside the school system e.g., home education (where this is the parents' intention it is recommended that LAs, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker).
- Any child who has ceased to attend school and no longer lives within a reasonable distance of the school at which they are registered
- Any child whom has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that they will be returning to school at the end of that period; or
- They have been permanently excluded.

If a pupil fails to attend on an agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going absent from education.

The grounds for deleting a pupil from the school roll will be recorded and the LA will be informed. We also inform the LA within 5 working days of a new pupil joining the school roll. It is essential that this happens so that the local authority can identify children of compulsory school age who are not receiving an education and who might be at risk of abuse or neglect.

Use of mobile phones, cameras, iPads and digital media

Stafford Grammar School maintains strict protocols regarding the capture, storage, and use of digital images and personal electronic devices to protect pupil safety, privacy, and well-being.

1. Photography, Media & Image Consent

Photographs and video recordings are taken to celebrate pupil achievement, support developmental learning, and populate school displays and educational resources.

Images and videos of pupils are taken and published (including on the school website, social media, prospectus, or local press) strictly in accordance with written parental consent obtained upon admission. Consent may be updated or withdrawn by parents/carers at any time in writing.

Images will never be taken or published that could cause distress, embarrassment, or be deemed demeaning to a pupil.

All digital photographs and video recordings taken for official school purposes must be stored on secure, access-restricted school network drives. Personal storage media or unauthorized personal cloud accounts are strictly prohibited.

This policy operates alongside the school's *ICT Acceptable Use Policy* and *Data Protection Policy*.

2. Pupil Use of Mobile Phones

Stafford Grammar School does not permit pupils (except Sixth Form students) to use mobile phones during school hours. If pupils need to bring a mobile phone to school, they are expected to lock it in their allocated phone pouch or hand it in to the school office upon arrival and collect it at the end of the school day. Pupils found to be in possession of a mobile phone will have it confiscated until the end of the school day and will receive a school sanction.

In the Sixth Form, students are allowed to have their mobile phone with them and to use it in designated areas, such as the Sixth Form Common Room or their destination classroom at break time or between lessons. Sixth Form students are required to sign a code of conduct which includes reference to not accessing inappropriate sites (i.e., those that would be blocked by a school filter).

2. Staff Use of Personal Devices & School Technology

To uphold professional boundaries and prevent safeguarding risks, staff are not permitted to use personal equipment (including personal mobile phones, tablets, or cameras) to photograph or record pupils. All images must be captured using official school-owned devices (e.g., school iPads or digital cameras). Staff are discouraged from using personal mobile phones during teaching time or while supervising pupils during regulated activities. Personal mobile phones must remain on silent during working/duty hours. Photos captured on school-owned iPads or cameras must be transferred to the secure school network and deleted from the capturing device at the earliest opportunity.

3. Early Years Foundation Stage (EYFS) Setting

In compliance with the statutory *Early Years Foundation Stage (EYFS) Framework*, heightened security controls govern mobile phones and personal digital media in the EYFS setting:

- **Prohibition of Personal Mobile Phones:** Staff, pupils, volunteers, and visitors are strictly prohibited from using personal mobile phones, smartwatches with camera/messaging capability, or video-enabled devices in the EYFS environment.
- **Storage of Personal Devices:** Personal mobile devices must be switched off or placed on silent and stored securely in designated staff lockers/secure office areas during working hours. Personal devices must not be carried in pockets or left visible in EYFS rooms.
- **Cameras & EYFS Learning Journeys:** Staff must never use personal cameras in EYFS. Observations and learning journey evidence must be recorded exclusively on secure, school-issued EYFS iPads.
- **Marketing & Portraits:** Any official photography for marketing or formal pupil portraits will be conducted using school equipment or approved professional photographers under direct supervision, subject to explicit parental consent.
- Full guidelines are set out in the detailed *EYFS Policies*

E-Safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material. Stafford Grammar School adopts a whole school approach to online safety to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

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, disinformation, misinformation, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism, extreme sexual or physical violence and conspiracy theories. (Disinformation is the deliberate creation and spread of false or misleading content, such as fake news. Misinformation is the unintentional spread of this false or misleading content).
- **contact:** being subjected to harmful online interaction with other users or generative AI applications that simulate this; 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 (e.g., consensual and non-consensual sharing of nudes and semi-nudes, including those generated using AI, and/or pornography), sharing other explicit images and online bullying;
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If pupils or staff are at risk it should be reported to the Anti-Phishing Working Group <https://apwg.org/>

Internet gaming, various apps and social media can be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arranging to meet them. Video apps have the potential to be abused by people who bully youngsters into behaviour that is filmed and displayed online which also leaves them vulnerable to blackmail by those who have filmed them.

Staff are aware of the risks posed by COM Networks (Communication Networks), which may use social media, messaging platforms, gaming environments and other online spaces to groom, coerce, exploit or manipulate children. Concerns that a child may be involved with, or targeted by, a COM Network will be treated as a safeguarding concern and responded to in accordance with this policy.

The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with pupils at this school. Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. Recent legislation makes it an offence to ask young people to send inappropriate pictures of themselves via computers and mobile devices.

Pupils can engage in or be a target of bullying using a range of methods including text and instant messaging to reach their target. Mobile phones are also used to capture violent assaults of other children for circulation. Sharing of nudes and semi-nudes has become a frequent occurrence, as has the posting of pictures on the internet. The sending of images and messages via the internet has the potential for misuse in the context of bullying and the collection of

'followers' or 'likes', and the act of 'following' others is of particular concern as young people do not always know their contacts personally. The technology changes rapidly, and we need to be aware of constant change, and changing trends.

The best protection is to make pupils aware of the dangers through curriculum teaching particularly PSHE and sex and relationship education. E-safety issues i.e., the use of mobile phones and social media, will also be covered in relevant areas of the curriculum, and legal aspects of sending inappropriate forms of communications will also be taught.

In accordance with the *Searching, Screening and Confiscation Policy*, electronic devices can be obtained for investigation purposes, without consent with the likelihood of them being sent to the police. This will be applicable to all devices held by pupils.

Pupils in Year 7 they complete an age-appropriate on-line course about on-line safety and the topic is frequently revisited in lessons, assemblies and in form time.

Protection is Prevention

- Software (Smoothwall) is in place to minimise access and to highlight any person gaining access to inappropriate sites or information. Whilst it is essential to ensure appropriate filters and monitoring systems are in place, we are careful that 'over-blocking' does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- The DSL and IT Manager meet regularly to review Smoothwall reports and any actions needed and to review the effectiveness of filtering and security protection.
- Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the schools Designated Safeguarding Lead should be informed immediately)
- Pupils should not give out their personal details, phone numbers, schools, home address, computer passwords etc.
- Pupils should adhere to the school policy on mobile phones which requires them to leave their mobile device in the main school office during the school day.
- Pupils who abuse technology and are found to have inappropriate material on their mobile devices are likely to be suspended from school.

The Safeguarding Team will address new parents to the school on a biennial basis to inform them and advise about current concerns and trends as part of a safeguarding awareness information evening. Regular on-line safety newsletters are communicated to parents.

All staff are aware that they must follow usual safeguarding procedures and reports if:

- they witness or suspect unsuitable material has been accessed
- they can access unsuitable material
- they are teaching topics which could create unusual activity on the filtering logs
- there is failure in the software or abuse of the system
- there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks
- they notice abbreviations or misspellings that allow access to restricted material

Stafford Grammar School will conduct an annual review of their approach to on-line safety, supported by an annual risk assessment that considers and reflects the risks faced by pupils.

Sharing of Nude and Semi-Nude Images (Youth Produced Sexual Imagery)

All incidents involving the making, creating, or sharing of nude or semi-nude images or videos—**whether consensual or non-consensual, real or AI-generated**—are recognized as child protection concerns and require an immediate safeguarding response.

- **Zero Tolerance & Non-Criminalisation:** Such incidents will never be treated merely as a breach of school rules or passed off as "harmless banter". Staff must follow the school's safeguarding procedures rather than taking a purely disciplinary approach.
- **Statutory Guidance Alignment:** The school responds to all reports in accordance with the UKCIS guidance, *Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People*.
- **Immediate Action:** Staff must **not** view, download, print, copy, or share the image(s). The device should be secured, and the incident reported immediately to the Lead DSL.
- **Searching & Confiscation:** Any search of a pupil or confiscation/examination of an electronic device will strictly adhere to the DfE *Searching, Screening and Confiscation Advice for Schools*.

Safeguarding and Generative Artificial Intelligence (AI)

The school recognises the evolving landscape of digital technologies, including the growing use of **Generative Artificial Intelligence (AI)** tools. In line with **Keeping Children Safe in Education (September 2025)** and the DfE guidance on 'Generative AI: product safety expectations', Stafford Grammar School's online safety provisions extend to the safe and responsible implementation of these technologies. Our filtering and monitoring systems, including Smoothwall, are continuously reviewed to ensure their effectiveness in mitigating risks associated with generative AI, such as the creation or access of inappropriate content. We are committed to supporting the safe use of these tools while ensuring robust safeguards remain in place to protect our pupils.

The Police and Staffordshire Safeguarding Children Partnership will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

In response to on-going concerns regarding Child Sexual Exploitation (CSE) in the Stoke-on-Trent and Staffordshire areas, the DSL and School Nurses give a talk to new parents regarding e-safety and preventing the exploitation of children on-line. As well as using the PSHE programme to address and educate everyone about the dangers facing young people today, the school's ICT team ensures that students are prevented from accessing inappropriate material and material that could cause radicalisation on line.

Managing Allegations Against Staff

Stafford Grammar School promotes an open, transparent culture where professional standards are constantly reinforced, and all concerns regarding adults working with children are addressed swiftly, confidentially, and in accordance with Part 4 of *Keeping Children Safe in Education (KCSIE)*. 1. Safer Working Practice & Preventing Misunderstandings. This section

applies to all adults working in or on behalf of the school, including teaching and non-teaching staff, supply teachers, trainee teachers, volunteers, and contractors.

Staff must maintain clear professional boundaries at all times and avoid situations where their actions could be misinterpreted or give rise to false allegations.

All members of staff and volunteers have a professional duty to report concerns about the conduct, whether current or historical, of other adults working in the school if there are indications that a child or children could be at risk of harm. Adults working in this school **must** raise any concerns about conduct or practice so that this can be addressed appropriately.

Code of Conduct & Operational Precautions

When working with pupils, staff must observe the following precautions:

- **One-to-One Working Environment:** Work in rooms with a glass panel in the door or leave the door open where possible. Ensure other staff are aware of the meeting and visit occasionally. (More details are available in the *One-to-one working with Pupil's* policy.
- **Avoid Private Contact Details:** Never share personal mobile numbers, personal email addresses, or personal social media handles with current pupils or ex-pupils under the age of 21.
- **Social Media & Communication:** Do not connect with, message, or "friend" pupils on personal social networking platforms. All communication must occur through official school channels.
- **Transporting Pupils:** Do not give pupils lifts home in personal vehicles unless prior written consent has been granted by parents and approved by the Headteacher/DSL.
- **Out-of-School Contact:** Do not arrange to meet pupils outside of official school activities or school hours.
- **Position of Trust (Sexual Offences Act 2003):** Under Section 16 of the *Sexual Offences Act 2003*, it is a criminal offence for anyone working in an education setting to engage in sexual activity with or have a sexual relationship with a pupil under 18, regardless of the legal age of consent.

Physical Intervention & Restraint

- **Physical Force:** Hitting, slapping, shaking, or any form of physical or emotional punishment is strictly prohibited.
- **Reasonable Force and Restrictive Interventions:** There are times when the use of restrictive interventions, including reasonable force and seclusion will be lawful and necessary; for example, to keep individuals and the wider school/college community safe. 'Reasonable' means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. advice for schools is available Restrictive interventions, including use of reasonable force, in schools If reasonable force and/or restrictive intervention is used, a record should be made and form part of the chronology on the child's safeguarding records and parents/carers informed at earliest opportunity. Consideration should be given to reflective discussions following the incident to debrief and understand the views of those involved, identify any lessons learned and recognise effective/good practice. We will regularly review and analyse all incidents involving reasonable force

and restrictive intervention to identify patterns, trends, triggers and any areas of concern. This analysis will be used to inform individual support plans, risk assessments, staff training needs and any necessary changes to practice, policy or the learning environment. The purpose of this review is to promote a culture of learning and continuous improvement, reduce the need for restrictive interventions and ensure that children are supported in the safest and most effective way possible. Any necessary physical restraint or action taken to prevent a child from harming themselves or others will be executed and recorded in strict accordance with the *Behaviour and Searching, Screening, and Confiscation Policies*. Parents/carers will always be informed on the same day.

Guidance Standard: All staff must adhere to the *Guidance for Safer Working Practice for Adults who Work with Children and Young People*.

Managing Allegations That Meet the Harm Threshold

An allegation meets the harm threshold if an adult working in or on behalf of the school has:

1. Behaved in a way that has harmed a child, or may have harmed a child;
2. Possibly committed a criminal offence against or related to a child;
3. Behaved towards a child or children in a way that indicates they would pose a risk of harm to children; or
4. Behaved or may have behaved in a way that indicates they may not be suitable to work with children (including behaviour in their personal life outside of school).

Allegations of abuse made against adults working in the school (i.e., allegations against teaching, non-teaching staff, supply staff, trainee teachers, volunteers, contractors, the Headteacher and the DSL), whether historical or current, must be reported immediately to the **Headteacher**.

Reports involving the Headteacher must be submitted directly to the **Chair of Governors**.

The Headteacher (or Chair of Governors) will contact the **Staffordshire Local Authority Designated Officer (LADO)** within 1 working day to discuss the allegation and determine next steps.

The Staffordshire LADO promotes a safer children's workforce by providing effective guidance, advice, and investigation oversight to cases. They may offer advice and assist with communication in situations which sit outside the statutory criteria, albeit at the discretion of the LADO and where the broader goals of a safer children's workforce are relevant.

The service will give advice on how concerns or allegations should be investigated, including if a referral should be raised with the Police and/or Children's Social Care. They are not directly responsible for investigatory activities but will actively support any investigation and give advice around a range of parameters including suspension, possible media interest, when to tell the adult, and ensure all interested parties are appropriately linked together. They will retain oversight of individual cases to ensure concerns or allegations are investigated thoroughly in a fair and timely manner, and will advise in relation to any subsequent duties to communicate with regulatory bodies and/or the DBS.

If a staff member feels unable to report internally, they may contact the LADO directly (Tel: 0300 111 8033), follow the school's *Whistleblowing Policy*, or call the **NSPCC Whistleblowing Helpline** (Tel: 0800 028 0285 | Email: help@nspcc.org.uk).

Following LADO consultation, the response may involve a Children's Social Care Section 47 investigation, a Police criminal investigation, or a single-agency school disciplinary investigation supported by Senior HR.

An offer to resign will not halt the investigation process or prevent an outcome from being reached.

If an individual is dismissed or resigns prior to dismissal due to a substantiated safeguarding concern, the school has a statutory duty to refer the case to the **Disclosure and Barring Service (DBS)** and, for teaching staff, the **Teaching Regulation Agency (TRA)**.

The following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient identifiable evidence to prove the allegation – the test being the balance of probability;
- **Malicious:** there is clear evidence to prove that there has been a deliberate act to deceive and the allegation is false;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** this is not the same as a false allegation. There is insufficient evidence to either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- **Unfounded:** there is no evidence or proper basis which supports the allegation. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively, they may not have been aware of all the circumstances.

If there has been a substantiated allegation against a member of staff, the school should work with the LADO (Designated Officer of Team of Officers) to determine whether there are any improvements to be made to the school or college's procedures or practice to help prevent similar events in the future.

Summary of the referral process for allegations about staff that meet the harms threshold:

Staff, DSL, Volunteers > Headteacher > LADO

Headteacher > Chair or Safeguarding Governor > LADO (without informing Headteacher)

Concerns That Do Not Meet the Harm Threshold (Low-Level Concerns)

Stafford Grammar School fosters a culture of openness where staff feel empowered to report any behaviour that causes unease or a "nagging doubt," ensuring potential risks are identified early.

A low-level concern is any concern—no matter how small—that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the *Staff Code of Conduct*, including inappropriate conduct outside of work; and does not meet the statutory harm threshold set out above.

Examples include: being over-friendly with pupils, showing favouritism, engaging 1-to-1 in secluded areas behind closed doors, using inappropriate/sexualized language, or taking photos of pupils on personal devices.

Concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Low-level concerns regarding staff, supply staff, volunteers, or contractors must be reported to the **Headteacher** (or Chair of Governors if regarding the Headteacher). Staff are encouraged to self-refer if they find themselves in a situation that could be misinterpreted or compromises professional standards.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

When investigating the concern, the Headteacher should collect as much evidence as possible by speaking directly to the person who raised the concern, unless it has been raised anonymously as well as to the individual involved and any witnesses.

The information collected will help to categorise the type of behaviour and determine what further action may need to be taken. All of this will be recorded along with the rationale for decisions and action taken.

If there is any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, the Headteacher should consult with their LADO.

Where a low-level concern relates to a person employed by a supply agency or a contractor, that concern should be shared with the Headteacher, and recorded in accordance with the school's low-level concern/staff code of conduct policy and their employer notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.

All low-level concerns will be documented in writing by the Headteacher, recording the context, details, reporter's name (confidential where requested), and action taken. Records will be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and the Data (Use and Access Act 2025)

The Headteacher regularly reviews the central low-level concerns log to identify patterns of problematic behaviour. If a series of low-level concerns demonstrates a cumulative pattern, the matter will be escalated to the LADO.

Low-level concerns that have not met the harm threshold and have not resulted in formal disciplinary action will **not** be included in employment references. Only substantiated safeguarding allegations will be disclosed.

Adults working in the school **must** follow the school's 'Whistle Blowing Policy' if they feel unable to follow standard procedures relating to an allegation against staff.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO directly by [completing this online form](#).

General guidance on whistle blowing can be found at this link

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 and the line is available from 8:00am to 8:00pm, Monday to Friday and Email: help@nspcc.org.uk.

It is crucial that any concerns are shared responsibly and with the right person, and recorded and dealt with appropriately and confidentially. This should also protect those working in school from potential false allegations or misunderstandings and create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour which are set out in the staff code of conduct are constantly lived, monitored and reinforced by all staff.

Duty of care

The welfare of a child is paramount and this will be the prime concern in terms of investigating an allegation against a person in a position of trust. However, when an allegation or safeguarding concern is being investigated it is likely to be a very stressful experience for the adult subject of the investigation, and potentially for their family members. SGS will offer appropriate welfare support at such a time and recognise the sensitivity of the situation. Information is confidential and should not ordinarily be shared with other staff or with children or parents who are not directly involved in the investigation.

In most cases the school will:

- manage and minimise the stress caused by the allegation
- inform the individual as soon as possible, explaining the likely course of action, guided by the LADO, and the police where necessary;
- advise the individual to contact their trade union representative, or a colleague for support;
- appoint a named representative to keep the person informed about progress of the case;
- provide access to counselling or medical advice where appropriate.
- not prevent social contact with work colleagues and friends, when staff are suspended, unless there is evidence to suggest this may prejudice the gathering of evidence.

Parents or carers of the child or children involved should be:

- formally told about the allegation as soon as possible. The case manager should consult the LADO and where involved children's social care and/or the police on what information can be disclosed;
- kept informed about the progress of the case, only in relation to their child - no information can be shared regarding the staff member;
- made aware of the requirement to maintain confidentiality and unwanted publicity about any allegations made against teachers in schools whilst investigations are in progress as set out in section 141F of the Education Act 2002.

The governors adopt the following procedure for dealing with allegations against staff and volunteers:

Quick resolution of the allegation must be a priority to all concerned. Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in employer references. Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Ceasing to use a person's services includes: dismissal; non-renewal of a fixed term contract; no longer engaging/ refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training or volunteering. It is important that reports contain as much evidence about the circumstances of the case as possible. Stafford Grammar School has a legal duty to respond to requests from the DBS for information that they hold already but they do not have to find it from other sources.

The school also has a duty to consider making a referral to the **Teaching Regulation Agency (TRA)** where a teacher has been dismissed (or would have been dismissed if he/she had not resigned) and a prohibition order may be appropriate. The school should also consider whether a referral to the TRA is appropriate when a settlement or compromise agreement has been entered into.

Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

If allegations have been made against a teacher and the welfare of a child is at stake, these concerns should be reported to children's social care in addition to the LADO (Designated officer or team of officers) and police.

The reasons such an order may be considered are: 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute', or a 'conviction at any time for a relevant offence. See further guidance on the TRA website.

Further advice can be found in the **KCSIE (September 2026)** document.

Reporting to the DBS:

Where a teacher is removed or removes themselves from regulated activity because they have harmed or pose a risk of harm to a child or vulnerable adult, or they have been cautioned or convicted of a relevant offence, the school has a legal duty to refer this to the DBS. Referrals should be made as soon as possible, and ordinarily on conclusion of an investigation, when an individual is removed from regulated activity.

The school will report to the DBS, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children, whether that person was dismissed or would have been dismissed.

(Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering).

Stafford Grammar School is aware that failure to take this action and make a report constitutes an offence. 'Compromise agreements' cannot be used to prevent a referral being made to the DBS when it is legally required nor can an individual's refusal to cooperate with an investigation.

Records should be preserved by schools which contain allegations of sexual abuse for IISCA (Independent Inquiry into Child Sexual abuse) for the term of the enquiry. All other records about allegations against staff should be retained until the accused reached pensionable age, or a period of ten years from the date of the allegation if that is longer.

In the EYFS setting any allegations against people working at the premises, or any other abuse alleged to have taken place on the premises should be reported to Ofsted as soon as is practicable and within 14 days at latest.

Supply Teachers, Trainee Teachers & Contracted Staff

In some circumstances schools and colleges will have to consider an allegation against an individual not directly employed by them; for example, supply teachers, trainee teachers or contracted staff provided by an employment agency or business. Where this applies, schools and colleges share safeguarding responsibilities with the employment agency or business. Schools remain responsible for gathering the facts and managing the safeguarding process, while working closely with the employment agency or business, which will usually lead on any disciplinary action.

Whilst schools are not the employer of supply teachers, they are still responsible for ensuring that allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. Governing bodies and proprietors should discuss with the supply agency or agencies where the supply teacher is working across a number of schools or colleges, whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school or college, whilst they carry out their investigation.

The school will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school are under the supervision, direction and control of the governing body when working in the school. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

When utilizing supply agencies, the school will inform the agency of our procedures for managing allegations and keep them updated on relevant policy changes. The school will take account of the agency's own policies and their statutory duty to refer to the Disclosure and Barring Service (DBS) as personnel suppliers. The Headteacher/DSL will ensure that the agency's Human Resources Manager (or equivalent) is invited to relevant allegations management and strategy meetings and kept informed of the investigation's progress.

Personal Disqualification of staff and volunteers

Those staff who work in (or employees who are directly concerned in the management of) childcare for under 5s and wrap-around provision for pupils under the age of 8 (namely early years or relevant later years) must sign a self-declaration and inform the Headteacher if they are personally disqualified as soon as a caution or conviction occurs, even before the person is formally included on the children's barred list. Stafford Grammar School asks all relevant staff to sign a self-declaration annually.

Staff are reminded each September that if they fall within the scope of the legislation and their circumstances change, they should inform the Headteacher of such changes.

Where a teacher has been dismissed (or would have been dismissed if they had not resigned) for 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or 'a conviction, at any time, for a relevant offence' that would not reach the threshold for a DBS referral a referral to the **Teaching Regulation Agency (TRA)** should be considered. This may lead to a prohibition order if appropriate. Guidance on making an TRA referral can be found on the gov.uk webpage: <https://www.gov.uk/teacher-misconduct-referring-a-case> Tel: 0207 593 5393 Email: regulation.division@education.gsi.gov.uk

Recruitment, supervision and training for staff and volunteers (to be read in conjunction with the school's Recruitment Policy)

Regulated Activity Definition

Regulated activity includes:

- a) paid and unpaid work that involves teaching, training, instructing, caring for or supervising children, or providing advice or guidance on physical, emotional or educational well-being, or driving a vehicle only for children;
- b) any other type of paid work for a limited range of establishments (known as 'specified places', which include schools and colleges), with the opportunity for contact with children.

Work under (a) or (b) is regulated activity only if done frequently, on more than 3 days in a 30-day period or overnight.⁸⁵ Some activities are always regulated activities, regardless of frequency. This includes:

c) relevant personal care, or health care provided by or provided under the supervision of a health care professional:

- personal care includes helping a child with eating and drinking for reasons of illness or disability or in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability;

- health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

Regulated activity will not be:

- paid work in specified places which is occasional and temporary and does not involve any of the activities in (a) above.

Any person volunteering in a school or college in a role that involves teaching, training, instructing or supervising children frequently or on more than 3 days in a 30-day period or overnight is now in regulated activity.

Under no circumstances should a volunteer on whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

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.

When recruiting new members of staff, the school follows Staffordshire SSCP guidelines that adhere to government guidance *'Keeping Children Safe in Education' (September 2026)*, and Safer Recruitment principles, and has due regard to the Safeguarding Vulnerable Groups Act 2006 and The Protection of Freedoms Act 2012. The school ensures that enhanced DBS checks and Prohibition checks are undertaken in line with government guidance and that appropriate references are obtained. The school will:

- ensure any references are from the candidate's current employer and have been completed by a senior person with appropriate authority (if the referee is school or college based, the reference should be confirmed by the headteacher/principal as accurate in respect of any disciplinary investigations)
- obtain verification of the individual's most recent relevant period of employment where the applicant is not currently employed (where the candidate is not currently employed a reference should be obtained from the most recent employer with the reason for leaving that employment also sought).
- secure a reference from the relevant employer from the last time the applicant worked with children (if not currently working with children), if the applicant has never worked with children, then ensure a reference from their current employer.

These references are verified by telephone. References will be followed up if insufficient information is provided. Qualifications are also verified. Accredited Safer Recruitment training has been undertaken by senior members of staff and appropriate Governors who sit on recruitment panels in accordance with statutory guidance.

As part of the shortlisting process the school will carry out an online search as part of due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school might want to explore with the applicant at interview.

[For more detailed information regarding pre-employment checks please refer to the Recruitment, Selection and Disclosure Policy](#)

'Keeping Children Safe in Education' (September 2026): Part 1 must be read and understood by all staff (including all teaching, non-teaching staff and volunteers). All staff are required to sign an acknowledgement that the relevant parts of ***KCSIE (September 2026)*** have been read and understood.

Newly appointed teaching, non-teaching staff and volunteers will have a robust induction into the child protection procedures when they join the school (See New Staff Induction Policy), identifying the DSL and deputy DSLs and their roles. They will be made aware of the 'Staffordshire Safeguarding Children Partnership procedures' (www.staffsscb.org.uk) as part of that induction programme, and be given a copy of the school Safeguarding Policy, the Staff Behaviour Policy, acceptable use of ICT policy, anti-bullying policy, behaviour policy, children absent from education (referred to later in this policy) and '**Keeping Children Safe in Education**' (2025).

Any reason for staff to be having personal, social contact with pupils at the school must be explained to the Headteacher with the rationale and any safeguarding actions required will be recorded (see Staff Behaviour Policy and SWPG disclosures). Staff will also attend the Level 1 Safeguarding training within their first 3 months of joining Stafford Grammar School (unless they have completed the equivalent training within the last 2 years). The initial Level One Child Protection training given to each member of the organisation will be updated every two years and recorded. The DSL will attend (at least) two yearly training sessions. All staff will undertake Channel Prevent on-line training.

To supplement the regular formal training for staff and two-yearly DSL training, other updates will be issued by the safeguarding team through staff meetings and email 'as required but at least annually'.

Any staff member, volunteer or governor who becomes the subject of a police investigation in relation to physical or sexual offences against adults or children, or are charged with such a criminal offence, must inform the Headteacher. Staff must disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children whether received before, or during their employment at the school. The Headteacher will discuss any potential safeguarding matters with the LADO (Designated Officer of Team of Officers) and any required action will be agreed.

Any staff member, volunteer or governor whose own children become subject to child protection investigations must inform the Headteacher. The Headteacher will discuss with the LADO (Designated Officer of Team of Officers) in regard to procedures for dealing with allegations against persons who work in a position of trust with children. Appropriate action will be agreed.

The DSL and Deputies will attend Staffordshire Safeguarding Partnership Courses for inter-agency working at Level Three at least every two years (although Stafford Grammar School seeks to provide annual training updates for the DSL and deputy DSLs) in order to maintain continuous professional development and comply with statutory guidance and the SSCP training strategy. Level 3 courses are also available and advisable, in order to address current safeguarding issues, e.g., e-safety and child sexual exploitation. SSCP facilitate this training as necessary. Application forms must be signed by the Designated Safeguarding Lead.

Stafford Grammar School recognises the importance of professional reflective supervision when working with vulnerable children. Arrangements are in place for the DSL and Deputies to have regular and scheduled supervision. The Designated Safeguarding Lead and deputies

offer appropriate support to other staff within the school according to need, or at their request. Peer support between the DSL and deputies is imperative, and will continue to be effective at Stafford Grammar School.

Stafford Grammar School is fully committed to ensuring that safer recruitment practice is followed as outlined by our Recruitment Policy. We comply with the DfE regulations in all employment matters including the required pre-employment and DBS checks (including the '128' prohibition from management check from 2015, if applicable and the EEA check if applicable – see Recruitment Policy).

A person who is subject to a teacher prohibition order must not be appointed to a 'role that involves teaching work'.

Historic disciplinary sanctions that were imposed by the GTCE prior to 2012 should be checked through the teacher services system and can also be found on a DBS disclosure certificate.

Staff who apply to work in provision or management of pupils under the age of 8 (namely early years or relevant later years) will not be employed by Stafford Grammar School if they are 'disqualified'. The grounds for disqualification are not only that a person is barred from working with children (included on the children's barred list) but also include, in summary, that:

- They have been cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad
- Other orders have been made against them relating to their care of children
- They have had their registration cancelled in relation to childcare or children's homes or have been disqualified from private fostering

Visitors

We have a range of visitors attending our setting including educational psychologists, social workers, and other education-related practitioners, as well as educational visitors like guest speakers or performers. We also host individuals connected to the site, including contractors working on the building or grounds, children's family members, or others attending school events such as sports days. (For visitors provided through a third party, see paragraphs 362-365 KCSIE).

We will not request DBS checks or barred list checks, or ask to see existing DBS certificates, for visitors such as children's relatives or other visitors attending a sports day. Headteachers and principals should use their professional judgement about the need to escort or supervise such visitors. For visitors who are there in a professional capacity, we will check ID and seek assurance, that the visitor has had the appropriate DBS check depending on the activity they are there to carry out (or that the visitor's employers have confirmed that their staff have appropriate checks). We will not ask to see the certificate in these circumstances). Where a visitor will have no contact with children, it is unlikely that a DBS check will be required.

Whilst external organisations can provide a varied and useful range of information, resources and speakers that can help schools and colleges enrich children's education, careful consideration should be given to the suitability of any external organisations.

Raising Pupil Awareness

We aim to promote the welfare and safety of children through a variety of means. These include maintaining the ethos of the school; the daily monitoring of pupils and regular Health and Safety meetings. We also take the opportunity to use information from official bodies to inform our PHSE and/or to pass on to parents. By being flexible we are able to address issues which are of concern nationally or of concern on a local, or even school, level.

The following list is therefore part of the picture:

- Display useful information such as help-lines – Samaritans; support for drug abuse; Child-line etc.
- Assembly time for visiting speakers such as Samaritans.
- Speakers for the Sixth Form have included a group from the Drug Unit and Samaritans.
- Anti-bullying posters and a well-known no tolerance from the school.
- Form Managers, prefects and duty teams pick up concerns from younger pupils and pass on to tutors.
- Mentors from the Sixth Form act as mentors to support pupils on a regular basis.
- Internet access is screened through Smoothwall software.
- PHSE schemes are used throughout the school in dedicated Life and Wellbeing Lessons and regular Form Time Programme. ***This includes the full Relationships, Sex and Health education requirements with a focus on preventative education.***

Government guidance on teaching online safety in schools which outlines how schools can ensure pupils understand how to stay safe online can be found at:

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

Statutory Guidance on RSHE: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Reporting safeguarding concerns including abuse

It is important that all pupils feel comfortable and able to confidently raise any safeguarding concerns (including any form of abuse or neglect) they have with any member of staff, knowing that their concerns will be treated seriously, and knowing that they can safely express their views and give feedback. Stafford Grammar School aims to achieve this through a variety of strategies and systems including:

- Flexible and confidential access to fully qualified School Nurses on the school site.
- Welcome meetings with School Nurses for new pupils to the school.
- School Nurses involved in the delivery of some Life and Well-being lessons.
- Allocated Form Tutors and Heads of Section.
- Regular Life and Well-being lessons which focus on safeguarding themes, reinforcing reporting channels.
- Regular assemblies which focus on safeguarding themes and reinforce reporting channels.
- Regular communication of external agency support, including NSPCC

Staff Safeguarding Training

Stafford Grammar School takes safeguarding training for staff very seriously and follows guidance from the SSCP local partner arrangements.

All staff will receive Level 1 Safeguarding Training at least once every 3 years.

All new staff will receive Level 1 Safeguarding Training within the first 3 months of their employment (if they have not got evidence of having done this within the last 3 years) during term time and this will be delivered by the DSL and/or Deputy DSLs. If level 1 was completed at a different setting, all staff will still receive a safeguarding induction session with the DSL/DDSL.

- Staff complete on-line training around Prevent duty.
- Targeted staff complete on-line training with regard to FGM, CSE and Online safety.
- The **New Staff Induction Policy** provides details of further training including that related to safeguarding and child protection (including online safety).
- Safeguarding Training is regularly updated at whole staff meetings, inset training days and via on-line training modules, email updates, etc.
- Regular safeguarding updates are circulated to all staff by the DSL and safeguarding is often an agenda item on all whole staff meetings and training events, including anti-bullying, online safety and sexual violence and harassment.
- Staff and Governors are also kept up to date with online safety information through receiving a copy of the monthly parents' on-line safety newsletter.
- Staff are also provided with email updates regarding safeguarding from the DSL.
- All staff are encouraged to take ownership over their own safeguarding CPD through access to external courses and in particular to the ABA Anti-bullying online courses, which many staff have completed.
- All staff are expected to read part one of the latest KCSIE.
- All staff are expected to read and understand the School's Safeguarding Policy and other key policies. They are informed of any changes.

The DSL and Deputy DSLs

- The DSL and Deputy DSLs all initially receive Level 2 training (The Staffordshire way) and also Level 3 or Level 4 Safeguarding training at least once every 2 years.
- DSL attends Society of Heads DSL support events and termly updates delivered by the Staffordshire Safeguarding Children Partnership.
- They also keep up to date through subscriptions to regular weekly briefings, including NSPCC, Casper, Andrew Hall specialist, etc.

CONTACT NUMBERS

Further advice on Safeguarding matters can also be obtained from:

Local Contacts

- Staffordshire Education Safeguarding Advice Service (ESAS) on 01785 895836 or email esas@staffordshire.gov.uk
- Local Authority Designated Officer (LADO) **0300 111 8033** Staffordshire Families Integrated Front Door (SFIFD) 0300 111 8033
- Emergency Duty Services (EDS-out of hours safeguarding concerns) 0345 604 2886 or email eds.team.manager@staffordshire.gov.uk
- Staffordshire Police Multi Agency Safeguarding Hub (MASH) via 101, in an emergency please dial 999

- Staffordshire Police coordinator: Mark Hardern Tel: 07539 3636299 Email: mark.hardern@staffordshire.police.uk
 - Staffordshire Police Prevent Team 01785 232054, 01785 233109 or email prevent@staffordshire.police.uk
 - PHSE Coordinator Natalie McGrath natalie@staffscvys.org.uk
 - Child Exploitation and Online Protection Centre [CEOP](#) & [knowaboutcse.co.uk](#)
 - National Contacts
 - [NSPCC](#) – 24-hour Child Protection Helpline 0808 800 5000
 - [Stop It Now! child sexual abuse helpline](#)
 - Women's Aid - 24 Hour Helpline: 0870 2700 123
 - UNICEF – Support Care Team 0300 330 5580 (Mon – Fri 8am-6pm). If you think a child is in immediate danger, please call 999. [Unicef](#)
 - CEOP (Child Exploitation and Online Protection) [CEOP Safety Centre](#)
 - Professionals Online Safety Helpline – 0844 381 4772 [Safer Internet Helpline](#)
 - Internet Watch Foundation (IWF) – [Internet Watch Foundation](#)
 - Safer Internet Centre – helpline@saferinternet.org.uk
 - Childline – 0800 1111 [Childline](#)
 - Ofsted – General enquiries: 0300 123 1231
- About Schools: 0300 123 4234
- Concerns: 0300 123 4666
- e-mail: enquiries@ofsted.gov.uk
- HM Government (advice on protecting children from radicalisation for parents, teachers, and leaders) [www.educateagainsthate.com](#)
 - NSPCC Harmful Sexual Behaviour project: 0844 892 0273

DfE Dedicated Helpline: 020 7340 7264

NSPCC Whistleblowing Helpline: 0800 028 0285 and email: help@nspcc.org.uk



Safeguarding Record of Concern

Stafford Grammar School & Stafford Preparatory School

Date of Incident / disclosure / concern DD/MM/YY		Time of Incident / disclosure / concern			
Family name of child/young person		First name(s)		Year Group / Form	
Nature of concern (Brief outline, record in detail below)				Date that concern was raised DD/MM/YY	
				Time that concern was raised	
Name & role of person raising concern					
Who have you passed this information to?				On what date? DD/MM/YY	
Detail of concern (Please include as much detailed information in this section as possible. Remember - the quality of your information will inform the level of intervention initiated. If necessary, attach additional sheet)					
		Date			

Signature of person raising concern		DD/MM/YY		Time	
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**Details of all actions/ decisions taken in respect of this concern –
To be completed by Designated Safeguarding Lead OR Deputy DSL: -**

Number of Previous Records of Concern		Has child been the subject of a CAF/EHA	Y / N	Is child known to other agencies	Y / N	Previously on Child Protection Register	Y	N
						*Child protection Plan	Y	N
						*Child in Need Plan	Y	N

Please record whether concerns have been shared with parents/carers or MASH and if not outline reasons:
(If in doubt, contact Children's Social Care / SSCP)

Action Taken	By who	Date & time Completed
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Outcome	
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Action Taken	By who	Date & time Completed
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Outcome	
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Action Taken	By who	Date & time Completed
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Outcome	
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Name of Designated Safeguarding Lead OR Deputy DSL		Date	
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Signature	
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Radicalisation and Extremism Risk Assessment

Prevent Objectives

1. Clear leadership and accountable structures are in place and visible throughout the organisation
2. Staff and the Governing Body have been appropriately trained according to their role
3. An appropriate reporting and referral process is in place and referrals are being managed effectively
4. A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion and promotes British Values

Prevent Risk Assessment: Reviewed annually by Lisa Griffiths (DSL). Latest review: 18/08/2026/

Risk	Summary of potential risk	Response	Further Action
On-line Safety	Extremist organisations are able to radicalise pupils online and encourage them to commit acts of violence or incite others to commit acts of violence as 'lone actors'. Extremist organisations also exploit new technologies, such as Generative Artificial Intelligence (AI), to create and disseminate radicalising material with increased sophistication and reach. Pupils (and staff) are able to access radicalising material which promotes extremist groups.	• Very strong internet filtering in place at school (Smoothwall) • DSL assesses filtering with IT Manager regularly • Pupils are taught about the dangers of extremism and radicalisation in PSHE and other lessons. • Pupils in Year 7 and 10 complete certificated on-line safety courses. • Staff training ensures staff awareness and vigilance. Ongoing education for staff and pupils on identifying and reporting suspicious online content or contact, including that which may be linked to radicalisation. • Parents are updated about on-line safety for pupils monthly and are invited to biennial on-line safety information evening • AI is addressed in the PSHE curriculum.	Ensure parental communications specifically highlight the evolving risks of online radicalisation, including through AI, and provide resources for parents.
Partnership	The school does not establish effective partnerships with organisations such as the Local Authority, Police Prevent Team, DfE Regional Coordinator and others. The result is that the school is not fully appraised of national and local risks and does not have access to developing good practice advice or supportive peer networks.	• DSL (and Deputies) keep updated through weekly bulletins • DSL and/or Deputies attend regular SSCP safeguarding update sessions • Safeguarding Governor is employed by the police and experienced in this area. • School works with agencies when required, e.g., social services and police	None
Leadership	Leaders within the school do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation and the Duty is not managed or enabled at a sufficiently senior level. The result is that the school does not attach sufficient priority to Prevent Action plans (or does not have one) and therefore action to mitigate risks and meet the requirements of the Duty are not effective.	• All SLT and safeguarding team have refreshed on the Prevent Duty in September 2026. • DSL & DDSL have completed Channel training. • DSL completed DfE Prevent training for DSLs May 2025. • SLT are updated by DSL of any Prevent developments. • DSL is nominated Prevent Safeguarding lead • Any cases are managed in line with the school's Child Protection and Safeguarding Policy and Procedures. • Where concerns have been raised, they have been dealt with immediately with support from SLT	Check that all leaders have completed Prevent Training.

Staff training and awareness	Staff are not aware of the factors that make people vulnerable to radicalisation and terrorism and are unable to recognise the signs of vulnerability and therefore are unable or unwilling to refer concerns. Leaders and staff feel unable or unwilling to challenge extremist narratives or exemplify British Values throughout the school. Staff are unclear on how to deal with or refer concerns resulting in individuals not being supported and potentially radicalisation remaining unchecked.	• All staff have completed Prevent Duty training, which is being refreshed by September 2026. • Prevent Awareness Training is a requirement of new staff induction and Prevent Referral Training for all Teachers. • There are regular staff training/updates regarding Prevent explaining the process to refer concerns. • Staff are aware of their responsibility to exemplify British Values and several staff are involved in teaching this through PSHE • All staff receive on-line safety training and updates. • School values are communicated and lived out. • Open access to the safeguarding team for referrals and use of internal referral form • All staff read safeguarding policy and the latest KCSIE.	Ensure all staff complete the government Prevent Training. Log on training sheet.
Speakers and events	Extremist organisations are given a platform to radicalise young people because the school has ineffective processes in place for vetting speakers and events. Inappropriate or extremist materials are shared with learners (face to face or via weblinks) because insufficient checks are made of external speakers and materials that they promote or share.	• Visiting speakers are checked by the inviting member of staff • All visiting speakers and checks are logged on the visiting speaker log • All visiting speakers are approved by SLT • The visiting speaker must understand that they must abide by the school's equality commitments; no statements made which might cause offence to others, or undermine tolerance of faiths or beliefs and there must be no extremist material. • Content of the intended presentation must be discussed / checked by the responsible member of staff. • Visiting speakers should be supervised at all times and not left alone with pupils. • All visiting speakers must sign in and out of school at the School Reception and personal identification must be checked.	None
Welfare & Pastoral Care	The school does not provide effective welfare and pastoral support which results in pupils (and staff) being unsupported and the risk of vulnerabilities being exploited.	• Pupils have access to Form Tutor, Head of Section, School Council, wellbeing centre and open access to 2 school nurses and the safeguarding team. • Open access to the safeguarding team for referrals • Open access to SLT for support and guidance	None

Prayer & Faith Facilities	Requirements of pupils (or staff) requiring faith support or the use of facilities are not met by the school resulting in individuals seeking external support of unknown suitability.	• Multi-faith room is being developed • Safeguarding team can access faith support from external organisations • A School Governor is a clergyman with multi-faith contacts.	Development of multi-faith room
Promoting British Values	The school does not have a culture and ethos where British Values are celebrated, which leads to a culture of disrespect and intolerance and where tensions are allowed to flourish. Staff and pupils do not understand BV (or feel confident about) and extremist views and narratives are allowed to flourish unchallenged.	• Staff complete SMSC audit annually which has a focus on British values • British Values, Extremism and Radicalisation are a significant area of PSHE and Form Time teaching and Assemblies. • The School Values link to British Values and are communicated and lived out by staff and pupils.	

Summary for referral process for staff, DSL, the Head and volunteers:

Staff, DSL, Volunteers > reported to the Head > LADO

Head > reported to Chair of Governors > LADO (without informing the Head)

Person dismissed or would have been dismissed > reported to DBS

Professional misconduct > reported to TRA

Removed from regulated activity > reported to DBS

Safeguarding Team Training

All members of the safeguarding team at Stafford Grammar School are trained in accordance with the requirements of '*Keeping Children Safe in Education September 2024*':

The designated safeguarding lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years."

Member of Staff and role	Date of last Safeguarding Training	Date of next Safeguarding Training	Notes
Mrs Lisa Griffiths Designated Safeguarding Lead	Booked Nov 2024	Nov 2026	Level 4 DSL training - SSCB
Mrs D K Shaughnessy Deputy DSL	November 2023	Nov 2025	Level 3 SSCB DSL Training
Ms C Martin Deputy DSL (SPS)	August 2025	Autumn Term (SSCB training)	Level 3 DSL training
Mrs G Key Deputy DSL and School Nurse	October 2024	Oct 2026	Level 4 SSCB Training

SGS also have Mental Health First Aiders: Cheryl Martin, Gina Key, Lisa Griffiths, Roz Tarr, Dawn Shaughnessy, Spencer Gunnell, Carly Slater, Jemma Priestley.