



Our Lady of Lourdes
Catholic Primary School

Safeguarding and Child Protection Policy

At Our Lady of Lourdes Catholic Primary School, we seek to create a unique and enabling community whereby children and staff are encouraged to journey beyond their expectations – academically, socially and spiritually – within a culture based on Gospel Values.

Love, Live and Learn as Jesus Taught Us

Our Lady of Lourdes Catholic Primary School fully recognises its responsibilities for safeguarding and child protection.

SAFEGUARDING – Keeping ALL of our children safe

POLICY AGREED/RATIFIED by Governing Body (date):	28 th September 2026
POLICY PUBLISHED (including uploaded onto website – date):	29 th September 2026
NEXT REVIEW (date):	First FGB in next academic school year
Signed electronically by Chair of Governors (Joan Curran)	<i>J Curran</i>
Signed electronically by Headteacher (Meg Wilson)	<i>M Wilson</i>

KEY SAFEGUARDING PERSONNEL

ROLE	NAME	TEL.	EMAIL
Headteacher	Mrs Meg Wilson	01454 867160	Meg.wilson@olol.org.uk
Designated Safeguarding Lead (DSL)	Mrs Meg Wilson	01454 867160	Meg.wilson@olol.org.uk
Deputy DSL(s)	Mrs. Theresa Gee Mr Anthony Hamlen	01454 867160	theresa.gee1@olol.org.uk anthony.hamlen2@olol.org.uk
Nominated Governor	Mr Jim Corrigan		jim.corrigan@olol.org.uk
Chair of Governors	Mrs. Joan Curran		joan.curran@olol.org.uk
Designated teacher for Looked After Children	Mrs Meg Wilson	01454 867160	Meg.wilson@olol.org.uk

The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2026)

If you believe a child is at immediate risk of significant harm or injury, you must call the police on 999.

South Glos. Children's Social Care Referrals: South Glos. Access and Response (<i>Student's home postcode falls within South Glos</i>) Bristol Children's Services (<i>Student's home postcodes fall within Bristol</i>) Local Authority Designated Officer (LADO) , Jon Goddard in relation to allegations against a member of staff	Telephone number 01454 866000 Telephone number 0117 9038700 01454 868508 or lado@southglos.gov.uk
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1. Equality Impact Assessment (EIA)Part 1: EIA Screening

Policies, Procedures or Practices:	Safeguarding and Child Protection Policy	DATE:	September 2026
EIA CARRIED OUT BY:	Meg Wilson	EIA APPROVED BY:	Joan Curran

2. Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)	N	
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)	N	
Gender reassignment (transsexual)	N	
Marriage and civil partnership	N	
Pregnancy and maternity	N	
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)	N	
Religion or belief (practices of worship, religious or cultural observance, including non-belief)	N	
Sex (male, female)	N	
Sexual orientation (gay, lesbian, bisexual; actual or perceived)	N	

3. Any adverse impacts are explored in a Full Impact Assessment.

1) Purpose of the Policy

At Our Lady of Lourdes we are committed to creating and embedding a culture of vigilance which:

- Ensures we maintain an attitude of "It could happen here"
- Ensures that our learners are safe and protected
- Ensures that our learners know who to talk to if they have concerns and are assured that their voices are heard
- Ensures that our learners are supported, protected and informed
- Ensures that our learners are safe from discrimination and bullying
- Ensures that our learners recognise when they are at risk and know how to get help when they need it including when they are off the school site
- Ensures that our learners understand about how to keep themselves safe as part of a broad and balanced PSHE and online safety curriculum
- Focuses on preventative work in relation to trauma and adverse childhood experiences (ACEs) and takes a trauma informed approach

This policy applies to all staff, students, governors, cover staff and volunteers.

Information Sharing

The school's information sharing policy is based on the guidance document 'Information sharing: advice for practitioners providing safeguarding services' (DfE, 2018).

Keeping Children Safe in Education (2026), paragraph 55: DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead (or a deputy). Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

KCSIE 2026, paragraph 118: Governing bodies and proprietors should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018, the UK GDPR and the Data (Use and Access) Act 2025. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.

1.1 We take seriously our statutory and moral responsibilities to protect and safeguard the welfare of the children and young people in their care - "The welfare of the child is paramount." (Children Act 1989)

1.2 We will follow procedures set out by the South Gloucestershire Children's Partnership, which comprises of the council, the clinical commissioning group and the Police and take account of guidance issued by the DfE and the Local Authority (LA). The school will work under these arrangements as a named partner: <http://sites.southglos.gov.uk/safeguarding/children/>

1.3 We recognise that staff, because of their contact with and knowledge of children or young people in their care, are well placed to promote the well-being of children, protect them from harm, and respond to child protection or safeguarding concerns.

1.4 As part of the ethos of the school, the staff and governors are committed to:

- ensuring the school practises safe recruitment in checking the suitability of staff and volunteers to work with students
- ensuring that all staff and volunteers understand, and adhere to, the school's code of conduct
- ensuring there is a robust induction process in place so that new staff and volunteers understand relevant safeguarding policies and procedures
- student health and safety
- providing first aid as and when required
- having clear processes regarding intimate care
- meeting the needs of our students with medical conditions

- having systems which support early identification and early help through the early help assessment process
- developing Inclusive practice which promotes the voice of the child and seeks to reduce the barriers that students from vulnerable backgrounds may have and which may in turn affect their mental health and wellbeing, as well as their ability to share information about maltreatment and abuse
- establishing and maintaining a safe school environment, where all students feel secure, can learn and develop, are encouraged to talk and are listened to
- including opportunities in the strands of the PSHE, Computing curriculum and whole school approach to care, guidance and support, for students to develop the skills they need to recognise, and stay safe from abuse
- using the updated guidance on Teaching Online Safety in school and the Education for a Connected World framework to review the learning opportunities for students in school
- having regard to the DfE statutory guidance on relationships education which is compulsory in all Primary Schools
- ensuring all teaching and support staff are aware of signs and symptoms of abuse, know the correct procedure for referring concerns or allegations against staff and receive appropriate training to enable them to carry out these requirements
- ensuring all volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated person responsible for child protection
- exercising their duty to work in partnership with other agencies and to share information with them, including attendance at child protection conferences, core groups and preparation of reports for conferences
- encouraging and supporting parents/carers, working in partnership with them
- supporting students in accordance with their agreed child protection plan
- a child centred approach, making it clear what our staff should do to keep children safe
- ensuring students know they can talk to staff confidentially by reminding them in assemblies, updating the student safeguarding board and signposting them as required

Safeguarding Young People

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance and in line with KCSIE 2026 as:

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

Children includes everyone under the age of 18.

2) Relationship to other policies

As well as ensuring that we address child protection concerns, we will also ensure that children who attend our school are kept safe from harm whilst they are in our charge. To this end, this policy should be read in conjunction with other relevant policies:

Anti- Bullying	Attendance	Behaviour	Complaints
Online Safety	Exclusion	Positive Handling	Equality
First Aid	Health and Safety	Intimate Care	Medical Needs and Administering Medicine
Positive Mental Health	Relationship & Health Education	Safer Recruitment	Special Educational Needs and Disabilities
Staff Code of Conduct	Whistleblowing	Mission Statement	Home School Partnership Agreement

3) Roles & Responsibilities

The Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead is a member of the school's Senior Leadership Team. Our DSL is Meg Wilson. The DSL takes responsibility for Child Protection and wider safeguarding in the school. This includes online safety and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.

The Deputy Safeguarding leads are: Theresa Gee and Anthony Hamlen

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

The DSL can be contacted out of hours using the email meg.wilson@olol.org.uk

When the DSL is absent, the deputies will act as cover and can be contacted using anthony.hamlen2@olol.org.uk or theresa.gee1@olol.org.uk

All trips leaving the school will have the DSL mobile telephone number on their trip pack information.

- 3.1 All staff will be made aware of who the Designated Safeguarding Lead is and what their role is
- 3.2 Annex C, Keeping Children Safe in Education 2026, sets out clearly the role of the DSL in schools. ([document link](#))

The role of the Designated Safeguarding Lead

Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college 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 and understanding the filtering and monitoring systems and processes in place). This should be explicit in the role holder's job description. The designated safeguarding lead should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children. (KCSIE 2026)

Managing referrals

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and
- where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police

Work with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member

- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs co-ordinators (SENCOs), or the named person with oversight for SEND and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school

Training

The Designated Safeguarding Lead and any deputies will be trained to an advanced level by attending Advanced Inter-agency Child Protection training and this will be maintained by attending CP Update training every 2 years thereafter. The DSL will undertake Prevent awareness training. This training will provide them with a good understanding of their own role and the process, procedures and responsibilities of other agencies, particularly children's social care.

In addition to the formal training set out above, their knowledge and skills should be refreshed at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Raise Awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements

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.

Where children leave the school (including in year transfers) the designated safeguarding lead should ensure their child protection 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.

Availability

During term time the designated safeguarding lead (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns.

Our school will be alert to the potential needs of vulnerable children

Children and young people with **special educational needs and disabilities** can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration

- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs
- difficulties may arise in overcoming communication barriers
- children with special educational needs, without an EHCP could be more vulnerable
- they are often isolated, may have difficulty in communicating effectively and lack confidence to talk to adults

Our internal support processes will ensure that students with SEN and disabilities have adequate pastoral care. Other vulnerable groups that we monitor closely that may need early help processes in place include students who:

- have English as an additional language
- **are young carers** - we recognise that young carers face distinct safeguarding challenges including taking on inappropriate levels of caring responsibility, missing education, and experiencing emotional and physical strain
- **have specific medical conditions** - we understand that children with medical conditions may be more vulnerable to abuse and require additional safeguarding considerations
- have previously suffered child-on-child abuse
- are showing signs of engaging in anti-social or criminal behaviour
- have previously been looked after and are now adopted from care as they remain potentially vulnerable
- are misusing drugs or alcohol
- are at risk of being radicalised or exploited
- are privately fostered children
- are at risk of **modern slavery**, trafficking and or exploitation, such as county lines, or **financial exploitation**
- are in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence
- have returned home to their family from care
- are showing early signs of abuse and/or neglect
- where contextual safeguarding issues are known
- **are at risk of child-to-parent or caregiver abuse**

Preventing Harm

We recognise that developing the necessary qualities (e.g. emotional resilience, self-confidence) within both the children themselves and the school as a whole can help to prevent harm.

The school will therefore:

- establish and maintain an ethos where children and young people feel secure, are encouraged to talk and are listened to
- ensure children and young people know that there are adults in the school who they can approach if they are worried or in difficulty
- pupils are taught about safeguarding, including online safety, through various teaching and learning opportunities as part of our broad and balanced curriculum
- include in the curriculum materials which will help children and young people develop realistic attitudes to the responsibilities of adult life

Early Help

All staff should be prepared to identify children (and their families) who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life.

We distinguish between:

- **Universal services and community-based early help** - support available to all families through community resources
- **Targeted early help (Family Help)** - more intensive, coordinated support for families with multiple or complex needs

Staff should discuss early help requirements with the DSL (or a deputy). We follow the South Gloucestershire early help process which includes the use of the Early Help Assessment and Plan (EHAP).

Designated Governor

The Designated Governor for Safeguarding at this school is Jim Corrigan, who can be contacted by email: jim.corrigan@olol.org.uk

The responsibilities of governing bodies, proprietors and management committees are outlined in part two of Keeping Children Safe in Education 2026.

Local Authority Designated Officer (LADO)

Jon Goddard. Contact details are:

Tel. 01454 868508

Email. lado@southglos.gov.uk

4) Types of abuse and specific safeguarding issues

Child abduction and community safety incidents
Child Criminal Exploitation (CCE)
Child Sexual Exploitation (CSE)
Child-on-child abuse
Children Missing from Education Children with a social worker
Children and the Court System
Children with family members in prison
County Lines
Cybercrime
Domestic Abuse
Drugs
Fabricated illness
Faith Abuse
Female Genital Mutilation (FGM) & FGM mandatory reporting duty for teachers
Forced Marriage
Gangs and Violence
Generative Artificial Intelligence (AI)
Homelessness
Honour based Abuse
Mental Health
Misogyny and Misandry
Private Fostering
Serious youth violence
Making or sharing of nudes or semi-nudes
Sexual violence and sexual harassment between children in schools and colleges
Teenage abusive relationships
The Prevent duty - Preventing radicalisation and being drawn into extremism
Trafficking and modern slavery (including the National Referral Mechanism)
Upskirting

Indicators of abuse and neglect

Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of 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, including 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 by another child or children. (Keeping Children Safe in Education 2026)

PHYSICAL ABUSE

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. (Keeping Children Safe in Education 2026)

EMOTIONAL ABUSE

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. (Keeping Children Safe in Education 2026)

SEXUAL ABUSE

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school's policy and procedures for dealing with it. (Keeping Children Safe in Education 2026)

NEGLECT

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. (Keeping Children Safe in Education 2026)

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation. (Keeping Children Safe in Education 2026)

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media.

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex.

Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship.

In response to Child Exploitation we as a school are confident in identifying the signs of exploitation and use the South Glos Exploitation Identification Tool to do this. We refer all concerns around exploitation to ART and include an [Exploitation Identification Tool \(EIT\)](#) with the referral.

Children who are Absent from Education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community. Further information and guidance on school attendance can be found: Working together to improve school attendance, including information on how schools should work with local authority children's services where school absence indicates safeguarding concerns.

Children Missing Education (CME)

In response to the guidance in Keeping Children Safe in Education 2026 the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions)
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage
4. Procedures to inform the local authority when we plan to take pupils off-roll when they: a. leave school electively to be home educated b. move away from the school's location c. remain medically unfit beyond compulsory school age d. are in custody for four months or more (and will not return to school afterwards) e. are permanently excluded

We ensure that where a child is taken off our roll this is in the best interests of the pupil.

We will ensure that pupils who are expected to attend the school but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Children with a social worker

We recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

County Lines

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. (Definition from Keeping Children Safe in Education 2026)

Children and young people can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Domestic Abuse

In accordance with South Glos safeguarding, domestic abuse is defined as:

The behaviour of a person towards another person is 'Domestic Abuse' if they are both 16 years or over and are personally connected to one another and the behaviour is abusive.

Behaviour is "abusive" if it consists of any of the following:

- physical or sexual abuse
- violent or threatening behaviour
- controlling or coercive behaviour
- economic abuse
- psychological, emotional or other abuse;
- Under the 2021 Domestic Abuse Act children are now viewed as victims of Domestic Abuse if the Abuse is happening between their parents/carers

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

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

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. (Keeping Children Safe in Education 2026)

[South Glos Safeguarding: Domestic Abuse](#)

Misogyny and Misandry

Misogyny is the hatred of, contempt for, or prejudice against women or girls. It can manifest in numerous ways, including social exclusion, sex discrimination, hostility, inappropriate sexual behaviour, violence, and sexual violence.

Misandry is the hatred of, contempt for, or prejudice against men or boys. Like misogyny, it can manifest in various ways including social exclusion, discrimination, hostility, and violence.

Both misogyny and misandry are forms of abuse that our school will not tolerate. Our child protection policy and procedures explicitly address both.

Staff should:

- Challenge all forms of misogynistic and misandrist behaviour
- Not dismiss such behaviour as "banter" or "just joking"
- Recognise that these attitudes can create a culture of unacceptable behaviour
- Understand that misogyny and misandry can be indicators of wider safeguarding concerns
- Report concerns to the DSL using normal safeguarding procedures

Our school will:

- Create a culture of zero tolerance towards misogyny and misandry through preventative education
- Include education about respectful relationships, equality, and challenging stereotypes in our PSHE and RSHE curriculum
- Ensure our behaviour policy explicitly addresses misogynistic and misandrist behaviour
- Take all incidents seriously and respond appropriately

Our child protection policy recognises that:

- Dismissing abuse as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys' can lead to a culture of misogyny
- Similarly, dismissing harmful behaviour towards boys can lead to a culture of misandry
- For some (but not all) forms of child-on-child abuse, it is more likely that girls will be victims and boys perpetrators, but this is not always the case
- Both girls and boys can be victims of abuse, and both can be perpetrators

Female Genital Mutilation (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM:

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable
- spending longer than normal in the bathroom or toilet due to difficulties urinating
- spending long periods of time away from a classroom during the day with bladder or menstrual problems
- frequent urinary, menstrual or stomach problems
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations
- confiding in a professional without being explicit about the problem due to embarrassment or fear
- talking about pain or discomfort between her legs

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure (unlike in the medical profession where an observation may have been made).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases. All other staff should share concerns directly with the Designated Safeguarding Lead and do not need to contact the police personally.

Honour-based Abuse

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Mental health problems can also develop into safeguarding concerns.

Examples of Mental Health Problems That May Develop Into Safeguarding Concerns:

- Self-harm - including cutting, burning, or other forms of deliberate self-injury
- Suicidal ideation - thoughts about suicide or planning suicide
- Risk of suicide - active risk that a child may attempt to take their own life

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. However, staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Potential warning signs that staff should look out for include:

- Significant changes in behaviour - becoming withdrawn, aggressive, or displaying out-of-character behaviour
- Difficulty sleeping - tiredness, difficulty concentrating, changes in sleep patterns
- Changes in eating habits - significant weight loss or gain, changes in appetite
- Physical signs of self-harm - unexplained cuts, burns, bruises, particularly on wrists, arms, thighs, or chest
- Declining academic performance - loss of interest in schoolwork, falling grades
- Social withdrawal - isolating themselves from friends, avoiding social situations
- Expressing feelings of worthlessness or hopelessness
- Talking about death or suicide
- Giving away possessions
- Increased risk-taking behaviour

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy through the normal safeguarding referral processes.

Staff should:

- Take all mental health concerns seriously
- Not attempt to diagnose mental health problems
- Listen to the child without judgment
- Reassure the child that they will get help
- Report concerns to the DSL immediately

If a child is in immediate danger, staff should:

- Call 999 if the child is at immediate risk of harm to themselves or others
- Take the child to A&E if they have seriously harmed themselves or are at immediate risk
- Stay with the child and ensure they are not left alone
- Inform the DSL as soon as possible

Our school will:

- Promote good mental wellbeing and prevent the onset of mental illness through our PSHE curriculum
- Observe pupils and identify early those who may be experiencing mental health problems
- Ensure early targeted support is provided
- Work with and make referrals to specialist services where needed
- Make use of support from our Mental Health Support Team (MHST) where we have access to one

Where our school offers mental health interventions, we will ensure these are:

- Safe and delivered by appropriately trained staff or external providers
- Effective and evidence-based
- Appropriate for the child's needs
- Monitored and reviewed regularly

All mental health interventions will be delivered within our safeguarding framework, and any safeguarding concerns that arise will be addressed through our child protection procedures.

The Prevent duty

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead and staff have received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Staff will be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism:

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality

- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western, anti-British views or anti-Islamic views
- advocating violence towards others

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent Duty does not require teachers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

The safeguarding procedures outlined above need to be followed in exactly the same way should staff have a concern about potential radicalisation or undue influences.

Child-on-child abuse, including sexual violence, sexual harassment and upskirting.

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening. It may be the case that abuse is not being reported. As such it is important that when staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Examples of which are listed below. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- making or sharing of nudes or semi-nudes (including images digitally altered or wholly generated by artificial intelligence) - all incidents mandate a safeguarding response
- upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and harassment exist on a continuum and may overlap, they can occur online and offline (both verbal and physical) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not part of growing up
- Not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh", or "boys being boys"
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting skirts. Dismissing or tolerating such behaviours risks normalising them.

We believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults in school and other students. It is recognised that some students will at times negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

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

KCSIE 2026 establishes a clear, progressive continuum from harmful sexual behaviour (HSB) to sexual violence.

1. Harmful Sexual Behaviour (HSB)

Harmful sexual behaviour is now a separate and distinct category that sits at the beginning of the continuum. HSB includes behaviours that are:

- Developmentally inappropriate - not typical for the child's age or stage of development
- May be harmful towards self or others - causing or potentially causing harm
- May be abusive - crossing boundaries into abusive territory

HSB is distinguished from typical sexual development and exploration. Staff should refer to NSPCC resources on typical stages of sexual development to help identify when behaviour becomes concerning and moves beyond what is age-appropriate.

Examples of HSB may include:

- Using sexually explicit words and phrases
- Inappropriate touching of self or others
- Sexual behaviour that is not appropriate for the child's age
- Attempting to expose others to sexual content
- Sexually explicit online behaviour

HSB sits on a continuum and early intervention is crucial to prevent escalation to more serious sexual violence.

2. Sexual Harassment

Sexual harassment includes (but is not limited to):

- Sexual comments, remarks, and jokes
- Online sexual harassment - which may be standalone or part of a broader pattern of abuse
- Physical behaviour such as:
 - Deliberately brushing against someone
 - Interfering with someone's clothes
 - Displaying pictures, photos or drawings of a sexual nature

- Behaviours such as:
 - Grabbing bottoms, breasts and genitalia
 - Flicking bras
 - Lifting skirts

Sexual harassment exists on the continuum and may overlap with sexual violence. It can occur online and offline (both verbal and physical) and is never acceptable.

Staff must challenge these behaviours and not dismiss them as "banter", "part of growing up", "just having a laugh", or "boys being boys" as this risks normalising abuse.

3. Sexual Violence

Sexual violence includes the following criminal offences:

- Rape - assault by penetration of the vagina or anus with a penis (without consent)
- Assault by penetration - assault by penetration of the vagina or anus with any part of the body or anything else (without consent)
- Sexual assault - intentional sexual touching (without consent). This includes:
 - Non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing
 - Physical contact including touching
- Causing someone to engage in sexual activity without consent - such as:
 - Forcing someone to strip
 - Forcing someone to touch themselves sexually
 - Forcing someone to engage in sexual activity with a third party

Key characteristics:

- May involve physical contact or non-contact activities
- May include an online element which facilitates, threatens and/or encourages sexual violence
- Does not require violence to have occurred
- Consent is the critical factor

The Continuum in Practice

The continuum works as follows:

HSB → Sexual Harassment → Sexual Violence

1. Early intervention at the HSB stage can prevent escalation
2. Sexual harassment may be part of a broader pattern that could escalate to sexual violence
3. Sexual violence represents the most serious end of the continuum with criminal offences

All three categories:

- Can happen both inside and outside of school
- Can occur online and offline
- Require a safeguarding response
- Should never be dismissed or downplayed

Updated definitions from KCSIE 2026 include:

- Assault by penetration - now more clearly defined as penetration of the vagina or anus with any part of the body or anything else, without consent
- Sexual assault - now more clearly defined as intentional sexual touching without consent

The Lucy Faithfull Foundation in collaboration with the Home Office, has developed '[Shore Space](#)', an online resource which works to prevent harmful sexual behaviour. Shore Space offers a confidential chat service supporting young people who are concerned about their own or someone else's sexual thoughts and behaviour.

Serious Violence

All staff should be aware of the indicators which may signal children are at risk from, or are involved with, serious violent crime.

Serious violence includes:

- Physical assault and harm, or the threat of harm with a weapon
- Carrying, threatening with, or using weapons
- Violence that could occur in the context of peer conflict, bullying, or criminal exploitation

Staff must report any concerns about a child carrying or using a weapon, or expressing intent to do so, to the designated safeguarding lead (or deputy) immediately.

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in educational 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 groups and may be at risk of criminal exploitation. (Keeping Children Safe in Education 2026)

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. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Sharing nudes and semi-nudes

In the latest advice for education settings (UKCIS, March 2024), this is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. Nudes and semi-nudes can be shared online via social media, gaming platforms, chat apps, forums, or involve sharing between devices using offline services. Alternative terms used by children and young people may include 'dick pics' or 'pics'. The motivations for taking and sharing nude and semi-nudes are not always sexually or criminally motivated. All such incidents mandate a safeguarding response.

If you are made aware of an incident involving the making or sharing of nudes or semi-nudes (including AI-generated or AI-altered images), you must report it to the DSL immediately.

You must not:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL.

Sexual Activity and the under 18s

The age of consent for all sex is 16, whether straight, gay, trans or bi-sexual. The Sexual Offences Act 2003 makes it easier to prosecute people who pressure or force others into sexual activity.

Under 16s

If under 16 activity is consensual it may be less serious than if the child were under 13 but may nevertheless have serious consequences for the welfare of the young person. Consideration should be given in every case involving a child aged 13-15 as to whether there should be a discussion with other agencies and whether a referral should be made to children's social care. The younger the child, and the wider the age gap between participants, the greater the concern (even 3 years' age difference may be worrying if one of the children is young and/or vulnerable). Where confidentiality needs to be preserved, a discussion can still take place as long as it does not identify the child (directly or indirectly).

Under 13s

A child under 13 does not, under any circumstances, have the legal capacity to consent to any form of sexual activity. In all cases where the sexually active young person is under the age of 13, there must be a formal recorded consultation with the Children & Young People Social Care.

16 & 17 Year Olds

Although sexual activity in itself is no longer an offence over the age of 16, young people under the age of 18 are still offered the protection of Child Protection Procedures under the Children Act 1989. Consideration still needs to be given to issues of sexual exploitation through prostitution, and abuse of power. Although they may be over 16, young people under the age of 18 are not deemed able to give consent if the sexual activity is with an adult in a position of trust/authority, or a family member as defined by the Sexual Offences Act 2003.

Sharing Information with Parents

If a young person is under 16, professionals should encourage the young person, at all points, to share information with their parents wherever safe to do so. However parental advice is not needed if a young person under 16 can understand the issues and appreciate the consequences. This also applies to those living in care. Decisions to share information with parent will be taken using professional judgement, and the Child Protection Procedures.

Giving Advice, Contraception &/or Access to Services to Under 16s

Under the Sexual Offences Act 2003, youth support workers can help young people under 16 (including under 13s, but see section above) to seek contraception and sexual health advice/services (including giving out condoms), without being seen to facilitate an illegal act.

Any intervention must take place within the Fraser Guidelines and Child in Need/Child Protection Procedures. Practitioners using the Fraser guidelines should be satisfied of the following (taken from NSPCC website):

- the young person cannot be persuaded to inform their parents or carers that they are seeking this advice or treatment (or to allow the practitioner to inform their parents or carers).
- the young person understands the advice being given.
- the young person's physical or mental health or both are likely to suffer unless they receive the advice or treatment.
- it is in the young person's best interests to receive the advice, treatment or both without their parents' or carers' consent.
- the young person is very likely to continue having sex with or without contraceptive treatment.

Child protection concerns

When using Fraser guidelines for issues relating to sexual health, you should always consider any potential child protection concerns:

- Underage sexual activity is a possible indicator of child sexual exploitation and children who have been groomed may not realise they are being abused.
- Sexual activity with a child under 13 should always result in a child protection referral.
- If a young person presents repeatedly about sexually transmitted infections or the termination of pregnancy this may be an indicator of child sexual abuse or exploitation.

We will always consider any previous concerns that may have been raised about the young person and explore whether there are any factors that may present a risk to their safety and wellbeing.

We will always share child protection concerns with the relevant agencies, even if a child or young person asks us not to.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or can be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff will notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Online Safety

We have an effective whole school approach to online safety in order to protect and educate pupils and staff in their use of technology. We have mechanisms to identify, intervene in, and escalate any concerns where appropriate.

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems.

Our approach to online safety is based on addressing the following four key categories of risk:

content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, misandry, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. making or sharing of nudes and semi-nudes including images digitally altered or wholly generated by artificial intelligence) and online bullying, and

commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group ([link here](#)) (KCSIE 2026)

Filtering and Monitoring

Whilst considering our responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the governing body and proprietors are doing all we reasonably can to limit children's exposure to the above risks from the school or college's IT system. As part of this process, the governing body and proprietors ensure the school has appropriate filtering and monitoring systems in place and regularly review their effectiveness.

The Senior Leadership Team member responsible for filtering and monitoring (Anthony Hamlin) will conduct a review of our filtering and monitoring provision at least once every academic year, supported by the Designated Safeguarding Lead and IT support. This review will assess effectiveness and identify any necessary

improvements. We use the department's ['plan technology for your school service'](#) to self assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them.

As a school, we:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet their safeguarding needs.
- We use the department's 'plan technology for your school service' to self assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them.

The Department has published [Generative AI: product safety expectations](#) to support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education.

Generative Artificial Intelligence (AI)

We recognise that generative artificial intelligence presents both opportunities and risks in education. In line with KCSIE 2026, we have integrated dedicated guidance addressing safeguarding, data protection, and ethical risks involved in the educational use of Generative AI.

Our approach to generative AI includes:

- Understanding the safeguarding risks associated with generative AI, including the creation of deepfake images and AI-generated content that could be used to harm children
- Ensuring our data protection practices comply with the Data Protection Act 2018, the UK GDPR, and the Data (Use and Access) Act 2025 when using AI tools
- Recognising the ethical risks involved in AI use, including bias, misinformation, and the potential for AI to be used inappropriately
- Ensuring our filtering and monitoring requirements apply to the use of generative AI in education
- Referring to the Department's 'Generative AI: product safety expectations' guidance to support safe use

Staff are made aware that making or sharing of nudes or semi-nudes now explicitly includes images digitally altered or wholly generated by artificial intelligence (e.g., deepfakes), and that all such incidents mandate a safeguarding response.

Mobile Phone Policy

In line with KCSIE 2026, our school operates as a mobile phone-free environment for pupils. Pupils are not permitted to access mobile phones during any part of their school day. If a child does bring mobile phone to school it is turned off on arrival, placed in the office, and collected at the end of the day.

This ensures:

- Reduced distractions
- Protection for pupils from online risks during the school day
- Prevention of incidents of making or sharing of nudes or semi-nudes
- Reduced opportunities for cyberbullying

Staff mobile phone use:

- Staff can bring their mobile devices into school, but these must not be used during student contact time.
- Staff must only use school-owned devices to take photographs of pupils. Personal mobile phones must not be used to photograph pupils under any circumstances. Where photographs are taken on school devices, images must be transferred to the school system promptly.

Visitors:

- Visitors to the school must be reminded when signing in that they cannot have their mobile phones out during student contact time.

Facilities for Biological Sex and Gender Questioning Children

At Our Lady of Lourdes Catholic Primary School we will not allow children into toilets, changing rooms or showers designated for the opposite biological sex. There are no exceptions to this requirement, including where we are responding to a request to support social transition for children who are questioning their gender.

If a pupil who is questioning their gender does not want to use the toilet, changing rooms and showers designated for their biological sex, we will consider whether we can provide alternative facilities that:

- Do not compromise the provision of single-sex facilities
- Do not compromise the safety, comfort, privacy or dignity of the child or any other children

Where we provide mixed-sex toilets in addition to single-sex toilets, we will:

- Ensure these are individual, lockable rooms
- Ensure they open directly onto public areas
- Assess safeguarding risks and plan accordingly

We will keep detailed records of any alternative arrangements made, ensuring these are communicated appropriately to relevant staff, and will review them regularly.

Social Transition

Our school will not initiate any action regarding social transition. The guidance in this section applies only where our school is responding to a request relating to social transition made by a pupil or their parent/carer. As a primary school, we will exercise particular caution when considering any requests relating to social transition. The Department for Education guidance is clear that support for full social transition in primary schools should be agreed very rarely.

When a child or their parent/carer raises a request relating to social transition, our school will:

- Take time to understand the thoughts and feelings of the child
- Be appropriately professionally curious
- Be aware of the potential vulnerabilities of these children, including the possibility of complex mental health and psychosocial needs
- Consider adopting approaches that maintain flexibility and avoid rigid rules based on gender stereotypes
- Take a strong, proactive stand against all forms of bullying, including misogyny and misandry

Parental Involvement

We will actively involve parents/carers where a child who is questioning their gender asks for support, unless there are exceptional circumstances where doing this would constitute a greater risk to the child than not involving them.

Individual members of staff must not adopt any changes related to social transition unless a decision has been made by the school leadership team and the child's parents/carers have been involved (except in the exceptional circumstances described above).

Where a request for support with social transition is made, our school will:

- Document our decision-making process and keep detailed records
- Consider whether pupils would be best supported by having a clear policy that explains the steps we will take
- Ensure any assessment of discrimination is informed by our evaluation of the welfare and best interests of the child and other children
- Comply with our distinct but interacting obligations under safeguarding legislation and equality and human rights law
- Make decisions on a case-by-case basis, taking into account:
 - The child's age and developmental stage
 - The child's welfare and best interests
 - The views and rights of parents/carers
 - The rights, safety, and wellbeing of other pupils
 - Relevant legislation and DfE guidance

We recognise that circumstances and needs may change over time. We will review our decisions and approach to a child's social transition at appropriate points.

We will maintain accurate records required for legal, safeguarding and educational purposes. We are legally required to record a child's biological sex accurately wherever it is recorded.

Where a child transfers to our school already living in accordance with their acquired gender (sometimes called 'living in stealth'), we will work sensitively with the child, their parents/carers, and the previous school to understand the arrangements in place and ensure continuity of support while meeting our safeguarding and legal obligations.

We recognise that some children may wish to detransition (return to living in accordance with their biological sex). We will provide sensitive, non-judgmental support to any child in this situation, working closely with their parents/carers and seeking specialist advice where appropriate.

Single-Sex Sports

Schools can lawfully separate children according to their biological sex when playing certain competitive sports. This does not constitute unlawful discrimination on the basis of sex.

Some sports may need to be played in single-sex groups from a certain age to ensure children's safety. Where this is the case for safety reasons, there must be no exceptions.

Our school will:

Assess which sports and physical activities require separation by biological sex based on safety considerations

Ensure decisions are based on:

The nature and intensity of the sport

The age and developmental stage of the pupils

Risk assessment

Current guidance and best practice

Where there are no safety concerns and a child makes a request relating to how they participate in sport or PE, we will consider the request in light of:

- The guidance on considering requests for support with social transition (see above)
- The welfare and best interests of the child making the request
- The rights, safety, and wellbeing of other pupils
- Fairness in competitive sport

The school will organise PE, sport and other physical activities in a manner that:

- Promotes safety for all pupils
- Ensures fairness, particularly in competitive contexts
- Supports inclusion while respecting the rights of all children
- Meets our safeguarding obligations

All decisions will be made on a case-by-case basis, documented, and regularly reviewed.

Working with parents and carers

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
- Know the procedures for reporting any issues they become aware of immediately to the school to minimise risk to their own and other children and so that the school can take appropriate action.
- We will use the school website, social media platforms and parent newsletters to offer advice and guidance to parents in relation to online risks.

5) The Management of Safeguarding

The Governing Body

5.0

The Governing Body will have at least one Designated Governor with responsibility for Safeguarding; this is Jim Corrigan.

The Designated Governors will ensure that they utilise the experiences and expertise of staff when shaping safeguarding policies. Opportunities for staff to contribute to safeguarding arrangements and child protection will be provided. They will also be responsible for jointly undertaking the annual 175 safeguarding audit with the Headteacher and Designated Safeguarding Lead. An action plan following the audit will be produced and the Governing Body will ensure that any actions are met in a timely manner.

5.1

The Governing Body will receive the Annual Safeguarding Report at the end of each academic year and will review safeguarding practices in the school no less than annually to ensure that:

- The school carries out its statutory duties related to child protection and safeguarding, including the South Gloucestershire Children's Partnership requirements
- Sufficient resources are made available to enable necessary tasks to be carried out properly under inter-agency procedures
- Governors attend Child Protection / Safeguarding training
- Only persons suitable to work with children shall be employed in the school or work in a voluntary capacity as detailed in Keeping Children Safe in Education 2026
- Where safeguarding concerns about a member of staff are substantiated, appropriate action is taken.

The Governing Body will delegate responsibility for day-to-day procedures that ensure the smooth operational practice for safeguarding arrangements to the Headteachers and Designated Safeguarding Leads; this may be reported to Governors retrospectively.

Children missing from education

The Governing Body will ensure that appropriate safeguarding responses to children who go missing from education are in place, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risk of them going missing in future.

Where reasonably possible, the school will hold more than one emergency contact number for each pupil. This goes beyond the legal minimum and is good practice to give the school additional options to make contact with a responsible adult when a child missing from education is also identified as a welfare and/or safeguarding concern.

5.2 The Governing Body will ensure that weaknesses identified within the Annual report; through on-going monitoring of safeguarding and child protection procedures and other sources, are addressed explicitly within the School Improvement Plans. The governing body will regularly monitor the implementation and impact of the identified actions.

5.3 The Governing Body will ensure that appropriate filters and monitoring systems are in place for the school and will identify the steps required to ensure that the monitoring of internet use, particularly for vulnerable students such as those with special education needs and disabilities, is robust. Advice and recommendation from the Safer Internet Centre will be used to fulfil this role.

5.4 The Governing Body controls the use of the school premises both within and outside school hours and has a duty to safeguard children and young people using the premises. Where services or activities are provided separately by another body, the LGB will seek assurances that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

HR/Personnel Lead

5.5 Part 3 of KCSIE 2026 sets out clearly the requirements and processes in relation to Safer Recruitment and these are fully detailed in the school's Recruitment policy.

In addition to the requirements within Schools Recruitment policy, the HR/Personnel Lead will ensure that:

- Any person volunteering in a role that involves teaching, training, instructing or supervising children frequently (defined as overnight or more than 3 days in a 30-day period) is in regulated activity and requires an enhanced DBS check with children's barred list information. (the supervision exemption has been removed in KCSIE 2026)
- All staff have read Part 1 of Keeping Children Safe in Education 2026 in its entirety.
- All staff have completed their Prevent training and this is recorded on the SCR
- Records are kept of online staff training and the signing requirements for policy reading.

5.6 The HR/Personnel Lead will ensure that the school's Single Central Record (SCR) is accurately maintained as an ongoing, accurate and live record and includes any enquiries made regarding disqualification by association

5.7 In relation to induction and training of new staff, the HR/Personnel Lead and/or Headteacher/Line Manager will ensure that they:

- Use a safeguarding induction checklist and retain this in the front of the staff file, ensuring that staff have copies of all of the policies required
- Have Safeguarding and Child Protection training on induction
- Have read and signed as understood the School's Code of Conduct
- Understand, under legislation, their duty to provide information which would disqualify them by association

All staff

5.8 The school has a duty to ensure that professional behaviour applies to relationships between staff and young people and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

Staff should be explicitly aware of the dangers inherent in:

- working alone with a young person
- physical interventions
- cultural and gender stereotyping
- dealing with sensitive information
- giving to and receiving gifts from students and parents
- contacting young people through private telephones (including text), email or social networking sites.
- disclosing personal details inappropriately
- meeting students / young people outside school hours or school duties
- using their personal phones to take pictures of students, which is not permitted under any circumstance.

5.9 If a member of staff has reasonable suspicion that a young person is suffering harm and fails to act in accordance with this policy and South Gloucestershire Partnership procedures, this will be viewed as misconduct and appropriate action will be taken by the Headteacher.

5.10 Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that abuse may have occurred **must** report it immediately to the Designated Safeguarding Lead or their Deputy in their absence. Should the abuse indicate the child disclosing is at risk of significant harm, this was be reported verbally immediately. **Confidentiality must be maintained and information relating to individual students/families shared with staff on a strictly need to know basis.** It is then the reporting member of staff's personal responsibility to follow up with the Designated Safeguarding Lead.

5.11 All members of staff have a duty to attend whole school training on safeguarding children that will enable them to fulfil their responsibilities in respect of safeguarding and child protection effectively; this training will be provided by the Designated Safeguarding Lead every year.

Induction safeguarding Training – this is mandatory and will include types of abuse and indicators of abuse, the schools safeguarding systems, key personnel, the early help process, what to do if a child discloses abuse, how to manage confidentiality, what to do if they have concerns about a member of staff, the requirements of recording and reporting, online safety, child exploitation, child-on-child abuse, harmful sexual behaviour, sexual violence and harassment, upskirting, response to children going missing from education, FGM, Prevent, generative AI risks, facilities for biological sex, social transition guidance, making or sharing of

nudes or semi-nudes (including AI-generated images), misogyny and misandry. New staff will complete the safeguarding checklist which will include:

- the child protection and safeguarding policy;
- the behaviour and relationships policy;
- Staff code of conduct;
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)

All staff will then receive regular training updates throughout the year in addition to their yearly updated training on the types and signs of abuse and school specific training.

Female genital mutilation (FGM) Whilst all staff should speak to the designated safeguarding lead (or a deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Whistleblowing

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the schools Whistle-blowing Policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- a legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0800 028 0285 or you can contact them by emailing them directly using help@nspcc.org.uk

Parents

5.12 School is committed to helping parents/carers understand its responsibility for the welfare of all students.

5.13 Parents/carers will be made aware of the school's Safeguarding and Child Protection Policy via the school's website, initial meetings with parents of new students and prospectuses; full copies of the policy will be available upon request to the school.

5.14 Where possible, Child Protection concerns should be discussed with parents/carers by the DSL or Deputy DSL, who ideally should seek agreement to making a referral, unless to do so would place the student at increased risk of significant harm; however, a lack of agreement should not stop a referral going ahead. Lower level concerns or disclosures that do not concern 'Child Protection' can be discussed by the class teacher/support staff to the parents.

5.15 Where possible the school will endeavour to provide support for parents/carers in meeting their responsibilities for their child's welfare; signposting to other agencies which may support, such as Parenting Courses.

5.16 Parents are required to provide the school with two emergency contact numbers.

6) Implementation

Procedures for Referral

Following a safeguarding concern being raised, the designated safeguarding lead or deputy safeguarding lead will immediately inform Social Care Teams by telephone:

South Glos. Access and Response (Student's home postcode falls within South Glos)
Telephone number 01454 866000

Bristol Children's Services (Student's home postcodes fall within Bristol)
Telephone number 0117 9038700

If the DSL or DDSL are not available, staff should speak to a member of the SLT and/or take advice from local children's social care using the numbers above.

The DSL or DDSL will contact the Local Authority Designated Officer (LADO), Jon Goddard on 01454 868508 or lado@southglos.gov.uk in relation to allegations against a member of staff

It is important to remember that options in response to staff raising a concern may not lead to a referral to ART being made. This would always follow a discussion with the DSL. Other options may include:

- Managing the support for the student internally through our own integrated student support processes
- An early help assessment, which staff might be required to help with or lead
- A referral to a statutory service

If in exceptional circumstances, the DSL or Deputy DSL are not available, this should not delay appropriate action being taken by the member of staff.

- 6.2 If requested, the telephone referral to the Social Care Team will be confirmed as a written referral within a maximum of 24 hours, with a copy placed on the student's Child protection record maintained by the Designated Safeguarding Lead (CPOMS). Essential information will include student's name, address, date of birth, family composition, and reason for referral, name of person receiving the referral and any advice given.

Record Keeping

6.3 Any member of staff receiving a disclosure of abuse, or noticing possible abuse, must make an accurate record on C-POMS as soon as possible noting what was said or seen, putting the event into context, and giving the date, time and location. Any disclosure that indicates a child is at significant risk of harm should be verbally reported to the Designated Safeguarding Lead or Deputy Safeguarding Lead immediately.

6.4 All hand-written records will be retained, even if they are subsequently typed up in a more formal report and these will be uploaded to CPOMS.

6.5 Written records of concerns about students should be uploaded onto C-POMS even where there is no need to make an immediate referral. Where concerns do not meet the threshold for a referral to Social Care, consideration should be given to the appropriateness of completing an early help assessment.

6.6 In line with the South Gloucestershire CSE strategy, the DSL and Deputy DSL will be alert for any indicators that a child is at risk of child sexual exploitation and, if required, will complete an Exploitation Identification Tool and pass concerns directly to Access and Response.

6.7 All records relating to child protection concerns will be kept directly onto CPOMS. They do not form part of the student's educational records and should be retained separately and are not required to be disclosed to parents/carers, except by agreement with the school. All paper work will be scanned and uploaded to the child's C-POMS account. Any remaining paper records will be kept in a secure cabinet.

6.8 A chronology will be kept of individual student concerns using CPOMS, which is reviewed and updated whenever a new concern is raised, noting any action.

6.9 Child protection records must be kept for a minimum of 25 years after the student has reached the end of compulsory education; the school will also retain all additional safeguarding records for 25 years in a confidential archive separate from a students' individual file.

7) Allegations made against staff

Part 4 of KCSIE 2026 sets out the responsibility of schools in relation to managing allegations against staff and these are set out fully in the Schools Managing Allegations against Staff policy. This guidance will be followed where it is alleged that anyone working in the school that provides education for children under 18 years of age, including supply teachers, volunteers and contractors has:

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

7.0 Then the allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by the South Gloucestershire Children's Partnership

7.1 Allegations against a member of staff should be brought to the attention of the Headteacher and/or DSL in the first instance, unless the Headteacher is the subject of the allegation; in this situation the allegation should be referred to the Chair of Governors. They will follow the LA 'Guidance for Chairs of Governors Dealing with Child Protection Allegations Against the Headteacher' and will contact the Local Authority Designated Officer (LADO) without delay. If the Designated Safeguarding Lead is the subject of the allegation (and they are not the Headteacher) then this needs to be brought to the attention of the Headteacher.

7.2 An allegation must not be discussed with the alleged perpetrators or other members of staff / governors, unless advised to do so by a LADO. All concerns against a member of staff must be reported without delay. These procedures are also included in staff training.

Physical Contact, restraint and the use of reasonable force

7.3 Members of staff may have to make physical interventions with children; this should only be done where:

- It is necessary to protect the child, or another person, from immediate danger, and
- Where the member of staff has received suitable training such as positive handling training (although any member of staff can use reasonable force if it is: necessary, reasonable and proportionate)
- Individual plans for vulnerable children to reduce risk, such as those with SEN and disabilities are in place
- Use of reasonable force applies to students with or without SEN

Please refer to [Use of Reasonable Force](#).

Photographing Children in school

7.4 We will not allow images of students to be used on school websites, publicity, or press releases, without express permission from the parent/carers, and if we do obtain such permission, we will not identify individual children by name.

7.5 The school cannot however be held accountable for photographs or video footage taken by parents/carers or members of the public at school functions, although we will advise that parents to not post images publicly.

7.6 Photography will be used across the school as a tool to support assessment and to provide evidence of, and celebration of, curriculum coverage.

7.7 Staff must only use school-owned devices to take photographs of pupils. Personal mobile phones must not be used to photograph pupils under any circumstances. Where photographs are taken on school devices, images must be transferred to the school system promptly and deleted from the device.

7.8 Staff can bring their mobile devices into school but these must not be used during student contact time and must never be used to photograph pupils.

7.9 Visitors to the school must be reminded when signing in that they cannot have their mobile phones out during student contact time.

Low-level concerns

All low-level concerns must be shared with the DSL or Headteacher. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out above. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO (as per Keeping Children Safe in Education 2026)

Contextual Safeguarding (Extra Familial Harm)

Safeguarding incidents and/or behaviours can be associated with factors outside of school and can occur between children outside of school. All staff, but especially the DSL and Deputy DSL, will consider the context within such behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that a threat to their safety and welfare. We will ensure that such information forms part of the referral we make to the Social Care teams.

Temporary Accommodation Notification Duty

In line with KCSIE 2026, we are aware that local housing authorities have a duty to notify the relevant local authority when they accommodate a child in temporary accommodation. This notification helps ensure that the child's educational and safeguarding needs are met. The school will work with the local authority to ensure appropriate support is in place for any pupils affected by temporary accommodation arrangements.

8) Monitoring & Review

The Governing Body are responsible for overseeing the implementation of this policy, monitoring and evaluating its impact; they will also review it every year, or sooner if appropriate.

The Designated Safeguarding Lead will, on behalf of the Headteacher, complete an annual audit of Child Protection and Safeguarding to evaluate the effectiveness of the school's procedures.

Ratification

Approved by the Governing Body

Publication

This policy can be found on the school website, and the Staff Shared drive in school

Review

Annual Audits produced by the Designated Safeguarding Leads each year.

Appendix A Reporting of a concern flowchart

Designated Safeguarding Lead: Meg Wilson
Deputy Safeguarding Leads: Anthony Hamlen
and Theresa Gee
Local Authority Designated Officer (LADO):
Jon Goddard – 01454 868508

Discuss concern with the DSL or DDSL

Record summary for the student's
record as soon as possible (CPOMS)

DSL/DDSL to review concerns and
makes a decision about next steps

Decision made to monitor the
concerns (Add decision to student
file)

MONITOR

Teachers asked to monitor child and
feedback to the DSL/DDSL within an
agreed timescale

Decision made to discuss the concern
with the parents/carers

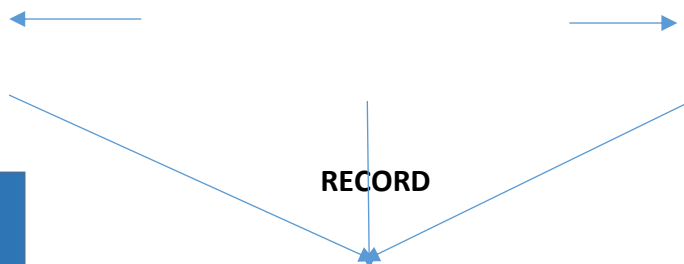
DISCUSS

After discussion with parents or
carers DSL/DDSL decides to discuss
further with parents, monitor or
refer to ART

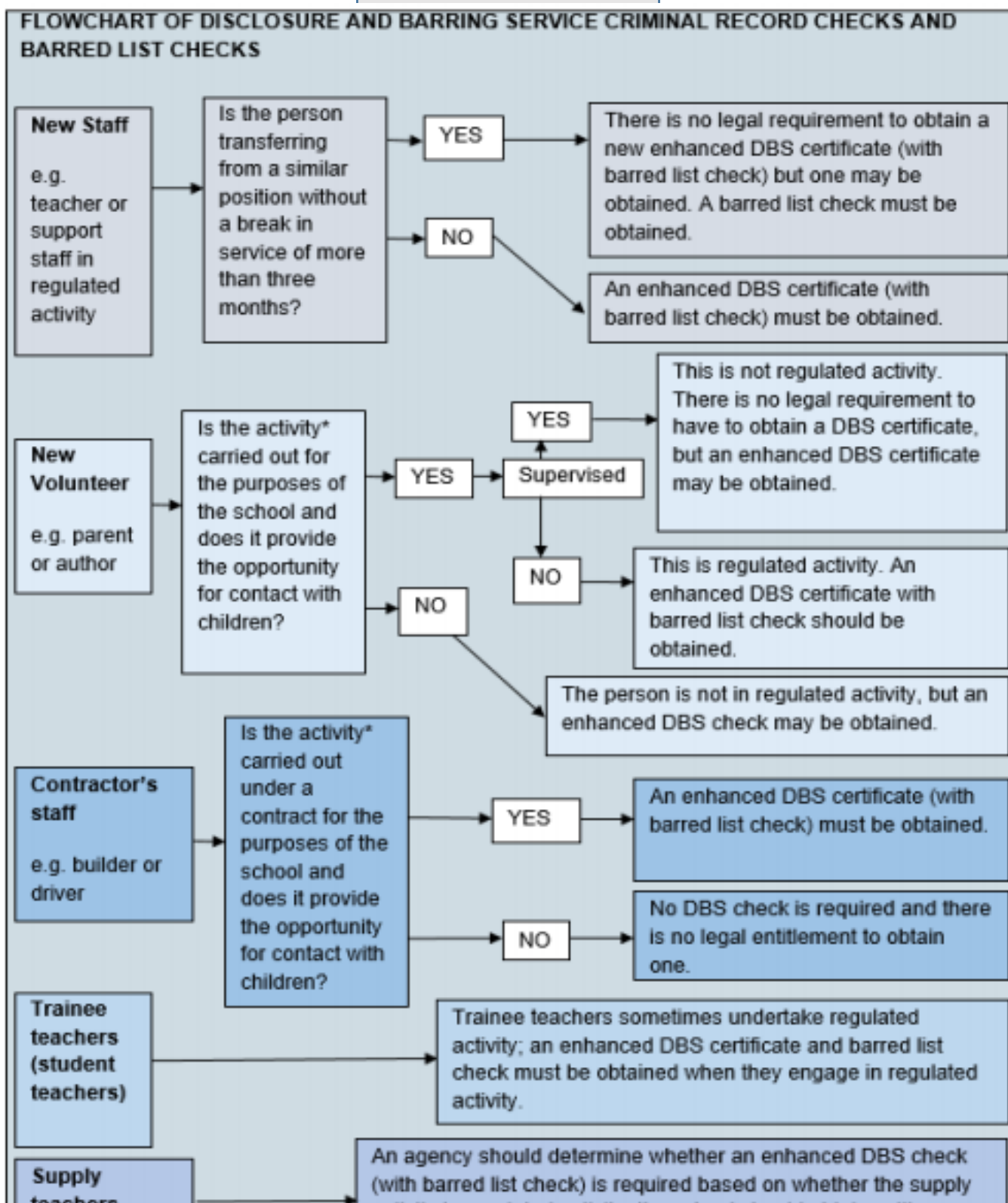
Decision made to refer the
concern to ART

REFER

DSL/DDSL to complete and send
referral to ART and copy on
students CP file



Appendix B Disclosure and Barring Service Criminal Record and Barring Checks



Appendix C LADO Process flowchart

LADO THRESHOLD (Working Together to Safeguard Children 2026 & KCSIE 2026)

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

