

Collège Français Bilingue de Londres (the “School” or “CFBL”)

Child Protection and Safeguarding Policy

Authorised by:	The Board of Governors of CFBL
On:	WR 28.09.26)
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This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.

This policy applies to CFBL, including its early years setting.

KEY CONTACT PERSONNEL IN SCHOOL	
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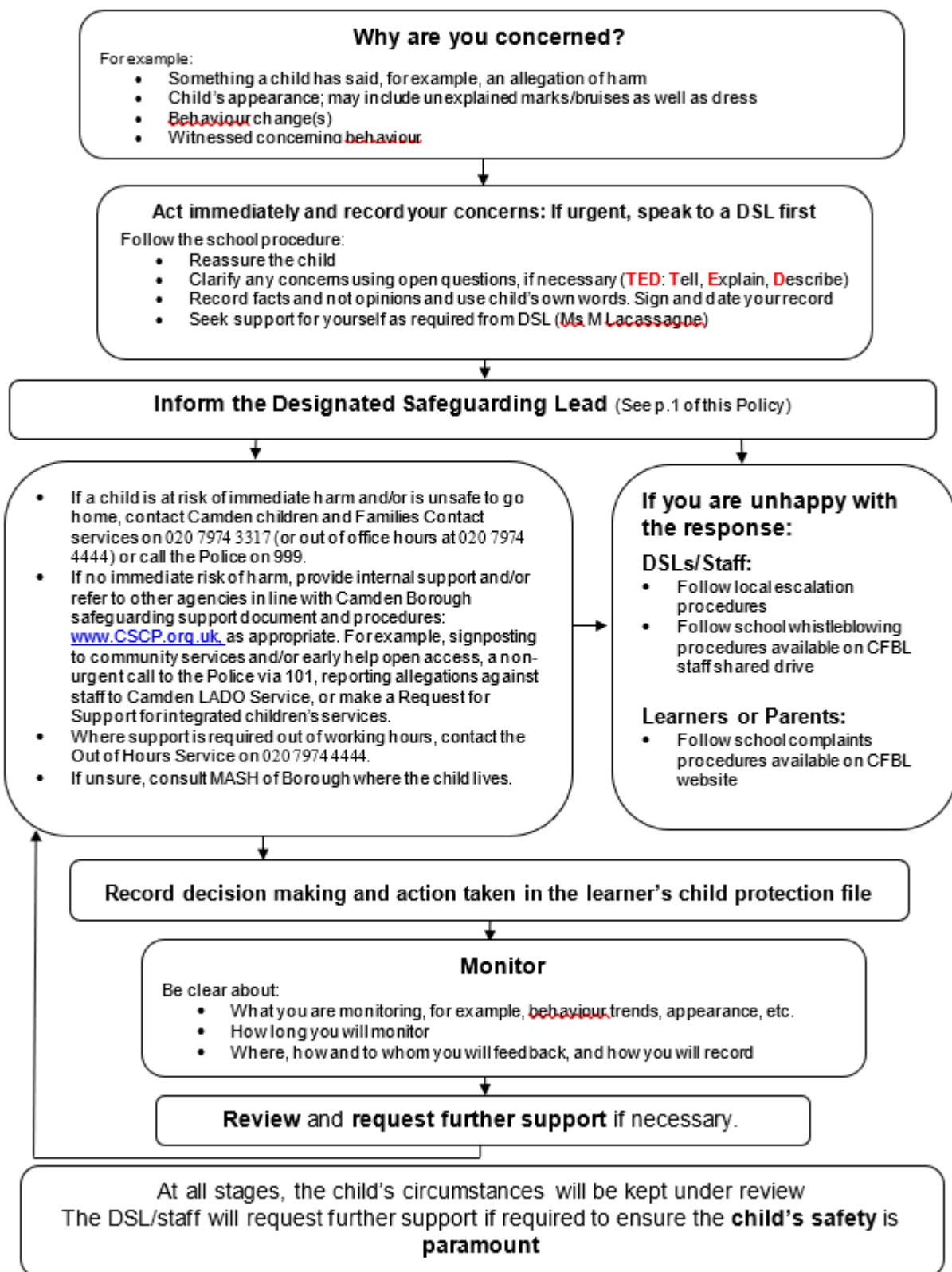
KEY EXTERNAL CONTACT DETAILS	
Camden Child Protection Service Manager	• Kurt Ferdinand • TEL: 020 7974 6481
Local Authority Designated Officer (LADO)	• Jacqueline Fearon - TEL: 0207 974 4556 / 020 7974 4351 - email : LADO@camden.gov.uk
Camden Safeguarding Lead Officers	• Michelle O'Regan (Head of Service, Children in Need) - TEL: 0207 974 1905 • Patricia Williams (Service Manager) - TEL: 0207 974 1558 • Esther Fajoye (Service Manager) - TEL: 020 7974 1485 • Gemma Brown (Service manager) - TEL: 07796937743
Children and Families Contact Service (formerly known as MASH)	• Tracey Murphy (Service Manager) - TEL: 0207 974 1553/3317
Camden Safeguarding Children Partnership	• https://cscp.org.uk/
Online Safety Contact Officer	• Jenni Spencer - TEL: 0207 974 2866
Support and advice about extremism	• Prevent Education Officer - Jane Murphy - TEL: 0207 974 1008 • Police - TEL: 101 (or 999 if there is an immediate risk of harm) • Department for Education - TEL (Non emergency): 0207 340 7264 - EMAIL: counter.extremism@education.gsi.gov.uk
Virtual school Head	• Nathalie White - TEL: 020 794 2359
Police	• TEL: 101 (or 999 if there is an immediate risk of harm)
NSPCC Whistleblowing Advice Line	• TEL: 0800 028 0285 - EMAIL: help@nspcc.org.uk
NSPCC Report Abuse in Education Advice Line	• TEL: 0800 136 663 • EMAIL: help@nspcc.org.uk
OFSTED Safeguarding Children	• TEL: 0300 123 4666 (Mon-Fri from 8am to 5pm) - EMAIL: CIE@ofsted.gov.uk
Adult Safeguarding	• Adult Social Care - TEL: 020 7974 4000 (select option 1) - Textphone: 020 7974 6866 - EMAIL: adultsocialcare@camden.gov.uk

Camden Children and Families Contact Service	Sarah Hulme Head of Children, Young People and Family Services TEL: 020 3317 2283 EMAIL: sarahhulme@nhs.net
Disclosure and Barring Service	ADDRESS: DBS customer services PO Box 3961 Royal Wootton Bassett SN4 4HF TEL: 03000 200 190 EMAIL: customerservices@dbb.gov.uk
Teaching Regulation Agency	ADDRESS: Teacher Misconduct Ground Floor South Cheylesmore House 5 Quinton Road Coventry CV1 2WT TEL: 0207 593 5393 EMAIL: misconduct.teacher@education.gov.uk

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What to do if you have a welfare concern in CFBL



1. Child Focused Approach to Safeguarding

1.1 Introduction

- CFBL recognizes its statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families, and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.
- CFBL believes that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- Staff working with children at CFBL will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child and if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.
- As part of the safeguarding ethos of our setting, we are committed to:
 - Maintaining children's welfare as our paramount concern
 - Providing an environment and culture in which children feel safe, secure, valued, and respected, confident to talk openly and sure of being listened to
 - Developing appropriate and positive relationships between children and the adults that care for them
 - Providing suitable support and guidance so that:
 - children have a range of appropriate adults who they feel confident to approach if they are in difficulties;
 - pupils know how to raise concerns, feel safe to raise concerns and are confident that their concerns will be taken seriously
 - Using learning opportunities to increase self-awareness, self-esteem, assertiveness, and decision making. This is so that young children develop a range of contacts and strategies to ensure their own protection and understand the importance of protecting others
 - Expecting inclusive and anti-discriminatory behaviour for staff and pupils
 - Not tolerating all forms of bullying, harassment and discrimination, or inappropriate, sexualised or offensive language and behaviour
 - Working with parents and carers to build an understanding of the setting's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations.
- Our core safeguarding principles are:
 - **Prevention**
 - positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures.
 - **Protection**
 - following the agreed procedures, ensuring all staff are trained and supported to recognize and respond appropriately and sensitively to safeguarding concerns and disclosures.
 - **Support**
 - monitoring for all learners, parents and staff, and where appropriate specific interventions are required for those who may be at risk of harm.
 - **Working with parents and other agencies**
 - to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.
- The procedures contained in this policy apply to all staff, governors, trainee teachers, temporary staff, agency and third-party staff, contractors and volunteers and are consistent with Keeping Children Safe in Education 2026.

1.2 Policy Context

- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2026 (KCSIE) which requires individual schools and colleges to have an effective child protection policy.
- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related national and local guidance. This includes but is not limited to:
 - [Keeping Children Safe in Education 2026](#) (KCSIE)
 - Working Together to Safeguard Children 2026 (WTSC)
 - [Early Years Foundation Stage \(EYFS\) Statutory Framework: The Safeguarding and Welfare Requirements](#)
 - Ofsted: Education Inspection Framework
 - OFSTED guidance: Non association independent schools handbook
 - Framework for the Assessment of Children in Need and their Families 2000
 - Camden Safeguarding Children Procedures
 - The Childcare Act 2006
 - The Education Act 2002
 - The Education (Independent School Standards) Regulations 2014
 - The Independent School Standards - Guidance for Independent Schools 2019
 - The Human Rights Act 1998
 - The Equality Act 2010
 - ["Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings" - Safer Recruitment Consortium, 2022](#)
 - [What to do if you are worried a child is being abused – DfE, March 2015](#)
 - Children's Wellbeing and Schools Act 2026, including the Information Sharing Duty inserted as section 16LA of the Children Act 2004
 - Department for Education, *Information sharing to safeguard children and young people: statutory guidance* (2026)
- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

1.3 Definition of Safeguarding

- In line with Working together to Safeguard Children 2026 and KCSIE 2026, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
 - Providing help and support to meet the needs of children as soon as problems emerge
 - protecting children from maltreatment, whether that is within or outside the home, including online
 - preventing 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,
 - promoting the upbringing of children with their birth parents, or otherwise their family network, whenever possible and where this is in the best interests of the child(ren),
 - taking action to enable all children to have the best outcomes.
- Child protection is part of safeguarding and promoting the welfare of all children and is defined as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.
- The School acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):
 - Abuse, neglect and exploitation
 - Bullying, including cyberbullying

- Child-on-child abuse, including harassment, harmful sexual behaviour and violence
- Child-to-parent or caregiver abuse
- Children with family members in prison
- Children Missing Education (CME) or child absent from school
- Child missing from home or care
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- Contextual safeguarding (risks outside the family home)
- County lines and gangs
- Financial exploitation
- Domestic abuse
- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse
- Gender based abuse and violence against women and girls
- Hate
- Homelessness
- Human trafficking and modern slavery
- Mental health
- Making or sharing nudes and semi-nudes, including images created or altered using artificial intelligence
- Online safety
- Preventing radicalisation and extremism
- Private fostering
- Relationship abuse
- Serious violence
- Sexual violence and sexual harassment
- So-called 'honour-based' abuse, including Female Genital Mutilation (FGM) and forced marriage
- Upskirting
- Adulthood

(Also see Part One and Annex A within 'Keeping Children Safe in Education' 2026)

1.4 Related Safeguarding Policies

- This policy is one of a series in the School's safeguarding portfolio and should be read and actioned in conjunction with the policies as listed below:
 - School's rules: *Règlements intérieurs*;
 - Behaviour and discipline policy;
 - E- Safety and use of internet, mobile phones and other electronic equipment policy (for pupils);
 - Anti-bullying policy;
 - Attendance and absence policy;
 - Missing Child Policy & Procedures When a Child is Not Collected on Time;
 - Educational visits policy;
 - Health and Safety policy;
 - Risk assessment policy;
 - First Aid policy;
 - Administration of Medication policy;
 - PHSCE policy;
 - RSE policy;
 - Restrictive intervention policy (including use of reasonable force)
 - Complaints policy;

- Staff Behaviour policy;
- Low level concern policy;
- Taking, storing and using images of Children policy;
- CFBL Employee Handbook which includes staff obligations in safeguarding, whistleblowing procedure, CFBL's safer recruitments procedures, and to CFBL Rules and Policies Handbook (for contractors, workers and volunteers);
- Procedures for managing allegations of abuse made against staff;
- Privacy notices;
- Record retention policy.

1.5 Policy Compliance, Monitoring and Review

- CFBL will review this policy at least annually (as a minimum) and will update it as needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt. The policy will also be revised following any national or local updates, significant local or national safeguarding events and/or learning, and/or any changes to our own procedures.
- All staff, including those who do not work directly with children, will be provided with this policy and will read Part One of KCSIE 2026 as part of their safeguarding induction and ongoing safeguarding responsibilities. Appropriate mechanisms will be in place to ensure that staff understand and can discharge the responsibilities set out in Part One. Our policy is available on the School's website and on the Staff Shared Drive (under policies tab). KCSIE 2026 is available on the internet and also on CFBL's Shared Drive (under Staff > policies > key safeguarding resources tab).
- Parents/carers can obtain a copy of the School's Child Protection & Safeguarding Policy and other related policies on request. Additionally, our policies can be viewed via the School website:
<https://www.cfbl.org.uk/en/our-school/inspections-and-policies>.
- This policy forms part of our School development plan and will be reviewed annually by the governing body who has responsibility for oversight of safeguarding and child protection systems.
- The Designated Safeguarding Lead and headteacher will ensure regular reporting on safeguarding activity and systems to the governing body. The governing body will not receive details of individual learner situations or identifying features of families as part of their oversight responsibility.

2. Key Responsibilities

2.1 Governance and Leadership

- The governing body and leadership team have a strategic responsibility for our safeguarding arrangements and will comply with their duties under legislation.
- The governing body has regard to the EYFS 2026 and the KCSIE 2026 guidance and will ensure our policies, procedures and training is effective and complies with the law at all times.
- The governing body will facilitate a whole school approach to safeguarding which involves everyone. They will ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, so that all systems, processes, and policies operate with the best interests of the child at their heart.
- The governing body is aware of its obligations under the Human Rights Act 1998, the Equality Act 2010, and the local multi-agency safeguarding arrangements set out by the Camden Safeguarding Children Partnership (<https://cscp.org.uk/>).

- The governing body and leadership team will ensure that there are policies and procedures in place to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- The governing body will ensure an appropriate senior member of staff, from the School leadership team, is appointed to the role of designated safeguarding lead. The governing body and leadership team will ensure that the DSL/DSLs are supported in their role and are provided with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns.
- The School has two nominated governors for safeguarding. The nominated governors will support the DSL/DDSLs and have oversight in ensuring that the School has an effective policy which interlinks with other related policies, that locally agreed procedures are in place and being followed, and that the policies are reviewed at least annually and when required. They will also have the responsibility for liaising with the LADO in the event of an allegation against the headteacher.
- All governors and trustees receive safeguarding and child protection training needed to help them effectively scrutinise the School's safeguarding and child protection policies so that they can ensure policies are fit for purpose.
- The headteacher will ensure that our child protection and safeguarding policies and procedures adopted by the governing body, are understood, and followed by all staff.

2.2 Designated Safeguarding Lead and Deputies (DSL/DDSLs)

- CFBL has appointed Marjorie Lacassagne, DHT for the Primary School to act as Designated Safeguarding Lead (DSL).
- The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems (including online safety and understanding the filtering and monitoring systems and processes in place) at CFBL. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.
- CFBL has also appointed three Deputy DSL who will have delegated responsibilities and act in the DSL absence.
 - Elodie Malard, the School nurse, also DDSL in charge of Early Year
 - Hasret Batgi, Head of pastoral care, and
 - Oliver Martin, the Primary School Assistant Head, Year 6 teacher & Deputy DSL.
- It is the role of the DSL (and deputies) to carry out their functions as identified in Annex B of KCSIE 2026. This includes but is not limited to:
 - acting as the central contact point for all staff to discuss any safeguarding concerns;
 - maintaining a confidential recording system for safeguarding and child protection concerns;
 - coordinating safeguarding action for individual children;
 - liaising with other agencies and professionals in line with KCSIE and WTSC;
 - ensuring that locally established procedures as put in place by Camden Safeguarding Children Partnership, including referrals, are followed, as necessary;
 - liaising with and manage referrals to relevant agencies such as CSSW (Children's Safeguarding and Social Work), the LADO, the Channel Panel, the Police and the Disclosure and Barring Service (DBS);
 - representing, or ensuring the school is appropriately represented, at multi-agency safeguarding meetings (including child protection conferences);
 - ensuring the School's safeguarding and child protection policies are up to date and consistent with Camden's Safeguarding Children Partnership policies and that policies are reviewed annually;
 - keeping the headteacher, senior leadership team and the board of governors informed of on-going safeguarding and child protection issues and enquiries;
 - ensuring that staff, including temporary, agency and third-party staff, receive appropriate safeguarding and child protection training, including online safety, at induction and that this training is regularly updated, with safeguarding and child protection updates provided as required and at least annually.

- ensuring all staff, including temporary staff, are aware of and understand policies and procedures and are able to implement them through robust induction processes;
 - providing advice and guidance for staff on safeguarding and child protection issues and making referrals and support them through the referral process;
 - attending regular training, including Prevent awareness training, and the designated teachers' meetings hosted by Camden in order to keep up to date with new policy, emerging issues and local early help, safeguarding and child protection procedures and working practices;
 - providing regular updates received from Camden to all staff members and governors on any changes in safeguarding or child protection legislation;
 - having an awareness of those children who may be more vulnerable to poor educational outcomes due to safeguarding and other issues such as children in need, children with child protection plans, children with mental health issues, young carers and children who have special educational needs;
 - liaising with the SENCO when considering any safeguarding action for a child with special needs;
 - liaising with the School's mental health lead or CAMHS team as appropriate where safeguarding concerns are linked to mental health issues;
 - raising awareness with staff on how children's vulnerabilities and exposure to safeguarding issues such as neglect, abuse and trauma can negatively influence their educational attainment and behaviour and how staff can work to meet these challenges and improve outcomes;
 - liaising with the Camden Virtual School Head in order to meet the educational needs of children known to CSSW;
 - liaising with the designated teacher for LAC (Looked after Children) whenever there are safeguarding concerns relating to a looked after child or previously looked after child;
 - overseeing child protection systems within the School, including the management of records, ensuring confidentiality, standards of recording, and referral processes;
 - providing a link between the School and other agencies, particularly CSSW and the Camden Safeguarding Children Partnership;
 - ensuring parents are fully aware of the School's policies and procedures and that they are kept informed and involved;
 - encouraging a culture where children are listened to, their views taken into account and where they are encouraged to participate in keeping themselves safe;
 - ensuring relevant records are passed on appropriately when children transfer to other schools and where appropriate, share relevant information with schools to enable continued support for the child on transfer.
- The DSL/DDSLs will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs will be trained to the same standard as the DSL. The DSL/DDSLs training will be updated formally at least every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.
 - CFBL will maintain robust arrangements to ensure that safeguarding concerns can be received and acted upon when the DSL is unavailable. These arrangements will include appropriate deputy DSL cover and a secure and confidential method for safeguarding communications (email : safeguarding@cfbl.org.uk / CPOMS platform to raise a concern), accessible to the relevant safeguarding team.

2.3 Members of Staff

- Our staff play a particularly important role in safeguarding as they are in a position to observe changes in a child's behaviour or appearance, identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.
- All members of staff have a responsibility to:
 - Provide a safe environment in which children can learn.
 - Be aware of the indicators of abuse, neglect and exploitation that they can identify cases of children who may need help or protection.

- Know what to do if a child tells them that they are being abused, neglected or exploited and understand the impact abuse, neglect and exploitation can have upon a child.
 - Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
 - Be prepared to identify children who may benefit from support before statutory intervention, including universal services, community-based Early Help and the targeted early help level of Family Help.
 - Understand CFBL's local processes for community-based Early Help and Family Help assessments and understand their role in supporting assessments and multi-agency work.
 - Understand the School's safeguarding policies and systems.
 - Undertake regular and appropriate training which is regularly updated.
 - Be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
 - Know how to maintain an appropriate level of confidentiality.
 - Reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.
 - Act in line with Teachers' Standards 2012 which state that teachers (including headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Staff at CFBL recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as being abusive or harmful. This should not prevent staff from having professional curiosity and speaking to a DSL/DDSL if they have any concerns about a child.
 - Staff at CFBL will determine how best to build trusted relationships with children, young people and parents/carers which facilitate appropriate professional communication in line with existing and relevant policies, for example, our staff behaviour and pupil behaviour policies.

2.4 Children and Young People

- Children and young people (learners) have a right to:
 - Feel safe, be listened to, and have their wishes and feelings taken into account.
 - Confidently report abuse, neglect or exploitation knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
 - Contribute to the development of CFBL's safeguarding policies.
 - Receive help from a trusted adult.
 - Learn how to keep themselves safe, including online.

2.5 Parents and Carers

- Parents/carers have a responsibility to:
 - Understand and adhere to the relevant CFBL policies and procedures.
 - Talk to their children about safeguarding issues with their children and support CFBL in its safeguarding approaches.
 - Identify behaviours which could indicate that their child is at risk of harm including online.
 - Seek help and support from CFBL or agencies.
- The School will:
 - make parents aware of the School's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils where necessary, by making all School policies available on the School website or on request;
 - provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff;
 - consult with and involve parents and carers in the development of School policies to ensure their views are taken into account;

- ensure a robust complaints system is in place to deal with issues raised by parents and carers; provide advice and signpost parents and carers to other services and resources where pupils need extra support.

3. Child Protection Procedures

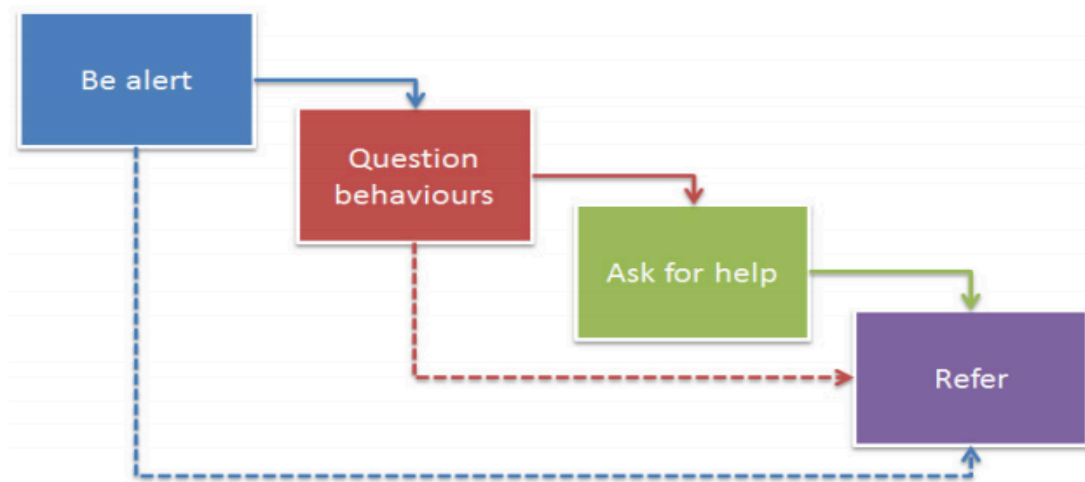
3.1 Recognising Indicators of Abuse, Neglect and exploitation

- Staff will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child.
- All staff are made aware of the definitions and indicators of abuse, neglect and exploitation as identified by Working Together to Safeguard Children (2026) and Keeping Children Safe in Education 2026. This is outlined locally within Camden Thresholds Criteria for Children Services.
- CFBL recognises that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect

For further information see [Appendix 1](#).

- CFBL recognises that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse, neglect and exploitation can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. It is important to recognise that indicators of abuse, neglect and exploitation do not automatically mean a child is being harmed; however, all concerns should be taken seriously and will be explored by the DSL/DDSLs on a case-by-case basis.
- CFBL recognises abuse, neglect, exploitation and safeguarding issues are rarely standalone events and cannot always be covered by one definition or one label alone. In many cases, multiple issues will overlap with one another, therefore staff will always be vigilant and always raise concerns with a DSL/DDSL.
- Parental behaviours can indicate child abuse, neglect or exploitation, so staff will be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- Children may also cause harm to other family members. This is sometimes referred to as child-to-parent or child-to-caregiver abuse and should be considered as a safeguarding concern where appropriate.
- Children may report abuse, neglect or exploitation happening to themselves, their peers or their family members. All reports made by children to staff will be taken seriously and will be responded to in line with this policy.
- Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms can include sexual abuse, sexual harassment and exploitation, domestic abuse within a child's own intimate relationships, including physical, sexual and emotional abuse and stalking, criminal exploitation including financial exploitation, serious youth violence, county lines and radicalisation.
- Technology can be a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse or exploitation online as well as face to face from people they know (including other children) and from people they do not know. In many cases, abuse will take place concurrently via online channels and in daily life.
- By understanding the indicators of abuse, neglect and exploitation, we can respond to problems as early as possible and provide the right support and services for the child and their family.

- All members of staff are expected to be aware of and follow this approach if they are concerned about a child:



[‘What to do if you are worried a child is being abused’](#) 2015

- In all cases, if staff are unsure, they will always speak to the DSL (or a deputy).
- CFBL recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.
- If deemed necessary by the headteacher or by staff authorised by the headteacher following a concern about a child’s safety or welfare, the searching and screening of children and confiscation of any items, including electronic devices, will be managed in line with the School’s Behaviour and Discipline policy.
 - The DSL (or deputy) will be informed of any searching incidents where there were reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in our School’s Behaviour and Discipline policy. The DSL (or deputy) will then consider the circumstances of the pupil who has been searched to assess the incident against any potential wider safeguarding concerns.
 - Staff will involve the DSL (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

3.2 Responding to Child Protection Concerns

- If a pupil discloses to a member of staff that they are being abused, the member of staff should:
 - listen carefully to what is said without displaying shock or disbelief and accept what the child is saying;
 - allow the child to talk freely;
 - only use open questions to clarify information where necessary, e.g. who, what, where, when or Tell, Explain, Describe (TED).
 - not ask direct questions but allow the child to tell their story;
 - reassure the child but not make promises that it may not be possible to keep, or promise confidentiality, as concerns will have to be shared further, for example, with the DSL and potentially a referral may have to be made to CSSW;
 - reassure the child that what has happened is not their fault and that they were right to tell someone;
 - not criticise the alleged perpetrator;
 - explain what will happen next and who has to be told;
 - make a formal record using the facts as the child presents them, in line with CFBL’s record keeping requirements, and pass this on to the DSL (or deputy), as soon as practically possible.
- Staff should bear in mind that children may not find it easy to disclose abuse and may need time before they feel ready to do so; in some cases, for example child exploitation, they may not recognise that what they are experiencing is abusive.

Disclosure is more likely where there is a trusting relationship with the staff member and the pupil feels safe to share information.

- It is important that where staff have reason to believe a pupil is at risk of harm but there is no disclosure, they persevere, giving the pupil time and space to disclose when they feel comfortable to do so. Any concerns should be shared with the DSL so that advice and support can be offered on how to support the pupil to engage. Consideration should also be given to addressing any communications difficulties that may be a barrier to disclosure.
- All staff are made aware that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to other agencies. Staff will not assume a colleague, or another professional will act and share information that might be critical in keeping children safe.
- The DSL or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, no DSL or deputy is available, this should not delay appropriate action being taken. Staff should speak to a member of the senior leadership team and/or take advice from Education Safeguarding Service or via consultation with a social worker from the Camden's Children and Family Contact team ('Front Door' for children's social care referrals). In these circumstances, any action taken will be shared with a DSL/DDSL as soon as is practically possible.
- CFBL will refer to Camden's thresholds and eligibility criteria (available at the link below) to help make decisions on the child's level of need and the appropriate service to refer on for services. Staff will consult with the designated safeguarding lead for advice and to discuss the case prior to making any referral for services.
Thresholds-for-childrens-services.pdf (cscp.org.uk)
- CFBL will respond to concerns in line with the Camden Safeguarding Children Partnership (CSCP) procedures.
 - The full CSCP procedures and additional guidance relating to reporting concerns and specific safeguarding issues can be found on their website: <https://www.camden.gov.uk/children-s-safeguarding-and-social-work>
 - Specific information and guidance to follow with regards to accessing Early Help and Preventative Services and/or Children's Social Work Services as part of Children and Families Contact Service can be found here: <https://www.camden.gov.uk/early-help-for-children-and-families>

Support before statutory intervention: universal services, community-based Early Help and Family Help

- Any child may benefit from support before statutory intervention. This may include support from universal services and community-based Early Help, or from the targeted early help level of Family Help. Staff should be alert to emerging needs and seek to ensure that children and families receive appropriate support as soon as problems emerge.
- All staff should understand the local processes for community-based Early Help and Family Help assessments, including the criteria and level of need for referral to targeted Family Help services and the criteria for referral to local authority children's social care for statutory services.
- Any child may benefit from support before statutory intervention, including universal services, community-based Early Help and/or Family Help. Staff should be particularly alert to the potential need for such support for a child who:
 - is disabled or has certain health conditions and has specific additional needs
 - has special educational needs (whether or not they have a statutory Education, Health and Care plan)
 - has a mental health need
 - is pregnant and/or is a parent themselves;
 - is a young carer
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
 - has exhibited early signs of abusive, violent and/or harmful behaviours
 - is frequently absent/goes missing from education, home or care
 - has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of permanent exclusion, or is attending Alternative Provision or a Pupil Referral Unit

- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
 - is at risk of being radicalised or exploited
 - has a parent or carer in custody, or is affected by parental offending
 - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
 - is misusing alcohol and other drugs themselves
 - is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
 - is a privately fostered child.
- Where support before statutory intervention is appropriate, the DSL or a deputy will consider the appropriate level of support, including universal services, community-based Early Help and/or the targeted early help level of Family Help. Where support from another agency is required, CFBL will follow Camden's local referral arrangements. Where a child or family is receiving Family Help or community-based Early Help, CFBL will work collaboratively with the relevant practitioners and contribute to the child and family's plan as appropriate.
 - Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child.
 - Staff, including the DSL/DDSLs, may be required to work with other agencies and professionals in community-based Early Help and Family Help assessments and plans.
 - The DSL/DDSLs will keep cases receiving community-based Early Help or Family Help under regular review, and consideration will be given to escalating concerns and/or seeking advice from the Front Door Service where needs increase, the situation deteriorates or the support provided is not improving outcomes for the child.

Referral for a statutory social work service

- Where a child is suffering, or is likely to suffer from harm, or is in immediate danger, a 'referral' will be made immediately to Children and Family Contact team (via the Contact Service) and/or the police, in line with CSCP procedures.
 - CFBL recognises that in situations where there are immediate child protection concerns for a child as identified in line with Support Level Guidance, it is NOT to investigate as a single agency, but to act in line with CSCP guidance which may involve multi-agency decision making.
 - The DSL may seek advice or guidance from their Area Education Safeguarding Advisor from the Education Safeguarding Service before deciding next steps.
 - They may also seek advice or guidance from a social worker at the Front Door service who are the first point of contact for Children and Family Contact team.
- In the event of a request for support to the Front Door being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by CSCP and ICS. Parents/carers will be informed of this, unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation.
- Where the referral raises concerns that the child is at risk of significant harm, the case will be passed on to Camden's MASH team to gather relevant information from other agencies.
- The Contact Service will inform the School within 1 working day of the outcome of any referral and what action CSSW will be taking. This may include any of the following:
 - Carrying out a child and family assessment to identify the child's needs and establish if the child is a child in need under section 17 of the Children Act 1989. These are children (including disabled children) who are unlikely to meet a reasonable standard of health and development unless provided with services.
 - Convening a strategy meeting under child protection procedures as set out in section 5 of the Children Act 1989 for any child where there are concerns about significant harm and/or taking any immediate action in order to protect the child.
 - Providing services for the child and their family in the meantime whilst work is on-going (including details of services).

- If the child already has an allocated CSSW social worker, the referral should be made directly to them. If the child is not already known to CSSW, referrals should be made to the Contact team. If the child lives outside Camden, a referral should be made to their home local authority.
- If the School does not think the child's situation is improving within a reasonable timescale following referral, this should be taken up with CSSW, Family Help and/or community-based Early Help services, as appropriate via the designated safeguarding lead.

Attendance at case conferences and core groups

- The DSL will liaise with CSSW to ensure that all relevant information held by the School is provided to CSSW during the course of any child protection investigation.
- The DSL will ensure that the School is represented at child protection case conferences and core group meetings or will ensure that a report is made available to the conference or meeting.

Contacting the Police

- In the event that a criminal offence takes place on the School premises or police assistance is needed to deal with incidents, the School will follow the guidance set out in the [NPCC guidance When to call the police](#).

3.3 Recording Concerns

- All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing on CPOMS to inform the DSL/DDSLs without delay.
- Incident/Welfare concern forms are kept on CPOMS and accessible by the DSL/DDSLs (restricted access only).
- Records will be completed as soon as possible after the incident/event, using the child's words, and will be signed and dated by the member of staff. Child protection records will record facts and not personal opinions. A body map will be completed if injuries have been observed.
- If there is an immediate safeguarding concern the member of staff will consult with a DSL/DDSL before completing the form as reporting urgent concerns takes priority.
- If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL/DDSLs.
- Child protection records will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and details regarding any action taken, decisions reached and the outcome.
- Records will include the rationale for decisions, including decisions to make or not make a referral to local authority children's social care, the Prevent programme or another agency.
- Child protection records will be kept confidential and stored securely. Child protection records will be kept for individual children and will be maintained separately from all other records relating to the child in the School. Child protection records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL/DDSLs.
- All child protection records will be transferred in accordance with data protection legislation to the child's subsequent school/college, under confidential and separate cover as soon as possible. Child protection files will be transferred securely to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained.
- In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving, for example, information that would allow the new school or college to continue to provide support.
- Where CFBL receives child protection files, the DSL will ensure key staff such as the Deputy DSL, the teachers of the child for primary and PP for secondary, will be made aware of relevant information as required.
- Where a pupil is the subject of a child protection plan and the school has been asked to monitor their attendance and welfare as part of this plan, monitoring will be carried out by the relevant staff member in conjunction with the DSL. The DSL will notify the allocated social worker if the child is removed from the school roll, excluded for any period of time or goes missing.
- Child protection records will be kept for the duration set out in our records retention policy and then will be disposed of as confidential waste.

3.4 Multi-Agency Working

- CFBL will work in partnership with relevant agencies in order to meet its obligations under section 11 of the Children Act 2004 and Working Together to Safeguard Children 2026.
- CFBL recognises and is committed to its responsibility to work within Camden multi-agency safeguarding arrangements. The Lead Safeguarding Partner (LSP), Delegated Safeguarding Partner (DSP) and DSL will work to establish strong and co-operative local relationships with professionals in other agencies in line with statutory guidance.
- CFBL recognises the importance of multi-agency working and is committed to working alongside partner agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to CSCP processes as required, such as, participation in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.
- Governors, school managers and the senior leadership team will ensure these safeguarding arrangements are followed and that the School is able to raise any safeguarding issues and emerging trends with the CSCP via the CSCP Head teacher members and/or the Camden Learning representative.
- The headteacher and DSL/DDSLs are aware of the requirement for children to have an Appropriate Adult ([PACE Code C 2019](#)) where there is a need for detention, treatment and questioning by police officers and will respond to concerns in line with our School's Behaviour and Discipline policy, which is informed by the [DfE 'Searching, screening and confiscation at school'](#) guidance.

3.5 Confidentiality and Information Sharing

- CFBL recognises its duty and powers to hold, use and share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2026. From 30 September 2026, in accordance with section 16LA of the Children Act 2004, CFBL is subject to the statutory Information Sharing Duty. Where the School holds information about a child, or another individual in relation to that child, and considers that the information is relevant to safeguarding or promoting the welfare of the child, the School must share that information with another relevant safeguarding organisation where it considers that doing so may facilitate that organisation's safeguarding or welfare functions. This duty applies both to proactive information sharing and where CFBL receives a relevant request for information.
- The duty to share will not apply where, following professional judgement, CFBL considers that sharing the information would be more detrimental to the child than not sharing it. Such circumstances are expected to be exceptional. The child's welfare will remain central to this decision, and the reasons for any decision not to share information will be clearly recorded.
- CFBL has a Data and Systems Manager to ensure that our School is compliant with all matters relating to confidentiality and information sharing requirements. The Data and Systems Manager is Valérie Baudin.
- The Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025 ('data protection laws') do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. When deciding whether information should be shared, staff should consider the safeguarding purpose, what information is necessary and proportionate to share, with whom it should be shared, and any potential risks created by sharing or not sharing the information. Fears about sharing information must not be allowed to stand in the way of safeguarding and promoting the welfare of children. Schools have a lawful basis for sharing information without parental consent where there are safeguarding risks. Current Department for Education information-sharing guidance for safeguarding practitioners provides further detail and is available here : ['Information sharing advice for safeguarding practitioners'](#) .
- The headteacher and DSL/DDSLs will disclose relevant safeguarding information about a learner with staff on a 'need to know' basis.

- All members of staff must be aware that whilst they have duties to keep information confidential, in line with our Employee Handbook (available on the HR intranet), they also have a professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSLs and with other agencies as appropriate. All staff are aware they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.

3.6 Complaints

- All members of the School community should feel able to raise or report any concerns about children's safety or potential failures in the School's safeguarding regime. The School has complaints procedures available to parents, learners and members of staff and visitors who wish to report concerns or complaints. These can be found on the School's website.
- Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email: help@nspcc.org.uk
- Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally.
 - Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.
- The leadership team at CFBL will take all concerns reported to the School seriously and all complaints will be considered and responded to in line with the relevant and appropriate process.
 - Anything that constitutes an allegation against a member of staff or volunteer will be dealt with in line with section 8 of this policy.

4. Specific Safeguarding Issues

- CFBL is aware of a range of specific safeguarding issues and situations that can put children at greater risk of harm. In addition to Part One, DSL/DDSLs, school leaders and staff who work directly with children will read annex A of KCSIE 2026 which contains important additional information about specific forms of abuse and safeguarding issues.
- Where staff are unsure how to respond to specific safeguarding issues, they should follow the processes as identified in part 3 of this policy and speak with the DSL or a deputy.

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

- All members of staff at CFBL recognise that children can abuse other children. This is known as child-on-child abuse and can happen both inside and outside of School and online.
- Child-on-child abuse is a safeguarding issue for both the victim and the alleged perpetrator. CFBL recognises that children displaying abusive or harmful behaviour may themselves have safeguarding and support needs.
- Child-on-child abuse is preventable. Early recognition of concerning behaviour and timely, evidence-based support can help prevent harmful behaviour from escalating into abuse or violence.
- CFBL recognises that child-on-child abuse can take many forms, including but not limited to:
 - bullying, including cyberbullying, prejudice-based and discriminatory bullying
 - abuse in intimate personal relationships between peers
 - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - harmful sexual behaviour, sexual violence and sexual harassment, including behaviour involving misogyny and/or misandry;

- consensual and non-consensual making or sharing of nudes and semi-nudes, including images generated or altered using artificial intelligence;
 - 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
 - upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
 - initiation/hazing type violence and rituals
 - serious physical assault and harm, or the threat of harm with a weapon
- CFBL adopts a zero-tolerance approach to child-on-child abuse. We believe that abuse is abuse and it will never be tolerated or dismissed as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.
 - All staff have a role to play in challenging inappropriate behaviours between children. Staff recognise that some child on-child abuse issues may be affected by gender, age, ability and culture of those involved, i.e. for gender based abuse, girls are more likely to be victims and boys more likely to be perpetrators, but all child-on-child abuse is unacceptable and will be taken seriously.
 - CFBL recognises that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and may simply not have been reported. As such, it is important that staff speak to the DSL (or deputy) about any concerns regarding child-on-child abuse.
 - Concerns about learner's behaviour, including child-on-child abuse taking place offsite will be responded to as part of a partnership approach with learners and parents/carers. Offsite behaviour concerns will be recorded and responded to in line with existing appropriate policies, for example anti-bullying, e-safety, behaviour and child protection policies.
 - In order to minimise the risk of child on child abuse, CFBL will:
 - implement a robust anti-bullying policy,
 - provide age/ability appropriate PSHE and RSE curriculum,
 - providing a report mechanism on Pronote.
 - CFBL wants children to feel able to confidently report abuse and know their concerns will be treated seriously. All allegations of child-on-child abuse will be reported to the DSLs and will be recorded, investigated, and dealt with in line with associated School policies, including Child protection, Anti-bullying and Behaviour & discipline. Learners who experience abuse will be offered appropriate support, regardless of where the abuse takes place.
 - Alleged victims, perpetrators and any other child affected by child-on-child abuse will be supported by:
 - taking reports seriously, listening carefully, avoiding victim blaming, providing appropriate pastoral support, working with parents/carers, reviewing educational approaches, following procedures as identified in other policies e.g. the School's Anti-bullying, Behaviour and Discipline and Child Protection policies, and where necessary and appropriate, informing the police and/or Children and Families Contact Service.

4.2 Harmful Sexual Behaviour, Child-on-Child Sexual Harassment and Sexual Violence

- CFBL recognises that sexual violence and sexual harassment between pupils is a serious safeguarding issue and such behaviour will not be tolerated.
- When responding to concerns relating to child-on-child sexual violence or harassment, CFBL will follow Part Five of KCSIE 2026 when responding to harmful sexual behaviour, sexual harassment and/or sexual violence and the [Camden Safeguarding Children Partnership - Sexually harmful behaviour in children and young people: multi-agency guidance and protocol 2024](#).

- CFBL recognises that harmful sexual behaviour (HSB) exists on a continuum and can progress from inappropriate or problematic sexual behaviour to sexual harassment and sexual violence. Early intervention in inappropriate behaviour, including misogynistic or misandrist behaviour, can help prevent escalation.
- CFBL recognises sexual violence and sexual harassment can occur between children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face to face (both physically and verbally). Sexual violence and sexual harassment is never acceptable.
- All victims of sexual violence or sexual harassment will be reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or be made to feel ashamed for making a report.
- Children who display harmful sexual behaviour may themselves have experienced abuse or trauma and should be offered appropriate safeguarding and pastoral support alongside any action taken to protect other children.
- Abuse that occurs online or outside of the School will not be dismissed or downplayed and will be treated equally seriously and in line with relevant policies, for example Anti-bullying, Behaviour & Discipline, Child protection, E-safety.
- CFBL recognises that the law is in place to protect children and young people rather than criminalise them, and this will be explained in such a way to pupils that avoids alarming or distressing them.
- CFBL recognises that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, so children may not be able to recall all details or timeline of abuse. All staff will be aware certain children may face additional barriers to telling someone, for example because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation.
- When there has been a report of sexual violence or harassment, the DSL (or deputy) will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).
 - The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children, and staff and any actions that are required to protect them.
- Reports will initially be managed internally by the School and where necessary will be referred to Integrated Children's Services and/or the Police.
 - The decision making and required action taken will vary on a case by case basis, but will be informed by the wishes of the victim, the nature of the alleged incident (including whether a crime may have been committed), the ages and developmental stages of the children involved, any power imbalance, if the alleged incident is a one-off or a sustained pattern of abuse, if there are any ongoing risks to the victim, other children, or School staff, and, any other related issues or wider context.
- If at any stage the DSL/DDSLs are unsure how to proceed, advice will be sought from the Children and Families Contact Service.
- CFBL will also seek advice from The Lucy Faithfull Foundation [HSB toolkit](#), [NSPCC Learning: Protecting children from harmful sexual behaviour](#) CFBL will ensure students are aware of the [Shore Space](#) services for teenagers worried about sexual behaviour through RSE workshops.

4.3 Making or Sharing Nudes and Semi-Nudes, including AI-generated images

- For the purposes of this policy, 'making or sharing nudes and semi-nudes' refers to the creation, sending or posting of nude or semi-nude images by young people under the age of 18. 'Images' includes visual content such as photographs, videos

and livestreams. Images may be taken by the child themselves, taken or created by another person, digitally altered, or wholly generated using artificial intelligence, including images sometimes described as ‘deepfakes’ or ‘deep nudes’.

- The [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people guidance](#) outlines how schools and colleges should respond to all incidents of consensual and non-consensual image sharing, and should be read and understood by DSLs working with all age groups, not just older learners.
- Every incident involving the making or sharing of nudes or semi-nudes requires a safeguarding response, whether the image-sharing is consensual or non-consensual.; all concerns will be reported to and dealt with by the DSL (or deputy).
- When made aware of concerns involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos by children, staff are advised to:
 - Report any concerns to the DSL/DDSLs immediately.
 - Never view, copy, print, share, store or save the imagery, or ask a child to share or download it – this may be illegal. If staff have already viewed the imagery by accident, this will be immediately reported to the DSL/DDSLs.
 - Not delete the imagery or ask the child to delete it.
 - Not say or do anything to blame or shame any children involved.
 - Explain to the child(ren) involved that they will report the issue to the DSL/DDSLs and reassure them that they will receive appropriate support and help.
 - Not to investigate or ask the child(ren) involved to disclose information about the imagery;
 - Not share information about the incident with other members of staff, the child(ren) involved or their, or other, parents and/or carers. This is the responsibility of the DSL/DDSLs.
- The DSL (and deputy) will respond to concerns as set out in the non-statutory UKCIS guidance: [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)’ and the local Camden guidance. When made aware of a concern involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos:
 - the DSL will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may mean speaking with relevant staff and the children involved as appropriate.
 - parents and carers will be informed at an early stage and be involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm.
 - All decisions and action taken will be recorded in line with our child protection procedures.
 - a referral will be made to ICS and/or the police immediately if:
 - the incident involves an adult (over 18).
 - there is reason to believe that a child has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, age of the child or they have special educational needs.
 - the image/videos involve sexual acts and a child under the age of 13, depict sexual acts which are unusual for the child’s developmental stage, or are violent.
 - a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes.
 - The DSL may choose to involve other agencies at any time if further information/concerns are disclosed at a later date.
 - If the DSL (or deputy) are unsure how to proceed, advice will be sought from the Children and Families Contact Service.

4.4 Extra-familial harm, Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

- CFBL is aware of the risk to children and young people from extra-familial harm and staff will be vigilant to the indicators of extra-familial harm in relation to pupils at all times. Sources of harm and exploitation can include :
 - child sexual exploitation
 - child criminal exploitation including county lines
 - modern slavery and trafficking

- gang activity and youth violence
- radicalisation.
- CFBL recognises that CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.
- CCE and CSE may be committed or facilitated by an individual, an organised network or a gang, and a child may identify as being part of that group. Exploitation may constitute modern slavery. A child cannot consent to being exploited, abused or trafficked, and children who are criminally exploited should have their vulnerabilities recognised and should be treated as victims.
- Victims of exploitation may themselves be criminalised for actions undertaken while under coercion. Staff must consider exploitation and safeguarding needs alongside any apparent offending behaviour.
- If staff are concerned that a child may be at risk of CSE or CCE, immediate action should be taken by speaking to a DSL or a deputy. The DSL/DDSLs will consider the level and nature of the risk before making decisions on referrals.
- The School will adhere to the CSCP guidance Extra-familial harm and child exploitation whenever there are concerns that young people are at risk from extra-familial harm or exploitation.

4.5 Young people at risk from gang activity or serious violence

- All staff are made aware of the indicators which may signal children are at risk from or are involved with serious violent crime. These may include unexplained gifts or new possessions, increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.
- Serious violence may include physical assault, carrying, threatening with or using weapons, often in the context of peer conflict or bullying, and may also be associated with criminal exploitation.
- Any concern that a child is carrying or using a weapon, or has expressed an intention to do so, must be reported to the DSL/DDSL immediately. The DSL will assess the risk to the individual child and to others and, depending on the risk, will put in place an appropriate safety and support plan and consider action to de-escalate peer conflict.
- CFBL recognises that risk may be heightened around the beginning and end of the school day and while pupils are travelling to and from school. The School will seek to understand locations and times at which pupils feel unsafe and, where appropriate, work with relevant partners to promote safety.
- Any concerns regarding serious violence will be reported and responded to in line with other child protection concerns.
 - The initial response to child victims is important and staff will take any allegations seriously and work in ways that support children and keep them safe.

4.6 So-called honour based abuse

- So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.
- Whilst all staff should speak to a DSL (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. The School will follow the statutory guidance on FGM and the mandatory reporting rules and make appropriate referrals to the police as set out in the CSCP guidance.

- All forms of HBA are abuse (regardless of the motivation) and concerns should be responded to in line with section 3 of this policy. Staff will report any concerns about HBA to the DSLs (or a deputy).
- Whilst all staff will speak to the DSL (or 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.

4.7 Preventing radicalisation

- CFBL recognises that children may be susceptible to radicalisation into terrorism.
- CFBL is aware of its duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), to have “due regard to the need to prevent people from being drawn into terrorism”, also known as the Prevent duty and the [specific obligations](#) placed upon us as an education provider regarding risk assessments, working in partnership, staff training, and IT policies. Under Counter-Terrorism and Security Act 2015, the School also has a duty to refer young people on to Camden’s Channel Panel under the Prevent strategy where there are concerns that they are being radicalised.
- CFBL recognises that children are vulnerable to extremist ideology and radicalisation and 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 report any concerns to the DSL (or a deputy) and the School will follow the guidance set out in the CSCP guidance “[Safeguarding children and young people from radicalisation and extremism](#)” where: a school/college has concerns that a young person might be considering extremist ideologies and/or may be radicalised and would benefit from specialist support to challenge extremist ideologies, or that a younger pupil may be at risk due to their parent’s radicalisation. If there is an immediate threat to safety, the police will be contacted via 999.
- Where further or new relevant information comes to light while a Prevent referral is being assessed, the DSL/DDSL will ensure that this information is shared with the police.

4.8 Cybercrime

- CFBL recognises that children with particular skill and interest in computing and technology may inadvertently or deliberately stray into ‘cyber-enabled’ (crimes that can happen offline but are enabled at scale and at speed online) or ‘cyber-dependent’ (crimes that can be committed only by using a computer/internet enabled device) cybercrime.
- If staff are concerned that a child may be at risk of becoming involved in cyber-dependent cybercrime, the DSLs will be informed, and consideration will be given to accessing local support and/or referring into the [Cyber Choices](#) programme, which aims to intervene when young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.
- Where there are concerns about ‘cyber-enabled’ crime such as fraud, purchasing of illegal drugs online, child sexual abuse and exploitation, or other areas of concern such as online bullying or general online safety, they will be responded to in line with this and other appropriate policies.

4.9 Domestic abuse and/or sexual violence

- Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents.
 - Domestic abuse can be, but is not limited to, psychological (including coercive control), physical, sexual, financial or emotional.
 - Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship 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.
- Domestic abuse can take place within different types of relationships, including ex-partners and family members.
- There is always a potential for domestic abuse to take place when parents/families separate, or for existing domestic abuse to persist or escalate post separation.
- Domestic abuse can have a detrimental and long-term impact on children's health, well-being, development, and ability to learn.
- Staff should be aware of the nature of domestic abuse and recognise the harm it may cause to children who witness incidents. For more details please refer to the [CSCP guidance on domestic abuse](#).
- If staff are concerned that a child may be at risk of seeing, hearing, or experiencing the effects of any form of domestic abuse, or in their own intimate relationships, immediate action should be taken by speaking to the DSL or a deputy.

Operation Encompass

- Operation Encompass is a national initiative that helps to safeguard children and young people who may have been exposed to domestic abuse. In practice, this means that if the police are called to a domestic abuse incident and a child has been present when this happened, then the police will notify the child's school DSL. This will be done as early as possible in the morning and allow the school to silently support the child. This allows for rapid provision of support within the school environment and means that children are better safeguarded against the effects of domestic abuse.
- The School will take relevant action on receipt of all police notifications of children who have been involved in domestic abuse incidents via Operation Encompass. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or the School should make a referral to local authority children's social care if they are concerned about a child's welfare. Where the School is unsure of how to respond to a notification, advice may be sought from the Front Door Service, or the Operation Encompass helpline which is available 8AM to 1PM, Monday to Friday on 0204 513 9990.
- The DSL will inform relevant staff of any notification and agree what support (if any) the pupil should receive from the school.

4.10 Mental health

- For CFBL's safeguarding approach to children experiencing mental health difficulties, including circumstances where a mental health concern may become a safeguarding concern, see section 5.2.
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5. Supporting Children Potentially at Greater Risk of Harm

- Whilst all children should be protected, some groups of children are potentially at greater risk of harm.

5.1 Safeguarding Children with Special Educational Needs or Disabilities (SEND)

- CFBL acknowledges that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and barriers for recognising abuse, neglect and exploitation.
- CFBL recognises that children with SEND may face additional communication barriers and experience difficulties in managing or reporting abuse or challenges. Children with SEND will be appropriately supported to communicate and ensure that their voice is heard and acted upon.
- Staff will also recognise that children with SEND or certain medical conditions may not understand that what is happening to them constitutes abuse; may require intimate care or experience isolation from others; may be more dependent on

adults for care; or may experience cognitive difficulties in distinguishing fact from fiction in online content and understanding the consequences of repeating online content or behaviours.

- All members of staff will be encouraged to appropriately explore possible indicators of abuse, neglect or exploitation such as behaviour, mood changes or injuries and not to assume that they are related to the child's disability. Staff will be mindful that children with SEND or certain medical conditions may be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Members of staff are encouraged to be aware that children with SEND can be disproportionately impacted by safeguarding concerns, such as exploitation, peer group isolation or bullying including prejudice-based bullying.
- To address these additional challenges, our School will always consider implementing extra pastoral support and attention for children with SEND.
- Where there are concerns about abuse involving a pupil with SEND, the DSL/DDSLs will liaise with the SENCO. The School will consider extra pastoral support for pupils with SEND including extra help in supporting communication.
- When necessary, arrangements for intimate and personal care are open and transparent and accompanied by robust recording systems.

5.2 Children and young people experiencing mental health issues

- The school recognises that some pupils may experience mental health issues that can negatively affect their behaviour and their ability to participate fully in education.
- Mental health problems may themselves develop into safeguarding concerns. This may include self-harm, suicidal ideation or a risk of suicide.
- All staff will be made 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.
- Only appropriately trained professionals should attempt to diagnose a mental health condition. Staff are nevertheless well placed to recognise potential warning signs, which may include significant changes in behaviour, ongoing difficulty sleeping, withdrawing from social situations, no longer wishing to take part in activities the child usually enjoys, physical signs of self-harm, or signs that a child is neglecting themselves.
- Staff are aware that children's experiences, for example where children have suffered abuse, neglect and exploitation, or other potentially traumatic adverse childhood experiences, can impact on their mental health, behaviour and education.
- Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Not every child displaying these behaviours will be suicidal or experiencing a mental health condition. Staff should nevertheless respond with professional curiosity and ensure concerns are considered promptly.
- The School will ensure early identification of pupils who have mental health needs, with the support of our School psychologist, and put in place appropriate support and interventions where needed. Any mental health intervention provided or commissioned by CFBL should be evidenced as safe and effective and appropriate to the child's needs and phase of education.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy. If a member of staff believes that a child is in immediate danger because of their mental health, they should call 999 or arrange for the child to be taken to A&E immediately by a parent/carer or another suitable person. If urgent mental health assistance is required but the situation is not an emergency, advice may be obtained through NHS 111 online or by calling 111 and selecting the mental health option.

5.3 Children who are absent from Education

- Children who are absent from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation.
- Where the School has concerns that a child is absent from education, we will respond in line with our statutory duties and local policies. CFBL will refer to Camden Missing from Education Policy.
- CFBL recognises the interplay between attendance and wider school improvement efforts, building it into strategies on attainment, behaviour, bullying, special educational needs support, supporting pupils with medical conditions or disabilities, safeguarding, wellbeing, and support for disadvantaged students. Attendance is central to the School's vision, values, ethos, and day to day life. CFBL's Attendance & Absence policy is available from its website.

5.4 Elective Home Education

- Where a parent/carer expresses their intention to remove a child from School with a view to educating at home, we will respond in line with [national Elective Home Education guidance](#) and local Camden guidance and will work together with parents/carers and other key professionals and organisations to ensure decisions are made in the best interest of the child.

5.5 Children who have a Social Worker

- The DSL/DDSLs will hold details of social workers working with children in the School so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes.
- Where children have a social worker, this will inform School's decisions about their safety and promote their welfare, for example, responding to unauthorised absence and provision of pastoral and/or academic support.
- CFBL recognises that children who are receiving a social work service from CSSW and who are subject to child in need or child protection plans are likely to have experienced abuse, neglect and trauma and that this could have a negative effect on their behaviour and learning.
- CSSW social workers will inform schools whenever a child is receiving a service and the DSLs will keep a record of all pupils who have an allocated social worker.
- CFBL will work in partnership with social workers and the Camden Virtual School Head to implement the child's plan in order to support their education and safeguard and promote their welfare. A representative of the School who knows the pupil well will become part of the professional network and will share information about safeguarding risks and attend planning meetings. In their absence, a suitable colleague will deputise for the member of staff or a written report will be provided for meetings.

5.6 Looked after children, previously looked after children and care leavers

- CFBL recognises that the common reason for children becoming looked after is as a result of abuse, neglect and/or exploitation and a previously looked after child also potentially remains vulnerable.
- CFBL will appoint a '[designated teacher](#)' (Primary or Secondary teacher according to the child's level) who will work with local authorities to promote the educational achievement of registered pupils who are looked after or who have been previously looked after.
- The designated teacher will work with the DSLs to ensure appropriate staff have the information they need in relation to a child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, care arrangements and the levels of authority delegated to the carer by the authority looking after them.

- Where a child is looked after, the DSLs will hold details of the social worker and the name of the virtual school head in the authority that looks after the child.
- Where the School believes a child is being cared for as part of a private fostering arrangement (occurs when a child under 16 or 18 if the child is disabled is cared for and lives with an adult who is not a relative for 28 days or more) there is a duty to recognise these arrangements and inform the Local Authority via the Front Door.
- Where a child is leaving care, the DSL/DDSLs will hold details of the local authority's Personal Advisor appointed to guide and support them and will liaise with them as necessary regarding any issues of concern.

5.7 Pupils who are lesbian, gay, bisexual or gender questioning

- A child being lesbian, gay or bisexual is not in itself a safeguarding risk. However, children who are lesbian, gay or bisexual, or who are perceived by others to be so, may be vulnerable to discriminatory bullying. CFBL will take appropriate steps to prevent and respond to such bullying.
- When a child is questioning their gender, CFBL will take time to understand the child's thoughts, feelings and circumstances and will remain professionally curious about the full range of the child's experiences. Staff will remain alert to possible vulnerabilities, including complex mental health or psychosocial needs and discriminatory bullying.
- CFBL will not initiate social transition. Where a child or their parent/carer makes a request relating to social transition, the School will consider the request in accordance with the relevant section of KCSIE 2026 and other applicable statutory guidance before making decisions.

5.8 Privately fostered children

- Schools have a legal duty to notify Camden of any pupil they know to be privately fostered. Schools should contact the Fostering team on 020 7974 6783 to notify Camden of any private fostering arrangements that come to their notice.

5.9 Young carer

CFBL will be alert to the needs of young carers and recognises that caring responsibilities may affect a child's attendance, attainment, behaviour and wellbeing. Early identification is important so that appropriate internal support and, where necessary, support from external partners, local authority or health services can be put in place.

5.10 Safeguarding children with medical conditions

An incident relating solely to the management of a pupil's medical condition or allergy will not automatically constitute a safeguarding concern. A safeguarding referral should be considered where the circumstances indicate that the child may be at increased risk of neglect, abuse or exploitation because of their medical condition.

Examples may include relevant information about a child's medical condition not being provided to the School, or a child repeatedly being sent to School without essential medication in circumstances that place them at risk.

5.11 Temporary Accommodation Notification Duty / Homelessness

CFBL may receive notification from a local housing authority when a child has been placed in temporary accommodation. Such notification will be considered promptly so that the School can safeguard and promote the child's welfare and identify any support required.

A temporary-accommodation notification does not replace CFBL's existing safeguarding duties or the requirement to make a referral to local authority children's social care where a child has suffered or is at risk of harm.

6. Online Safety

This part should be read and actioned in conjunction with our E-Safety and Use of Internet, Mobile Phones Other Electronic Equipment Policy.

- It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. CFBL will adopt a whole school approach to online safety which will empower, protect, and educate our learners and staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate. This includes robust filtering and monitoring systems that comply with the Department for Education Filtering and monitoring standards for schools and colleges.
- CFBL will ensure online safety is reflected as required in all relevant policies. Online safety is considered as a running and interrelated theme when devising and implementing our policies and procedures and when planning our curriculum, staff training, the role and responsibilities of the DSL/DDSLs and parental engagement.
- CFBL identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:
 - Content: being exposed to illegal, inappropriate or harmful content, for example pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation including fake news, and conspiracy theories.
 - Contact: being subjected to harmful online interaction with other users or with generative AI applications that simulate such interaction; for example peer pressure, commercial advertising, and adults posing as children or young adults in order 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 or receiving explicit images, including images created or altered using artificial intelligence, and online bullying.
 - Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.
- CFBL recognises that technology, and the risks and harms related to it, evolve and change rapidly. The School will carry out an annual review of our approaches to online safety, supported by an annual risk assessment which considers and reflects the risks our children face.
- The headteacher will be informed of online safety concerns by the DSL/DDSLs, as appropriate. The DSL/DDSLs will report on online safety practice and incidents, including outcomes, on a regular basis to the governing body.

6.1 Policies and Procedures

- Governors should ensure that there are policies and procedures in place to keep pupils safe online and that these are reviewed regularly. Governors should liaise with IT staff and service providers to annually review school IT filtering and monitoring systems to check their effectiveness and ensure that the school leadership team are aware of what provision is in place and how to escalate any concerns.
- The DSL for Secondary has overall responsibility for online safety within the School but will liaise with other members of staff, for example the IT Manager, teachers etc. to ensure the School remains up to date with online safety issues and to address any new trends, incidents and arising problems and that the school has appropriate filtering and monitoring systems.
- The DSL/DDSLs will respond to online safety concerns reported in line with our Child Protection & Safeguarding Policy and other associated policies, including our Anti-bullying, *Règlements Intérieurs* and Behaviour & Discipline policies.
 - Internal sanctions and/or support will be implemented as appropriate.
 - Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

- CFBL uses a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, our learning platform, intranet and email systems.
 - All School owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.
- CFBL recognises the specific risks that can be posed by mobile and smart technology, including mobile/smart phones, cameras and wearable technology including all electronic devices with imaging and sharing capabilities. In accordance with KCSIE 2026 and EYFS 2026 CFBL has appropriate mobile and smart technology and image use policies in place, which are shared and understood by all members of the community. The Règlements Intérieurs, Behaviour and E-safety and Use of Internet, Mobile Phones and Other Electronic Equipment Policy (for pupils) policies can be found on our website and on the Shared Drive (Staff > Policies).
- CFBL operates a mobile phone-free school environment during the school day. Pupils' access to and use of mobile phones, smart watches, earphones and other connected devices is governed by the School's Règlements Intérieurs, Behaviour and Discipline Policy and E-Safety and Use of Internet, Mobile Phones and Other Electronic Equipment Policy. These arrangements apply throughout the school day, including lessons, movement between lessons, breaktimes and lunchtime, subject to any individual exception authorised by the School.
- Generative AI creates specific safeguarding and online-safety risks. CFBL's approach is set out at section 6.8 below.

6.2 Appropriate Filtering and Monitoring

- CFBL will ensure that the effectiveness of filtering and monitoring systems is reviewed at least once every academic year. The review will be led by the member of the Senior Leadership Team responsible for filtering and monitoring, supported by the DSL and appropriate IT support.
 - The SLT team, DSL and IT manager will ensure that our school will meet the DfE [filtering and monitoring](#) standards for schools and colleges by :
 - identifying and assigning roles and responsibilities to manage filtering and monitoring systems.
 - reviewing filtering and monitoring provision at least annually.
 - blocking harmful and inappropriate content without unreasonably impacting teaching and learning.
 - having effective monitoring strategies in place that meet their safeguarding needs.
 - The review will include checks that filtering operates appropriately on all internet-connected devices in all relevant School locations. A record will be maintained of the checks undertaken, findings, identified risks and action taken.
 - The leadership team and relevant staff will understand the filtering and monitoring arrangements in place, how they are managed and how concerns are escalated.
 -
- CFBL will do all it reasonably can to limit children's exposure to online risks through School provided IT systems and will ensure that appropriate filtering and monitoring systems are in place.
 - We use Fortinet FortiGate Web Filter for web filtering and monitoring the use of internet at School, based on the government guidance. It includes a complete web filtering by categories across all platforms and allows our pupils to use the internet safely whilst at School.
The Web Filtering Appliance filters and monitors all outgoing internet traffic from the School local network including all wires and wireless devices (computers, laptops, iPads and Chromebooks). The only route to connect to the internet from the School local network is via the FortiGate Web Filter, no other route is available. FortiGate categorises websites into pre-set categories and some websites remain uncategorised. The Web Filtering Appliance blocks sites that fall into categories such as Potential Liabilities (Drug Abuse, Hacking, Illegal or Unethical, Discrimination, Explicit Violence, Extremist Groups, Proxy Avoidance, Plagiarism, Child Sexual Abuse, Terrorism, Crypto Mining, Potentially Unwanted Program), Adult/Mature Content (Alternative Beliefs, Abortion, Other Adult Materials, Advocacy Organizations, Gambling, Nudity and Risque, Pornography, Dating, Weapons (Sales), Marijuana, Sex Education, Alcohol, Tobacco, Lingerie and Swimsuit, Sports Hunting and War Games), Bandwidth Consuming, Security Risk and any other unsuitable categories.

Uncategorised websites, posing no risk to pupils, are allowed. However, the URL of any unsuitable sites are blocked individually when reported. If staff find any unsuitable uncategorised website, a request with the URL is sent to IT Support to block it immediately.

- All classroom computers are equipped with a LanSchool application that allows the teachers to monitor and control the pupils screen when they use the laptops or chromebooks. The teachers can blank the screen of the pupils if an unsuitable website is opened.
If learners or staff discover unsuitable sites or material, the teacher will block the screen of the pupil via the LanSchool application and report immediately the URL to IT Support so that it can be blocked on the Web Filtering.
- All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights, and privacy legislation.
- Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL in charge of e-Safety who will respond as appropriate.
- Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the [Internet Watch Foundation](#) and the police.
- When implementing appropriate filtering and monitoring, CFBL will ensure that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

- CFBL acknowledges that whilst filtering and monitoring is an important part of CFBL online safety responsibilities, it is only one part of our approach to online safety.
 - The Secondary School librarian organizes classes on the use of the internet.
 - Learners will use appropriate search tools, apps and online resources as identified following an informed risk assessment.
 - Learners internet use will be supervised by staff according to their age and ability.
 - Learners will be directed to use age appropriate online resources and tools by staff.

6.3 Information Security and Access Management

- CFBL is responsible for ensuring an appropriate level of security protection procedures are in place, in order to safeguard our systems as well as staff and learners. Further information can be found in our e-safety and Use of Internet, Mobile Phones and Other Electronic Equipment Policy (for pupils) and Staff Handbook.
- CFBL will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.
- The IT Manager will ensure that our school will meet the DfE [cyber security standards](#) for schools and colleges as early as practicable.

6.4 Staff Training

- CFBL will ensure that all staff receive online safety training as part of induction and that ongoing online safety training and updates for all staff will be integrated, aligned and considered as part of our overarching safeguarding approach.

6.5 Educating Learners

- CFBL will ensure a comprehensive whole School curriculum response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.

6.6 Working with Parents/Carers

- CFBL will build a partnership approach to online safety and supports parents/carers to become aware and alert of the potential online benefits and risks for children by:

- providing information through existing communication channels (such as official social media, newsletters etc.), offering specific online safety events for parents/carers (either directly or with the help of the School's PTA) or highlighting online safety at existing events.
- Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. CFBL will continue to be clear who from the School their child is going to be interacting with online.
- Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented at home.

6.7 Remote Learning

- CFBL will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.
- All communications with learners and parents/carers will take place using School provided or approved communication channels.
- Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our CFBL's *Règlements Intérieurs*, *Charte de bonne conduite enseignement à distance*, Behaviour and Discipline policy, Staff handbook and Acceptable Use Policies.
- Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.
- When delivering remote learning, staff will follow our *Charte de bonne conduite enseignement à distance*.

6.8 Generative Artificial Intelligence

- CFBL recognises that generative artificial intelligence may create safeguarding, data protection, ethical and other risks for pupils and staff. Where generative AI is used for teaching, learning or administrative purposes, the School will take account of Department for Education guidance on the safe and effective use of generative AI in education.
- Safeguarding risks associated with generative AI include children being exposed to harmful content or simulated harmful interactions and the creation or alteration of explicit images, including AI-generated nudes, semi-nudes, deepfakes or 'deep nudes'. Concerns involving such material will be responded to under this Child Protection and Safeguarding Policy.

7. Staff Engagement and Expectations

7.1 Awareness, Induction and Training

- All members of staff have been provided with a link to access Part One of 'Keeping Children Safe in Education' 2026 which covers safeguarding information for staff.
 - CFBL leaders, including the DSL/DDSLs will read KCSIE in its entirety.
 - All members of staff, whether or not they work directly with children, will read Part One of KCSIE 2026 in full..
 - All members of staff and governors are asked to confirm in writing that they have read and understood the national guidance shared with them. This information is kept in the employee details folder securely kept by the HR department (by the School's clerk regarding governors).
- As part of induction, all staff will be made aware of CFBL's child protection policy; behaviour policy; staff behaviour/code of conduct arrangements, including low-level concerns, allegations against staff and whistleblowing; the School's safeguarding response to children who are absent from education, particularly on repeat occasions and/or for prolonged periods; and the identity and role of the DSL and deputy DSLs.

- The DSLs will ensure that all new staff and volunteers (including agency, third-party staff) receive safeguarding and child protection training (including online safety), including information to ensure they are aware of the School internal safeguarding processes, as part of their induction. This will be achieved through e-Learning on Educare and/or face to face training.
- All staff members (including agency and third-party staff) will receive appropriate child protection training (including online safety) to ensure they are aware of a range of safeguarding issues; this training will be updated at least annually.
- At the start of the academic school year, all new staff members will receive face-to-face safeguarding and child protection training.
- Safeguarding training for staff, including online safety training, will be integrated, aligned and considered as part of the whole School safeguarding approach and wider staff training and curriculum planning.
- In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. This will be achieved through training delivered during inset days.
- Staff will be encouraged to contribute to and shape CFBL's safeguarding arrangements and child protection policies by inviting input at staff meetings.
- The DSL/DDSLs and headteacher will provide an annual report to the governing body detailing safeguarding training undertaken by all staff and will maintain an up to date register of who has been trained.
- Although CFBL has a nominated lead for the governing body, all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis. All members of the governing body are requested to train in child protection or update their training regularly.

7.2 Safer Working Practice

- All members of staff are required to work within our clear guidelines on safer working practice as outlined in the School's Staff Handbook.
- The DSLs will ensure that all staff and volunteers (including agency and third-party staff) have read the child protection policy and are aware of the School's expectations regarding safe and professional practice via the Staff Behaviour Policy.
- Staff will be made aware of the School's behaviour management and physical intervention policies. Staff will manage behaviour effectively to ensure a good and safe educational environment and will have a clear understanding of the needs of all children. Physical interventions and/or use of reasonable force will be in line with our agreed policy and procedures and national guidance. (Camden's Physical intervention and restraint policy.
<https://cscp.org.uk/professionals/schools-and-nurseries-safeguarding-policies/>)
- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant school policies included in the Staff Handbook.

7.3 Supervision and Support

- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.
- The School will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2026.

- CFBL recognises regular, planned, and accountable supervision, which is a two-way process, offers support and develops the knowledge, skills and values of an individual, group or team. We see its purpose as to monitor the progress of professional practice and to help staff to improve the quality of the work they do, thus improving outcomes for children as well as achieving agreed objectives. Supervision also provides an opportunity to discuss sensitive issues including the safeguarding of children and any concerns raised about an individual or colleague's practice
- CFBL will provide appropriate supervision and support for all members of staff to ensure that:
 - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
 - All staff are supported by the DSL/DDSLs in their safeguarding role.
 - All members of staff have regular reviews of their own practice to ensure they improve over time.
- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL/DDSLs.
- The DSL/DDSLs will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.

7.4 Working with violent parents

- Where schools are working with families who are known to CSSW and there are concerns about the behaviour of parents towards members of school staff, this must be discussed with the headteacher and the DSL and the information shared with CSSW.
- If there are high levels of risk involved in contact with parents, CSSW may convene a risk assessment meeting with the network in order to discuss strategies to reduce risk, and it is vital that schools and colleges are part of this process.

8. Safer Recruitment and Allegations

8.1 Safer Recruitment and Safeguarding Checks

- CFBL is committed to ensure it develops a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with children and staff.
- From 1 September 2026, following changes made by the Crime and Policing Act 2026, the previous supervision exemption from regulated activity no longer applies. A volunteer undertaking teaching, training, instructing or supervising children frequently, on more than three days in a 30-day period, or overnight, will be in regulated activity. Where this applies, CFBL will obtain an enhanced DBS check including children's barred list information.
- CFBL will review existing volunteer arrangements to identify volunteers who become engaged in regulated activity as a result of the change and will undertake the required barred-list/DBS checks before permitting continued regulated activity.
- The Governing Body of CFBL is responsible for ensuring that the setting follows safe recruitment processes outlined within guidance, including accurate maintenance of the staff records/Single Central Record (SCR). The SCR is a list of staff, volunteers and registered person/trustees/committee members and includes appropriate information which may include:
 - Dates of recruitment
 - References
 - Identity checks
 - Criminal records check reference number, including date and details of person who completed it
 - Eligibility to work in the UK checks
 - Other essential key data.
- CFBL will obtain an enhanced check by Disclosure and Barring Service (DBS) in respect of every person aged 16 and over who:
 - works directly with children

- lives on the premises on which the childcare is provided and/or
- works on the premises on which the childcare is provided (unless they do not work on the part of the premises where the childcare takes place, or do not work there at times when children are present).
- Additional checks are made by the School for anyone who has lived or worked abroad.
- In addition, as part of the shortlisting process, the School will carry out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the School might want to explore with the applicant at interview.
- CFBL will follow its Safer recruitment policy to ensure that staff and volunteers who are recruited to work in the early years setting are carefully selected and vetted to ensure they are suitable to work with children, have the relevant qualifications and are not disqualified from working in childcare settings.
- The governing body of CFBL is responsible for ensuring that the setting adopts an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.
- The governing body of CFBL is responsible for ensuring that the setting follows safer recruitment processes outlined within guidance. In depth information can be found re safe recruitment procedures being followed at CFBL in its Safer Recruitment Policy available on our website.
- At least one member of the interview panel must have completed safer recruitment training.
- The governing body of CFBL is aware of the requirements to make appropriate checks regarding the disqualification status of all staff, including volunteers and temporary staff.
- CFBL is committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.
- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands, and warnings
- Where CFBL places a pupil with an Alternative Provision provider, CFBL remains responsible for safeguarding that pupil and will satisfy itself that the placement meets the pupil's individual needs.
 - CFBL will obtain written information from the provider confirming that appropriate safeguarding checks have been carried out on staff working at the provision. The provider must also inform CFBL of arrangements or changes that may affect safeguarding, including changes of staff, so that CFBL can assure itself that appropriate checks have been undertaken.
 - CFBL will know where the pupil is based during school hours and will retain the address of the provider and details of any subcontracted provision or satellite sites attended by the pupil.
 - Alternative Provision placements will be reviewed regularly and at least half-termly to provide assurance that the pupil is attending, that the placement remains safe and that it continues to meet the pupil's needs. Where safeguarding concerns arise, the placement will be reviewed immediately and terminated where necessary unless and until the concerns are satisfactorily addressed.
- Where CFBL organises homestays as part of exchange visits, the School will follow the homestay requirements and guidance in Part Three of KCSIE 2026.
- Where early years staff are taking medication that may affect their ability to care for young children, this will be notified to the headteacher.

8.2 Allegations/concerns raised in relation to staff, including supply teachers, trainee teachers, volunteers and contractors

- In depth information can be found within our Staff Behaviour policy, Low Level Concerns policy and Procedure for dealing with Allegations Made against Staff. The Staff Behaviour Policy is available in the Staff Handbook and is also attached to this policy as Appendix 5.
- Any concerns or allegations about staff, including those which do not meet the allegation/harm threshold (8.2.1) will be recorded and dealt with appropriately in line with national and local guidance and our Low Level Concerns Policy and Procedures for Dealing With Allegations of Abuse Against Staff. Ensuring concerns are dealt with effectively will protect those working in or on behalf of the CFBL from potential false allegations or misunderstandings.
- Where the individual is supplied, employed, trained or contracted through another organisation, CFBL and that organisation share safeguarding responsibilities. CFBL will ensure that allegations are addressed properly and will liaise with the employing, supplying or training organisation as appropriate.
- Where a safeguarding concern or allegation is made about a member of staff, supply teacher, trainee teacher, volunteer or contractor, the headteacher will consider whether referral to the Local Authority Designated Officer (LADO) is required.
- Where the headteacher is unsure how to respond, for example if the School is unsure if a concern meets the harm 'thresholds', advice will be sought via the [Local Authority Designated Officer \(LADO\) Website](#).

8.2.1 Concerns that meet the 'harm threshold'

- CFBL recognises that it is possible for any member of staff, including supply teachers, trainee teachers, volunteers, governors, contractors, agency and third-party staff and visitors to behave in a way that indicates a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college. This includes when someone has
 - behaved in a way that has harmed a child, or may have harmed a child and/or
 - possibly committed a criminal offence against or related to a child and/or;
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- Allegations against staff which meet this threshold will be referred immediately to the headteacher who will contact the [LADO](#) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the headteacher, staff are advised that allegations should be reported to the chair of governors/trustees who will contact the LADO. Our procedures for dealing with any such allegations are set out in the School's Procedures for Dealing with Allegations of Abuse Made Against Staff (available up request or on the Staff Shared Drive).

8.2.2 Concerns that do not meet the 'harm threshold' - "Low level concern"

- CFBL may also need to take action in response to 'low-level' concerns about staff, which typically would be behaviours inconsistent with our staff code of conduct, including inappropriate conduct outside of work and concerns that do not meet the allegations threshold.
- CFBL's procedures for dealing with low level concerns are set out in its Low Level Concerns Policy available on the School's Shared Drive (Staff > Policies and Staff > HR > HR policies).

- Where a low-level concern has been identified, this will be reported as soon as possible to the DSL or, in the absence of the DSL, a DDSL. The DSL should inform the headteacher of all the low-level concerns and in a timely fashion according to the nature of each particular low-level concern.
- Low-level concerns about the DSL/DDSLs will be reported to the headteacher and those about the headteacher to the Chair of the governors.
- The headteacher should be the ultimate decision maker in respect of all low-level concerns, although it is recognised that depending on the nature of some low-level concerns and/or the role of the DSL in some schools/colleges, the headteacher may wish to consult with the DSL and take a more collaborative decision making approach.
- Where low-level concerns are reported to the School, the headteacher or DSL will share or liaise with the LADO enquiries officer via the [LADO Enquiry Line](#) if in doubt about the level of concern.
- Low-level concerns are recorded in writing in a secured log, which access is restricted to the DSL/DDSLs and headteacher. This log is reviewed regularly by the DSL/DDSLs and the headteacher so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern is identified, the School will implement appropriate action, for example consulting with [the LADO enquiry line](#) and following our disciplinary procedures.

8.2.3 Safe Culture

- As part of our approach to safeguarding, the School has created and embedded a culture of openness, trust and transparency in which our values and expected behaviours from staff, volunteers, governors, parents and learners as set out in our policies (including Staff Behaviour policy, pupils' Behaviour and Discipline policy, trustees' code of conduct policy) are constantly lived, monitored and reinforced by all staff (including supply teachers, volunteers and contractors) and where all concerns are dealt with promptly and appropriately.
- All staff and volunteers should feel able to raise any concerns about poor or unsafe practice and potential failures in the School's safeguarding regime. The leadership team at CFBL will take all concerns or allegations received seriously.
- All members of staff are made aware of the School's Whistleblowing procedure, which is available in the School's Shared Drive (Staff > Policies). It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.
- Staff can access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.
- CFBL has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person.
 - If these circumstances arise in relation to a member of staff at our School, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the [LADO](#).
- CFBL has a duty to inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children in Early Years at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). We will also notify Ofsted of the action taken in respect of the allegations. Notifications will be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made and not doing so would be an offence.

9. Opportunities to teach safeguarding

- CFBL will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum. This will include covering relevant issues through Relationships Education (primary schools)/Relationships and Sex Education (secondary schools) and Health Education.
- CFBL recognizes that children learn best when they are healthy, safe, and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. Our setting will provide a welcoming, safe, and stimulating environment where children can enjoy learning and grow in confidence.
- CFBL's preventative education will form part of a whole-school approach that creates a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia, sexual violence and harassment, derogatory behaviour and other forms of physical violence and conflict.
- CFBL will provide age appropriate educational opportunities to enable early years children to develop self-awareness, self-esteem, social and emotional understanding, assertiveness, and decision making so that they have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, including online.
- Age-appropriate education will include healthy and respectful relationships, boundaries and consent, stereotyping and equality, recognising abusive and controlling relationships, sexual harassment and sexual violence, online image-sharing, deepfakes, pornography and misogynistic online influencers, and how and where pupils can seek help.
- We recognise that school plays an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour, what is 'safe', to recognise when they and others close to them are not safe, and how to seek advice and support when they are concerned. Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that learners have a range of age appropriate contacts and strategies to ensure their own protection and that of others.
- CFBL recognises that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children might be needed, for example for children who are victims of abuse, neglect or exploitation and children and children with SEND.
- Our School systems support children to talk to a range of staff. Children will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

10. Physical Safety

10.1 Use of 'reasonable force'

- There may be limited circumstances in which it is appropriate for staff to use reasonable force or another restrictive intervention in order to safeguard a child or others from harm. Any restrictive intervention must be necessary, proportionate, use the least restrictive option and, where force is used, involve no more force than is necessary for the shortest period required. Restrictive interventions must never be used as punishment.
- All use of reasonable force, restraint and seclusion will be managed in accordance with CFBL's Restrictive Interventions Policy (Including Use of Reasonable Force), which should be read alongside the Behaviour and Discipline Policy and relevant statutory guidance. When considering an intervention involving a child with SEND, a mental health need, medical condition or other vulnerability, staff will take account of the child's individual circumstances, reasonable adjustments and CFBL's duties under the Equality Act 2010.

10.2 The Use of Premises by Other Organisations

- Where services or activities are provided separately by another body using the School's facilities/premises, the headteacher and governing body will have evidence that:

- the organisation provides an overview of what it intends to teach so that the board of governors is able to make a judgement on whether this is in line with the promotion of British values;
- the organisation can provide copies of child protection policies and procedures and the School accept these as adequate and procedures are in place and will establish arrangements for safeguarding liaison with the provider.;
- the organisation can provide evidence that they have followed safer recruitment practices and that their staff have the requisite DBS checks;

If this assurance is not achieved, an application to use premises will be refused. Safeguarding requirements will form part of relevant hire, lease or transfer-of-control arrangements and failure to comply may result in termination of the agreement.

- The following reasonable and due diligence checks are taken out on the organisation by the School;
 - an internet search on the organisation
 - checks with Camden's Community Groups and Schools Consultant (020 7974 7319)
 - checks with Prevent Education officer (020 7974 1008)
 - checks with Camden Community Safety and the local police (020 7974 2915)
- Organisations will be expected to meet the requirements set out in the Department for Education guidance before the School will allow the premises to be used. Details of the agreement are recorded in the School's partnership agreement record, and a safeguarding clause will be expressly included in any sublease or hire agreement (or other agreement to the effect of transferring control over the premises) as a condition of use and occupation of the premises. Failure to comply with these requirements will lead to termination of the agreement.
- Any allegations arising from incidents happening when the School is being used by another organisation should be dealt with by the School under the CSCP Guidance for schools on dealing with allegations against staff and volunteers. Introduction (cscp.org.uk)

10.3 Site Security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into School as outlined within national guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on site.
- Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.
- The headteacher and the board of governors will ensure that any contract entered into with contractors sets out clearly the expectations for worker's behaviour and the responsibility of contractors to monitor and ensure compliance with CFBL policies.
- Contracted workers will not be allowed to approach or speak to pupils in any circumstances and must ensure that all equipment and working practices are in line with health and safety standards.
- Where the visitor is employed by an organisation where DBS checks are normally required, for example NHS staff, the head teacher will request written confirmation that relevant checks have been carried out for that individual. For professional visitors, the School will check identity and obtain assurance that any DBS check appropriate to the activity has been completed. The School will not routinely request DBS or barred-list checks for children's relatives or other visitors attending events such as sports days, but the headteacher will use professional judgement regarding appropriate supervision or escort arrangements.

- Visiting organisations such as theatre groups who will be performing for or working directly with pupils will be expected to have adequate child protection procedures in place and must agree with class teachers in advance what level of supervision or contact they will have regarding pupils.
- Before permitting external organisations or speakers to work with pupils, CFBL will consider the educational value and age-appropriateness of the activity and what safeguarding checks, supervision and other arrangements are required.
- The School will not accept the behaviour of any individual (parent or other) that threatens School security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the School site.



Appendix 1: Categories of Abuse

All staff should be aware that abuse, neglect, exploitation and other safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

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.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Signs that MAY INDICATE Sexual Abuse

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

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

Signs that MAY INDICATE physical abuse

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

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

Signs that MAY INDICATE emotional abuse

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

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

Signs that MAY INDICATE neglect.

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

Appendix 2: Support Organisations

NSPCC 'Report Abuse in Education' Helpline

- [0800 136 663](tel:0800136663) or help@nspcc.org.uk

National Organisations

- NSPCC: www.nspcc.org.uk
- Barnardo's: www.barnardos.org.uk
- Action for Children: www.actionforchildren.org.uk
- Children's Society: www.childrenssociety.org.uk

Support for Staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for Learners

- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org
- Victim Support: www.victimsupport.org.uk

Support for Adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: <https://www.mosac.net/>
- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org
- Advice now: www.advicenow.org.uk

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk
- Council for Disabled Children: <https://councilfordisabledchildren.org.uk>

Contextual Safeguarding Network

- <https://contextualsafeguarding.org.uk/>

Substance Misuse

- We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/
- Talk to Frank: www.talktofrank.com

Domestic Abuse

- Domestic abuse services: www.domesticabuseservices.org.uk
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phoneline: <https://respectphoneline.org.uk>

Criminal and Sexual Exploitation

- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- It's not okay: www.itsnotokay.co.uk
- NWG Network: www.nwgnetwork.org

Honour Based Abuse

- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- Mandatory reporting of female genital mutilation: procedural information:
www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

Peer on Peer abuse, including bullying, sexual violence and harassment

- Rape Crisis: <https://rapecrisis.org.uk>
- Brook: www.brook.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now! www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Diana Award: www.antibullyingpro.com/
- Bullying UK: www.bullying.co.uk
- Kidscape: www.kidscape.org.uk

Online Safety

- CEOP: www.ceop.police.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com>
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC: www.nspcc.org.uk/online-safety and www.net-aware.org.uk
- Get Safe Online: www.getsafeonline.org
- Parents Protect: www.parentsprotect.co.uk
- Cyber Choices: <https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>
- National Cyber Security Centre (NCSC): www.ncsc.gov.uk

Mental Health

- Mind: www.mind.org.uk
- Moodspark: <https://moodspark.org.uk>
- Young Minds: www.youngminds.org.uk
- We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/
- Anna Freud: www.annafreud.org/schools-and-colleges/

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

Children with Family Members in Prison

- National information Centre on Children of Offenders (NICCO): <https://www.nicco.org.uk/>

Annex 3 - Safeguarding children monitoring/incident form

CFBL Safeguarding Record of Concern Form

CPOMS access : <https://apps.cpoms.net/studentsafe>

Appendix 4 Legal duties

Human Rights Act 1998

The Human Rights Act 1998 sets out an individual's rights and freedoms under the European Convention and public organisations such as schools must ensure that these rights and freedoms are protected whenever decisions are being made about an individual pupil. The relevant rights are:

- Right to an education (Article 2)
- Right to freedom from inhuman and degrading treatment (Article 3); this is an absolute right that cannot be limited in any way
- Right to respect for privacy and family life (Article 8); this is a qualified right which must be balanced against the rights of others.

Any form of (sexual) harassment, violence or abuse may be a breach of these Rights.

Equality Act 2010

The Equality Act states that public organisations such as schools must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, or sexual orientation. This means schools must consider whether they are affording the same level of safeguarding to pupils with these protected characteristics as all other pupils.

Schools must be able to demonstrate that they have taken proportionate positive action and/or made reasonable adjustments in order to deal with the disadvantages faced by these groups. For more guidance see:
Equality Act 2010: advice for schools - GOV.UK (www.gov.uk)

Equality Duty

Under the Equality Act, public organisations such as schools have a duty to eliminate unlawful discrimination, harassment and victimisation and ensure equality of opportunity for all pupils. When making decisions, schools must be aware of this duty and ensure that decisions do not unlawfully discriminate against groups of pupils who are protected under the Act. For example, schools should be aware that some groups of pupils, for examples girls or LGBTQ pupils may be more vulnerable to sexual violence or harassment.

For more information please see: Technical Guidance on the Public Sector Equality Duty: England | Equality and Human Rights Commission (equalityhumanrights.com)

Last review by management and HR trustees: September 2026