Safeguarding and Child Protection Policy September 2026

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LONDON PARK MAYFAIR, HYBRID & SIXTH

1. Introduction

This Policy is the responsibility of the **Head** and is reviewed annually by the Board of Governors as part of **London Park Mayfair, Hybrid and Sixth's** Annual Safeguarding Review or when legislation or government guidance dictates.

It has been updated with having due regard to *Keeping Children Safe in Education* KCSIE September 2026**,** as well as requirements from our local Westminster Safeguarding Children's Partnership**.**

London Park Mayfair, Hybrid and Sixth will operate safeguarding procedures in line with our locally agreed multi-agency safeguarding arrangements put in place by our safeguarding partners.

There is a whole school commitment to safeguarding of all our children and young people. This extends from our board of governors, senior leadership team and everyone who works and volunteers at London Park Mayfair, Hybrid & Sixth.

ALL staff have a duty to maximise the welfare, health, and safety of anyone in our care and to take immediate action to protect them from harm or any risk of harm. This also includes being aware of and / or recognise potential scenarios where children might be at greatest risk of harm e.g. at the end of the school day or out of normal school hours.

London Park Mayfair, Hybrid & Sixthrecognises its responsibilities for all aspects of safeguarding and child protection and the safety of pupils is always accorded the highest priority.

Every child and young person should feel safe and protected from any form of abuse, neglect or exploitation including from using technology.

All staff understand that ***safeguarding is "everyone's responsibility"*** and must act swiftly when any concerns are disclosed, or events witnessed.

Safeguarding is defined as protecting children from the maltreatment inside or outside the home, including online. KCSIE Sept 2026

Everyone who encounters children, and their families (or carers) has a role to play in safeguarding and should ensure their approach is child centred: this means considering at all times what is in the best interests of the child.

Our organisation understands that good safeguarding requires a continuing commitment from governing bodies, proprietor, and all staff to ensure the safety and welfare of children is embedded in all of the organisation's processes and procedures and consequentially enshrined in its ethos.

This policy is available on the **London Park Mayfair, Hybrid & Sixth**website:

www.londonparkschools.com

and it is also available on request from the **London Park Mayfair, Hybrid & Sixth**office on 02074917393 or by email **office.mayfair@londonparkschools.com**

The policy is available in large print or another accessible format if required from the **London Park Mayfair, Hybrid & Sixthreception.**

The procedures as outlined in this policy apply wherever our **London Park Mayfair, Hybrid & Sixth**staff, volunteers or contractors are working with or near our pupils even when this is away from our organisation, for example on an educational visit or residential trip.

This policy applied to all **students** on roll at **London Park Mayfair, Hybrid & Sixth.**

2. Relevant Statutory and Non-Statutory Advice.

This policy is written with regards to both the advice below and in Appendix 1, section 28 of this policy:

Keeping Children Safe in Education (KCSIE), DfE, **September 2026**	Keeping children safe in education 2026 (comes into force from 1 September 2026)
The SEN Code of Practice 2015	SEND_Code_of_Practice_January_2015.pdf
Disqualification Under the Childcare Act 2006 – updated **August 2018**	Disqualification under the Childcare Act 2006 - GOV.UK
Working Together to Safeguarding Children Updated **March 2026**	Working together to safeguard children 2026
DfE: Working Together to Improve School Attendance **July 2026 Now statutory guidance.**	Working together to improve school attendance: July 2026
DfE statutory guidance 'Children missing education – **Updated Sept 2025** for Local Authorities and other groups supporting children's attendance.	Children missing education: statutory guidance for local authorities and schools - GOV.UK
The Independent School Standards (England) Regulations, DfE, 2014**. Updated April 2026**	Independent school standards guidance
The Independent School Standards (Wales) Regulations, 2024**.**	https://www.gov.wales/independent-schools-registration-and-operational-guidance-html
The National Minimum Standards for Boarding, DfE **updated 2022.**	https://www.gov.uk/government/publications/boarding-schools-national-minimum-standards
EYFS Framework **July 2026** for 1st Sept 2026 implementation.	EYFS statutory framework for group and school-based providers
DfE Guidance *What to do if you're worried a child is being abused* **(March 2015)**	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf
Relationships, Sex and Health Education **Updated July 25 for 1st Sept 2026 implementation**	Relationships Education, Relationships and Sex Education and Health Education guidance

Prevent Duty England and Wales 2015 **– Updated March 2024** Safeguarding Learners Vulnerable to Radicalisation	Prevent duty guidance: for England and Wales (accessible) - GOV.UK **DfE Guidance**

Sept 2023	https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty
Martyn's Law – Terrorism (Protection of Buildings) Act 2025 **Martyn's Law – Home Office Fact Sheet**	Martyn's Law: the SIA's new regulatory role - GOV.UK Terrorism (Protection of Premises) Act 2025: factsheets - GOV.UK
DfE Meeting the Digital Standards 2025	Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK Plan technology for your school - GOV.UK
Allergy Safety in Schools Statutory Guidance – **July 2026**	Allergy safety in schools statutory guidance
DfE Teaching online safety in schools guidance 2023	Teaching online safety in schools - GOV.UK
DfE Plan technology for your school – **updated 13th Nov 2025**	https://www.gov.uk/guidance/plan-technology-for-your-school
Dfe Meeting Digital and Technology Standards in Schools and Colleges – Cyber-Security Standard – **June 2026**	Meeting digital and technology standards in schools and colleges - Cyber security: core standard - Guidance - GOV.UK
NSPCC E-Safety Guidance for Schools **Updated April 2026**	Online safety (e-safety) and schools | NSPCC Learning
Sharing nudes and semi-nudes: advice for education settings working with children and young people, **Updated March 2024** (Non-statutory advice) **UCIS Guidance**	Sharing nudes and semi-nudes: how to respond to an incident (overview) (publishing.service.gov.uk)
Guidance that any child investigated by the police whether in or out of school should have an appropriate adult with them. **Updated December 2023**	https://www.gov.uk/government/publications/pace-code-c-2019
DfE Guidance – Teachers Misconduct - The prohibition of Teachers – **Feb 2022** *Advice on factors relating to decisions leading to the prohibition of teachers from the teaching profession* *Website for reporting a teacher*	Teacher misconduct: the prohibition of teachers (publishing.service.gov.uk) Report serious teacher misconduct - GOV.UK
DfE Guidance - After-school clubs, community activities, and tuition Safeguarding guidance for providers – **Feb 2026**	After-school clubs, community activities, and tuition - Safeguarding guidance for providers
Alternative Provision – Guide for Local Authorities and schools Feb **2025**	Arranging Alternative Provision - guide for LAs and schools

Sources of additional information:

Countering online conspiracies in schools	**https://pearsfoundation.org.uk/partners/the-commission-into-countering-online-conspiracy-in-schools/**
Education Against Hate Guidance Documents	https://www.educateagainsthate.com/category/school-leaders/
HM Government Enough Campaign (Violence against Women and Girls)	https://enough.campaign.gov.uk/guidance-and-resources-for-teachers
The Lucy Faithfull Foundation – ShoreSpace A confidential website service for teenagers worried about theirs or someone else's sexual thoughts and behaviours.	https://shorespace.org.uk/
The Children's Society – Preventing Child Sexual Exploitation Guidance	Preventing Child Sexual Exploitation | The Children's Society
Centre of Expertise on Child Sexual Abuse – Guidance	Resources for education settings | CSA Centre
The Information Commissioner Employment Practices Code	Microsoft Word - hra.doc
Home Office: Modern Slavery Guidance July 2026	MSSG_v4.6.pdf
DfE Restrictive Interventions - Use of Reasonable Force April 2026	Use of reasonable force and other restrictive interventions guidance

3. Relevant Policies

This safeguarding and child protection policy has also been developed by taking account of the following London Park Mayfair, Hybrid & Sixth policies below and should be read in conjunction with them:

Acceptable use of IT (Pupils)	E-Safety-Policy-7H-2026-27.pdf
Acceptable use of IT (Staff)	E-Safety-Policy-7H-2026-27.pdf
Anti-Bullying Policy (Pupils)	Anti-Bullying-Policy-2026-27.pdf
Behaviour and Discipline Policy (Pupils)	Behaviour-Code-of-Conduct-2026-7.pdf
Children Missing in Education policy – Children who are absent Policy	Attendance-Policy-2026-2027.pdf
Code of Conduct (Staff)	Staff Code of Conduct
E-Safety / Online Safety Policy	E-Safety-Policy-7H-2026-27.pdf
Health, safety, and security policy (Staff)	Comlit: health and safety policy v1.4 08 Oct 13

Lone Working policy (Staff)	Lone Working Policy
Safer Recruitment policy (Staff)	Safer Recruitment Policy
Trips and Visits Policy (Staff)	Educational-Visits-Policy-2026-27.pdf
Whistleblowing Policy (Staff)	Whistleblowing Policy

Any questions regarding this policy should be directed towards the Designated Safeguarding Lead in the first instance, Miss Hannah Sheehy.

4. Key Personnel for Safeguarding and Child Protection

Designated Safeguarding Lead (DSL):

Role in School	Hannah Sheehy
Telephone / Extension:	02074917393
Mobile:	
Email:	H.sheehy@londonparkschools.com

Designated Deputy Safeguarding Lead (DDSL):

Role in School	Nathan Mountford
Telephone / Extension:	02074917393
Mobile:	
Email:	n.mountford@londonparkschools.com

Designated Deputy Safeguarding Lead (DDSL):

Role in School	Rob Alexander
Telephone / Extension:	02074917393
Mobile:	
Email:	r.alexander@londonparkschools.com

Designated Deputy Safeguarding Lead (DDSL):

Role in School	Luke Ebbs
Telephone / Extension:	02074917393
Mobile:	
Email:	l.ebbs@londonparkschools.com

Nominated Safeguarding Governor:

Name:	**Rachael Friend**
Telephone:	+44 (0)20 3696 5300

Mobile:	+44 (0)7552 268 782
Email:	**Rachael.friend@dukeseeducation.com**
Photo:	

Chair of Governors:

Name:	**Mr Tim Fish**
Telephone:	**020 3696 5300**
Email:	**tim.fish@dukeseducation.com**
Photo:	

5. Key External Agencies, Services and Professionals' Contact Details please amend as necessary

WestminsterChildren's Safeguarding Partnership

Name:	**Kensington & Chelsea and Westminster Local Safeguarding Children Partnership (LSCP)**
Address:	**First Floor, Kensington Town Hall, Hornton Street, London, W8 7NX**
Telephone:	**07739 315 388**
Mobile:	**07739 315 388**
Email:	**socialservices@rbkc.gov.uk**

WestminsterMASH / Children's Contact Team / Early Help

Name:	**Access to Children's Services (Children's Social Care / Front Door)**
Address:	**Westminster City Council, 4 Frampton Street, London, NW8 8LF**

Telephone:	**020 7641 4000**
Mobile:	
Email:	**accesstochildrensservices@westminster.gov.uk**

WestminsterLocal Authority Designated Officer (LADO) / Child Protection Lead Officer

Name:	**Aqualma Daniel, Safer Organisations Manager & LADO (Westminster and RBKC)**
Address:	**Westminster Children's Services / Bi-Borough Safeguarding Service**
Telephone:	**020 7641 7668 (Duty Child Protection Adviser / LADO)**
Mobile:	**07870 481712**
Email:	**lado@westminster.gov.uk; Aqualma.Daniel@rbkc.gov.uk**

WestminsterLocal Authority Safeguarding Lead Officers / Children's Service Managers

Name:	**Elaine Campbell, Bi-borough Safeguarding Lead for Schools and Education**
Address:	**Kensington Town Hall, Hornton Street, London, W8 7NX**
Telephone:	**020 7361 3000**
Mobile:	**07712 236 508**
Email:	**elaine.campbell@rbkc.gov.uk**

WestminsterLocal Authority Safeguarding Lead Officers / Service Managers

Name:	**Sarah Mangold, Interim Service Manager for Safeguarding (Bi-Borough)**
Address:	**Bi-Borough Children's Services**
Telephone:	
Mobile:	**07984 016 841**
Email:	**sarah.mangold@rbkc.gov.uk**

WestminsterLocal Authority Safeguarding Lead Officers / Service Managers

Name:	**Angela Flahive, Head of Safeguarding, Review & Quality Assurance**
Address:	**Bi-Borough Children's Services**
Telephone:	**020 7361 3467**
Mobile:	**07971 320 888**
Email:	**angela.flahive@rbkc.gov.uk**

WestminsterLocal Authority Online Safety Contact Officer

Name:	**Elaine Campbell, Bi-borough Safeguarding Lead for Schools and Education (commonly used safeguarding contact for online safety matters)**
Address:	**Kensington Town Hall, Hornton Street, London, W8 7NX**
Telephone:	**020 7361 3000**
Mobile:	**07712 236 508**
Email:	**elaine.campbell@rbkc.gov.uk**

WestminsterLocal Authority Prevent Education Officer

Name:	**Julie Knotts, Prevent Education Officer**
Address:	**Westminster City Council, 64 Victoria Street, London, SW1E 6QP**
Telephone:	**07790 980223**
Mobile:	**07790 980223**
Email:	**jknotts@westminster.gov.uk**

Police Counterterrorism / Prevent Officer

Name:	**Metropolitan Police Prevent Team**
Address:	**Metropolitan Police Service, London**
Telephone:	**020 8753 5727**
Mobile:	
Email:	**prevent@lbhf.gov.uk**

Police County Lines Officer

Name:	**Child Exploitation Lead, Sarah Stalker**
Address:	**Bi-Borough Safeguarding Service**
Telephone:	**020 7598 4640**
Mobile:	**07971 322 482**
Email:	**sarah.stalker@rbkc.gov.uk**

Police Female Genital Mutilation (FGM)

Name:	**Metropolitan Police Child Abuse Investigation Command (FGM concerns)**
Address:	
Telephone:	**101 (non-emergency) / 999 (emergency)**
Mobile:	
Email:	

Non-Emergency Advice

The Department for Education – telephone helpline non-emergency advice for staff and governors for extremism	020 7340 7264 Counter-extremism@education.gsi.gov.uk

Advice Lines for Parents / Carers / Pupils

Childline	0800 1111
NSPCC	0808 800 5000
Ofsted's Whistle-blower Hotline	0300 123 3155
Forced Marriage Unit	020 7008 0151 fmu@fco.gov.uk

Our organisation does work with social care, the police, health services and other services, as and where appropriate, in accordance with our statutory responsibility, to promote the welfare of children and protect them from harm.

Please remember **anyone** can make a referral directly to children's social care, the Local Authority Designated Officer or police if they believe that a child is at risk or may be at risk of significant harm.

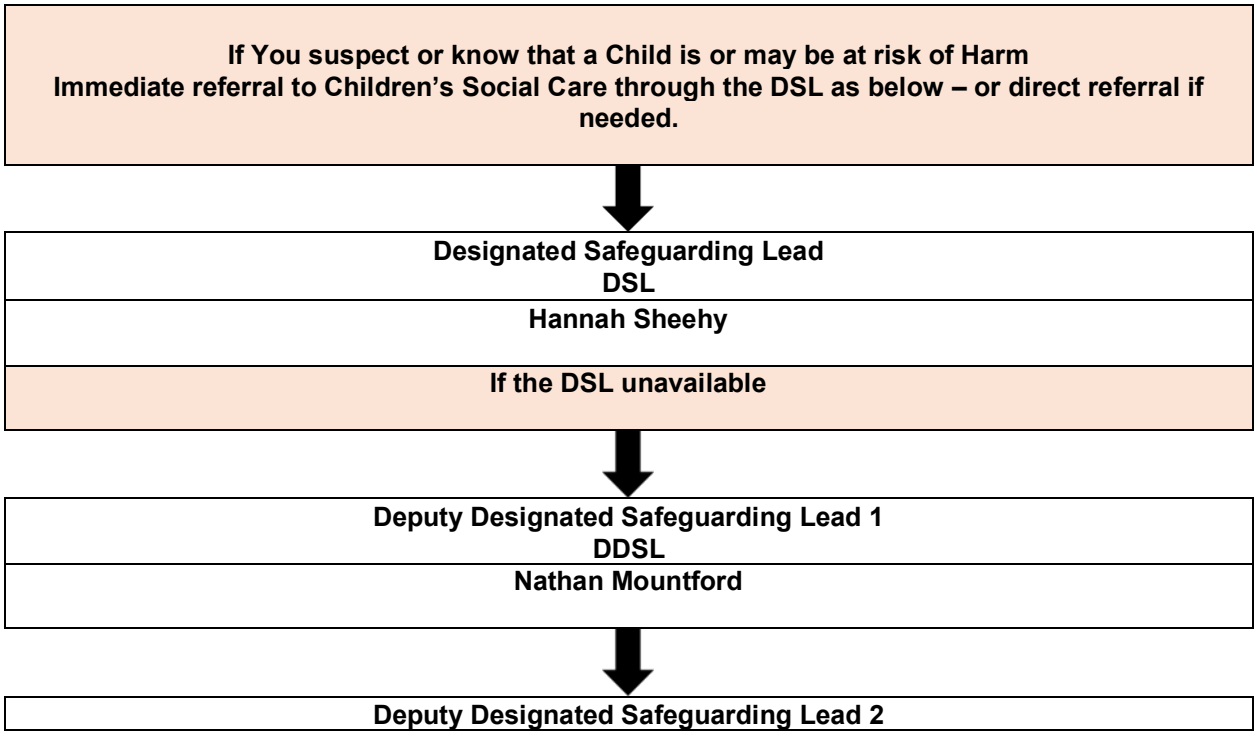
Referrals to the police will be made immediately if our staff know or suspect that a crime has been committed.

Our London Park Mayfair, Hybrid & Sixth staff **do not require parental consent to make such a referral to external statutory agencies.**

If a direct referral is made by a member of staff, the DSL should also be informed as soon as possible or in their absence the Heador our safeguarding governor.

6. Safeguarding Reporting Summary

In all circumstances, no investigation will take place by anyone at the London Park Mayfair, Hybrid & Sixthuntil advice has been sought from the Children's Social Care Team or the LADO, who will advise the London Park Mayfair, Hybrid and Sixth staff on next steps to take.



DDSL
Rob Alexander

↓

Deputy Designated Safeguarding Lead 3 DDSL
Luke Ebbs

↓

IF DSL and DDSLs are ALL unavailable Direct Referral without delay

↓

London Borough of Westminster Children's Social Care Team	
Telephone:	020 7641 4000
Website:	AccesstoChildrensServices@westminster.gov.uk

If you <u>suspect</u> or know that a crime may / has been committed

↓

DSL
Hannah Sheehy
Mobile: 07761208288
Email: h.sheehy@londonparkschools.com

↓

THE POLICE
Direct if DSL is not available
Mobile: 999 or 101

THE LADO can also be contacted if unable to get through to the POLICE

Concerned about the behaviour of a member of STAFF, volunteer or visitor including the DSL/ DDSLs (Without informing them)

Head
Heidi Armstrong
Mobile: 07761210111
Email: h.armstrong@londonparkschools.com

THE LADO Direct if the Head not available
Mobile: Aqaulma Daniel
Email: AccesstoChildrensServices@westminster.gov.uk

Advice from LADO to either follow safeguarding procedures or schools own low level concerns policy.

The Head must be informed of the referral as soon as possible after it has occurred if they have been unavailable or the safeguarding governor

Concerned about the behaviour of SUPPLY STAFF, Contractor (Without informing them)

Head
Heidi Armstrong
Mobile: 07761210111
Email: h.armstrong@londonparkschools.com

THE LADO Direct if the Head not available
Aqualma Daniel mobile
Mobile: AccesstoChildrensServices@westminster.gov.uk
Email: Aqaulma Daniel

The Head will also contact the proprietor of the Supply Agency or Contractor, after advice from the LADO

Advice from LADO to either follow safeguarding procedures or our own low-level concerns policy

Concerned about the behaviour of Head
(Without informing them)

Chair of Governors **If Safeguarding Governor not available**
Mr Tim Fish
Direct Line: 020 3696 5300
Email: tim.fish@dukeseducation.com

LADO
Aqualma Daniel
Mobile: 07870 481712
Email: AccesstoChildrensServices@westminster.gov.uk

If the Chair of Governors is not available then Suzie Longstaff **-** Managing Director can be contacted in their role as **Deputy Vice Chair of Governors**

Concerned about the behaviour of the Safeguarding Governor
(Without informing them)

Chair of Governors
Mr Tim Fish
Direct Line: 020 3696 5300
Email: tim.fish@dukeseducation.com

LADO
Direct (if Chair of Governors not available)

Aqualma Daniel
Mobile: 07870 481712
Email: AccesstoChildrensServices@westminster.gov.uk

In all cases, staff and parents are advised that phone contact will be the first point of communication to report any concerns.

Email communication is only to provide further detail if required and will not be used to believe any concern has been passed on.

If the person is not directly contacted and is unable to be found, then staff / parents will need to make further contact with key personnel on the flow charts or Children's Social Care Team and / or LADO directly.

If the Chair of Governors is not available then Suzie Longstaff **-** Managing Director can be contacted in their role as **Deputy Vice Chair of Governors**.

7. Aims

The aims of this policy are:

a) To ensure that effective safeguarding procedures are in place and are followed by all staff in accordance with national guidance and the locally agreed inter-agency procedures of London Safeguarding Children's Partnership **(LSCP).**

b) To provide a systematic means of monitoring children & young people known or thought to be at risk of harm, as well as support for those **children & young people.**

c) To identify, monitor and support those **children & young people** who may be in need of Early Help including support from other agencies apart from Children's Services e.g., Child and Adolescent Mental Health Services (CAMHS)

d) For all staff to be fully aware and confident of their role in safeguarding and child protection and of their responsibilities to identify and report possible concerns about the welfare of **children & young people**, including possible harm or abuse

e) For all staff to be fully aware of the need to report any concerns about the actions of members of staff, volunteers, visitors or contractors.

f) To support **children & young people's** development in ways that will foster security, confidence, and independence

g) To be alert to the risks to young people online and to ensure, through appropriate filtering and monitoring systems, that they are safeguarded from potentially harmful and inappropriate online material. Also see Digital Usage Policy

h) To emphasise the need for good levels of communication between all members of staff

i) To promote effective working relationships with other agencies

j) To ensure that all staff are recruited in accordance with the school's Recruitment Policy and in accordance with guidance in **Keeping Children Safe in Education** (September **2026**) ("KCSIE") and **Disqualification under the Childcare Act 2006**.

London Park Mayfair will also create a positive ethos to:

a) Establish and maintain an environment where all pupils feel secure, are encouraged to talk and are listened to.

b) Ensure staff are confident to report any concerns and to deal with any disclosures

c) Provide early help to children / young people and their families.

d) Have methods in place which make it easy for **children & young people** to report concerns as well as ensuring that all **children & young people** know they can talk to any adult if they are worried.

e) Include opportunities in the curriculum for **age appropriate** personal, social, health and citizenship education (PSHCE) and Relationships, Sex and Health Education (RSHE) for pupils to develop the skills they need to recognise and stay safe from abuse, including abuse or exploitation through technology of all kinds.

8. The Designated Safeguarding Lead

The school has appointed a Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs), **Some** are member**s** of the Senior Leadership Team and have the necessary status, training and authority to be responsible for matters relating to the welfare of pupils, including child protection.

Responsibilities of the DSL

The main responsibilities of the DSL are as detailed in KCSIE 26 **Annex B**, but are also detailed below:

a) To promote a culture of safeguarding so the welfare and best interests of children is embedded within all the school's processes and procedures.

b) To co-ordinate and monitor safeguarding, being the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies.

c) The designated safeguarding lead should take lead responsibility for safeguarding and child protection.

d) Immediately upon the receipt of any concerns, to act upon the report.

e) To liaise with London Safeguarding Children's Partnership **(LSCP**) and other neighbouring Children's Services departments. This includes making or supporting staff to make, referrals to local authority children's social care, the police, the Prevent programme and other relevant agencies, as appropriate;

f) understands the assessment process for providing Family Help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.

g) understands the relevant referral arrangements for child criminal exploitation, child sexual exploitation, trafficking and modern slavery, including the National Referral Mechanism where appropriate.

h) To attend training on (every 2 years) and to understand child protection processes, including Section 17 and Section 47 assessments under the Children's Act (1989) and 'Early Help' processes.

i) To ensure the safeguarding governor is informed about safeguarding concerns including any referrals.

f) To attend case conferences or other multi-agency planning meetings and to contribute to assessments and reports.

g) To be responsible for **safeguarding and child protection** procedures and to keep detailed, accurate records, including action taken. This includes keeping records for those cases where there is no need to make a referral to any other service.

h) To provide a systematic means of monitoring and supporting **children & young people** known or thought to be at risk of harm or where there are ongoing concerns at school as well as outside or inside the child's home.

i) To promote the educational achievement and care of any children who are looked after. The DSL will take lead responsibility for any looked after children.

j) To maintain a regular training programme for all members of staff and volunteers in line with advice from **Westminster**SCP.

k) To ensure all **new staff** (whether or not they work directly with children or not) receive induction training in safeguarding, understand their responsibilities and have received and read a copy of **KCSIE Part 1**.

l) To ensure that all staff (whether or not they work directly with children or not) and governors have confirmed that they have been provided with, read and understood a copy of the Safeguarding Policy (i.e., this document) and KCSIE Part 1.

m) To ensure that all staff are assisted to understand and discharge their roles and responsibilities as set out in KCSIE and in this policy.

n) To ensure that when children or young people leave that any child protection information is copied for the new educational provider within 5 days and transferred securely and separately from the main file.

o) To ensure that a record of any safeguarding information is obtained from any previous school or nursery for a new child / pupil joining.

p) To monitor the confidentiality, keeping and storage of records in relation to safeguarding London Park Mayfair, Hybrid and Sixth hard copy records on child protection are kept locked in the **Senior Deputy Head's** office and are separated from routine pupil records. Access is restricted to the **Head,** DSL, and Deputy DSL**s**.

q) To ensure the Safeguarding Policy is reviewed annually in conjunction with the **Head** and the Board of Governors / Proprietor, such review to include its effectiveness in practice.

r) To ensure the Safeguarding Policy is reviewed in the event of an incident or change in legislation, and that any remediation necessary in policy or procedures is given immediate effect.

s) To be responsible for overseeing online safety in the school with the support of the **IT manager.** The DSL will have responsibility for child protection processes (including online safety and understanding the filtering and monitoring systems and processes in place). ***This should be explicit in the role holder's job description***.

t) To ensure the Safeguarding Policy is available to parents / carers, published on the **London Park Mayfair, Hybrid & Sixth** website.

u) To ensure that "Safeguarding" is a standing item on the agenda for, and minutes of, staff meetings. This is to ensure that all members of staff will be aware that there is a safeguarding concern about that child or young person, with detailed information only shared on a 'need to know' basis. It also provides those present with an opportunity to raise any general safeguarding issues.

v) To ensure that weekly and termly reports are sent to the Safeguarding Governor and the annual Safeguarding Audit is presented to the Governing Board.

w) Be aware of the requirement that children investigated by the police whether the police are attending in school or interviewing the child at a police station, that an appropriate adult present. www.safeguarding.link/pace. (Annexe B, KCSIE **2026**).

x) To act on promptly any information or reports from the police through ***Operation Encompass*** to ensure the right support processes are in place for any child / young person on roll at the **school,** maintaining confidentiality throughout.

9. The Deputy DSL s

The Deputy DSL**s are** trained to the same level as the DSL and in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of **children & young people,** ensuring that the DSL receives copies of all reports and referrals and is fully briefed as soon as possible on their return.

The ultimate lead responsibility for safeguarding and child protection rests with the DSL. This responsibility will not be delegated, except under exceptional circumstances such as long-term absence of the DSL.

During term time, the DSL and/or the Deputy DSL**s** are available during **normal working** hours, either on site, or contactable by telephone, for staff, pupils or parents to discuss any safeguarding concerns.

The DSL and Deputy DSL(s) will undertake formal role-specific training ***at least every two years***. This will include up-to-date information about local safeguarding partner arrangements, assessment and referral processes, Family Help, statutory intervention and relevant multi-agency procedures.

10. Responsibilities of the STAFF

● to provide a safe and supportive learning environment

● to read and understand, Part 1 of Keeping Children Safe in Education#.

● to read and understand the School's Safeguarding Policy and Procedures i.e. this document.

●to adhere to the **Staff Code of Conduct**.

● to undertake regular safeguarding training, **at least annually.**

● to be alert to the signs of abuse and neglect, including **child-on-child** abuse, and to report any concerns to the DSL immediately.

● to be aware that that even if there are no reports of **child-on-child**, or any other form of abuse, it does not mean it is not happening, it may just not be being reported.

● To understand the child protection process, including Section 17 and Section 47 assessments under the Children's Act (1989) and 'Early Help' processes.

● to help pupils understand how to keep themselves safe and manage risk.

● to be alert to absenteeism of any **pupils** and inform the DSL of any concerns.

● to consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare (Contextual Safeguarding).

● to report to the **Head** any concerns about the conduct of adults, including low level concerns (this includes behaviour outside **the school** that might indicate an individual is unsuitable to work with children)

11. Responsibilities of the Head

To promote an overarching culture of safeguarding so the welfare of children is embedded within all the **London Park Mayfair, Hybrid & Sixth** processes and procedures operating with the best interests of the child at their heart.

● To have read and understood all parts of Keeping Children Safe in Education thereby ensuring that the **London Park Mayfair, Hybrid & Sixth's** policy and procedures follow statutory guidance.

● To ensure that **KCSIE Part 1** and our **Safeguarding Policy** are understood and implemented effectively by all staff, **whether or not they directly work with children**.

● To allocate sufficient time, training and resources to enable the DSL and Deputies to carry out their roles effectively.

● To ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively in accordance with the Whistleblowing procedures.

● To ensure pupils are taught about keeping safe, including online

● To ensure systems are in place, which are easily understood and easily accessible for pupils to report concerns, including abuse.

● To deal with any reports regarding concerns or allegations related to the conduct of adults (this includes behaviour outside of school that might indicate an individual is unsuitable to work with children), including low level concerns.

● to seek advice and liaise with the Local Authority Designated Officer (LADO) regarding concerns about adults.

● To undertake training on safer recruitment processes at regular intervals

● To monitor the effectiveness of this policy and its procedures in liaison with the Safeguarding Governor and SLT and to remedy any deficiencies immediately.

12. Responsibilities of the Board of Governors

a) To ensure safeguarding and child protection underpins all relevant aspects of process and policy development, and that process and policies operate with the best interests of pupils at their heart

b) To ensure they have processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour.

c) To create the right culture and environment so that staff feel comfortable to discuss matters both within, and where it is appropriate, outside of the workplace (including online), which may have implications for the safeguarding of children.

d) To ensure policies, procedures and training in the schools are effective and comply with the law at all times.

e) To ensure there is a nominated governor for safeguarding, who takes leadership responsibility at Board level for all safeguarding matters.

f) To ensure the nominated safeguarding governor has the required knowledge, skills and expertise to take leadership responsibility for London Park Mayfair, Hybrid and Sixth safeguarding arrangements.

g) To ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead.

h) To ensure there is an effective Safeguarding Policy in place, which is consistent with KCSIE (Sept **2026**), ***Working Together to Safeguarding Children*** (2026) and the requirements of the **Westminster** Safeguarding Children's Partnership (**L**SCP).

i) To ensure the policy is available publicly on the **schools** website.

j) To ensure child protection files are maintained (as detailed in Annex B of KCSIE 26) which show a clear chronology and the reason for decisions taken.

k) To ensure there are other appropriate policies and procedures in place to safeguard and promote children's welfare including, but not limited to, a **Staff Code of Conduct, Anti-bullying Policy, Relationships & Sex Education Policy.**

l) To ensure that there is a written behaviour policy and that is it made available to parents through a website or on request. The behaviour policy should take into account the guidance provided below:
Behaviour in Schools - Advice for headteachers and school staff Feb 2024

m) To ensure there is an effective **Staff Code of Conduct** (including online conduct) which is implemented throughout the **organisation.**

n) To ensure that **London Park Mayfair, Hybrid & Sixth** holds at least two emergency contact numbers for each child.

o) To ensure that safer recruitment procedures are in place, embedded and effective followed in accordance with Part 3 of KCSIE and that all relevant checks are carried out on all staff before starting their employment and recorded in **London Park Mayfair, Hyrbid & Sixth** Single Central Record (SCR).

p) To ensure IT systems have appropriate filters installed without unduly restricting access for educational purposes.

q) As part of this process, the Board of Governors will ensure that **regular monitoring** of filtering systems in place (and formally reviewed at least once per academic year by an SLT member, supported by the DSL and IT support on their effectiveness. This review will cover all internet-connected devices in relevant locations with clear records retained.

r) The Board of Governors will be aware of their obligations under the data protection laws placed on our organisation and individuals to process personal information fairly and lawfully and to keep information held safe and secure. This will also include how external persons can or cannot access official information when requested to reduce the likelihood of data breaches and maintain adequate cyber-security systems in place.

s) The Board of Governors should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

t) The Governing Body will ensure there are policies and procedures in place regarding pupils accessing the internet in school. The Governing Body will be doing all that it reasonably can to limit children's exposure to the above risks from the school's or college's IT system. The Governing body will consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

u) A review of the Safeguarding Policy at least annually (and in the case of a serious incident), including an update and review of the effectiveness of procedures and their implementation. The annual review of safeguarding forms part of the summer term Governors' Review Meeting. A termly report is sent to the Safeguarding Governor and the annual Safeguarding Audit is presented to the Governing Board by the DSL or the Head.

v) The Governing Body will ensure that **ALL** governors and proprietors receive appropriate safeguarding and child protection (including online) training at induction. This knowledge should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in our organisation are effective and support the delivery of a robust whole **school** to safeguarding. Their training should be regularly updated. (**KCSIE 2026).**

w) The Governing Body will ensure that all staff undergo safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to ***filtering and monitoring*** – see para 140 for further information) at induction. The training should be regularly updated. Induction and training should be in line with any advice from the safeguarding partners.

x) The Governing Body will be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their multi-agency safeguarding arrangements.

y) Governors of independent schools as non-public entities however do not have to follow requirement as laid down in the Public Sector Equality Duty (PSED). (KCSIE **2026)**

13. Children with special educational needs and disabilities (SEND)

Staff are made aware that children with special educational needs and/or disabilities as well as other vulnerable groups may be especially at risk of abuse including those with physical health issues. Such children are also more prone to peer group isolation or bullying.

Staff will be aware that:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration as it might be due to abuse taking or have taken place.
- children with SEN and disabilities can be disproportionally impacted by things like bullying - without outwardly showing any signs.
- communication barriers and difficulties in managing or reporting these challenges risks that they do not understand that what is happening to them is abuse.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.
- the need for intimate care or that these children are isolated from others,
- that these children are more likely to be dependent on adults for care, and

Any reports of abuse involving children with SEND will require close liaison with the designated safeguarding lead (or deputy) and the SENCO or the named person with oversight for SEND in our **organisation.**

We will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

SEND children who are placed with alternative provision providers will be regularly monitored to ensure their whereabouts and levels of attendance are known. The suitability checks of staff and premises will be undertaken before any placement commences.

Half-termly reviews will be undertaken to ensure suitable academic progress is being made, the quality of education delivery is maintained, and acceptable levels of attendance are met.

14. What to do when there are concerns or if a child makes a disclosure

It is important that children receive the right help at the right time to address risks and prevent issues escalating. It is therefore vital that all staff understand their responsibility to:

• Identify and refer any concerns about a child

• keep clear written records

• listen to the views of the child

• reassess concerns if the child's situation does not improve

• share information quickly and challenge inaction

Staff see children regularly and know them well, so are in a unique position to observe signs of neglect, abuse, emotional distress, changes in behaviour and/or failure to thrive.

It is more common with primary aged children for concerns to arise about a child through staff observations and casual conversation rather than a child making a direct disclosure. There may also be a change a pupil's or art or written work which may show signs of confusion or distress.

Staff should be aware that younger pupils may also talk about, or demonstrate behaviour, through their play which may give rise to safeguarding concerns.

Concerns may also be raised about a parent/carer's interaction with a pupil or issues such as parental alcohol misuse, domestic abuse, or mental health. If there is any concern at all the incidents must be reported and recorded. In many safeguarding cases it is not one major incident which triggers a referral, but a series of seemingly minor events. It is therefore of the utmost importance that all concerns are recorded and reported to the DSL immediately.

Appendix 1 of this policy give details of some of the types of abuse and safeguarding issues with which staff should be familiar.

15. Procedures if staff have a concern about a pupil

If a member of staff is concerned about a pupil the matter should be referred **immediately** to the DSL, or the Deputy in the DSL's absence.

Staff may speak directly to the DSL or Deputy DSL first to discuss their concerns about a pupil or may enter their concern straight on to **CPOMS** (the school's management system for safeguarding) for attention by the DSL.

In either case, reporting a concern must not be delayed and must be reported as soon as possible and no later than the same working day. (also see later section on recording concerns).

The **Head** will ensure cover arrangements would be in place if the DSL or DDSLs were absent for any reason such as illness, holiday or any other circumstance.

In all instances, a written record must be made by the member of staff on **CPOMS**, which all staff have access to.

Any member of staff who cannot access **CPOMS** for any reason must always contact the DSL directly, and without delay.

16. Procedures for staff if a pupil discloses information

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe.

The member of staff should:

• Listen carefully and keep an open mind. Staff should not take a decision as to whether or not abuse has taken place. When the pupil has finished talking, make sure that he/she feels secure and, if appropriate, explain what you are going to do next.

- Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim will never be given the impression by our staff that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

- Our staff will explain 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 that avoids alarming or distressing them. (KCSIE **2026**)

- All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and /or they may not recognise their experiences as harmful.
  For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and / or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication. (KCSIE **2026)**

• Do not promise confidentiality. Explain that you have to make sure that the pupil is safe, and you will need to ask other adults to help you to do this.

• Do not cross question the pupil. You must not ask leading questions, that is, a question which suggests its own answer. Let the pupil tell you what he or she wants to and no more. The pupil may be interviewed by a specialist later and too much questioning may prejudice later investigations or cause the child to become anxious and retract his/her information.

• Be prepared to follow up with the pupil, but only in conjunction with advice from the DSL.

• Be aware that younger pupils may disclose issues of a safeguarding nature in general conversation rather than as a specific disclosure to a member of staff.

• Do not attempt any examination or remove a pupil's clothes to look further at an injury. Under no circumstances should photographs be taken of a pupil's injury, even if requested by a parent / carer so they can show to their child's doctor. It may be possible to observe the pupil during the normal school routine, for example in a physical education (PE) class.

- If a pupil wants to show you his or her injuries, **please try and insist that this must wait for a health professional to make an assessment. No child or pupil should be asked to undress to show their injuries to a member of staff.**

• Do not attempt to investigate matters further; your role is to listen, record and report your concerns to the DSL.

If a concern or disclosure involves technology or online images staff must follow the specific advice in this policy.

17. Mechanisms for pupils to report concerns

London Park Mayfair, Hybrid & Sixth has a strong pastoral system and promotes an ethos where pupils feel safe to share information about anything that is worrying them.

The DSL should consider informing parents or carers to also support the child's wellbeing, provided doing so would not expose the child to additional risk.

Arrangements could include a confidential shared mailbox or similar system to make sure safeguarding concerns are received, monitored and acted on without delay.

The **Student Council** provides a '**pupil voice'** and encourages pupils to develop the rules and boundaries of acceptable behaviour.

Pupils are encouraged to use the **Safeguarding suggestion box, or the safeguarding email address** to share any concerns that they may have. The box is checked at least weekly, and well-being lead teachers address these concerns with the children or other senior leaders if a disclosure has been made.

There is an **annual pupil survey** conducted and results carefully considered.

There are posters around school saying who pupils can talk to and children are reminded regularly in assemblies and **PSHCE lessons** on who they can speak to and that we are all here to help.

18. Support for staff

London Park Mayfair, Hybrid & Sixth recognises that staff who have become involved with a pupil who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

London Park Mayfair, Hybrid & Sixth will support such staff by providing an opportunity to talk through their anxieties with the DSL and will seek further support as appropriate.

The NSPCC helpline is also available if staff have concerns about the way a concern is being handled by the school. Staff can call **0800 028 0285** or email help@nspcc.org.

19. Recording Safeguarding Concerns

a) Abuse and neglect are complex issues and are rarely standalone events; therefore, they require a culture of vigilance, professional insight, and respectful challenge, as well as effective recording, reporting and monitoring systems.

b) All staff have an appropriate level of access to **CPOMS** which enables them to record concerns. The DSL and Deputy DSL have full access to enable them to record actions and store all safeguarding records securely.

c) All safeguarding concerns must be recorded on **CPOMS,** the school's management system for safeguarding

d) If the DSL is not available for any reason the Deputy DSL **s** must be contacted to deal with the concern initially.

e) With regard to any conversations directly with a pupil or overheard, staff must keep a written record of the conversation and concerns arising.

f) The record should include the date, time, and place of the conversation, who was present and what was said by the pupil. The record should use names, not initials, for all references to people.

g) The record should be specific. Record actual behaviour and language used by a pupil rather than more vague terms such as inappropriate language/behaviour.

h) Staff should make the record as soon as possible after speaking to the pupil so the pupil is not alarmed by notes being taken and before the conversation is discussed with anyone else. It is important to record as much as can be remembered, using the pupil's own words.

i) The record should contain facts and information only, taking care to avoid personal opinion.

j) Notes made of such disclosures or concerns could become part of a statutory assessment by Children's Services and/or part of a criminal investigation so must be completed accurately.

k) If more than one member of staff is present when a pupil discloses information or behaves in a manner which gives rise to concerns, each member of staff must make a separate safeguarding report on **CPOMS.**

l) The report must be completed so all the facts known are recorded and so the DSL has a full picture of what has given rise to the concern.

m) It is important to record all concerns regarding the welfare of pupils, even those which may appear minor. This is because it is common for minor pieces of evidence to emerge over time and build up a pattern.

This type of recording also allows information from various members of staff to be collated.

n) Staff must not investigate further or speak to parents or other staff. They must contact the DSL who will then determine the next course of action.

20. DSL Action on receipt of a concern about a child

On receipt of the safeguarding report, the DSL must record the decisions made and action taken.

Action will depend on the nature of the concern. It may include one or more

of the following:

(a) monitoring the pupil in school

(b) a discussion with parents

(c) early help intervention from the school and/or another agency

(d) referral to Children's Services

(e) referral to the LADO

(f) report to the police

The member(s) of staff making the report will be informed by the DSL of the action taken.

If the pupil's situation does not appear to be improving, the staff member with concerns should request the DSL to re-consider the action taken.

21. Preserving evidence

a) All evidence (which could include a pupil's work, scribbled notes, iPads, mobile phones containing text messages, computers) must be preserved.

b) If evidence is found on an electronic device, the device involved should be confiscated and set to flight mode or, if this is not possible, it should be turned off.

c) **Staff must not view images, look for further images, copy or print any images or forward images by email or any other electronic means**. This is particularly important if images involving 'nudes' or 'semi-nudes' are found, as to do so is a criminal offence.

d) If the imagery has already been viewed by accident (e.g., if a pupil has shown it to a member of staff before he/she could ask them not to), this must be reported to the DSL immediately.

e) Do not delete the imagery or ask the pupil to delete it.

f) Do not ask the pupil(s) involved in the incident to disclose information regarding the imagery.

g) Do not share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers.

h) Do not say or do anything to blame or shame any pupil(s) involved.

i) Do explain that you need to report it and reassure them that they will receive support and help.

j) Report the matter to the DSL immediately

Also see DfE Searching Screening and Confiscation Advice for schools and the UKCIS Education Group Sharing nudes and semi-nudes: advice for education settings working with children and young people which outlines how to respond to an incident of nudes and semi-nudes being shared.

22. Child protection records

a) Safeguarding records are kept securely on **CPOMS**

b) There is a clear, detailed chronology for each pupil where concerns have been raised.

c) Written records are kept of all concerns, whether or not there is a need to refer the matter to Children's Services or another agency.

d) If a referral to Children's Services is thought to be required, the DSL will usually contact the local authority for advice prior to notifying parents.

e) All discussions with the local authority along with the decisions made and the reasons for those decisions are recorded in writing on **CPOMS.**

f) The **Westminster**SCP has its own referral form which must be completed if a formal referral is made by the DSL. A copy of the referral form sent to the local authority must be retained.

g) Minutes of any case conferences or discussions with social workers or other professionals involved with the pupil will be retained in the pupil's file and will be scanned into **CPOMS**.

h) Any new concern or information about a pupil who has active involvement with Children's Services must be passed to the pupil's allocated social worker without delay.

i) Any new concern or information about a pupil who has had previous involvement with Children's Services must be passed to Children's Services without delay.

j) If a pupil moves to another school, all child protection records are transferred securely, within 5 days, to the DSL at the new school and a receipt is obtained confirming they have been received.

Parental permission is not required for records to be shared with the new school.

k) On a case-by-case basis the DSL will also consider sharing information proactively with the new school to ensure key staff are aware of the pupil's needs and can have any support in place when the pupil arrives.

l) Safeguarding records will be requested from previous schools/nurseries for any new pupils joining the school.

23. Information sharing

Separate guidance will follow from the government in due course.

All staff will understand that child protection information requires a high level of confidentiality. This protects the privacy of the child and others involved and helps to ensure that the inappropriate disclosure of information does not compromise safeguarding action or an investigation.

Staff should ordinarily share safeguarding concerns with the DSL or a Deputy DSL, who will determine what information needs to be shared and with whom. Information will be shared only with those who need it to safeguard and promote the welfare of the child.

However, **any member of staff may contact children's social care, the police or another appropriate agency directly where they believe this is necessary to protect a child**. Staff must not assume that a colleague or another professional has already shared information or taken action.

Information will be shared according to the HM Government guidance Information Sharing (July 2018.)

The Data Protection Act 2018 (DPA), UK GDPR and **Data (Use and Access) Act 2025**.**do not prevent the sharing of information for the purposes of keeping children safe**. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. **KCSIE 2026.**

The guidance states that practitioners should use their judgement when making decisions on what information to share and the most important consideration should be whether sharing information is likely to safeguard and protect a pupil.

Data protection legislation and guidance must not be allowed to stand in the way of sharing information to safeguard pupils.

The guidance states that the information shared should be:

(a) **Lawful, Necessary and proportionate** - Any information shared must be proportionate to the need and level of risk.

(b) **Relevant** - Only information that is relevant to the purposes should be shared with those who need it.

(c) **Adequate** - Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.

(d) **Accurate** - Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.

(e) **Timely** - Information should be shared in a timely fashion to reduce the risk of harm.

(f) **Secure** - Wherever possible, information should be shared (transferred) in an appropriate, secure way and also stored securely.

(g) **Record** - Information sharing decisions should be recorded whether or not the decision is taken to share.

Practitioners may share information, without consent when there is a good reason to do so, and the sharing of that information will enhance / promote the safeguarding of that child in a timely manner. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent and if to gain consent would place a child at risk or compromise any investigation. **(KCSIE 2026)**

All information-sharing decisions will be recorded, including:

- what information was shared or withheld;
- with whom it was shared;
- the reason for the decision;
- the lawful basis relied upon, where relevant; and
- the outcome or action agreed.

This includes recording the rationale where a referral to another agency was considered but not made.

Child protection records will be held securely within **CPOMS** and separately from the main pupil file. Access will be restricted to those who require the information to fulfil their safeguarding responsibilities.

Requests from pupils, parents or carers to access child protection records will be referred to the **Headteacher** and considered in accordance with the provider's data protection and information-governance policies. Information may be withheld where a relevant legal exemption applies, including where disclosure may cause serious harm to the child or another person.
Where a pupil transfers to another school or college, safeguarding records will be transferred securely and separately from the main pupil file.

Relevant information may also be shared in advance where this is necessary to enable the receiving setting to assess risk and put appropriate safety and support arrangements in place.

Where information indicates a risk to the child or others, including previous knife or weapon concerns, we will advise the receiving school to assess the risk of that child and put a safety and support plan in place for them.

Further information and guidance on data protection can be found at:

Data protection in schools - Guidance - GOV.UK

24. Communication with parents/carers

a) All parents are aware from the school's Parents' Handbook and publication of this policy on the school's website that the school has a safeguarding policy and is required to follow statutory guidance in respect of reporting to Children's Services any case of suspected abuse.

b) From this policy and from notices in the school buildings, parents are made aware of the identities of the DSL and Deputy DSL with whom they may discuss concerns.

c) **London Park Mayfair, Hybrid & Sixth** will work with parents and outside agencies to help support pupils and their families; however, it will always put the duty of care to the **pupil** as its priority and will refer concerns if it considers a pupil is or may be at risk of harm or has suffered harm.

d) The DSL will normally request a meeting with the parents of the pupil about whom there are concerns to discuss the matter. He/she will explain the reasons for the school's concerns and the course of action the school intends to take.

e) Referrals to Children's Services or the LADO (or initial advice from either service) **do not require prior parental / carer consent.** The DSL must act in in the best interests of the pupil, even if this results in making a referral against the parents' wishes.

f) If the DSL believes that notifying parents might in any way exacerbate the problem, increase the risk to the pupil or if there are any other extenuating circumstances, initial advice will be sought from Children's Services prior to notifying the parents. This may result in an immediate referral to Children's Services without parents being notified.

g) If there is an allegation which involves a member of staff, parents will only be informed after the school has consulted with the LADO and has obtained the LADO's consent.

h) If a parent has any safeguarding concerns, he/she should contact the school's DSL as soon as possible.

25. Referrals to Children's Services and/or other agencies

Referrals about an individual pupil must be made to the borough in which the pupil resides. However, advice may always be obtained from the Children's Services department of the school's local authority, regardless of the where the pupil resides.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is **made immediately.** Referrals should follow the local referral process. (**KCSIE 2026)**

The DSL follows the Levels of Need thresholds (sometimes named as the continuum of Need threshold document) from **Westminster**Safeguarding Children's Partnership **(LSCP)** when decisions are made about making referrals.

Available here:

Threshold Document: Continuum of Help and Support

There are 4 levels.

1. No referral required

2. Child in need of Early Help (Early Help Assessment)

3. Child in need of targeted or specialist support (Referral to MASH)

4. Child at risk of significant harm (Urgent referral to MASH)

London Park Mayfair, Hybrid & Sixth will ensure as a relevant agency that it should be part of discussions with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as apart of "local arrangements".

Local authorities and partners are required to develop and publish protocols identifying who may lead assessments and how cases will be managed following referral.

Our DSL / DDSLs will be familiar with our WestminsterSafeguarding Children's {Partnership local threshold document. **(KCSIE 2026)**

26. Universal services and community based Early Help

Providing help and support as soon as problems emerge is an important part of safeguarding children and promoting their welfare at any point in a child's life.

Where a child would benefit from coordinated early help, an early help inter-agency assessment will be arranged. Chapter 1 of DfE Working Together to Safeguard Children (**March 2026**) provides detailed guidance on the early help process.

Universal services and community-based Early Help provide support at an early stage, before statutory intervention is required. Support may be delivered through education, health services, family hubs, youth services, housing services and voluntary or community organisations.

Additional support systems in school may form part of early help strategies and should feed into Local Authority early help measures as required. This may be from the pastoral team, school mentors or support from a school counsellor.

Evidence **MUST** be kept of all early help interventions.

The DSL and Deputy DSL(s) will understand the local Early Help arrangements, threshold document and referral pathways and will ensure that staff know how to identify children and families who may benefit from additional support.

Where appropriate, Westminsterwill work with the child, their parents or carers and relevant agencies to:

a. identify the child's needs and any emerging safeguarding concerns;
b. consider the child's wishes and feelings;
c. agree the support required and the outcomes to be achieved;
d. coordinate services through an identified lead practitioner where appropriate; and
e. regularly review whether the support is improving the child's circumstances.

Some children and families may require more targeted support than that available through universal or community-based Early Help. Family Help includes:

a. targeted early help coordinated by the local authority and its partners; and
b. statutory support and services for children in need under ***section 17 of the Children Act 1989.***

Targeted early help is a voluntary arrangement and will ordinarily require the consent and participation of the child and their family.

An appropriately qualified practitioner may lead the assessment and coordinate the Family Help plan. Where local arrangements permit, the same practitioner or a qualified non -social work lead practitioner may continue to work with the family, where locally agreed, if the child is subsequently assessed as a child in need under section 17.

Where a child or family does not consent to targeted early help, or does not engage with the support offered, the DSL will consider whether the child's needs are likely to increase or whether there is a safeguarding risk that requires referral to local authority children's social care.

Family Help and Early Help cases will be kept under regular review. Where the child's circumstances do not improve, the support is not meeting their needs or concerns increase, the DSL will consider whether the matter should be escalated or referred for statutory assessment.

Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, a referral will be made immediately to local authority children's social care under section 47 of the Children Act 1989 and, where appropriate, to the police.

The WESTMINSTERX will also understand and follow the local criteria and procedures relating to:

- Section 20 of the Children Act 1989, concerning the local authority's duty to accommodate / provide safe accommodation for a child. This can also be used for short breaks care.
- Section 31 of the Children Act 1989, concerning care and supervision orders;
- disabled children;
- children managed within the **youth secure estate**; and
- children affected by abuse, neglect, exploitation, trafficking or modern slavery.

London Park Schools will support children's social care and other agencies with assessments and multi-agency plans. All concerns, discussions, decisions and the reasons for those decisions will be clearly recorded.

Any pupil may benefit from early help, but KCSIE recommends that all staff should be particularly alert to the potential need for early help for a pupil who:

a. is disabled and has specific additional needs
b. has special educational needs (whether or not they have a statutory education, health and care plan)
c. is a young carer
d. is frequently missing/goes missing from care or home
e. is misusing drugs or alcohol
f. is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
g. has returned home to their family from care.
h. are pregnant or parents themselves.
i. exhibit early abusive, violent or harmful behaviour.
j. have been repeatedly removed from classrooms.
k. are on part-time timetables.
l. face financial exploitation.
m. are at risk of faith-based as well as honour-based abuse; or
n. are otherwise experiencing disrupted education.

Form teachers through PSCHE and form periods ensure that pupils are aware that staff are available to listen and provide additional in-school support if necessary.

Our **organisation** also has access to other counselling and support services if needed.

Staff will be trained to be able to identify children who:

(i) Would benefit from early help.
(ii) Have unexplained or persistent absence from education.

27. WestminsterThreshold Levels 3 and 4

a) Pupils who meet the threshold of Level 3 or Level 4 will be referred to MASH immediately by the DSL.

b) If there is ever any doubt about whether a referral should be made advice will be sought from the Westminster**local authority name** Safeguarding Advisor or from the MASH team.

c) The DSL may also take initial advice and discuss matters with other services such as the Education Welfare Officer, CAMHS or the police. Under no circumstances will the situation be left beyond the day that the concern is first raised.

d) If a referral is made or advice is obtained from Children's Services, the safeguarding governor will be informed of the case by the DSL as soon as possible.

e) All telephone conversations with Children's Services, the LADO or other local authority officers are recorded by the DSL on **CPOMS.**

f) The DSL will discuss the concerns with the pupil's parents/carers at the earliest appropriate opportunity.

g) The DSL will assist other agencies to make enquiries into concerns about a pupil's welfare. This will include ensuring that the school is represented at multi-agency meetings, including child protection conferences, and that reports/information about the pupil are provided as required.

h) In cases of extreme emergency or if a serious criminal offence appears to have been committed **the police will be contacted immediately.**

i) The referral process outlined is also followed when there are concerns about a pupil who may be at risk of radicalisation. The level of risk will identify the most appropriate referral, which could include Children's Services and/or **Channel.**

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

The policy of the school requires that all referrals are made by the school's DSL; however, **anybody can make a referral** and in exceptional circumstances staff may raise concerns directly with Children's Services.

If, at any point, there is a risk of immediate serious harm to a pupil a referral should be made to Children's Services or the police on 999 immediately.

28. Safer recruitment - Staff

The school follows statutory guidance for the safer recruitment and employment of staff who work with children as set out in Part Three of KCSIE and Disqualification under the Childcare Act 2006 (September 2018). .

Please also see our ***safer recruitment policy***.

All staff are checked as to their suitability. These checks include

(a) The taking up of references
(b) Verification of identity
(c) Verification of right to work in the UK
(d) Where appropriate, verification of qualifications
(e) Where appropriate, overseas police checks
(f) (A satisfactory enhanced check with the Disclosure & Barring Service (DBS), including a Barred List check for staff engaged in regulated activity
(g) A self-declaration to ensure compliance with disqualification regulations made under the Childcare Act 2006
(h) For teachers, verification of Qualified Teacher Status (QTS), and the completion of teacher induction or probation.
(i) For staff engaged in teaching duties, a check that the teacher is not subject to a prohibition order issued by the Secretary of State.

Checks for h) and I) can be completed at: Check a teacher's record - GOV.UK

(j) Where appropriate, a check that there is no teacher prohibition order issued by any **overseas professional** authority.

Further guidance can be found at: Criminal records checks for overseas applicants - GOV.UK

(k) Where appropriate, an overseas criminal record check(s)
(l) Where appropriate, a check to ensure the person is not barred from taking part in the management of an independent school – also known as a Section 128 / S128, using the link: Individuals prohibited from managing or governing schools - GOV.UK

Using GOV.UK schools can check if a person they propose to recruit as a governor is barred as a result of being subject to a section 128 direction. There is no requirement for schools to record this information on the single central record, but our organisation will do.

(m) A medical fitness questionnaire and / or medical self-declaration.

In some circumstances, and as long as specific criteria are met, a newly recruited member of staff may, if closely supervised, begin work without an enhanced DBS certificate or overseas police clearance. The conditions applicable are set out in the **Recruitment Policy** and include a requirement for all other checks to be completed, including a Barred List check.

Head will also complete a DBS Risk Assessment reviewed fortnightly until the DBS certificate is received and, if applicable, the overseas police clearance is also received.

Staff involved in recruitment receive appropriate training in safer recruitment and this is updated no less than every five years.

In addition, as part of the shortlisting process **London Park Mayfair, Hybrid & Sixth will carry out** an **online search** as part of their due diligence on any shortlisted candidates.

This may help identify any incidents or issues that have happened, and are publicly available online, which **our organisation** might want to explore with the applicant at interview. (KCSIE **2026**).

Our human resources department will make known of this due diligence by placing this intention to research publicly available online material within the advert, candidate pack and application from so that it is well known before any short-listing takes place that this will occur.

29. Safer recruitment – Contractors and Self-Employed Staff

Our organisation will always ensure a service level agreement is in place to ensure expectations on both sides are known including the requirement for undertaking safer recruitment checks.

We will ensure that any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check so long as it is compliant with KCSIE 26.

Contractors engaging in regulated activity relating to children will require an enhanced DBS check (including children's barred list information).

For all other contractors who are not engaging in regulated activity relating to children, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including children's barred list information) will be required.

Under no circumstances should a contractor on whom no checks have been obtained be allowed to work unsupervised or engage in regulated activity relating to children. Where contractors attend the site outside of term time and no young people are present then supervision may be deemed as not required.

Self-Employed Persons

HR Manager will decide either obtain the DBS check, or request to see the certificate if the self-employed person has obtained their own check and ensure that the DBS check is at the level required by the school

Where using a third party / employment agency, the HR Manager will ensure a DBS with barred list information is obtained for those engaging in regulated activity.

We will still check the identity of contractors on arrival at the school.

30. Safer recruitment - Governors

The majority of our governors are also serving Managing Directors or Directors employed centrally by Dukes Education and therefore operate a model of “professional governance”.

Appropriate recruitment checks will be undertaken as standard for anyone appointed to the a a management role with Dukes Education to ensure that they are fit and proper to be part of the leadership and management. Dukes Education will provide a letter of assurance to our organisation that all suitability checks have been carried out prior to commencement of their governor role. Our organisation will further check Identity and DBS (enhanced with barred if applicable) prior to their first governor meeting.

Any external governor will have full suitability checks undertaken including checks that they are also not barred because of being subject to a section 128 direction.

This information will be recorded on the single central record.

31. Safer Recruitment: Visitors and Visiting Speakers

There are a range of visitors who attend our establishment at different times during the academic year.

These include professionals such as educational psychologists, social workers, and other

education-related practitioners, as well as educational visitors like guest speakers

or performers.

London Park Mayfair Hybrid & Sixth may host individuals connected to the site, including contractors working on the building or grounds, children’s family members, or others attending school events such as sports days.

London Park Mayfair, Hybrid & Sixth will not request DBS checks or barred list checks, or ask to see existing DBS certificates, for visitors such as children’s relatives or other visitors attending a sports day.

The **Head** will use their professional judgement about the need to escort or supervise such visitors and will inform relevant staff accordingly.

For visitors who are there in a professional capacity, it is required that their identity is checked and gain assurance that the visitor has had the appropriate DBS check depending on the activity they are there to carry out (or that the visitor's employers have confirmed that their staff have appropriate checks).

We are not ask to see the certificate in these circumstances but if required under a service level agreement then details will be logged. Where a visitor will have no contact with children, it is unlikely that a DBS check will be required.

Visiting Speakers

Visiting speakers are always vetted and staff must obtain permission from the **Head** for any speakers to visit the **school.**

On arrival, photographic evidence will be asked to check their identification and they will be asked to sign in the signing in book in reception. As they will be always supervised, a DBS or barred list check will not be required, unless it is deemed, they may be undertaking regulated activity.

Information on any online research undertaken, references received (written or verbal on their suitability) etc must be collated in the **London Park Mayfair, Hybrid & Sixth visitor log which must be a separate document from the signing in book at reception.**

This log will contain date of visit, company name, person's name, purpose of visit, ID checked references okay, online research undertaken, visit approved by and risk assessment checked if activity being undertaken requires a review.

Suitable online research might include a review of the visiting speaker's website or company information held at companies house, news articles of their visits to other organisations, comments made on www.mums.net and should be limited to the suitability of them to present / undertaken tasks to **pupils in the school.**

Verbal references from other educational establishments or persons known to the visiting speaker will also be recorded in the visiting speaker's log / file.

A review of the presentation or workshop material planned to be delivered will be undertaken to ensure it is stage and age appropriate and does not contain any disinformation or misinformation (including Fake news and conspiracy theories). KCSIE **2026**

32. Staff Recruitment: Volunteers

All volunteer roles will be assessed before the individual begins work. The Head Teacher in liaison with the HR Manager and DSL will determine whether the role amounts to regulated activity and what checks are required.

From **1st September 2026**, a volunteer who teaches, trains, instructs or supervises children frequently, on **more than three days** in **any 30-day period**, or **overnight**, will be regarded as engaging in ***regulated activity***, even where they are supervised (***KCSIE 2026***).

In these circumstances, an enhanced DBS check with Children's Barred-List information will be obtained **before the volunteer begins the role.**

A volunteer will not undertake regulated activity until their Children's Barred-List status has been confirmed this includes volunteers who are moving from non-regulated to regulated activity roles.

Our organisation will review the roles of **existing volunteers** to identify any individual who becomes engaged in regulated activity because of the changes introduced from **1 September 2026.** Where this applies, we will check the individual's Children's Barred-List status and obtain the appropriate DBS check.

Where a volunteer is not engaged in regulated activity ***(less than 3 days in any 30-day period)*** we will undertake and record a written risk assessment to determine what checks, if any, are appropriate.

The assessment will take account of:

- the nature of the work with children.
- the level and frequency of contact with children.
- what is known about the volunteer, including information provided by staff, parents, referees or other volunteers.
- whether the individual undertakes other paid or voluntary work where a referee can comment on their suitability; and
- whether an enhanced DBS check without barred-list information, or another level of check, is appropriate.

Under no circumstances will a volunteer on whom no checks have been obtained be left unsupervised or permitted to undertake regulated activity.

Where the statutory criteria are met and there are safeguarding concerns, the **Head** will make a referral to the ***Disclosure and Barring Service*** **as soon as possible** in relation to a volunteer who is removed from regulated activity (dismissal, redeployment outside regulated activity or suspension), or who ceases volunteering before they can be removed or resignation.

33. Staff Induction

The DSL is responsible for ensuring that all new members of staff and any volunteers, receive training on their responsibilities for safeguarding and child protection and on the procedures for recording and referring any concerns. This training will take place prior to the new member of staff starting work with the children.

All newly recruited staff are provided with the following information and given in-house training on safeguarding issues as part of their induction.

This includes:

● Keeping Children Safe in Education, Part 1

- The identities and roles of the DSL and DDSL safeguarding team, including safeguarding governor.

● Safeguarding Policy and a copy of **KCSIE 2026** PART ONE

● **Staff Code of Conduct**

● **Digital Usage Policy.**

● **Whistleblowing Policy**

- Low Level Concerns Policy

- **Allergy management Policy**

● **Behaviour Policy**

● **Anti-bullying Policy**

● Prevent training

● Procedures on managing children who are absent from education / go missing from education (**in Attendance Policy)**

● How to report concerns through **CPOMS**

London Park Mayfair, Hybrid & Sixth takes a risk-based approach to the level of information provided when training other temporary staff, staff running clubs, contractors and volunteers.

34. Training: Staff

a) All staff are required to read, at least annually, the Safeguarding Policy (i.e this policy) and the Staff Code of Conduct and must confirm that they have done so.

b) **All** staff (whether directly working with young people or not) are required to read and understood the guidance for staff in **Part 1 of KCSIE** and confirm that they have done so.

c) Every member of staff receives comprehensive training in safeguarding (including on-line safety) at least every three years, in line with advice from the **Westminster**SCP. Refresher training is provided annually at the start of the academic year and on specific issues through the year as required.

d) Staff will also receive regular informal updates on safeguarding and child protection (including online safety) / related issues as and when required through bulletins, INSET training and staff meeting announcements from the DSL or if local circumstances warrant. This could also include updates via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

d) All staff are trained in how to listen, respond to and report any disclosures including those which involve **child-on-child** sexual violence, sexual harassment, misogyny serious violence and those incidences involving weapons.

e) All staff will have training on child protection (including online safety, which amongst other things includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. This training should be regularly updated and will ensure that staff understand the current IT provision in place, manage them effectively and know how to escalate concerns when identified. Child protection training will include raising staff awareness of recognising and dealing with unexplained or persistent absences from education.

Staff will also have training on child sexual exploitation, child criminal exploitation, county lines, trafficking and modern slavery.

f) Induction training for staff will be in line with any advice from the organisations safeguarding partner

35. Training: DSL and DDSLs

The DSL and Deputy DSL(s) will undertake formal role-specific training at least every two years. This will include up-to-date information about local safeguarding partner arrangements, assessment and referral processes, Family Help, statutory intervention and relevant multi-agency procedures.

36. Training: Governors

The Board of Governors will ensure that **ALL** governors and proprietors receive appropriate safeguarding and child protection (including online) training at induction.

This knowledge should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in our organisation are effective and support the delivery of a robust whole **organisational** approach to safeguarding. Their training will be regularly updated. **(KCSIE 2026).**

The governor responsible for safeguarding has received safeguarding training specifically for governors and undertakes refresher training **every two years, as a minimum**.

37. Acceptable Use of technology

(Also see Digital Usage Policy)

a) Staff must not take video footage or photographs of pupils except for **school** purposes.

b) Any such images must not be placed in the public domain without the permission of the **Head.**

c) **London Park Mayfair, Hybrid & Sixth** devices should be used wherever possible**.**

If a **personal device is used**, photographs or videos of pupils must not be stored or retained on personal cameras, mobile phones, or other devices. Any images must be uploaded to the **school** server as soon as possible and permanently deleted from the personal device.

d) Permitted images are stored securely on a password-protected section of the school intranet. They are deleted when no longer required.

e) Cameras, mobile phones, or other photographic devices are not allowed in any areas where pupils may be washing or changing, nor should photography be used in a manner that may offend or cause upset.

f) Parents / carers are asked to restrict photography whether on cameras, mobile phones, or other devices to major school events published in the school calendar only. General filming at **London Park Mayfair, Hybrid & Sixth** by parents/carers is never permitted.

g) Parents / carers should be aware that other parents in **London Park Mayfair, Hybrid & Sixth** may object to photographs being taken which, inadvertently or otherwise, include their child; therefore, any images taken must be for personal use only and should not be shared on social media.

h) Other visitors, volunteers and contractors in **London Park Mayfair, Hybrid & Sixth** are not permitted to take photographs in any area of the school without specific permission from the Head.

i) The general use of mobile telephones in all areas of the **school** (calls, texting and email) by parents is not permitted.

j) Staff may only communicate with pupils through the **London Park Mayfair, Hybrid & Sixth** email system, and the designated apps used by older pupils for homework.

k) Staff must not use their mobile phones or other personal devices for calls or messaging when engaged with pupils and all devices must be out of sight.

38. Filtering and Monitoring Systems

The appropriateness of any filtering and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the

Prevent Duty - 2023

https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

The appropriateness of any filtering and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty.

To support schools and colleges to meet this duty, the Department for Education has published filtering and monitoring standards which set out that schools and colleges should:

• identify and assign roles and responsibilities to manage filtering and monitoring systems.

• review filtering and monitoring provision at least annually by a member of the senior leadership team supported by the DSL and IT department across all internet-connected devices and relevant locations ensuring accurate records kept of the process.

• block harmful and inappropriate content without unreasonably impacting teaching and learning.

• have effective monitoring strategies in place that meet their safeguarding needs Governing bodies and proprietors should review the standards and discuss with IT staff and service providers what more needs to be done to support schools and colleges in meeting this standard.

Our organisation will ensure that our leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

Our Governing Body will consider the number of and age range of our children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

Further advice from the Safer Internet Centre can be found at:

https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring

Our **organisation** will consider using the following website below to assess its effectiveness against the ***DfE filtering and monitoring standards*** and receive personalised recommendations on how to meet them.

Plan technology for your school - GOV.UK

39. Reviewing online safety

Technology, and risks and harms related to it, evolve, and change rapidly. Our organisation will consider carrying out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks our young people face including the use of Artificial Intelligence (AI).

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

This can be found at:

Generative AI: product safety expectations - GOV.UK

40. Information security and access management

Our organisation is directly responsible for ensuring we have the appropriate level of security protection procedures in place in order to safeguard our systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. (**KCSIE 2026)**

Guidance on e-security is available from the National Education Network below:

NEN

In addition, our organisation aims to take appropriate action to meet the Cyber security standards for schools and colleges which were developed to help them improve their resilience against cyber-attacks.

Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance - GOV.UK

Broader guidance on cyber security including considerations for governors and trustees can be found at National Cyber Security Centre

Cyber security training for school staff - NCSC.GOV.UK

Our named Governor for Online Safety is: **Rachael Friend**

Our Senior Leader Team member responsible for implementing the DFE Digital Standards is:

Hannah Sheehy

Broader guidance on cyber security including considerations for governors and trustees can be found at Cyber security training for school staff:

https://NCSC.GOV.UK

41. Online Safety

Online safety policy

Our approach to online safety is reflected in this safeguarding policy, which includes appropriate filtering and monitoring on school devices and school networks.

Please see our separate online / E-safety policy for further information.

Or organisation will raise awareness with staff that misinformation, disinformation (including fake news and deep fake pornography) and conspiracy theories as well as the above are safeguarding harms and staff will act accordingly if any concerns are found with or from pupils.

Further guidance can be found at:
https://pearsfoundation.org.uk/partners/the-commission-into-countering-online-conspiracy-in-schools/

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

conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography/ fake pornographic images, sharing other explicit images and online bullying, and spreading / publishing disinformation / misinformation to others online.

commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If we feel our pupils, students or staff are at risk, then we will seek advice from the Anti-Phishing Working Group which can be found at:
https://apwg.org/

Our organisation has a clear policy on the use of mobile and smart technology, which will also reflect the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school or college may sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content.

Our organisation does carefully consider how this is managed on our premises and have reflected this in our ***mobile and smart technology policy*** and this **safeguarding policy.**

42. Staff Code of Conduct

The Staff Code of Conduct gives comprehensive, clear guidance on the expected behaviour of **all adults** in the school. Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by pupils or others and report any conduct by an adult which raises concern. Failure to follow the Staff Code of Conduct is likely to result in disciplinary action being taken.

All our staff including those involved in the *provision of childcare*, must ensure that they are not under the influence of ***alcohol or drugs*** when on duty.

The **DSL** will ensure appropriate action is taken and inform the **Head** immediately if there is a suspicion or staff have reported to them that they know someone to be under the influence of either substance.

Any concerns by staff must be raised with the **Head** in the first instance.

This protocol will also apply to any of our school staff whether working on site or away on trips or visits.

43. **Whistleblowing**

It is recognised that pupils cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, which may include the attitude or actions of colleagues. All members of the school community have a duty to protect children and should they have concerns must make these concerns known to the **Head**.

Please also see our Whistleblowing Policy as well as advice on low-level concerns in sections 25 and 42.

44. Allegations against staff

As part of its overall safeguarding ethos, the school ensures that it promotes an open and transparent culture in which staff feel confident to report all concerns about adults working in the **school** (including self-employed staff, supply teachers, trainee teachers, volunteers and contractors).

With any concerns received the **headteacher or principal** will consider whether onward referral to the LADO is required.

All members of staff must follow the **Staff Code of Conduct** and conduct themselves in a professional manner at all times, both to ensure the safety of the pupils, and to reduce the risk of any allegation of improper behaviour.

If any allegation of abuse or suspected abuse is made against a member of staff or volunteer, **London Park Mayfair, Hybrid & Sixth** follow the guidance in Part 4 of KCSIE and the procedures of **Westminster**Safeguarding Children's Partnership **(LSCP).**

Allegations that might indicate that a person is unsuitable to work with children are where a person has:

● behaved in a way that has harmed a child or may have harmed a child and/or:

● possibly committed a criminal offence against or related to a child and/or:

● behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or:

● behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The following procedures relate to all members of all staff, (including the self-employed, supply staff and contractors) governors and volunteers or any other adults who are currently working in the **school**, regardless of whether the **school**, is where the abuse is alleged to have taken place and regardless of whether it involves pupils at **London Park Mayfair, Hybrid & Sixth.**

Please note that all other concerns about members of staff should be reported through the organisation's **Whistleblowing Policy** and / or **Low-Level Concerns Policy**.

If in any doubt, please speak with the **Head** in the first instance.

45. Reporting an allegation or concern

a) Staff must never think that abuse by an adult is not possible in **London Park Mayfair, Hybrid & Sixth** or immediately disbelieve an accusation against someone who is known well and trusted.

b) A member of staff receiving an allegation of abuse by another member of staff, or with concerns about another member of staff, should report this immediately to the **Head,** unless the **Head,** is the one against whom the allegation is made.

c) An allegation against the **Head,** should be reported to the Safeguarding Governor, without notifying the **Head,** first.

d) In any instance where there may be a conflict of interest about reporting an allegation or concern to the Head / Head Teacher / Principal, the Chair of Governors should be contacted directly and without hesitation. He will then contact the LADO immediately for further advice.

If the Chair of Governors is unavailable, then the Vice Chair of Governors (Managing Director) should be contacted

e) Concerns may be reported verbally, directly to the relevant senior member of staff, or by email. Any staff who makes a report verbally in the first instance will also be required to make a written record of the information they have disclosed.

f) Concerns may be reported verbally, directly to the relevant senior member of staff, or by email. Any staff who make a report verbally in the first instance will also be required to make a written record of the information they have disclosed.

Record-keeping of Allegations

Details of allegations following an investigation that are found to have been malicious or false will be removed from personnel records unless the individual gives their consent for retention of the information.

However, for all other allegations, i.e. substantiated, unfounded and unsubstantiated the following information is kept on the file of the person accused:

• a clear and comprehensive summary of the allegation

• details of how the allegation was followed up and resolved

• a note of any action taken, decisions reached, and the outcome i.e. substantiated, unfounded or unsubstantiated

• a copy provided to the person concerned, where agreed by local authority children's social care or the police, and

• a declaration on whether the information will be referred to in any future reference.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal

conviction and it will help to prevent unnecessary re investigation if, as sometimes happens, an allegation re-surfaces after a period of time.

All other records will be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

The Information Commissioner has published guidance on employment records in its, *The Information Commissioner Employment Practices Code* which provides some practical advice on record retention and our organisation will aim to work towards this guidance

This can be found at:-

Microsoft Word - hra.doc

46. Procedures & Informing the Local Authority Designated Officer (LADO)

a) If the allegation constitutes a possible serious criminal offence, or in the case of serious harm, or if a pupil is in immediate danger, a referral to Children's Services and/or the police **MUST** be made immediately.

b) An allegation of abuse by an adult will always result in a senior person from the school (as detailed above) contacting the LADO of **Westminster** Safeguarding Children's Partnership (XSCP),who will advise on the next steps to be taken.

c) **Under no circumstances will London Park Mayfair, Hybrid & Sixth conduct an investigation without first informing the LADO and seeking advice about the course of action to be taken.**

Borderline cases will also be discussed and, following discussions, the LADO will advise what further steps should be taken.

d) There are two aspects to consider when an allegation is made: -

• Look after the **welfare of the child** - the DSL is responsible for ensuring that the child is not at risk and for referring cases of suspected abuse to Children's Social Care as described earlier.

• Investigate and support the person subject to the allegation - the case manager (usually the **Head**, unless the **Head**, is the subject of the allegation) should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

e) **London Park Mayfair, Hybrid & Sixth's's** aim will be to achieve a quick resolution of the allegation in a fair and consistent way that provides effective protection for any child involved and at the same time supports the person who is the subject of the allegation.

f) The **Head** will obtain written details of the allegation, signed and dated, from the person who received the allegation or the person who is making the allegation. If a pupil has made an allegation, a written note of what the pupil has said will be made by the member of staff to whom the pupil made the allegation.

g) The **Head** will also record any basic information to establish the facts, including dates, times, locations and names of potential witnesses and any CCTV footage.

h) Any allegation against employed staff or volunteers, including those considered borderline, must be reported and discussed with the LADO without delay, and **within one working day**.

i) An initial assessment of any allegation referred will be made by the LADO and the **Head**. They will judge whether there is a need for immediate action, whether the allegation is demonstrably false or whether there has been inappropriate behaviour or poor practice that can be dealt with through **London Park Mayfair, Hybrid & Sixth usual** staff disciplinary or **low-level concerns** procedures.

j) Where the initial discussion leads to no further action, the case manager and the LADO should:

• record the decision and justification for it; and

• agree on what information should be put in writing to the individual concerned and by whom.

k) Where further enquiries are required the LADO and case manager will discuss how and by whom the investigation will be undertaken. In straightforward cases, the investigation will normally be undertaken by the **Head**.

If the nature or complexity of the allegation requires it, the allegation may require an independent investigator.

l) In the case of a referral and investigation, the **Head** must ensure, before contacting any interested parties, that there is no objection by the investigating agencies.

m) Where there are no objections from the investigating agencies, the **Head** will:

• inform the person making the allegation and explain the likely course of action

• ensure the parents of the pupil(s) who is the alleged victim have been informed about the allegation and the likely course of action

• inform the member of staff against whom the allegation is made and explain the likely course of action

• keep a written record of the above.

n) The **Head**, in consultation with the LADO, will make the decision whether or not to suspend the teacher / member of staff involved.

o) If an allegation is made, every effort will be made to maintain confidentiality and guard against unwanted publicity while the allegation is being investigated. *The Education Act (2011)* prevents the 'publication' of material by any person that may lead to the identification of a teacher who is the subject of an allegation. Parents and carers will also be made aware of the prohibition on reporting or publishing allegations about teachers.

p) The **Head**, will take advice from the LADO, the Safeguarding Governor and other agencies to agree:

• Who needs to know and exactly what information can/cannot be shared

• How to manage speculation and gossip

• What, if any, information can be given to the wider community to reduce speculation

• If necessary, how to manage the press.

q) The school has a duty of care towards its employees and will ensure that effective support is provided for anyone facing an allegation. The individual concerned will be advised to contact their trade union representative, if they have one, or a colleague for support.

r) The following definitions will be used when determining the outcome of allegation investigations:

• Substantiated: there is sufficient evidence to prove the allegation.

• Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

• False: there is sufficient evidence to disprove the allegation.

• Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

• Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

s) Allegations that are found to have been malicious will be removed from personnel records and any that are not substantiated, are unfounded or are malicious will not be referred to in employer references.

t) Records concerning allegations of abuse must be preserved until the accused has reached normal pension age or for 10 years from the date of the allegation if longer.

Both the DSL and Head Teacher will ensure that all staff should expect to support social workers and other agencies following any referral.

47. Allegations relating to supply teachers/employees of third party / trainee teachers

London Park Mayfair, Hybrid & Sixth procedures for managing allegations against staff above also apply to staff not directly employed by the **school**, for example, supply teachers provided by an employment agency or business ('the agency'). **London Park School Mayfair, Hybrid & Sixth** will usually take the lead, but agencies/ third party employers will be notified and should co-operate in any enquiries from the LADO, police and/or Children's Services. KCSIE **26** clearly lays out the same expectations now on teacher training providers to follow the same procedures as supply agencies.

The school remains responsible for properly handling allegations about supply teachers.

However, the **school** and any third party provider equally share safeguarding responsibilities. While school remains responsible for gathering facts and managing the safeguarding process, the agency, business or training provider will generally lead any employment or disciplinary process.

In no circumstances will **London Park Mayfair, Hybrid & Sixth** decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome.

London Park Mayfair, Hybrid & Sixth will discuss with the agency whether it is appropriate to suspend the supply teacher an investigation is carried out but this decision rests with the **Head / Head Teacher / Principal**, and the LADO.

48. Referral to the Disclosure & Barring Service (DBS) and Teaching Regulation Agency (TRA)

If **London Park Mayfair, Hybrid & Sixth** ceases to use the services of any person (whether employed, contracted, a volunteer or a student) because that person was considered unsuitable to work with children, a prompt and detailed report will be made to the DBS.

Referrals will be made as soon as possible when an individual is removed from regulated activity. This could include when an individual is suspended, redeployed to work that is not regulated activity, dismissed or when they have resigned.

This will also include anyone who would have been dismissed if they had not resigned first.

For teaching staff, the school also has a legal responsibility to report the matter to the to the **Teaching Regulation Agency (TRA)** which may result in a prohibition order being issued by the Secretary of State for Education, as required by sections 141D and 141E of the Education Act 2002.

A report to the TRA may also be made for additional reasons 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'.

Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found in the ***DfE guidance:- Teacher misconduct: the prohibition of teachers*** **(Feb 2022).**

Further guidance is also published on the TRA website - https://teacherservices.education.gov.uk/

The website landing page for reporting a teacher for misconduct can now be found at:-

Report serious teacher misconduct - GOV.UK

49. Low-Level Concerns

a) A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the **Staff Code of Conduct**, including inappropriate conduct outside of work, and does not appear to meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

b) A member of staff may have doubts about the behaviour of another adult towards a pupil, or another child, or concerns about how their own behaviour might be interpreted.

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

• being over friendly with children

• having favourites

• taking photographs of children on their mobile phone/other device

• engaging with a child on a 1:1 basis in a secluded area or behind a closed door

• using inappropriate sexualised, intimidating, or offensive language,

• Email, messaging, use of social media sites or other communication between adults and pupils outside agreed protocols

• Any incident where he/she feels that his/her actions or behaviour towards a pupil or that of another adult, may have been misinterpreted or may have given rise to a risk or misinterpretation.

d) Staff must report any low-level concerns whatsoever to the **Head** or Safeguarding Governor.

The **Head** will be the ultimate decision maker in respect of all low-level concerns. The **Head** may wish to consult with the DSL and take a more collaborative decision-making approach if the need arises. (KCSIE **2026**).

e) Staff are also encouraged, and to feel confident if the need arises, for them to **self-refer,** where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

f) When a low-level concern has been raised by a third party, the **Head** will collect as much evidence as possible by speaking where possible with the person who raised the concern, to the individual involved and to any witnesses. The name of the person making the report will be noted and requests to remain anonymous will be respected as far as reasonably possible.

g) The school will also consider if any wider issues in the school enabled the behaviour to occur or contributed to it, and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence.

h) All low-level concerns will be recorded in writing. The record will include:

• details of the concern.

• the context in which it arose.

• evidence collected by the **Head** where the concern has been raised via a third party.

• the decision categorising the type of behaviour.

• action taken.

• the rationale for decisions and action taken.

• the name of the individual sharing the concerns (respecting any wish to remain anonymous as far as possible)

i) Records will be kept confidential, held securely and comply with the Data Protection Act 2018 **(DPA)** and the UK General Data Protection Regulation (UK GDPR)

j) Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the school will decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, in which case it will be referred to the LADO.

k) The purpose of low-level reporting is to protect both pupils and the staff working with them and allows a system for a simple record to be kept in case events are later referred to or any patterns emerge.

l) Low-level concerns relating to supply staff and staff employed by a third party will be reported to the agency/employer in order that any patterns of behaviour may be identified. (KCSIE **2026**).

m)A staff member who reports a low-level concern, or a more serious allegation, in good faith will suffer no detriment as a result and will benefit from the protection set out in **London Park Mayfair, Hybrid & Sixth's Whistleblowing Policy.**

n) If there is any doubt as to whether a low-level concern meets the harms threshold, then the **Head** will consult with the LADO. (KCSIE **2026**).

50. Non-recent / Historical allegations

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

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

Non-recent / historical allegations made by a child, will be reported to the LADO in line with **Westminster** Safeguarding Children's Partnership **(LSCP)** procedures for dealing with non-recent allegations. The LADO will coordinate with Children's Services and the police.

51. Board of Governors and Proprietorial Oversight

Weekly reports are sent to the safeguarding Governor and termly reports to the Board of Governors where we discuss all safeguarding issues. They will review the data breakdown logged on the **school's** CPOMS system for each term.

In addition, the **Head** speaks to the safeguarding governor about any concerns.

Should the school need to make a referral the governors will be immediately informed.

Oversight and monitoring of the SCR is maintained by the Governing Body. It is also checked by the safeguarding lead at Dukes Education and periodically by the DSL.

52. Use of school premises by external organisations

Our Head / Principal will ensure that when **London Park Mayfair, Hybrid & Sixth** hires or rents out our facilities to organisations or individuals (for example to community groups, sports associations, and/or service providers to run community or extra-curricular activities) that appropriate arrangements will be in place to keep children safe.

If these services or activities are under direct supervision or management of our staff, the school's arrangements for ***child protection will apply***.

Where services or activities are provided separately by another body our Board of Governors will seek assurance that the external organisation or person concerned has appropriate safeguarding and child protection policies and procedures in place. The external organisation will also agree to inspection of these arrangements and associated documentation when required.

This applies regardless of whether or not the children who attend any of these services or activities are children on **the London Park Mayfair, Hybrid & Sixth roll**.

Our organisation may receive an allegation relating to an incident that happened when an individual or organisation was using our [school/ college] premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities).

As with any safeguarding allegation, our organisation will follow our safeguarding policies and procedures, including informing the LADO.

The Board of Governors will also ensure safeguarding requirements are included in any service level agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. (KCSIE **2026**).

Out-of-school settings: safeguarding guidance for providers - GOV.UK

53. Keeping Children Safe outside of our Organisation

When services or activities are provided separately by another body, The governing body will seek assurances that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school or college on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the **London Park Mayfair, Hybrid & Sixth roll.**

Alternative Provision

Our organisation will seek written assurances from any alternative provider that the staff teaching or instructing our pupils / students have had appropriate safer recruitment checks completed on them as we would complete with our own staff.

This assurance does not remove our responsibility to undertake our own safeguarding due diligence and keep the placement under review even if has been approved by an external company, holds accreditation status or been approved by a local authority.

This includes written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e**. staff changes**), so that the commissioning school can ensure itself that appropriate safeguarding checks have been carried out on new staff.

We will request a letter of assurance from any alternative provider that all safeguarding checks have been completed to the right standard including appropriate level of DBS certificate, barring information (if appropriate) and two satisfactory references obtained to evidence that they are deemed suitable and safe to work with children and young persons.

Our organisation will seek clarification that those same persons have self-declared that they know of no reason why they would not be deemed to work with children and young people and that they are also medically (physically and mentally fit) to work.

Records of any alternative providers will include all the address of the subcontracted provision and satellite sites.

Any placements will be reviewed at least half-termly and any safeguarding concerns will trigger an immediate review and where necessary termination. In all cases where there is doubt about the risk of welfare or safety to any young person, we will immediately remove them from the setting.

The governing body will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of our premises; and that failure to comply with this would lead to termination of the agreement.

The guidance on Keeping children safe in out-of-school settings details the safeguarding arrangements that our organisations should expect these providers to have in place is as below:

https://www.gov.uk/government/publications/alternative-provision

54. Adults who supervise children on Work Experience

Safer Recruitment Consortium '*Guidance for safe working practice for those working with children and young people in education settings*' (**Feb 2022**) Our organisation will ensure that the placement provider has policies and procedures in place to protect children from harm.

Children's barred list checks via the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement.

London Park Mayfair, Hybrid & Sixth will consider the specific circumstances of the work experience. Consideration must be given in particular to the nature of the supervision and the frequency of the activity being supervised, to determine what, if any, checks are necessary.

These considerations would include whether the person providing the teaching / training / instruction / supervision to the child on work experience will be:

• unsupervised themselves, and

• providing the teaching/training/instruction frequently (more than three days in a 30-day period, or overnight).

If the person working with the child is unsupervised and the same person is in frequent contact with the child, the work is likely to be regulated activity relating to children.

If so, **London Park Mayfair, Hybrid & Sixth** will ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person.

Whilst it is acknowledged that **London Park Mayfair, Hybrid & Sixth** is not able to request that an employer obtains an enhanced DBS check with children's barred list information for staff supervising children aged 16 to 17 on work experience, it will still make enquiries with

that work placement provider to seek assurances on what checks are completed on their staff.

If the activity undertaken by the child on work experience takes place in a 'specified place, such as in a nursery, school or sixth form college environment, and gives the opportunity for contact with children / young people, this may itself be considered to be regulated activity relating to children.

In these cases, and where the child doing the work experience is 16 years of age or over, the work experience provider e.g. nursery, school or sixth form college should consider whether a DBS enhanced check should be requested for the child in question. DBS checks cannot be requested for children under the age of 16.

London Park Mayfair, Hybrid & Sixth will ensure that all health and safety considerations have been taken into account including appropriate risk assessments in place to reduce the risk of harm to our pupils with the activities they intend to carry out as well as appropriate training, instruction and supervision.

Advice on work experience can be found on the Health and Safety Executive website:

Young people at work: Work experience - HSE

55. Other documents informing the policy

Safer Recruitment Consortium '*Guidance for safe working practice for those working with children and young people in education settings*' (**Feb 2022**)

https://saferrecruitmentconsortium.org/

DfE guidance '***Teaching online safety in school'*** (January 2023)

Teaching online safety in schools - GOV.UK

Promoting and Supporting *Mental health and behaviour in schools*: departmental advice (**July 2025**)

https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges

DFE Behaviour in Schools Guidance 2024

Behaviour in Schools - Advice for headteachers and school staff Feb 2024

***When to call the police*, non-statutory guidance from the National Police Chiefs' Council**

https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20police%20guidance%20for%20schools%20and%20colleges.pdf

DfE *Searching Screening and Confiscation Advice for schools* - (**July 2023)**

https://www.gov.uk/government/publications/searching-screening-and-confiscation

DfE advice '**I*nformation Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers* (May 2024)**

https://assets.publishing.service.gov.uk/media/66320b06c084007696fca731/Info_sharing_advice_content_May_2024.pdf

Filtering and Monitoring Standards in Schools 2025

Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK

Plan technology for your school - GOV.UK

UKCIS Education Group: *Sharing nudes and semi-nudes: advice for education settings working with children and young people* **(March 2024)**

https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

Designated teacher for looked after children (February 2018)

https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children

Counselling in schools: *a blueprint for the future* (February 2016)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/497825/Counselling_in_schools.pdf

UK Council for Internet Safety (UKCIS) guidance: *Education for a connected*

World – **updated 2020**

https://www.gov.uk/government/publications/education-for-a-connected-world

The UKCIS ***external visitors' guidance*** **October 2022** will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors

https://www.gov.uk/government/publications/using-external-visitors-to-support-online-safety-education-guidance-for-educational-settings

National Crime Agency's CEOP education programme: [Thinkuknow has now been retired as at Sept 25) New guidance can be found at:

CEOP Education

Public Health England: ***Every Mind Matters*** – Sept 2020 – This was published under the previous conservative government.

https://www.gov.uk/government/news/public-health-england-launches-new-every-mind-matters-campaign

Harmful online challenges and online hoaxes - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support. **Feb 2021**

Harmful online challenges and online hoaxes - GOV.UK (www.gov.uk)

London Grid for Learning – undressed guidance,

Undressed (lgfl.net)

Force Marriage Unit resources

Forced marriage - GOV.UK (www.gov.uk)

Forced Marriage – The Right to Choose – 28th July 2022 updated guidance.

The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk)

County Lines – disruption toolkit – 19th July 2022

Child exploitation disruption toolkit - GOV.UK (www.gov.uk)

Operation Encompass

The helpline is available 8AM to 1PM, Monday to Friday on **0204 513 9990** (charged at local rate).

Home : Operation Encompass

Categories of abuse and Specific Safeguarding Issues

(i) Definitions of Abuse

All **London Park Mayfair, Hybrid & SixthH** staff should be aware that abuse, neglect and 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.

Some staff may feel that the content of this appendix does not apply to them due to the age - range and nature of activity described.

However, all staff must be prepared to act on disclosures from any child or parent / carer which may be occurring or witnessed outside of their organisation.

Adults or young people from within or outside of their organisation may also commit inappropriate acts which are or can cause risk of harm to young people. Therefore, information in this section is deemed relevant to be read and understood by all.

It is therefore essential that all staff are familiar with the rest of the information contained in this policy and assume it would never occur in their establishment and if any doubt refer anything reported to the DSL in the first instance.

KCSIE 2026 provides an updated definition of abuse as:

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.

Safeguarding is also defined as protecting children from maltreatment inside or outside of the home including online.

Harm can include ill treatment that is not physical as well as the impact of children witnessing ill treatment of others, particularly when children see, hear or experience domestic abuse and its effects.

This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

Children may be abused in a family or in an 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.

KCSIE 2026 also states the following:

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.

The DSL will ensure that all staff are aware of the signs of abuse. The following information on signs of abuse is intended as a guide only; signs listed in one category may apply equally to another, as behaviours can be very interlinked.

Any concerns, whether they are listed below or not, should be brought to the attention of the DSL immediately. The following signs are not conclusive evidence but may be a warning, particularly if a pupil exhibits several signs or a pattern emerges. It is important to remember that there may also be explanations, other than abuse, for a pupil showing such signs.

Categories of Abuse

The main categories of abuse outlined in KCSIE, are

(a) Physical abuse

(b) Emotional abuse (including domestic abuse)

(c) Sexual abuse

(d) Neglect

(ii) Risk factors

In an abusive relationship the child may

(a) appear frightened or wary of the parent/s or other adult

(b) act in a way that is inappropriate to her/his age and development, although full account needs to be taken of different patterns of development and different ethnic groups.

The parent or carer may

(a) persistently avoid child health promotion services and treatment of the child's episodic illnesses

(b) have unrealistic expectations of the child

(c) frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)

(d) be absent or misusing substances

(e) persistently refuse to allow access on home visits

(f) be involved in domestic violence.

Staff should be alert to changes in a pupil's behaviour if there is a new carer (e.g., nanny or au pair) in the pupil's home.

(iii) Recognising signs of physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

The following are often regarded as indicators of concern:

(a) an explanation which is inconsistent with an injury

(b) several different explanations provided for an injury

(c) unexplained delay in seeking treatment

(d) the parents/carers are uninterested or undisturbed by an accident or injury

(e) parents are absent without good reason when their child is presented for treatment

(f) repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)

(g) family use of different doctors and A&E departments

(h) reluctance to give information or mention previous injuries

(i) two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)

(j) repeated or multiple bruising on the Head or on parts of the body unlikely to be injured accidentally

(k) variation in colour, possibly indicating injuries caused at different times

(l) the outline of an object used, e.g., marks from a belt or a hairbrush, or of a handprint

(m) bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting

(n) bruising around the face

(o) grasp marks on small children

(p) bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

(q) bite marks

(r) circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)

(s) scalds that have a line indicating immersion or poured liquid (a child getting into hot water of his/her own accord will struggle to get out and cause splash marks)

(t) scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath

(u) medical attention is sought after a period of delay when a fracture has caused symptoms such as swelling, pain or loss of movement.

(iv) Recognising signs of emotional abuse

Another form of abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It can also include

It may involve conveying to a child that he or she is worthless or unloved, inadequate, persistent criticism, belittling and name-calling or valued only insofar as meeting the needs of another person. It may include not giving the child opportunities to express his or her views, deliberately silencing the child or ‘making fun’ of what he or she says or how the child communicates. It may feature age or developmentally inappropriate expectations being imposed on the 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, including domestic violence.

It may involve serious bullying (including cyberbullying), causing the child frequently to feel frightened or in danger, or the exploitation or corruption of the child. Some level of emotional

abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse may also indicate the presence of other forms of abuse.

The following may be indicators of emotional abuse:

(a) developmental delay

(b) abnormal attachment between a child and parent/carer, e.g., excessive anxiety on the part of either

(c) indiscriminate attachment or failure to attach

(d) aggressive behaviour towards others

(e) scape-goateed within the family

(f) frozen watchfulness, particularly in pre-school children

(g) low self-esteem and lack of confidence

(h) withdrawn or seen as a “loner” – difficulty relating to others

(i) reverting to younger behaviour

(j) depression, withdrawal

(k) fear of academic failure or ‘getting things wrong’.

For further information on bullying, including cyber bullying, please see **London Park Mayfair, Hybrid & Sixth’s** Anti-bullying Policy.

(v) Recognising signs of sexual abuse

Sexual abuse (KCSIE **2026)**, 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.

It refers also to specific sexual offences under the Sexual Offences Act 2003, activities that involve physical contact, including assault by penetration with or without an object (to vagina, anus or mouth without consent such as rape) or non-penetrative acts such as masturbation, kissing, rubbing and touching the 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 can take place online, and technology can be used to facilitate offline abuse.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (see KCSIE **2026,** Part Five).

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about, and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child makes a disclosure. There may be no physical signs and indications are more likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are

(a) inappropriate sexualised conduct

(b) sexually explicit behaviour, play or conversation, inappropriate to the pupil's age

(c) continual and inappropriate or excessive masturbation

(d) self-harm (including eating disorders), self-mutilation and suicide attempts

(e) involvement in prostitution or indiscriminate choice of sexual partners

(f) an anxious unwillingness to remove clothes, e.g. for sports events (but this may be related to cultural norms or physical difficulties).

Some physical indicators associated with this form of abuse are:

(a) pain or itching of genital area

(b) blood on underclothes

(c) pregnancy in a younger girl where the identity of the father is not disclosed

(d) physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

Staff should also be aware of the possibility of sexual exploitation.

(vi) Signs of neglect

Neglect may be defined as 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

(a) provide adequate food, clothing and shelter (including exclusion from home or abandonment)

(b) protect a child from physical and emotional harm or danger

(c) ensure adequate supervision (including the use of inadequate caregivers)

(d) ensure access to appropriate medical care or treatment.

(e) be responsive to a child's basic emotional needs.

The following may be indicative of neglect of a child:

(a) the child is dirty, smelly, poorly clothed or appears underfed

(b) the child has lingering illnesses which are not attended to

(c) there is a marked deterioration in schoolwork

(d) the child exhibits significant changes in behaviour, aggressive behaviour, severe tantrums

(e) an air of 'detachment' or a 'don't care' attitude

(f) overly compliant behaviour

(g) a child who is reluctant to go home or is kept away from school for no apparent reason

(h) 'tummy pains' with no medical reason

(i) running away from home, suicide attempts

(j) extreme anger, sadness or depression

(k) child left with adults who are intoxicated or violent

(l) child left alone for excessive periods

(m) child thrives away from home environment.

(vii) Affluent neglect

Staff should also be aware of the impact of affluent neglect, which refers to the neglect experienced by children in more wealthy families. This can be difficult to identify, as the type of neglect experienced by children in these circumstances is often emotional.

Parents may work very long hours or be absent for extended periods, leaving children in the care of paid carers. This can create an emotional disconnect and leave children feeling isolated and lonely, with their emotional needs unfulfilled by their parents.

Affluent parents may also subject their children to a high amount of pressure to succeed academically, or in other pursuits such as sport or music, which can lead to psychological and emotional problems.

Absent parents may also have little knowledge of what their children are doing.

This can lead to increased risks with children who may spend long periods online or at an older age have the financial means to facilitate drug abuse and the independence to engage in harmful sexual activity.

(viii) Specific safeguarding issues

Further safeguarding issues of which staff should be aware are detailed below.

Extensive guidance on a wide variety of specific issues can be found in **Annex C of KCSIE 26** and in other guidance listed at the end of this policy.

● Child abduction and community safety incidents

● children missing from education – also see Attendance Policy

● children and the court system

● Children missing from education

● Children with family members in prison

● child criminal exploitation (CCE) (including county lines/gangs) & child sexual exploitation (CSE)domestic abuse

● fabricated or induced illness

● Homelessness

● so-called 'honour based' abuse, female genital mutilation (FGM) and forced marriage

● mental health

● **child-on-child** abuse including: Nudes/semi-nudes, youth produced sexual imagery partly or wholly generated through artificial intelligence (AI) sometimes known as "deep fakes" or "deep nudes".

- **Child to parent or carer giver abuse**; recognising that abuse can occur to other family members or carers in a household.

- sexual violence and sexual harassment
- up-skirting
- Online behaviour and cybercrime

● private fostering

● Preventing radicalisation (including Channel)

Guidance and practical support on specific safeguarding issues or concerns will be sought where necessary by the DSL.

The DSL will ensure that staff are aware of specific issues including, but not limited to: **child-on-child** abuse; sexual violence and sexual harassment; harassment of any kind, serious violence including use of weapons, misogyny, online abuse, including imagery; domestic abuse; child to parent or care giver abuse; parents affected by drug or alcohol abuse; child

sexual exploitation, female genital mutilation; fabricated or induced illness; children missing education; preventing radicalisation; mental health.

(ix) Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child.

Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

(x) Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed.

There are two age-appropriate guides to support children 5-11year olds and 12-17 year olds available on the gov.uk website.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

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

(xi) Children Absent from Education / Children who go missing from education.

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines.

Our organisation's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Further information and support which our organisation draws upon, includes:

• Statutory Guidance on school attendance *'Working together to improve school attendance'* **updated August 2025-** including information on how schools should work with local authority children's services where school absence indicates safeguarding concerns.

Working together to improve school attendance - GOV.UK

Children missing education - DfE statutory guidance – **August 2024**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

Guidance for Local Authorities

Children missing education - GOV.UK

Child missing from home or care - DfE statutory guidance 2014

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/307867/Statutory_Guidance_-_Missing_from_care__3_.pdf

Children and adults missing strategy - Home Office strategy – 2011

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/117793/missing-persons-strategy.pdf

• further information for colleges providing education for a child of compulsory school age can be found in: Full-time-Enrolment of 14- to 16-year-olds in Further Education and Sixth Form Colleges.

https://www.gov.uk/government/publications/full-time-enrolment-of-14-to-16-year-olds-in-further-education-and-sixth-form-colleges/full-time-enrolment-of-14-to-16-year-olds-in-further-education-and-sixth-form-colleges-2023-to-2024-academic-year

All pupils are recorded on the school's admission register and their attendance is recorded in the daily attendance register.

Staff must be aware that repeated absence may be an indicator of can be a potential indicator of abuse or neglect and repeated absence must be brought to the attention of the DSL.

All unexplained absences will be followed up in accordance with the **Attendance Policy.**

The local authority is informed of any child whose name is added to or deleted from the admission register at a non-standard transition point, i.e. joining the school other than in the Nursery in September or leaving at any time other than the end of the summer term of Year 6 in accordance with the requirements of the ***Education (Pupil Registration) (England) Regulations 2006 (as amended).***

If a pupil leaves **London Park Mayfair, Hybrid & Sixth** whether there are any concerns about that child / pupil or not, the nursery / school will seek to obtain, for inclusion in the return the name of the future school, the expected date of the child's first day there, and, if applicable, the family's new home address and the date on which the family will be moving to it.

London Park Mayfair, Hybrid & Sixth will also follow up directly by phone call or email with any future school to establish that the leaver has indeed turned up on day one at their intended destination

If there are concerns about a pupil and a parent refuse to supply the information this may also result in a report to Children's Services.

London Park Mayfair, Hybrid & Sixth will inform the local authority of any pupil who fails to attend school regularly or who has been absent without the school's permission for a continuous **period of ten days or more.**

However, our organisation will endeavour to deal with any unexplained or unusual patterns of attendance or absence well before this statutory requirement and on most occasions before a **continuous period of 5 days.**

If a pupil who has current involvement with Children's Services is absent from the school the normal procedure of a first day call to the home will be followed.

The pupil's social worker must be informed of all absences promptly, and immediately, if no response is received or if no adequate or credible reason is given for the absence.

When a pupil moves to another school, the DSL must inform the receiving school without delay that child protection records. Within 5 days the original records must be passed on either by hand or sent by Royal Mail Special Delivery Guaranteed or Royal Mail Signed For post and a receipt obtained at the post office at which the letter with the records is handed in. Duplicate records must be retained. Duplicate records should be kept securely until the pupil reaches the age of 25 years.

The school holds contact details for both parents (unless a parent is deceased, or a parent has no contact with the child) and two emergency contact numbers.

(xii) Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

(xiii) Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a **pupil** into sexual activity in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Victims can be exploited even when the sexual activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Child Sexual Exploitation can be committed or facilitated by an organised network or gang, and victims may identify as part of this group. This may constitute modern slavery.

Child Sexual Exploitation can be committed by an individual or an organised network and most sexual abuse is committed by individuals known to the victim.

London Park Mayfair, Hybrid & Sixth is aware that often any young person is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. However, staff must act on their concerns as they would for any other type of abuse.

Children also rarely self-report CSE so staff must be particularly vigilant to potential indicators of risk.

There are three main types of child sexual exploitation:

● Inappropriate relationships:

Usually involves just one abuser who has inappropriate power –physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

● Boyfriend:

Abuser grooms the victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims are required to attend parties and sleep with multiple men and threatened with violence if they try to seek help.

● Organised exploitation and trafficking:

Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

Any concerns that a child is being or is at risk of being sexually exploited should be passed immediately to the DSL. If a child is in immediate danger the police should be called on 999.

Further advice and guidance on child sexual abuse can be found at:

Resources for education settings | CSA Centre

(xiv) Child Criminal Exploitation (CCE) including gangs and County Lines

CCE is also a form of abuse and involves taking advantage of an imbalance in power to coerce, manipulate or deceive a child into criminal activity.

Staff will be aware that exploitation may be committed or facilitated by organised networks or gangs, that children may identify as belonging to those groups, and that exploitation may also constitute modern slavery.

Criminal exploitation of children is a typical feature of county lines criminal activity where children and young people are recruited to transport drugs. Key identifying features of involvement in county lines are when children are missing.

Children may be forced or manipulated into transporting drugs or money, working in cannabis factories, shoplifting, pickpocketing, committing vehicle crime or threatening or committing serious violence.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile telephone lines or another form of "deal line". This activity may take place locally or across the UK. Children and vulnerable adults may be exploited to move, store or sell drugs and money.

Gangs may establish a base within the home of a vulnerable person through force or coercion. This is commonly referred to as "**cuckooing"**. Children may also be recruited and exploited online through social media and other digital platforms.

Children may become trapped through threats of violence, intimidation, manufactured drug debts or threats against their families. They may be coerced into carrying weapons or may begin carrying a weapon because they believe it will protect them from harm.

A child cannot consent to being exploited, abused or trafficked. Criminal exploitation may have occurred even where the activity **appears voluntary** or the child identifies as belonging to the group involved. Children who are criminally exploited must be recognised and treated as victims, including where they have committed offences as a result of coercion.

CCE may involve **trafficking** and constitute **modern slavery**. Where a potential victim is identified, the Academy will follow its child protection procedures and consider a referral through the **National Referral Mechanism**, alongside any referral to children's social care or the police.

Staff will remain alert to indicators of CCE and county lines and must report any concerns immediately to the DSL.

Staff will ensure that any exploited children should be treated as victims and recognise that these children may be criminalised for actions undertaken under coercion.

Staff should be aware of the key indicators of children being sexually or criminally exploited which can include:

● going missing for periods of time or regularly coming home late,

● regularly missing school or education or not taking part in education,

● appearing with unexplained gifts or new possessions,

● associating with other young people involved in exploitation,

- associating with or identifying as belonging to gangs or groups / networks intent on carrying out criminal activities.

● having older boyfriends or girlfriends,

● suffering from sexually transmitted infections,

● mood swings or changes in emotional wellbeing,

● drug and alcohol misuse,

● displaying inappropriate sexualised behaviour.

(xv) Domestic abuse

Domestic abuse includes any incident or pattern of incidents of controlling, coercive, threatening behaviours, violence, or abuse.

Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected". In other words, they are or must have been intimate partners or family members regardless of gender or sexuality.

The abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidences. The abuse can be but not limited to, psychological, physical, sexual, financial, emotional as well as in the form of child to parent or care giver abuse.

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).** All of which can have a detrimental long-term impact on their health, well-being, development, and ability to learn.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

London Park Mayfair, Hybrid & Sixth will be mindful that children can often blame themselves for the abuse or may have had to leave the family home because of the abuse.

Domestic abuse may lead to other safeguarding concerns and should therefore be managed under this policy.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as '***teenage relationship abuse'***.

Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).

However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures will be followed and both young victims and young perpetrators will be offered support.

(xvi) Extra-familial Harms

All our staff, but especially the designated safeguarding lead (and deputies) will consider whether children are at risk of abuse or exploitation in situations **outside their families**.

Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) **sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (***teenage relationship abuse including physical, sexual, emotional abuse, and stalking*), criminal exploitation

(including financial exploitation), serious youth violence, county lines, and radicalisation. (KCSIE **2026)**.

Multi-agency practice principles for responding to child exploitation and extra-familial harm – non-statutory guidance for local areas, developed by the Tackling Child Exploitation (TCE) Support Programme, funded by the Department for Education and supported by the Home Office, the Department for Health and Social Care and the Ministry of Justice can be found at:

https://tce.researchinpractice.org.uk/

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

(xvii) Operation Encompass

Operation Encompass is an information-sharing scheme between the police and relevant education settings operating in all police forces across England and Wales.

In **November 2025**, a new statutory duty was placed on the police to notify a child's education setting, and where relevant, local authorities, if they have *reasonable grounds to believe* a child may be a victim of domestic abuse.

This includes all children connected to a household where they have attended a domestic abuse incident; children who are physically present at the incident, children not physically present during the incident, and situations where a child might reside in another household temporarily or permanently.

The aim of the duty is to support education settings to provide timely, informed support to children affected by domestic abuse, to ensure the school has up to date information about the child's circumstances and enable immediate support to be put in place according to the child's needs. This places no new responsibilities on education settings.

When police are called to an incident of domestic abuse and there is a child(ren) in the household the police will usually inform the DSL in nursery/ school / college before the child(ren) arrives at nursery/ school / college the following day. This ensures that **London Park Mayfair, Hybrid & Sixth** has up to date relevant information about the child's circumstances and can enable appropriate support to be given to the child.

Operation Encompass does not replace statutory safeguarding procedures or referrals and applies solely to domestic abuse incidents.

Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare.

The police and educational settings should have an open communication process to determine where a safeguarding referral should be made in accordance with local thresholds. If an officer makes a referral alongside issuing an *Operation Encompass* notification, they should tell the child's education setting.

The duty applies to all children in education from reception (typically aged 4/5) up to the age of 17, and who are enrolled within a school or college setting.

Police forces must notify the local authority if the child is electively home educated or missing from education. Police forces may also make notifications to other settings, for example early years settings although this are not a requirement under the duty.

The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate). Further details can be found on the Operation Encompass website:

Home : Operation Encompass

(xviii) Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

(xix) So called 'honour based' abuse (HBA)

HBA is a collection of practices, which are used to control behaviour and exert power within families to protect perceived cultural and religious beliefs and/or honour.

Such abuse can occur when perpetrators perceive that an individual has shamed the family and/or community by breaking their honour code this includes Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

There is a statutory duty on teachers to personally report to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate.

If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or it involves a pupil over 18, teachers should follow the **school's** local safeguarding procedures.

(xx) Female Genital Mutilation

Female genital mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is a form of child abuse

and is illegal in the UK. A pupil may have difficulty walking, sitting or standing and may even look uncomfortable. A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating. There may be prolonged or repeated absences from school and/or noticeable behaviour changes (e.g. withdrawal or depression) on the pupil's return.

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

Risk factors for FGM include:

● low level of integration into UK society

● mother or a sister who has undergone FGM

● girls who are withdrawn from PSHCE

● visiting female elder from the country of origin

● being taken on a long holiday to the country of origin

● talk about a 'special' procedure to become a woman

(xxi) Mandatory Reporting of FGM

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. This will usually come from a disclosure.

Under no circumstances should any staff physically examine pupils.

The duty applies to the individual who becomes aware of the case to make a report direct to the Police by dialling 101.

The report should be made immediately.

The duty to report should not be transferred to the DSL, however the DSL **must be informed**. Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including by dialling 999 if appropriate.

(xxii) Forced Marriage

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales, the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age, and well below the age of consent in England. Staff will receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not being allowed to return to England.

The Forced Marriage Unit (FMU) has created: multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of schools and colleges) and, multi-agency statutory guidance for dealing with forced marriage, which can both be found at The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk)

Staff can contact the Forced Marriage Unit if
they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk
.
In addition, **since February 2023** it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

(xxiii) Mental health

Schools and colleges have an important role to play in supporting the mental health and wellbeing of pupils including promoting wellbeing; early identification; targeted support; and liaison and referral with local partners.

Mental health problems can also, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Mental health problems may themselves develop into safeguarding concerns, this could include self-harm, suicidal ideation or risk of suicide.

Early intervention to identify issues and provide effective support is crucial. The school's role in supporting and promoting mental health and wellbeing can be summarised as:

•**Prevention:**

a) the creation of a safe, calm school environment where mental health problems are less likely,
b) improving the mental health and wellbeing of the whole school population,
c) equipping pupils to be resilient so that they can manage the normal stresses of life effectively.
d) Teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities.

• **Identification:** recognising emerging issues as early and accurately as possible

Signs of potentially someone suffering with mental health problems could include:

• significant changes in behaviour,

• ongoing difficulty sleeping,

• withdrawing from social situations,

• not wanting to do things they usually like, and

• physical signs of self-harm or neglecting themselves.

• **Early support:** helping pupils to access early support and intervention

• Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

When **London Park Mayfair, Hybrid & Sixth** suspects that a pupil is having mental health difficulties, support will be put in place, using a graduated response process.

1. an assessment to establish a clear analysis of the pupil's needs.

2. a plan to set out how the pupil will be supported.

3. action to provide that support.

4. regular reviews to assess the effectiveness of the provision

Adverse Childhood Experiences (ACEs) and other events may also have an impact on pupils.

These include:

• **loss or separation** – resulting from death, parental separation, divorce, hospitalization

• **loss of friendships** (especially in adolescence)

• **family conflict** or breakdown that may result in the child having to live elsewhere, being taken into care or adopted, deployment of parents in armed forces families

• **life changes** – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school• traumatic experiences such as abuse, neglect, domestic violence, bullying, violence, accidents or injuries.

• other **traumatic incidents** such as a natural disasters or terrorist attacks - Where children - experience a range of emotional and behavioural problems that are outside the normal range for their age, they might be described as experiencing mental health problems or disorders.

Mental health professionals have classified these as:

i) **emotional disorders** - phobias, anxiety states and depression

ii) **conduct disorders** - stealing, defiance, fire-setting, aggression and antisocial behaviour

iii) **hyperkinetic disorders** - disturbance of activity and attention

iv) **developmental disorders** - delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders.

v) **attachment disorders** - children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers

vi) **Trauma disorders**, such as post-traumatic stress disorder, as a result of traumatic experiences or persistent periods of abuse and neglect

vii) **other mental health problems** including self-harm, eating disorders, habit disorders, somatic disorders; and psychotic disorders such as schizophrenia and manic-depressive disorder, suicide ideation and suicide risk.

Only appropriately trained professionals can make a diagnosis of a mental health problem.

Our staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have any concerns about the mental health of a child, they should report this to the DSL immediately following the procedures outlined in this **safeguarding** policy.

If a child is considered to be in immediate danger, then the DSL may call 999 or arrange immediate A&E attendance.

For urgent but non-emergency help can use the NHS 111 mental health option.

More information can be found in the DfE 'Mental Health and Behaviour in Schools' guidance.

(xxiv) **Child-on-Child Abuse** (Formerly known as peer-on-peer abuse).

Please see later for guidance on harmful sexual behaviours (HSBs), sexual harassment and sexual violence.

Children are also vulnerable to abuse by their peers.

All staff working or volunteers working in our organisation have been advised to maintain an attitude of "it could happen here".

Staff have been trained to be aware of and respond to ALL reports and concerns relating to Child-On-Child Abuse including sexual violence and / or sexual harassment both online and offline, including those which might be happening outside the school / college.

Our DSL will immediately take charge of procedures following any reports of child-on-child abuse including sexual violence / sexual harassment. (KCSIE 2026)

Child-on-Child abuse is a safeguarding concern for both victim and alleged perpetrator.

Any child can be vulnerable to **child-on-child** abuse and staff should be alert to signs of such abuse amongst all children.

However, individual, and situational factors can increase a child's vulnerability to abuse by their peers.

For example,

children who are more likely to follow others and/or who are socially isolated from their peers may be more vulnerable as may pupils with SEND or certain medical conditions.

Children who are LGBT can also be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Our staff will not wait for any social care investigation before safeguarding children. And taking action if staff suspect or know there is risk of immediate harm to a child.

The school recognises the gendered nature of **child-on-child** abuse and that it is more likely that girls will be victims and that boys will be perpetrators, but all **child-on-child** abuse is unacceptable and will be taken seriously.

Staff are made aware that **child-on-child** abuse may happen inside or outside school or online and that that even if there are no reports in the school it does not mean **child-on-child** abuse is not happening, it may be the case that it is just not being reported. A member of staff receiving an allegation of abuse by a pupil, or with concerns about a pupil, should report this immediately to the DSL following the reporting procedures outlined above.

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

● bullying (including cyberbullying, prejudice-based and discriminatory bullying)

● abuse in intimate personal relationships between peers

● physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

● sexual violence and sexual harassment (see below and Part five of KCSIE)

- Harassment of any kind.
- Misogyny
- Serious violence which may involve serious physical harm or threats involving weapons. Examples of serious violence can be found in Annex A of KCSIE 2026

● Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery partly or wholly generated using artificial intelligence (AI) sometimes also known as “deep fakes or deep nudes”. Often shared through chat groups and the sharing of abusive images and pornography to those who do not want to receive such content.

The DSL in liaison with the pastoral team will ensure that every incident involving nudes or semi-nudes requires a safeguarding response, whether consensual or non-consensual. The DLS will also make sure the response should remain proportionate to age, development, coercion, exploitation and vulnerability.

● causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

● up-skirting (which is a criminal offence), which typically involves taking a picture under a person’s clothing without their permission

● initiation/hazing type violence and rituals.

Where a child or young person may be asked to perform an act or series of inappropriate acts to gain membership to a group or partake in the wearing of a plastic bag over their head to allegedly heighten sexual experience before they pass out.

Through safeguarding training and anti-bullying training, staff will be made aware of the harm caused by **child-on-child** abuse and will follow the **London Park Mayfair, Hybrid & Sixth 's** Behaviour Policy, Anti-bullying Policy and safeguarding procedures as appropriate.

It may be appropriate to regard a young person's behaviour as abusive if:

● there is a large difference in power (for example age, size, ability, development) between the young people concerned.

● the perpetrator has repeatedly tried to harm one or more other children.

● there are concerns about the intention of the alleged perpetrator.

● there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm

(xxv) Responding and Reporting Child-on-Child Abuse (non -sexual in nature)

The DSL will not undertake any enquiry or investigation where a case is referred to Children's Services or the police.

The initial assessment of any allegation will be made by Children's Services and the DSL to judge whether there is a need for immediate action to protect the pupils involved, whether the allegation is demonstrably false or whether there has been inappropriate behaviour that can be dealt with through **London Park Mayfair, Hybrid & Sixth** usual disciplinary procedures.

The DSL will lead enquiries at **school** level if agreed with the relevant investigating agencies.

The DSL will inform the parents of the pupil making the allegation and explain the likely course of action. If Children's Services or the police have been **London Park Mayfair, Hybrid & Sixth** will follow the relevant agency's guidance about what information may be disclosed and to whom.

The DSL will ensure the parents of the pupil who is the alleged perpetrator are informed about the allegation and the likely course of action. If Children's Services or the police have been informed the school will follow the relevant agency's guidance about what information may be disclosed and to whom.

The necessary support and any required sanctions following **child-on-child** abuse will be determined on a case-by-case basis.

The **Head** will make the decision whether or not to suspend or exclude the pupil(s) involved.

The DSL will keep a written record of all conversations with parents and other professionals and any decisions made

The management of pupils with harmful behaviour (including sexually harmful behaviour) can be complex. **London Park Mayfair, Hybrid & Sixth** will follow guidance and work with other relevant agencies to support perpetrators and to maintain the safety of the whole school community.

Appropriate support from within our own pastoral team and from outside agencies if applicable, will also be put in place for any victims or any other pupil affected. The support offered in these circumstances will be determined on a case-by-case basis depending on the circumstances.

If pupils are found to have made malicious allegations, appropriate sanctions will be applied, which could include temporary or permanent exclusion.

(xxvi) Strategies to reduce the risk of child-on-child abuse

Preventative strategies for **child-on-child** abuse are regularly considered. **London Park Mayfair, Hybrid & Sixth** has an ethos where pupils feel safe to share information about anything that is upsetting them and any derogatory language or behaviour is always by staff. Child-on-child abuse can be preventable and timely, evidence-based support may prevent children progressing to abuse or violence in the first place.

There is a strong and positive PHSE and RSE curriculum and pastoral care system, which gives pupils an open forum to talk things through and explore disputes or difficulties.

Topics will include but not limited to:

(i) sexism,
(ii) homophobia,
(iii) sexual violence and harassment.
(iv) racism,
(v) misogyny and misandry,
(vi) derogatory behaviour,
(vii) physical violence and conflict
(viii) deepfakes
(ix) misogynistic online influencers.

The IT curriculum also teaches pupils about acceptable online behaviour.

The School Council provides a 'pupil voice' and encourages pupils to develop the rules and boundaries of acceptable behaviour.

(xxvii) Prejudiced Behaviour

Pupils may also display hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities, special educational needs, medical conditions, ethnic, cultural and religious backgrounds, gender, home life and sexual identity. These factors can make it more difficult for a child to report abuse.

(xxviii) Children who are lesbian, gay, bi, or trans (LGBT) or gender questioning

The Government has added guidance on gender questioning into Keeping Children Safe in Education 2026, (**KCSIE 26**).

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children.

In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. Our staff will therefore endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns whenever needed.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and staff will be made aware of the range of support available to help schools counter homophobic, biphobia and transphobic bullying and abuse from the statutory guidance available. **(KCSIE 2026)**

Gender Questioning

The Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of **autism** and/or attention deficit hyperactivity disorder.

Our staff will work with families of those young persons who may be questioning their own gender and encourage them to seek clinic help and advice from a clinical professional with relevant experience.

Staff will be made aware not to initiate any action in this area but will be provided support and advice about responding to circumstances where a child or their parent has raised a request relating to social transition

Our staff will remain aware of the potential vulnerabilities of children who are questioning their gender, including the possibility of ***complex mental health*** and ***psychosocial needs***, for example relating to relationships with family, peers or their broader social environment, including discriminatory bullying. We will aim to adopt policies that maintain flexibility and avoid rigid rules based on gender stereotypes to ensure an equal opportunity for all.

Children living in stealth

Our staff will be particularly conscious of the vulnerabilities of children who have fully socially transitioned from an early age and may be living in stealth (that is, school or college friends/staff may be unaware of their biological sex). The Cass Review emphasised that these children are likely to approach puberty in a fearful and anxious state. Staff will involve the designated safeguarding lead in these cases.

Support for children who wish to detransition

There may be circumstances where a child wants to fully or partially reverse a request that has previously been agreed. The Cass Review highlighted the importance of maintaining flexibility and keeping options open for children who have socially transitioned and recommended that support should be provided to children who wish to de-transition.

Our staff will work closely with parents or carers and relevant experts to ensure that children in this position are supported.

Our staff, when supporting a gender questioning child, will take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents

(other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying.

All children involved whether victim or perpetrator will be treated as "at risk" and supported.

(xxix) Child-on-child Abuse – harmful sexual behaviour (HSB), sexual violence and sexual harassment

Harmful sexual behaviour exists on a continuum, ranging from developmentally expected behaviour through inappropriate and problematic behaviour to abusive and violent behaviour. It can occur online or face-to-face (both physically and verbally) and is never acceptable.

The child's age, developmental stage, understanding, vulnerability, any difference in age or power and the context of the behaviour will be considered.

Staff are aware of our organisation's policy that there is a **zero-tolerance approach** to sexual harassment, sexual violence that it is never acceptable, and it will not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys".

Failure to do so can lead to a culture of unacceptable behaviour, misogyny, misandry, an unsafe environment and in worst case scenarios, a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it,

Our staff will remain alert to recognise, acknowledge and understand the scale of HSB, sexual harassment and sexual violence and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.

HSB, Sexual violence and sexual harassment can occur between children or groups of children of any age and sex (primary through to 6th form) , and within intimate personal relationships between peers this can also include misogyny and misandry.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

A victim must never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, or any other form of abuse. Nor should a victim ever be made to feel ashamed for making a report.

However, it should be made clear to any alleged victim that their information stated may have to be passed onto relevant people to help support them with their disclosure.

Staff should follow the processes outlined in this policy when dealing with any report of any *harmful sexual behaviours* including those that have happened outside the school and/or online.

A child displaying harmful sexual behaviour (HSB) may also be an indication that they are a victim of abuse themselves or experienced trauma or exploitation.

Safeguarding procedures will therefore consider the needs and welfare of both the child who has experienced harm and the child displaying the behaviour and provide appropriate support.

Staff who are concerned about a pupil's sexual behaviour, including behaviour occurring online, are required to speak to the DSL **without delay** or a DDSL in their absence.

Any reports of harmful sexual behaviour, sexual harassment and sexual violence will require the immediate consideration of the victim, alleged perpetrator, other directly involved children and the wider **school / college** population.

Part Five of KCSIE **2026** provides detailed guidance on harmful sexual behaviour, sexual harassment and sexual violence.

Staff have been trained to be aware of and respond to ALL reports and concerns relating to Child-On-Child Abuse including HSB, sexual violence and / or sexual harassment both online and offline, including those which might be happening outside the school / college. Our DSL will take charge of procedures following a report on sexual violence / sexual harassment. (KCSIE **2026**)

(xxx) Thresholds of Sexual behaviour by children

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate, or abusive will hinge around the related concepts of true consent, power imbalance and exploitation.

Additional guidance can be found on the NSPCC website at:

Responding to children who display sexualised behaviour

Developmental sexual activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional, and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Children's sexual behaviour is usually categorised by professionals using the following **'traffic light' approach:**

Green behaviours reflect safe and healthy sexual development. They

are:

i. Displayed between children or young people of similar age or developmental ability

ii. Reflective of natural curiosity, experimentation, consensual activities, and positive choices

Amber behaviours have the potential to be outside safe and healthy development. They may be:

i. Unusual for that particular child or young person

ii. Of potential concern due to age or developmental differences

iii. Of potential concern due to activity type, frequency, duration or the context in which they occur.

Amber behaviours signal the need to make a report to the DSL.

Red behaviours are outside safe and healthy behaviour. They may be:

i. Excessive, secretive, compulsive, coercive, degrading or threatening

ii. Involving significant age, developmental or power differences

iii. Of concern due to the activity type, frequency, duration or the context in which they occur.

Red behaviours would indicate a need for referral to Children's Services.

(xxxi) Misogyny and Misandry

Misogyny can be defined as:

The hatred, prejudice or devaluation of women and girls which creates risk of harm, normalises abuse or impairs a child's welfare and safety.

Misandry can be defined as:

The hatred of, prejudice against, or deep-seated bias directed towards males. It involves the systematic or interpersonal attitudes that stereotype boys or men as inherently harmful, abusive or deficient in caregiving capacity which can impact equitable risk assessment, emotional support and behavioural management.

This bias can include general assumptions about male aggression or predation or dismissing the vulnerability, emotional trauma or emotional distress experienced by boys under the assumption that they are naturally resilient or less deserving of empathy. (www.pathwaygroup.co.uk)

(xxxii) Sexual Assault and Consent

Staff will be trained to recognise the possibility that a younger child could also harm an older child.

Sexual assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents. A single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault).

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

Consent: is about having the freedom and capacity to choose.

Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity, and each time activity occurs.

Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice:

• a child under the age of 13 can never consent to any sexual activity,

• the age of consent is 16, and

• sexual intercourse without consent is rape.

Whilst the age of criminal responsibility is **ten,** if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

Ultimately, the designated safeguarding lead (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children.

(xxxiii) Responding and Reporting of Harmful Sexual Behaviours

If the designated safeguarding lead (or a deputy) decide to go ahead and make a referral to local authority children's social care and/or a report to the police against the victim's wishes, this will be handled extremely carefully, and the reasons will be explained to the victim and appropriate specialist support will be offered to the **child / young person. (KCSIE 2026)**

When responding to a report of **HSB, Sexual Harassment** or ***Sexual violence*** the DSL will decide on the response following the advice in Section 5 of KCSIE **2026.**

This will include

• Initial response - considering the needs of both victim(s) and alleged perpetrator(s).

The victim will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support they will be offered.

This however will be balanced against the **school's** duty and responsibilities to protect other children and the following factors below:

- The nature of the alleged incident (s), including whether a crime may have been committed and /or whether Harmful Sexual Behaviour (HSB) has been displayed.
- The ages of children involved.
- The developmental stages / puberty of the children involved.
- Any power imbalance between the children – are alleged perpetrators significantly older, more mature, confident and well-known social standing? Does the victim have a disability or learning difficulty?
- Is the incident a one-off or sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- Has the sexual violence / harassment taken place within an intimate personal relationship?
- Importance of understanding intra familial harms and any necessary support for siblings following incidents.

- Any on-going risks to victim, other children, adult students or school or college staff?
- Other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation? **(KSCIE 2026)**

The DSL will also review the following when responding to a report of sexual violence in order to make sure the right procedures are carried out

• Record Keeping

• Risk Assessment of the disclosure / event.

• Consideration of most appropriate response: internal management, early help, referral to Children's Social Care and/or referral to the Police.

• Ongoing response – safeguarding and support for all parties

The DSL will not undertake any investigation where it is decided a case must be referred to Children's Services or the police.

The initial assessment will be made by Children's Services and the DSL to judge whether there is a need for immediate action to protect the pupils involved. The DSL will lead enquiries at **school** level if agreed with the relevant investigating agencies.

The DSL will inform the parents of the pupil making the allegation and the alleged perpetrator and will explain the course of action, unless this is considered to place either of them at further harm.

If Children's Services or the police have been informed the school will follow the relevant agency's guidance about what information may be disclosed and to whom.

The DSL will keep a written record of all conversations with parents and other professionals and any decisions made.

All staff working or volunteers working in our organisation have been advised to maintain an attitude of "*it could happen here*".

Any child can be vulnerable to child-on-child abuse and staff should be alert to signs of such abuse amongst all children.

However, individual, and situational factors can increase a child's vulnerability to abuse by their peers.

For example,

children who are more likely to follow others and/or who are socially isolated from their peers may be more vulnerable as may pupils with SEND or certain medical conditions.

Children who are LGBT can also be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

(xxxiv) **Reporting: Confidentiality and Anonymity**

Confidentiality

Staff taking a report should never promise confidentiality as it is very likely that it will be in the best interest of the victim to seek advice and guidance from others to provide support and engage appropriate agencies.

London Park Mayfair, Hybrid & Sixth will only engage staff and agencies who are required to support the children involved and/or be involved in any investigation.

The victim may ask **London Park Mayfair, Hybrid & Sixth** not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies.

For example, the public task basis may apply, where the overall purposes is to perform a public interest task or exercise official authority, and the task or authority has a clear basis in law.

Staff MUST seek advice from the designated safeguarding lead (or deputy), who will consider the following:

• parents or carers should normally be informed (unless this would put the victim at greater risk)

• the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and the police.

Rape, assault by penetration and sexual assaults are crimes.

Where a report of rape, assault by penetration or sexual assault is made, this will be referred to the police.

Anonymity

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, appropriate staff will be aware of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately.

We will do all we can as an organisation to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved.

We will also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

The management of pupils with harmful behaviour (including sexually harmful behaviour) can be complex. **London Park Mayfair, Hybrid & Sixth** will follow guidance and work with other relevant agencies to support perpetrators and to maintain the safety of the whole school community.

Any sanctions required following a report of **child-on-child** abuse will be determined on a case-by-case basis.

(xxxv) **Risk assessment**

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a

report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis. The risk and needs assessment for a report of sexual violence will consider:

• the victim, especially their protection and support

• whether there may have been other victims

• the alleged perpetrator(s)

• all the other children, (and, if appropriate, adult students and staff) at the **school**, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and

• The time and location of the incident, and any action required to make the location safer.

Risk assessments should be recorded (paper or electronic) and will be kept under review. At all times, we will be actively considering the risks posed to all our children and young people and put adequate measures in place to protect and keep the child safe. **(KCSIE 2026)**

(xxxvi) Appropriate Support for Victim and Perpetrator

Appropriate support in **school,** and from outside agencies if applicable, will also be put in place for any victims or any other pupil affected. The support offered in these circumstances will be determined on a case-by-case basis depending on the circumstances.

This will include pastoral support for both perpetrator and / or victim, through in-house counselling, reflection or behaviour modification support which may also be sought from external specialist agencies.

In all cases **London Park Mayfair, Hybrid & Sixth will** monitor the progress of both perpetrator and victim to ensure that this type of behaviour does not occur again.

(xxxvii) E-safety and online behaviour.

The school adopts a whole school approach to online safety which seeks to reduce risk as far as possible without depriving pupils of the significant benefits provided by technology and the internet. Computing and **PSHCE lessons** are used to help pupils to understand and avoid the risks associated with 'online activity'.

The breadth of issues classified within online safety is considerable, but can be categorised into four main areas of risk:

(a) content: being exposed to illegal, inappropriate, or harmful material

(b) contact: being subjected to harmful online interaction with other users

(c) conduct: personal online behaviour that increases the likelihood of, or causes, harm.

(d) commerce: - risks such as online gambling, inappropriate advertising, phishing and or financial scams

London Park Mayfair, Hybrid & Sixth's **Staff Code of Conduct** and **Acceptable Usage Policy** explains the responsibilities of staff in relation to keeping pupils safe online.

London Park Mayfair, Hybrid & Sixth does all it reasonably can to limit the pupil's exposure to the above risks in **our organisation**. It has sophisticated filters and monitoring systems in place, which are designed to protect them from online abuse without imposing unreasonable restrictions and preventing pupils benefitting from the wealth of resources available online.

Pupils also receive guidance on the safe use of the internet and are educated about the risk of online harm (including anti-bullying) primarily through their Computing and PSHCE lessons.

Cyber-bullying by pupils, via texts, direct messages, social media or email, will be treated as seriously as any other type of bullying and will be managed through the school's anti-bullying policy and procedures.

Social networking sites and other apps can be sources of risk of inappropriate and harmful behaviour. If staff suspect that a pupil may be at risk of or suffering from online harm, they should follow the reporting procedures set out in this policy.

London Park Mayfair, Hybrid & Sixth will work closely with parents and carers and provide up to date information regarding the safe use of the internet for their child including signposting to guidance on the impact of ***screentime*** on their child's welfare and academic performance in lessons.

Help for early years providers : Screen use

New guidance on screen use for children aged 5–16 - GOV.UK

(xxxviii) Remote Education

Remote education can be defined as when **London Park Mayfair, Hybrid & Sixth** is in regular contact with pupils who have logged onto the system for receiving the delivery of educational lessons over the internet. This method of delivery is classed by our organisation as ***lone working*** if only one tutor is working with one pupil over the internet e.g. holding a tutorial or an online peripatetic lesson.

Therefore, specific arrangements must be in place to safeguard both parties involved in the session. All our staff who deliver online learning will be appropriately trained to do so.

London Park Mayfair, Hybrid & Sixth will ensure that those communications will be used to reinforce the importance of children being safe online and enable parents and carers to understand what systems **London Park Mayfair, Hybrid & Sixth** uses to filter and monitor online use.

Parents and / or carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school and if their child is going to be interacting with online.

(xxxix) Filters and monitoring

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, our Board of Governors will do all they can to limit our **pupils'** exposure to the above risks from **London Park Mayfair, Hybrid & Sixth's** IT system. **Please see sections 36 and 37**.

(xl) Making or sharing of nudes or semi-nudes, sexting, up-skirting

For the purposes of this guidance, the term '***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. (previously known as "sexting" or "youth produced sexual imagery")**

The term 'images' includes all visual content, such as photographs, videos and livestreams.

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute inappropriate imagery (nudes, semi-nudes, sexting) in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

KCSIE 26 provides further clarity in this area:

All incidents involving the making or sharing of nudes and semi-nudes require a safeguarding response, whether apparently consensual or non-consensual. This includes photographs, videos, livestreams, digitally altered images and wholly content generated using artificial intelligence sometimes described as deepfakes or "deep nudes".

Images may be taken by the child themselves (sometimes referred to as 'self-generated imagery') or taken or created by another person.

Up-skirting is also a criminal offence and typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.

Anyone of any gender can be a victim.

If a member of staff becomes aware of an incident involving inappropriate material (whether this has taken place in or out of school) they should follow the safeguarding procedures and report it to the DSL immediately.

The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view images, delete images or look for further images. They should not copy or print images, nor forward images by email or any other electronic means.

Parents / carers will be informed at an early stage of inappropriate online behaviour, unless there is reason to believe that involving parents would put the pupil at risk of harm.

If there is concern a young person has been harmed or is at risk of harm a referral will be made to Children's Services, or the police following the procedures as outlined above.

(xli) Preventing Radicalisation

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This is known as the **'Prevent Duty'**. Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of **London Park Mayfair, Hybrid & SIxth's** safeguarding approach. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

Serious violence can be defined as specific offences of severe physical harm or weaponed enabled crimes involving children and teenagers (1-19 years), commonly encompassing homicide, grievous bodily harm (GBB), knife or weapon attacks.

Weapon enabled crime is defined as any threatening behaviour, possession, or actual use of knives, wounding, firearms, or offensive weapons regardless of initial intent.

(xlii) Recognising Extremism

Early indicators of radicalisation or extremism may include:

● showing sympathy for extremist causes

● glorifying violence, especially to other faiths or cultures

● making remarks or comments about being at extremist events or rallies outside school

● evidence of possessing illegal or extremist literature

● advocating messages similar to illegal organisations or other extremist groups

● out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)

- Sudden unexplained absences, possession of unexplained cash or multiple phones, physical injuries or carrying weapons “for protection”.

● secretive behaviour

● online searches or sharing extremist messages or social profiles

● intolerance of difference, including faith, culture, gender, race or sexuality

● graffiti, artwork or writing that displays extremist themes

● attempts to impose extremist views or practices on others

● verbalising anti-Western or anti-British views

● advocating violence towards others

Visiting speakers are always vetted and staff must obtain permission from the **Head,** for any speakers to visit **London Park Mayfair, Hybrid & Sixth.** Information on any online research undertaken, references received (written or verbal on their suitability) etc must be collated in the **schools visitor log which must be a separate document from the signing in book / tablet at reception.**

(xliii) Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

A representative from **London Park Mayfair, Hybrid & Sixth** may be asked to attend the Channel panel to help with this assessment.

(xliv) Martyn's Law – Terrorism (Protection of Premises) Act 2025 - Unwanted Visitors / Lockdown procedures

Martyn's Law – **The Terrorism (Protection of Premises) act 2025** became law on **3rd April 2025.** Named after Martyn Hett who was sadly killed in the Manchester Arena bombing on **22nd May 2017.**

Whilst this policy has been written taking into account child protection guidance provided from the Prevent Duty, our organisation will be working towards achieving the **STANDARD TIER** recommendations for venues who can hold between (100 799 persons) as laid out in **Martyn's Law.**

LONDON PARK MAYFAIR, HYBRID & SIXTHwill ensure steps have been taken to prepare for any potential terrorist attack and be ready to help keep our young people, staff and anyone else on the premises in the event of any attack or unwanted intruder on the premises.

LONDON PARK MAYFAIR, HYBRID & SIXTH has a member of the senior leadership who has been appointed to oversee the roll out of security procedures to meet our duty under the new Act is:

Hannah Sheehy - Senior Deputy Head & DSL

Please refer to our **lockdown policy** for further information which can be found at:

(xlv) Private Fostering

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 years old or 18 years old if the child is disabled.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. However, where a member of staff becomes aware that a child may be in a private fostering arrangement, they must notify the DSL immediately.

(xlvi) Fabricated Illness

Fabricated or induced illness is a condition whereby a child has suffered, or is likely to suffer, significant harm through the deliberate action of their parent and which is attributed by the parent to another cause.

There are three main ways of the parent fabricating (making up or lying about) or inducing illness in a child:

● Fabrication of signs and symptoms, including fabrication of past medical history.

● Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluid.

● Induction of illness by a variety of means

Further information may be found at :-

https://www.londoncp.co.uk/fab_ind_ill.htm

56. Appendix 2

(xlvii) Human Rights Act

The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.

Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention.

The specific convention rights applying to schools and colleges are:

- **Article 2**: protects the right to education.
- **Article 3**: the right to freedom from inhuman and degrading treatment (an absolute right)
- **Article 8**: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- **Article 14**: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, and Protocol 1,

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances. Further information (including on absolute and qualified rights) can be found at Human Rights | Equality and Human Rights Commission (equalityhumanrights.com).

(xlviii) Equality Act 2010

Schools and colleges have obligations under the Equality Act 2010 (the Equality

Act 2010).

According to the Equality Act, schools and colleges must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

Whilst all of the above protections are important, in the context of safeguarding, this guidance, and the legal duties placed on schools and colleges in relation to safeguarding and promoting the welfare of children, governing bodies and proprietors should carefully consider how they are supporting their pupils and students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.

Provisions within the Equality Act allow schools and colleges to take positive action, where it can be shown that it is proportionate, to deal with disadvantages affecting pupils or students with a particular protected characteristic to meet their specific need, this includes a duty to make reasonable adjustments for disabled children and young people, including those with long term conditions. A school or college, could, for example, consider taking positive action to support girls if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment.

Guidance to help schools understand how the Equality Act affects them and how to fulfil their duties under the act can be found at Equality Act 2010: advice for schools -GOV.UK (www.gov.uk), it may also be useful for colleges. For further information Equality Act guidance | Equality and Human Rights Commission (equalityhumanrights.com).

The Equality Act 2010 and Boarding / Residential Accommodation (Please do consider if your organisation is only day provision but still provide overnight accommodation)

Part 6 of the ***Equality Act 2010*** sets out clear guidelines for educational providers which states they:

• must not allow a child to share overnight accommodation with a child of the opposite biological sex

• must consider their duties under the ***Equality Act 2010***, their safeguarding obligations and other relevant regulations and standards when allocating sleeping arrangements such as dormitories, tents or shared rooms

• should make alternative arrangements if a child does not want to share a room with another child of the same biological sex

• should consider the section in this guidance on ‘considering requests for support with social transition’ where a child’s concern reflects a request for support with social transition.

Record-keeping

Details of allegations following an investigation that are found to have been malicious or false should be removed from personnel records unless the individual gives their consent for retention of the information. However, for all other allegations, i.e. substantiated, unfounded and unsubstantiated it is important that the following information is kept on the file of the person accused:

• a clear and comprehensive summary of the allegation

• details of how the allegation was followed up and resolved

• a note of any action taken, decisions reached and the outcome i.e. substantiated, unfounded or unsubstantiated

• a copy provided to the person concerned, where agreed by local authority children's social care or the police, and

• a declaration on whether the information will be referred to in any future reference.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary reinvestigation if, as sometimes happens, an allegation re-surfaces after a period of time.

All other records should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

The Information Commissioner has published guidance on employment records in its, The Information Commissioner Employment Practices Code which provides some practical advice on record retention

(xlix) Management of Safeguarding - Sport

Schools and colleges have obligations under the Equality Act 2010 (the Equality

Act 2010) and Human Rights Act 1998.

As children get older, some sports are typically taught and played in single sex groups.

The Equality Act 2010 contains an exception in relation to single-sex sport. It applies to participation in any sport or game, or activity of a competitive nature, where the **physical strength**, **stamina** or **physique** of the average **girl** would put her at a **disadvantage** in competition with the average boy (or vice versa).

This means that schools and colleges can separate children according to their biological sex in these circumstances without discriminating unlawfully against them on the basis of their sex.

Some sports may need to be played in single-sex groups from a certain age to ensure children's safety, and where this is the case there must be no exceptions. In other cases, schools or colleges may have adopted a policy of single-sex sports for reasons related to fairness.

Where there are no safety concerns and a child makes a request relating to how they participate, schools and colleges will need to consider the request in light of the advice on "considering requests for support with social transition".

This means that the school or college would need to take into account all the relevant factors, including whether supporting social transition is overall in the best interests of the child, as well as considering the impact on other children and the aim of creating safe and fair environments for children to participate in PE.

London Park Mayfair, Hybrid & Sixth therefore has implemented single-sex sports as being necessary for safety reasons, and there will be no exceptions and pupils will not be allowed to participate in sports designated for the opposite sex.

Part 6 of the Equality Act 2010 applies to **schools** and therefore we will follow the same principles.

(l) Management of Safeguarding - Toilets

London Park Mayfair, Hybrid & Sixth will not allow children into toilets designated for the opposite biological sex. or boarding or residential accommodation designated for the opposite sex, with no exceptions. This includes where schools are responding to requests to support social transition for children who are questioning their gender.

• We will provide separate toilets for boys and girls aged 8 and over, apart from where a mixed-sex toilet is in a room intended for use by one pupil at a time and is lockable from the inside.

The DSL will assess the safeguarding risks of mixed-sex toilets and plan accordingly.

• If a gender-questioning child does not want to use the toilet designated for their

biological sex, then **the school will** consider whether they can provide an alternative toilet facility, without compromising the safety, privacy, comfort or dignity of that pupil or any other child.

A clear record of these situations will be kept and any decisions will be communicated to appropriate parties and regularly reviewed.

(li) Management of Safeguarding – Changing rooms and showers

London Park Mayfair, Hybrid & Sixth will not allow children into changing rooms or showers of the opposite sex.

Pupils aged 11 or over at the start of the academic year will not be required or permitted to undress in front of pupils of the opposite biological sex and will not use changing or shower facilities designated for the opposite sex.

Where necessary, **London Park Mayfair, Hybrid & Sixth** will also consider an alternative fully enclosed facility or use of the facilities at a different time.

Any individual arrangements will be clearly recorded, communicated to relevant staff on a need-to-know basis and reviewed regularly.

(lii) Management of Safeguarding – Support Children with Medical Conditions

The fact that there has been an incident relating to the management of a child or young person's medical condition (including allergies) would not in and of itself warrant a referral to local safeguarding partners. In all cases of concern the DSL will be immediately informed for further advice.

A safeguarding referral would only be needed where an incident highlighted concern that the child or young person might be at an **increased risk** of being neglected, abused or exploited by persons inside or outside of their family unit because of their **medical condition**.

This might occur where relevant information about a child or young person's medical condition is not provided to a school, college or setting, or where they are repeatedly sent without essential medication, thereby putting the individual at risk.

Our organisation will adhere to the new statutory guidance issued by the DfE in June 2026 regarding allergy management in schools.

Please see our ***Allergy Management Policy*** for our procedures regarding pupils with known allergies.

(liii) Mobile Phones and Generative Artificial Intelligence (AI)

Our organisation operates as a ***mobile phone-free environment*** by default.

Pupils will not have access to mobile phones during lessons, movement between lessons, breaktimes or lunchtimes. Any exception must be authorised and documented in accordance with the organisation's ***Mobile Phone Policy***, for example where access is required because of a medical need, disability or other exceptional circumstance.

Staff will have access to mobile phones only for two-factor authentication to school / college systems we have in place and are allowed to access their phones for person use when on breaks in the staff room.

Safeguarding concerns involving mobile phones, personal devices, mobile data, messaging applications, image sharing, online harassment or access to harmful content will be reported to the DSL and managed under this policy.

Only approved generative artificial intelligence systems may be used for educational purposes. Their use will be subject to appropriate safeguarding, data-protection, confidentiality, ethical and intellectual-property controls.

Staff and pupils must not enter confidential or identifiable information about a child into a generative AI system unless its use has been expressly authorised and the DSL, **Head** is satisfied that appropriate data-protection safeguards are in place.

Harmful interactions with generative AI applications, AI-generated explicit imagery, deepfakes, manipulation, bullying or any other AI-related safeguarding concern will be reported to the DSL without delay.

(liv) Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber-dependent crime continues to represent one of the most significant and rapidly evolving threats within the United Kingdom's (UK) crime landscape. Offences under the Computer Misuse Act 1990 **(CMA)** have risen substantially.

Young people across the UK experiment with illegal online activity, often without understanding the legal or ethical implications. The impact of cybercrime extends well beyond immediate financial losses, with scope to cause disruption to national infrastructure.

Cyber-dependent crimes include:

• unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded,

• 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,

• making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the ***Cyber Choices programme***. This is a nationwide preventative police programme supported by the Home Office and led by the ***National Crime Agency,*** (NCA),working with regional and local policing.

More detail can be found on the NCA website:

Cyber Choices - National Crime Agency

It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

(lv) Restrictive Interventions – including use of Reasonable Force

New regulations ***The Schools (Recording and Reporting of Seclusion and Restraint) (No.2) (England) Regulations 2025*** and amendments to the ***Education and Inspections Act 2026*** came into force on **1st April 2026**.

There are limited circumstances when it is appropriate for key staff in schools to use 'reasonable force' to safeguard children.

Please refer to our organisations ***Behaviour policy*** for more guidance on restrictive interventions and use of force.

(lvi) Management of Safeguarding: Children from Social Care

The DSL will work with the **Head**, the designated teacher and relevant strategic leads to promote the educational outcomes of children who have, or have had, a social worker.

The DSL will understand the welfare, safeguarding and child protection issues affecting these children and consider the impact that these experiences may have on their attendance, engagement, behaviour, progress and achievement.

This will include:

- maintaining an up-to-date overview of children who have, or have had, a social worker, including their attendance, progress and attainment.
- promoting a culture of high aspirations and expectations for these children.
- supporting staff to provide appropriate academic support, pastoral intervention and reasonable adjustments.
- recognising that the impact of abuse, neglect or other adverse experiences may continue after statutory social care involvement has ended; and
- working with children's social care, the Virtual School Head and other relevant professionals, where appropriate, to improve attendance, engagement and educational outcomes.

(lvii) Management of Safeguarding: Young Carers

Our staff will be alert to the needs of young carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing.

Staff will attempt to identify any issues early on so that they receive the support and the right time and by the appropriate services including additional support from external partners, or local authority and health services where appropriate.