Langley Grammar School

Safeguarding and Child Protection Policy

October 2026

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1. Introduction

At Langley Grammar School the wellbeing and safety of all students is of paramount importance. The Governing Board recognises its responsibility under Section 175 of the Education Act (2002) to safeguard and promote the welfare of children, and to work together with other agencies to ensure adequate arrangements to identify, assess, and support those children who are suffering harm.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our students from harm, and that the child's welfare is our paramount concern. All staff (including ancillary supply and self-employed staff, contractors, volunteers and governors) at Langley Grammar School should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of each individual.

For the purpose of this policy, safeguarding and promoting the welfare of students is defined as:

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

Links with other school policies can be found in the overarching document ***Safeguarding at Langley Grammar School***.

2. Legislative context and statutory guidance

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2026) and Working Together to Safeguard Children (2026). We comply with the guidance and arrangements published by our 3 local safeguarding partners.

This policy complies with our funding agreement and articles of association and is also based on the following legislation:

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children

- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.

3. Policy aims

The aims of this Safeguarding and Child Protection policy are to:

a) support students' development in ways that will foster security, confidence and independence;

b) provide an environment in which students feel safe, secure, valued and respected, and know how to approach adults if they are in difficulties, confident they will be effectively listened to;

c) raise the awareness of all staff of the need to safeguard our students, and of their responsibilities in identifying and reporting concerns and possible cases of abuse (see ***Appendices 1 and 3***);

d) provide a systematic means of monitoring students known or thought to be at risk of harm, and ensure we contribute to assessments of their need and support packages;

e) emphasise the need for good levels of communication between all members of staff;

f) outline the structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse or other more general safeguarding concerns;

g) develop and promote effective working relationships with other agencies, especially the police and social care;

h) ensure that all staff working within our school who have substantial access to students have undergone appropriate checks including verification of identity and qualifications, and a satisfactory enhanced DBS disclosure, and that a central record is kept for audit.

4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some with respect to recognising or disclosing it. We will ensure that all children and young people have the same protection, regardless of any barriers they may face. We are committed to anti-discriminatory practice and recognise children's diverse circumstances, which may include those who:

- have special educational needs or disabilities (SEND) or health conditions
- are young carers
- may experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- have English as an additional language
- are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- are asylum seekers
- are at risk due to either their own or a family member's mental health needs
- who have been victims of domestic abuse
- are looked after or previously looked after
- are missing from education
- whose parent/carer has expressed an intention to remove them from school to be home educated.

Children who are questioning their gender may have particular vulnerabilities. Staff should respond sensitively, remain professionally curious about the full range of the child's experiences and report any safeguarding concerns through the normal school procedures. Requests relating to social transition will be considered in accordance with the relevant section of *Keeping Children Safe in Education 2026*

5. Safeguarding and child protection responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school. Our policy and procedures also apply to extended school and off-site activities.

5.1 Governing Board

All members of the Governing Board understand their responsibilities to ensure that:

a) there is a Safeguarding and Child Protection policy in place together with a staff Code of Conduct;

b) the school operates safer recruitment procedures which include key members of staff and the Governing Board attending a recognised Safer Recruitment Course and that at least one person on every recruitment panel has completed Safer Recruitment training;

c) the school has procedures for dealing with allegations of abuse against staff and volunteers and for making a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has left the school as a consequence of safeguarding concerns;

d) a member of the senior leadership team acts as Designated Safeguarding Lead (DSL) and has Child Protection Officer responsibilities;

e) all staff including the DSL receive regular safeguarding training in line with national guidance and local advice from the Slough Safeguarding Partnership, updated as appropriate;

f) any weaknesses in Child Protection procedures are remedied immediately;

g) a member of the Governing Board (usually the Chair) is nominated to liaise with the Local Authority in the event of an allegation of abuse made against the Headteacher;

h) safeguarding policies and procedures are reviewed annually and that the Safeguarding and Child Protection policy is available on the school website;

i) appropriate filters and monitoring systems are in place to limit children's exposure to risks of harmful and inappropriate online material and that these systems are monitored and regularly reviewed;

j) particular attention is given to students who have special educational needs or disabilities (SEND) as additional barriers can exist when recognising abuse and neglect in this group;

k) appropriate safeguarding responses are put in place for children who go missing from education or who are absent from school for prolonged periods and/or on repeat occasions in order to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future;

l) students are taught about safeguarding as part of a broad and balanced curriculum;

m) the school contributes to inter-agency working in line with statutory guidance ***Working Together to Safeguard Children 2026***;

n) that enhanced DBS checks have been carried out for all Governors;

o) that new Governors receive appropriate safeguarding and child protection training on appointment;

p) governors have read Part 1 of the most recent version of ***Keeping Children Safe in Education***;

q) governors understand the local criteria for action and the local protocols for assessment and ensure these are reflected in the school's policies and procedures.

5.2 Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead takes lead responsibility for safeguarding and child protection, including online safety. The DSL (and his/her designated deputy) is responsible for:

a) organising safeguarding and child protection induction training for all new staff and regular training and updates for all school staff on at least an annual basis;

b) referring students to the relevant Local Authority if there are general safeguarding concerns or possible abuse, and acting as a focal point for relevant staff to discuss concerns;

c) liaising with other agencies and setting up an inter-agency assessment as appropriate where community-based early help or more targeted support through Family Help is required;

d) managing support for students internally through the school's pastoral support processes;

e) knowing when a student is being supported by a social worker and ensuring that this knowledge informs decisions about safeguarding and promoting welfare;

f) ensuring that concerns about a student are clearly recorded even if there is no need to make an immediate referral;

g) ensuring all safeguarding records are kept confidentially and securely, are separate from students' main school records, and are retained until the student's 25th birthday;

h) liaising with other agencies and professionals as required, including the police, the local Prevent team and Social Care;

i) ensuring that either they or a designated deputy attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide reports as required;

j) ensuring that any student currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team;

k) providing regular reports for the Governing Board (or appropriate committee), detailing any changes to the policy and procedures, training undertaken by staff and governors, number and type of incidents/cases, and number of students on the child protection register.

5.3 Headteacher

The headteacher is responsible for the implementation of this policy, including:

a) Ensuring that staff (including temporary staff) and volunteers are informed of the school's systems which support safeguarding, including this policy, as part of their induction, and understand and follow the procedures included in this policy

b) Communicating this policy to parents via the school website and when their child joins the school

c) Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent

d) Ensuring that all staff undertake appropriate safeguarding and child protection training.

5.4 All staff

All staff must read and understand Part One of the DfE's statutory safeguarding guidance, ***Keeping Children Safe in Education***, and review this guidance at least annually. Systems are in place to ensure that staff have an adequate understanding of the guidance.

All staff will be made aware of:

a) Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour and online safety policies, and the safeguarding response to children who go missing from education.

b) The processes for universal services and community-based early help, and for more targeted support through Family Help, including their role in identifying emerging problems, liaising with the DSL and sharing information to support early identification and assessment.

c) The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, sexual violence and harassment, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation.

d) What to do if they identify a safeguarding issue or if a child discloses abuse, and how to maintain an appropriate level of confidentiality.

e) The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.

Other sections of this policy outline in more detail how staff are supported to do this.

6. Raising staff awareness

We recognise that the school may play a significant part in the prevention of harm to students by providing them with a protective environment and open communication with trusted adults and supportive friends. Staff are therefore encouraged to:

- work to establish and maintain an ethos where students feel secure, are encouraged to talk and are always listened to;
- regularly consult students to check that they are feeling safe during social times at school;
- ensure that all students know there are adults in the school who they can approach if they are worried or in difficulty;
- provide opportunities to support students in developing the skills they need to stay safe from harm and to know to whom they should turn for help;
- ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies.

All staff, volunteers and governors have regular safeguarding awareness training. In addition all staff receive safeguarding and child protection updates including online safety through the CPD programme, staff briefings and weekly bulletins.

All staff and volunteers are made aware of the systems and procedures within the school which support safeguarding and these are explained to them as part of staff induction. These include the:

- safeguarding and child protection policy;
- behaviour policy;
- staff code of conduct;
- safeguarding response to children who go missing from education;
- identity and role of the DSL and other members of the safeguarding team.

Safeguarding themes that are particularly relevant to the school will be highlighted during induction sessions and follow-up training for all staff and volunteers. These themes include, but are not limited to:

- Domestic abuse
- Online risk
- Sharing of nudes and semi-nudes
- Extremism and radicalisation
- Child on child abuse
- Mental health
- Eating disorders

All staff are made aware that children are capable of abusing other children **('child on child abuse')**. This is most likely to include, but is not limited to: bullying (including cyber bullying), physical abuse, sexual violence and sexual harassment *(**refer to Appendix 6**)*. Bullying incidents are dealt with following the school's ***Anti-bullying*** policy whilst all other child on child abuse will be dealt with using the normal safeguarding procedures as for concerns and disclosures.

Early intervention is beneficial to children and young people. All staff should be particularly alert to children who may benefit from universal services or community-based early help, or who may require more targeted support through Family Help where there are concerns about a student who may be:

- disabled and has specific additional needs;
- special educational needs (whether or not they have a statutory education, health and care plan);
- a young carer;
- showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- frequently missing/goes missing from care or from home;
- misusing drugs or alcohol themselves;
- at risk of modern slavery, trafficking or exploitation;
- has mental health issues.

Staff should be made aware that children with special educational needs or disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children.

These barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability and require no further investigation;
- being more prone to peer group isolation than other children;
- the potential for children with SEND being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside the school environment. The DSL and staff should be considering the context within which safeguarding concerns might arise. This is known as contextual safeguarding.

Assessments of children should consider whether wider factors are present in a child's life that are potentially a threat to their safety or welfare. It is important that the school provides as much information as possible as part of the referral process; this will allow any assessment to consider all the available evidence and the full context of any abuse.

Staff are made aware of their legal duty as teachers that if in the course of their work in the profession, they discover that an act of FGM appears to have been carried out on a girl under the age of 18, they must report this to the police *(Refer to **Appendix 4**).*

Parents/carers are made aware of the responsibilities of staff members with regard to safeguarding procedures through publication of the school's ***Safeguarding Statement*** and this ***Safeguarding and Child Protection*** policy. The policy is available publicly either on the school website or by other means. Parents or carers are made aware of this policy and their entitlement to have a copy of it via the school website and other school publications.

7. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out in ***Appendix 1*** of this policy in the event of a safeguarding issue.

7.1 If a child is suffering or likely to suffer harm, or in immediate danger

Staff should contact a member of the school's Safeguarding Team - the DSL, Deputy DSLs, Deputy Headteachers or Headteacher - **immediately**. If no contact with the Safeguarding Team can be made, then a referral to children's social care and/or the police should be made **immediately** if there are grounds to believe a child is suffering or likely to suffer from harm, or is in immediate danger. **Anyone can make a referral.** The DSL must be informed as soon as possible if a referral is made directly.

The local procedures for making a referral to social care are set out in ***Appendix 2***.

7.2 If a child makes a disclosure

If a child discloses a safeguarding issue to any member of staff, the key principles are:

- **Listen**. Allow them time to talk freely and do not ask leading questions.
- Stay calm and do not show that you are shocked or upset
- Tell the child or young person they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- Write up the conversation **as soon as possible** in the child's own words. Stick to the facts, and do not put your own judgement on it.
- Log the disclosure on CPOMS as soon as possible, attaching any notes from the conversation.
- Alert the DSL or Deputy DSL.

7.3 If FGM has taken place or a student is at risk of FGM

Female Genital Mutilation (FGM) comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs". FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences.

Possible indicators that a student has already been subjected to FGM, and factors that suggest a student may be at risk, are set out in ***Appendix 4*** of this policy.

Any teacher who *either*:

a) is informed by a girl under 18 that an act of FGM has been carried out on her; ***or***

b) observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

must immediately report this to the police, personally. **This is a mandatory statutory duty**, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL who will involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **student under 18** must speak to the DSL.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a student is *at risk* of FGM, suspects that FGM has been carried out or discovers that a pupil **aged 18 or over** appears to have been a victim of FGM must speak to the DSL.

7.4 Concerns about a child

Staff who have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger) should log the concern via CPOMS and then speak to the DSL or Deputy DSL.

If in exceptional circumstances the DSL or a Deputy DSL is not available, this should not delay appropriate action being taken. Staff should speak to another member of the senior leadership team and/or take advice from local authority children's social care; they can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Details of any actions taken should be shared with the DSL as soon as practically possible.

Where a child may benefit from community-based early help or more targeted support through Family Help, the DSL or nominated Deputy DSL, will generally lead on liaison with other agencies and the establishment of an inter-agency assessment where appropriate. Staff may be required to support other agencies and professionals in carrying out an assessment and, where appropriate, may act as the lead practitioner. Cases will be kept under regular review and further referral to local authority children's social care will be considered where the child's needs are not being met or concerns increase.

If it is appropriate to **make a referral** to local authority children's social care or the police, the DSL or nominated Deputy DSL will normally do this. The local authority should make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

7.5 Concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, staff should log the concern on CPOMS and speak to the DSL or Deputy DSL.

If the school has concerns that an individual may be vulnerable to radicalisation, a national referral form will be completed and submitted to Thames Valley Police.

In an emergency, staff should call 999 or the confidential anti-terrorist hotline on 0800 789 321 if they

- think someone is in **immediate danger**
- think someone may be planning to **travel** to join an extremist group
- see or hear something that may be **terrorist-related**.

Further information about extremism and the risk of radicalisation can be found in ***Appendix 5***.

7.6 Mental health concerns

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff should be alert to behavioural signs that suggest a child or young person may be experiencing a mental health problem or be at risk of developing one. However, only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.

If staff have a mental health concern about a child **which suggests they might be at risk of harm**, they must take immediate action by following the guidance in sections 7.1 and 7.2 of this policy. If staff have a mental health concern about a child that is **not** also an immediate safeguarding risk, they should raise the concern on CPOMS and speak to the DSL or Deputy DSL (Mental Health Lead).

7.7 Concerns about a staff member, supply teacher, trainee teacher, volunteer or contractor

Any safeguarding concern or allegation about a member of staff, supply teacher, trainee teacher, volunteer or contractor should be reported in accordance with the school's procedures. Concerns or allegations that may meet the harm threshold should be brought to the Headteacher as soon as possible. Concerns that do not meet the harm threshold should be dealt with in accordance with the school's low-level concerns procedures.

A low-level concern is any concern, no matter how small, that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside work, but which does not meet the harm threshold. Staff are expected to share such concerns promptly.

The headteacher will then follow the procedures set out in the school's policy for ***Allegations against Staff and Volunteers.*** All low-level concerns related to staff will be recorded in writing.

If the concerns/allegations are about the headteacher, or where there is a perceived conflict of interest in reporting a concern or allegation about a member of staff to the headteacher, the concern or allegation should be reported to the Chair of Governors or the local authority designated officer (LADO) – see ***Appendix 2*** for contact details.

7.8 Allegations of abuse made against other students

We recognise that children are capable of abusing other children. Abuse will not be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for students.

All **child on child abuse is unacceptable** and will be taken seriously. Most cases of students hurting other students will be dealt with under the school's behaviour policy, but this safeguarding and child protection policy will apply to any allegations that raise safeguarding concerns.

Child-on-child abuse can take many forms and can occur both inside and outside school and online. It may include, but is not limited to:

- bullying, including cyberbullying and prejudice-based or discriminatory bullying;
- discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents;
- abuse within intimate personal relationships between children;
- physical abuse, assault or threats of harm, including threats involving a weapon;
- harmful sexual behaviour, sexual violence and sexual harassment, which may include misogyny or misandry;
- consensual or non-consensual making or sharing of nudes and semi-nudes, including images which have been altered or generated using AI;
- causing another child to engage in sexual activity without consent;
- upskirting; and
- initiation or hazing-type violence and rituals.

See ***Appendix 6*** for more information on the school's procedures for dealing with child on child abuse.

7.9 Sharing of nudes and semi-nudes

If staff are made aware of an incident involving the consensual or non-consensual making or sharing of nudes or semi-nudes, they must report it to the DSL or Deputy DSL immediately. This includes photographs, videos or other visual content which have been digitally altered or wholly generated using artificial intelligence, including so-called 'deepfakes' or 'deep nudes'.

Staff must **not**:

- View, copy, print, share, store or save the imagery themselves, or ask a student to share or download it (accidental viewing of the imagery must be reported to the DSL),
- Delete the imagery or ask the student to delete it,
- Ask the student(s) involved in the incident to disclose information regarding the imagery - this is the DSL's responsibility,
- Share information about the incident with other members of staff, the student(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved.

Staff should explain that they need to report the incident, and reassure the student(s) that they will receive support and help from the DSL/Deputy DSL.

Further details of our approach to incidents involving nudes or semi-nudes can be found in ***Appendix 7.***

8. Reporting systems

We recognise the importance of ensuring students feel safe and comfortable to come forward and report any concerns and/or allegations. To achieve this, we will:

- Put systems in place for students to report abuse confidentially
- Ensure our reporting systems are well promoted, easily understood and easily accessible for students of all ages
- Make it clear to students that their concerns will be taken seriously, and that they can safely express their views and give feedback.

9. Online Safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material. As such we ensure appropriate filters and appropriate monitoring systems are in place (refer to the school's ***Online Safety Policy*** for details). See also ***Appendix 8*** of this policy for more details regarding online safety.

10. Supporting Students

We recognise that:

- a child who is abused or who witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth;
- the school may provide significant stability in the lives of students who have been abused or who are at risk of harm;
- research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Staff will support students by:

- encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and should not be considered an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys";
- challenging behaviours which are potentially criminal in nature;
- promoting a caring, safe and positive environment within the school;
- identifying students who may benefit from early help;
- liaising and working together with all other support services and those agencies involved in the safeguarding of children;
- notifying the DSL if there is a significant concern;
- ensuring that appropriate information is copied confidentially to the student's new setting and that medical and safeguarding records are forwarded securely within 5 days for an in-year transfer, or within the first 5 days of a new term where students about whom there have been concerns who leave the school;
- holding more than one emergency contact number for each student to give the school additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

11. Maintaining confidentiality

We recognise that all matters relating to child protection and safeguarding are confidential. We therefore ensure that the Headteacher, DSL or Deputy DSL will share relevant information about a specific student to other members of staff only on a 'need to know' basis to enable them work effectively in that student's best interests.

However, timely information sharing is essential to effective safeguarding and fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children. The DSL (or nominated deputies) will help promote positive outcomes by sharing information about the welfare, safeguarding and child protection issues that children (including those with a social worker) are experiencing, or have experienced, with teachers and other staff.

All staff are made aware of their professional responsibility to share information with other agencies in order to safeguard children and students within the school. All staff are made aware that they cannot promise a student to keep secrets which might compromise that student's safety or wellbeing.

In general, the school will always undertake to share the intention to refer a student to social care with parents/carers unless this could put the student at greater risk of harm, or impede a criminal investigation.

12. Supporting staff involved with students subject to child protection issues

We recognise that staff working in the school who have become involved with a student who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

The DSL and safeguarding team will, in the first instance, support such staff by providing an opportunity to talk through their anxieties. We may also provide the services of a trained counsellor or alternative external support if it is requested or felt to be of use.

13. Safer Recruitment

We will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children. These are set out in ***Appendix 10***.

14. Allegations against staff

All school staff should take care not to place themselves in a vulnerable position with a student. It is always advisable for interviews or work with individual students or parents to be conducted in view of other adults.

Guidance about conduct and safe practice, including safe use of mobile phones and social media by staff and volunteers is provided at induction and can also be found in the ***Staff Code of Conduct*** and the ***ICT Acceptable Use Agreement*** which is an appendix of the ***Online Safety and Access Policy***.

All staff are made aware in the ***Staff Code of Conduct*** that under section 16 of The Sexual Offences Act 2003, it is an offence for a person aged 18 or over (e.g. teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual.

We acknowledge that a student could or may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with students, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher.

The school will then follow the guidance set out in its separate ***Allegations against Staff and Volunteers*** policy. This policy reflects *Keeping Children Safe in Education (September 2026): Part four: Safeguarding concerns or allegations made about staff including supply teachers, trainee teachers, volunteers and contractors.*

Details of the NSPCC Whistle Blowing Advice Line can be found in ***Appendix 11*** of this policy. Langley Grammar School also has a ***Whistle Blowing*** policy which provides guidance on how to raise concerns with the school's senior leadership team, the Governing Board, or external agencies.

15. Physical intervention and reasonable force

There are limited circumstances in which it may be appropriate for staff to use reasonable force to safeguard children. Any use of force must be necessary, proportionate to the circumstances and used for the least amount of time necessary. Decisions about whether and how to use reasonable force will depend upon the individual circumstances and the professional judgement of the member of staff concerned.

Particular consideration will be given to the additional vulnerabilities of students with SEND, mental health needs or medical conditions, including the school's duties under the Equality Act 2010 and the need to make reasonable adjustments where appropriate.

The school seeks to reduce the need for restrictive intervention through positive and proactive behaviour support. Full procedures relating to physical intervention and reasonable force are set out in the school's ***Behaviour for Learning Policy***, available on the school website.

16. Anti Bullying

Further information on this can be found in the school's ***Anti Bullying Policy***. All staff are aware that children or young people with special educational needs, disabilities or perceived differences maybe more

susceptible to being bullied or becoming targets of child abuse. Records of known bullying and racist incidents are kept.

17. Extremism and Radicalisation

The school has a vital role to play in protecting students from the risks of extremism and radicalisation, underpinned by the duty in the Counter-Terrorism and Security Act 2015 "to have due regard to the need to prevent people from being drawn into terrorism". Keeping students safe from these risks is a safeguarding matter and should be approached in the same way as protecting students from other risks.

Staff are provided with training to help them understand what is meant by extremism and radicalisation and the indicators that may suggest a student is in danger of being radicalised *(see **Appendix 5**)*. Staff are also made aware of the procedures they should follow if they have safeguarding concerns in this area.

18. Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM)

All staff are made aware of the signs and symptoms which may indicate such forms of abuse. Staff understand that they must follow normal safeguarding procedures if they have a concern or receive a disclosure from a student regarding CSE or FGM (refer to ***Appendices 1 and 4*** for details).

19. Monitoring and Evaluation

The implementation and effectiveness of this policy will be monitored and evaluated by the Headteacher and Safeguarding Team, the designated Governor for Safeguarding and Child Protection, and by the Governors' Student and Community Committee.

20. Review and Approval

This policy will be reviewed and approved in line with the LGS Policy Framework. It will be updated annually following the publication of KCSIE and will be presented to Governors for approval at the first available Governing Board meeting.

Reviewed by	**Headteacher** **Designated Safeguarding Lead**	**Date**	**Sept 2026**
Approved by	**Governing Board**	**Date**	**Oct 2026**
Next Review	**Headteacher** **Designated Safeguarding Lead**	**Date**	**July 2027**

Appendix 1

School procedures for reporting a concern

Staff should follow the procedure set out below if they have a concern about a student, or a student discloses something to them.

In the event of a safeguarding concern or disclosure from a student:

- staff should report the concern or disclosure to the DSL as soon as possible, providing full details through CPOMS*;
- if a student is believed to be at risk of harm, the DSL, Deputy DSL or the Headteacher must be contacted immediately;
- staff **must not** start their own investigation;
- staff should share information only on a need-to-know basis and should not discuss the issue with colleagues, friends or family;
- staff should seek support through the DSL if they become distressed or are worried by the incident;
- all subsequent information gathered about vulnerable students or those with safeguarding histories should be logged by the DSL or a member of the safeguarding team;
- staff must not contact the student's parents without first consulting with the DSL.

** **CPOMS** is the school's online recording system for safeguarding or welfare concerns; all staff have access in school or at home. Email alerts are sent to the DSL and other relevant staff when concerns are logged.*

Where there is a safeguarding concern, the school will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback. All systems and processes operate with the best interests of the child at heart.

The school's safeguarding team for 2026-27 is:

Headteacher and Designated Safeguarding Lead	**David Harding**
Deputy DSL and Safeguarding Team Lead	**Zarine Power** *Practitioner for Behaviour, SHML*
Deputy DSL	**Daniel Blanchard** *Teacher of Maths*
Deputy DSL	**Helen Close** *Phase Leader Year 7*
Deputy DSL	**Tanya Haynes** *Subject Leader for Mathematics*
Deputy DSL	**Seann Wilkinson** *Subject Leader for Music*
Deputy DSL	**Andy Pascall** *Phase Leader Year 10/11*
Deputy Headteacher	**Ashley Johnson**

The Safeguarding Team can be contacted by staff, students or parents using the generic email address below. Emails sent to this address are automatically copied to relevant members of the team.

safeguarding@lgs.slough.sch.uk

Appendix 2

Slough local referral procedures and key contacts

Slough Children First

https://www.sloughchildrenfirst.co.uk

The Referral, MASH and Assessment Service is the first port of call for all initial enquiries from anyone concerned about a child or for any emergencies and is where the referrals and key decisions take place.

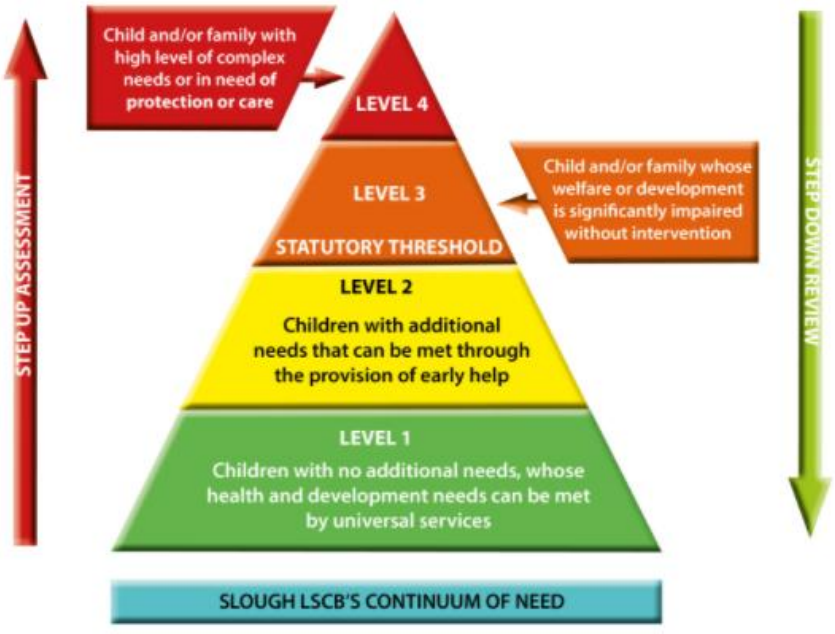
The team works with both the children and families with 'early' needs and, in doing so, helps prevent escalation to more in-depth social care involvement. The Multi-Agency Safeguarding Hub (MASH) works with several multi-agencies to gather information on referrals.

In addition, the team provides information and signposts to the right services, including child protection enquiries.

Further information can be found at https://www.sloughchildrenfirst.co.uk/what-we-do/

Emergencies/concerns	
Concerns that a child or young person is being harmed through abuse or neglect should be reported through the SCST **Front Door Hub**	Call **01753 875362.** The operating hours (for this team only) are 9am to 5pm
For emergencies outside these hours call the **Berkshire Emergency Duty Service**	**01344 351999** or **dial 999** Email: EDT@bracknell-forest.gov.uk .
If the child or young person requires immediate protection	**Call the Front Door Hub on 01753 875362** Send the electronic multi-agency **referral form** (MARF) to sloughchildren.referrals@sloughchildrenfirst.co.uk

The 'triangle' below visually outlines **Slough Safeguarding Partnership's** continuum of need. This is used to clearly (and quickly) identify and assess the level of need and intervention required when a child is first brought to the attention of the Trust.



The levels of need - a summary Children may have unmet needs at any age or stage of development and their circumstances and needs change	
Level 1 **Children with no identified additional needs.**	Their needs are met through the services they receive in early years, schools and health services such as the GP and the health visitor and some will be also receiving services from housing and the voluntary sector. The majority of children will have this level of need. Those providing a service at this level will continue their involvement with children with increasing the increasing levels of need described below.
Level 2 **Children with additional needs**	Some needs can be met by a single agency or practitioner or straightforward working with one or more partners. Some of these children will have more complex needs that are best served by several partners working together in a co-ordinated way, requiring planning and leadership.
Level 3 **Children who need specialist interventions, including those defined as "children in need" as defined by the Children Act 1989 s17 (10)**	A child is in need if; *a) he is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him of services by a local authority or;* *b) his health or development is likely to be significantly impaired, or further impaired, without the provision for him of such services; or* *c) he is disabled.* The Children Act 1989 stipulates that a child is disabled if "he is blind, deaf or dumb or suffers from mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed".
Level 4: **A child in need of protection as described in Section 47 of the Children Act 1989, Paragraph (1)**	Where a local authority has reasonable cause to suspect that a child who lives, or is found, in their area is suffering, or is likely to suffer, significant harm, the authority shall make, or cause to be made, such enquiries as they consider necessary to enable them to decide whether they should take any action to safeguard or promote the child's welfare." This duty also applies to children who are in need of care, are unaccompanied asylum seekers, are in the care of the local authority, or are subject to an emergency protection order, interim care order or full care order. Alternatively, a child who is remanded by a court into local authority accommodation or youth detention accommodation will also be deemed as a looked after child and the local authority has duties towards them. All partners working with these children will continue to deliver services and work in collaboration with the Children's Trust children services social care who takes the lead in these cases and co-ordinate services.
Level 4 **Young people who have committed an offence.**	This refers to young people who get into trouble with the police or are arrested, are charged with a crime and go to court and/ or are convicted of a crime and given a sentence. All partners working with these children will continue to deliver services and work in collaboration with the Youth Offending Team.
At all levels, those working with the child and family may identify the need to engage support from a wide range of services such as behavioural support, parenting, emotional wellbeing, young people services inclusions services and/ or more specialist services such as services to support domestic abuse victims, specialist mental health services for young people and/or adults, substance misuse teams or any other service or voluntary organisations. For example, young people in need of support as they are not in employment education or training (NEET) and can benefit from support from young people services.	

Key contacts in Slough	
Family Information Service Directory of all local services and agencies which may be useful in supporting families and young people who may need early help support.	https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/home.page
Early Help Hub and Getting Help Schools are able to seek advice from Early Help Hub about services available to support pupils in need of additional support and also to refer pupils and families deemed to be at Level 2 to Early Help	Contact can be made at 01753 476 589 or using a MARF to sloughchildren.referrals@sloughchildrenfirst.co.uk
Children's Social Care Slough Children's Services Trust Ltd Social Care out of hours service Thames Valley Police	If your concern is regarding the harm of a child or young person please immediately contact: 01753 875362 and email a MARF to sloughchildren.referrals@sloughchildrenfirst.co.uk 01344 786543 101 or www.thamesvalley.police.uk
Slough child protection procedures: Supports multi agency work and outlines the process and procedures around a range of safeguarding areas.	http://berks.proceduresonline.com/slough/index.html
Slough Safeguarding Partnership Board	safeguardingboards@slough.gov.uk https://www.sloughsafeguardingpartnership.org.uk/
Whistleblowing and Local Authority Designated Officer (LADO):	LADO telephone: 01753 690906 / 07927 681858 LADO@sloughchildrenfirst.co.uk
Education Safeguarding Professional	Zarine Power 07561116580 zarine.power@slough.gov.uk
Other Key Contacts	
Prevent	Referral should be made here: preventreferralsslough@thamesvalley.police.uk **01865 555618** Queries can be directed to: **Lubna Hussain** **lubna.husain@thamesvalley.pnn.police.uk | 07973 203091**

Appendix 3

Recognising abuse, neglect and exploitation

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

a) Definition of Abuse:

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Although much of this safeguarding guidance refers to relationships between adults and children, we recognise that safeguarding issues can also manifest themselves via child on child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

The following provides guidance on signs and indicators of child abuse for staff, parents and carers

b) Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect.

c) Signs of abuse in children

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

d) Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- must be regarded as indicators of the possibility of significant harm;
- justifies the need for careful assessment and discussion with DSL or in the absence of all those individuals, an experienced colleague;
- may require consultation with and/or referral to Children's Services.

The *absence* of such indicators does *not* mean that abuse or neglect has not occurred.

In an ***abusive relationship*** the student may:

- appear frightened of the parent/s;
- act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups).

The ***parent or carer*** may:

- persistently avoid child health promotion services and treatment of the child's episodic illnesses;
- have unrealistic expectations of the child;
- frequently complain about/to the child and may fail to provide attention or praise;
- be absent or misusing substances;
- persistently refuse to allow access on home visits;
- be involved in domestic abuse.

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

e) Recognising Physical Abuse

The following are often regarded as indicators of concern:

- an explanation which is inconsistent with an injury;
- several different explanations provided for an injury;
- unexplained delay in seeking treatment;
- the parents/carers are uninterested or undisturbed by an accident or injury;
- parents are absent without good reason when their child is presented for treatment;
- repeated presentation of minor injuries (which may represent a "cry for help");
- family use of different doctors and A&E departments;
- reluctance to give information or mention previous injuries.

Children can have accidental ***bruising***, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- any bruising to a pre-crawling or pre-walking baby;
- bruising in or around the mouth, particularly in small babies which may indicate force feeding;
- two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive);
- repeated or multiple bruising on the head or on sites unlikely to be injured accidentally;
- variation in colour possibly indicating injuries caused at different times;
- the outline of an object used e.g. belt marks, hand prints or a hair brush;
- bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting;
- bruising around the face;
- grasp marks on small children;
- bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

It can be difficult to distinguish between accidental and non-accidental ***burns and scalds***, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- circular burns from cigarettes (may be friction burns if along the bony protuberance of the spine);
- linear burns from hot metal rods or electrical fire elements;
- burns of uniform depth over a large area;
- 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);
- old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation;

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.

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures. There are grounds for concern if:

- the history provided is vague, non-existent or inconsistent with the fracture type;
- there are associated old fractures;
- medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement;
- there is an unexplained fracture in the first year of life.

A large number of ***scars*** or scars of different sizes or ages, or in different locations, may suggest abuse.

f) Recognising Emotional Abuse

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

- developmental delay;
- abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- indiscriminate attachment or failure to attach;
- aggressive behaviour towards others;
- scape-goated within the family;
- frozen watchfulness, particularly in pre-school children;
- low self-esteem and lack of confidence;
- withdrawn or seen as a "loner" – difficulty relating to others.

g) Recognising Signs of Sexual Abuse

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 discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- inappropriate sexualised conduct;
- sexually explicit behaviour, play or conversation, inappropriate to the child's age;
- continual and inappropriate or excessive masturbation;
- self-harm (including eating disorder), self-mutilation and suicide attempts
- involvement in prostitution or indiscriminate choice of sexual partners;
- 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:

- pain or itching of genital area;
- blood on underclothes;
- pregnancy in a younger girl where the identity of the father is not disclosed;
- physical symptoms, eg injuries to genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

h) Sexual Abuse by Young People

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. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

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.

Inappropriate sexual behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, some form of behaviour management or intervention may still be needed. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base. In order to more fully determine the nature of the incident the following factors should be given consideration:

- Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- Consent – agreement including all the following:
  - Understanding that is proposed based on age, maturity, development level, functioning and experience
  - Knowledge of society's standards for what is being proposed
  - Awareness of potential consequences and alternatives

- Assumption that agreements or disagreements will be respected equally
- Voluntary decision
- Mental competence

- Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

i) Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care;
- a child seen to be listless, apathetic and irresponsive with no apparent medical cause;
- failure of child to grow within normal expected pattern, with accompanying weight loss;
- child thrives away from home environment;
- child frequently absent from school;
- child left with adults who are intoxicated or violent;
- child abandoned or left alone for excessive periods.

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

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

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

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Victims can be exploited even when 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 - indicators

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation:

- underage sexual activity;
- inappropriate sexual or sexualised behaviour;
- sexually risky behaviour, 'swapping' sex;
- repeat sexually transmitted infections;
- in girls, repeat pregnancy, abortions, miscarriage;

- receiving unexplained gifts or gifts from unknown sources;
- having multiple mobile phones and worrying about losing contact via mobile;
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress;
- going to hotels or other unusual locations to meet friends;
- seen at known places of concern;
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults;
- having older boyfriends or girlfriends;
- contact with known perpetrators;
- involved in abusive relationships, intimidated and fearful of certain people or situations;
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers;
- associating with other young people involved in sexual exploitation;
- recruiting other young people to exploitative situations;
- truancy, exclusion, disengagement with school, opting out of education altogether;
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual);
- mood swings, volatile behaviour, emotional distress;
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders;
- drug or alcohol misuse;
- getting involved in crime;
- police involvement, police records;
- involved in gangs, gang fights, gang membership;
- injuries from physical assault, physical restraint, sexual assault.

Child criminal exploitation (CCE): including county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults;
- is typified by some form of power imbalance in favour of those perpetrating the exploitation; whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Indicators of possible CCE

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional wellbeing;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late
- children who have unexplainable absences from school or education or do not take part in education.

k) Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. Children and young people may experiment with online activity without realising that what they are doing constitutes a criminal offence.

Cyber-dependent offences can include unauthorised access to computer systems or accounts ('hacking'), denial of service or 'booting' attacks, and making, supplying or obtaining malware with the intention of committing further offences.

Children with particular skills or interests in computing and technology may deliberately or inadvertently become involved in cyber-dependent crime. Where there are concerns about a student in this area, staff should report these through the normal safeguarding procedures. The DSL or Deputy DSL will consider whether a referral to the **Cyber Choices** programme or another appropriate service is required.

Appendix 4

Honour-based abuse
(including Forced Marriage and Female Genital Mutilation)

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM) and forced marriage. All forms of HBA are abuse (regardless of the motivation) and should be handled following normal safeguarding procedures.

If staff have a concern regarding a child that might be at risk of HBA they should follow normal school safeguarding procedures as for a concern or disclosure

a) Forced Marriage (FM)

This is an entirely separate issue from *arranged* marriage and is a crime in England and Wales. FM is defined as a marriage entered into without full or free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Since February 2023, it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday. This applies to non-binding, unofficial 'marriages' as well as legal marriages. Young men and women can be at risk in certain ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours.

Never attempt to intervene directly as a school or through a third party. Further advice and guidance can be found on the joint FCO/Home Office website at www.gov.uk/guidance/forced-marriage#forced-marriage-unit

b) Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. There are 4 types of procedure:

- *Type 1* - Clitoridectomy - partial/total removal of clitoris
- *Type 2* - Excision - partial/total removal of clitoris and labia minora
- *Type 3* - Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia
- *Type 4* - all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Usually the belief is that FGM:

- brings status/respect to the girl – social acceptance for marriage
- preserves a girl's virginity
- part of being a woman / rite of passage
- upholds family honour
- cleanses and purifies the girl
- gives a sense of belonging to the community
- fulfils a religious requirement

- perpetuates a custom/tradition
- helps girls be clean / hygienic
- is cosmetically desirable
- mistakenly believed to make childbirth easier.

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinary tract infection
- Disclosure.

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that action is taken **without delay**.

Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that in such cases they should make a **referral to the police.**

Appendix 5

Extremism and Radicalisation

The Counter-Terrorism and Security Act 2015, places a duty on specified authorities, including local authorities, childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty").

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support. The Government has launched educate against hate, a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

There is no single profile of a potential terrorist or violent extremist. Indicators may include:

Susceptibility:

- *Identity Crisis* - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them
- *Personal Crisis* - Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- *Personal Circumstances* – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- *Unmet Aspirations* – Perceptions of injustice; feeling of failure; rejection of civic life
- *Criminality* – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

Enablers and influences:

- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via WhatsApp, Zoom, email etc)
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?
- Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences:

- Has the child/ young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected
- By the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child/ young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/ young person come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the child/ young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

Travel:

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/ young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/ young person employed any methods to disguise their true identity? Has the child/ young person used documents or cover to support this?

Social Factors:

- Does the child/ young person:
    - have experience of poverty, disadvantage, discrimination or social exclusion?
    - experience a lack of meaningful employment appropriate to their skills?
    - display a lack of affinity or understanding for others, or social isolation from peer groups?
    - demonstrate identity conflict and confusion normally associated with youth development?
    - have any learning difficulties/ mental health support needs?
    - demonstrate a simplistic or flawed understanding of religion or politics?
    - have a history of crime, including episodes in prison?
    - have insecure, conflicted or absent family relationships?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Has the child/ young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

More critical risk factors could include:

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour.

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' safeguarding approach.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

The school's Designated Safeguarding Lead (and any deputies) should ensure they are aware of local procedures for making a Prevent referral.

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 the school may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Guidance on Channel is available at: Channel guidance.

Appendix 6

Child on child abuse
Including sexual violence and sexual harassment between children

a) Child on child abuse

Children can abuse other children. This can take many forms, including (but not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; initiation/hazing type violence and rituals.

b) Sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any sex/gender. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Staff should be aware that it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely that it will be perpetrated by boys. However, all child on child abuse is unacceptable and will be taken seriously. The school maintains an attitude of 'It could happen here'.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support.

c) Sexual violence

It is important that schools and colleges are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence in this advice, we do so in the context of child on child sexual violence.

For the purpose of this advice, when referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

- **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.
- Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).

d) Sexual harassment

For the purpose of this advice, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim);
- displaying pictures, photos or drawings of a sexual nature;
- upskirting (this is a criminal offence);
- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as nudes or semi-nudes); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

e) Harmful sexual behaviours

Children's sexual behaviours exist on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviours are developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviours". Advice on signs, indicators and effects of harmful sexual behaviours is available on the NSPCC website.

Harmful sexual behaviours can occur online and offline and can occur simultaneously between the two. Harmful sexual behaviours should be considered in a child protection context.

f) Responding to reports of sexual violence and sexual harassment

Any decisions on how to respond to an allegation of sexual violence or sexual harassment are for the school to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgment, supported by other agencies, such as children's social care and the police as required.

Some situations are statutorily clear:

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape;
- rape, assault by penetration and sexual assault are defined in law;
- creating and sharing sexual photos and videos of under-18s (previously referred to as youth produced sexual imagery or 'sexting') is illegal, including children making and sharing sexual images and videos of themselves;

- upskirting (which involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm) is now a criminal offence.

The school may deal with a case internally or, if for example they feel a child may be at risk, will make a referral to social care. Where there is evidence that a crime may have been committed then they will involve the police.

The NSPCC provides a helpline for professionals at 0808 800 5000 and help@nspcc.org.uk . The helpline provides expert advice and support for school and college staff and is especially useful for the Designated Safeguarding Lead (and their deputies).

g) Managing a disclosure

The school's initial response to a disclosure from a child is important. It is essential that victims are reassured that they are being taken seriously and that they will be supported and kept safe.

A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Normal school safeguarding procedures should be followed when managing a disclosure about sexual violence and sexual harassment

h) Confidentiality

Staff taking a disclosure should never promise confidentiality as it is very likely that it will be in the best interests of the victim to seek advice and guidance from others in order to provide support and engage appropriate agencies.

The victim may ask the school not to tell anyone about the sexual violence or sexual harassment. If the victim does not give consent to share information, staff may still lawfully share it, if it can be justified to be in the public interest, for example, to protect children from harm and to promote the welfare of children.

The DSL (or a deputy) should 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 children's social care;
- rape, assault by penetration and sexual assaults are crimes. The starting point is that reports should be passed to the police.

i) Anonymity

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, schools and colleges should be aware of anonymity, witness support and the criminal process in general so they can offer support and act appropriately. Further information on this is at: https://www.cps.gov.uk/legal-guidance/safeguarding-children-victims-and-witnesses

In addition to the legal protections, as a matter of effective safeguarding practice, schools should do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Only relevant staff should know the contents of a case.

j) Action following a report of sexual violence and/or sexual harassment

What to consider

The school will carefully consider any report of sexual violence and/or sexual harassment. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed - especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- the nature of the alleged incident(s), including consideration of whether a crime may have been committed;
- the ages and/or developmental stages of the children involved;
- any power imbalance between the children (e.g. is the alleged perpetrator significantly older);
- if the alleged incident is a one off or a sustained pattern of abuse;
- whether there may be ongoing risks; and
- other related issues and wider context eg whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Options to manage a report of sexual violence or sexual harassment

There are likely to be four scenarios:

- Manage internally
- Family Help
- Referral to social care
- Reporting to the police

Safeguarding and supporting the victim

It is essential that consideration is given to supporting the victim. The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible.

Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school is a safe space for them. Police and social care can signpost the victim to support agencies.

Safeguarding and supporting the alleged perpetrator

The school will have a difficult balancing act to consider: on the one hand to safeguard the victim (and the wider student body) and on the other hand providing the alleged perpetrator with an education, and safeguarding them from harm.

The school will:

- **Consider the proportionality of the response.** Support (and sanctions) should be considered on a case-by-case basis. An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviours in children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. Advice should be taken, as appropriate, from children's social care, specialist sexual violence services and the police.

- Make sure that if the alleged perpetrator does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs. The Designated Safeguarding Lead should take responsibility to ensure this happens as well as transferring the child protection file.

General Support

See Part 5 of Keeping Children Safe in Education for further information and support.

Appendix 7

Sharing of nudes and semi-nudes ('sexting')

a) Staff responsibilities when responding to an incident

If staff are made aware of an incident involving the consensual or non-consensual making or sharing of nudes or semi-nudes, they must report it to the DSL or Deputy DSL immediately. This includes photographs, videos or other visual content which have been digitally altered or wholly generated using artificial intelligence, including so-called 'deepfakes' or 'deep nudes'.

They must **not**:

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

The member of staff should explain the need to report the incident, and reassure the student(s) that they will receive support and help from the DSL.

b) Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to student(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the students involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the students involved (in most cases parents/carers should be involved)

The DSL will make an **immediate** referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (eg owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent

- The imagery involves sexual acts and any student in the images or videos is under 13
- The DSL has reason to believe a student is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of these apply then the DSL, in consultation with the headteacher and other members of the Safeguarding Team as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

c) Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL or nominated Deputy DSL will conduct a further review to establish the facts and assess the risks, and will hold interviews with the students involved if appropriate.

If at any point in the process there is a concern that a student has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through the local safer schools officer.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in this policy also apply to recording these incidents.

Curriculum coverage

Students are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our Personal and Citizenship Studies and computing programmes. Curriculum content covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation

Students will also be taught the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with students so they are aware of the processes the school will follow in the event of an incident.

Appendix 8

Online safety

*This section summarises our approach; for further details about our school's policy on online safety, please refer to our **Online Safety policy**.*

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues. However, as an Apple Distinguished School we also recognise the benefits of students working with mobile technology in school to support their learning.

We therefore aim to:

- Have robust processes in place to ensure the online safety of students, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile devices and AI.
- Set clear guidelines for the use of mobile phones and iPads for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

The 4 key categories of risk

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

Content – being exposed to illegal, inappropriate or harmful content, such as pornography, disinformation (including fake news), conspiracy theories, misinformation, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism

Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and

Commerce – risks such as online gambling, inappropriate advertising, phishing, or financial scams

To meet our aims and address the risks above we will:

- Educate students about online safety as part of our curriculum, for example:
    - The safe use of social media, the internet and technology
    - Keeping personal information private
    - How to recognise unacceptable behaviour online
    - How to report any incidents of cyber-bullying
- Train staff, as part of their induction and through at least annual refresher training, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation.
- Educate parents/carers about online safety and how to raise concerns through our website, communications sent directly to them and during parents' briefings or information events.

- Make all students, parents, staff, and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet, use of the school's IT systems and mobile technology.
- Explain the sanctions we will use if a student is in breach of our policies on the acceptable use policies, and ensure all staff, students and parents/carers are aware that staff have the power to confiscate students' phones and authorised staff have a statutory power to search students' mobile devices and iPads, as set out in the DfE's guidance on searching, screening and confiscation
- Put in place and review robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (as described above) from the school's IT systems.
- Where photographs or videos of students are published or shared externally by the school, staff must follow the school's procedures relating to consent, safeguarding restrictions and data protection. Particular care must be taken when publishing images on publicly accessible websites or social media because images can be copied, redistributed or manipulated, including through the use of artificial intelligence.
- To reduce the risk of students being identified, targeted or having their images misused online, staff should not publish online, or distribute electronically outside the school's secure systems, a photograph or video in which an identifiable student is accompanied by their name, including their first name.
- Any exception for a specific purpose must be authorised by the Headteacher or Designated Safeguarding Lead following consideration of the safeguarding and data-protection risks.

Appendix 9

Other safeguarding issues

a) Domestic abuse

The cross-government definition of domestic violence and abuse is:

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

The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial;
- emotional.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. The Domestic Abuse Act 2021 recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse signs symptoms effects
- Refuge what is domestic violence/effects of domestic violence on children
- Safelives: young people and domestic abuse

b) 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 aged 5-11-year olds and 12-17 year olds. They explain each step of the process and support and special measures that are available.

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

c) Children missing from education and children who are absent from school

All staff should be aware that children repeatedly absent from school and children missing from education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school or college's unauthorised absence and children missing from education procedures.

d) Children with family members in prison

Approximately 200,000 children 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.

e) Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

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

f) Serious violence

All staff should be aware of indicators which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs.

g) Mental Health

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

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

- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.
- If staff have a mental health worry about a child that is also a safeguarding concern, they should follow normal procedures for raising a concern.
- The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools.
- In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. Rise Above has links to all materials and lesson plans.

Appendix 10

Recruitment and selection process

We will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training. We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

a) Advertising

When advertising roles, we will make clear:

- The school's commitment to safeguarding and promoting the welfare of children
- That safeguarding checks will be undertaken
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

b) Application forms

Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in **regulated activity**[1] relevant to children, where the role requires such activity.
- Include a link to the school's child protection and safeguarding policy.

c) Shortlisting

Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns

Prior to interview we will ask shortlisted candidates to:

- Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:
    - If they have a criminal history
    - Whether they are included on the barred list
    - Whether they are prohibited from teaching
    - Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
    - Any relevant overseas information

[1] **Regulated activity** includes paid or unpaid work involving teaching, training, instructing, caring for or supervising children, or providing advice or guidance on their physical, emotional or educational wellbeing, where this is carried out frequently, on more than three days in a 30-day period, or overnight. Relevant personal care and health care are regulated activity regardless of frequency. The full legal definition is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, as amended.

- Sign a declaration confirming the information they have provided is true.

d) Seeking references and checking employment history

We will request references **before** interview, at the point of shortlisting. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references we will:

- Not accept open references.
- Liaise directly with referees and verify any information contained within references with the referees.
- Ensure at least one reference is from the candidate's current employer and completed by an appropriate senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations.
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed.
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children.
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate.
- Resolve any concerns before any appointment is confirmed.

e) Interview and selection

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this.
- Explore any potential areas of concern to determine the candidate's suitability to work with children.
- Record all information considered and decisions made.

f) Pre-appointment vetting checks

We will record all information on the checks carried out in the school's single central record (SCR) which is held in the MIS. Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken.

- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available.
- Commission a health report through the occupational health provider to verify their mental and physical fitness to carry out their work responsibilities.
- Verify their right to work in the UK.
- Verify their professional qualifications, as appropriate.
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. Where available, these will include:
    - For all staff, including teaching positions: criminal records checks for overseas applicants
    - For teaching positions: obtaining a letter of professional standing from the professional regulating authority in the country where the applicant has worked
- Check that candidates taking up a management position[2] are not subject to a prohibition from management (section 128) direction made by the secretary of state

Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- There are concerns about an existing member of staff's suitability to work with children; or
- An individual moves from a post that is not regulated activity to one that is; or
- There has been a break in service of 12 weeks or more

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child where:

- We believe the individual has engaged in relevant conduct; or
- We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

[2] **Management positions** are most likely to include, but are not limited to, headteachers, principals and deputy/assistant headteachers.

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check.

This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

Trainee/student teachers

Where applicants for initial teacher training are salaried by the school, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

Volunteers

The school will determine whether the activities to be undertaken by a volunteer constitute regulated activity with children and will undertake the appropriate safeguarding checks before the volunteer begins that activity.

A volunteer who teaches, trains, instructs, cares for or supervises children will be undertaking regulated activity where this takes place frequently, on more than three days in any 30-day period, or overnight. From 1 September 2026 this applies whether or not the volunteer is supervised.

Where a volunteer will be undertaking regulated activity, the school will obtain an enhanced DBS check including Children's Barred List information. A person who is barred from regulated activity with children must not be permitted to undertake such activity.

Where a volunteer is **not** undertaking regulated activity, the safeguarding arrangements appropriate to their involvement, including any checks required and the level of supervision, will be determined on a risk-assessed basis. For volunteers attending the school site, this assessment will be undertaken in accordance with **Appendix 12: Visitor Safeguarding & Identification Protocol**, and application of that protocol will constitute the school's recorded risk assessment. For volunteers accompanying or supporting an **off-site school activity or visit**, the safeguarding arrangements will be considered and recorded as part of the risk assessment for that activity or visit.

Governors and members

All trustees/governors and members will have an enhanced DBS check without barred list information on appointment. They will have an enhanced DBS check with barred list information if they regularly

engage in regulated activity in the school. The Chair of the Governing Board will be required to undergo a suitability check on appointment in line with the DfE requirements for academy trust chairs.

All trustees/governors and members will also have the following checks made on appointment:

- A section 128 check (to check prohibition on participation in management under section 128 of the Education and Skills Act 2008).
- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Staff working in alternative provision settings

Where the school places a student with an alternative provision provider, the school remains responsible for safeguarding that student and for assuring itself that the placement is appropriate and safe. We will obtain written confirmation that the provider has carried out the appropriate safeguarding checks on individuals working at the provision and that the provider will inform the school of any arrangements or changes which may affect safeguarding, including relevant changes of staff.

The school will know where the student is based during school hours and will regularly review the placement, including the student's attendance, safety and whether the provision continues to meet their needs. Where safeguarding concerns arise, the placement will be reviewed immediately

Appendix 11

NSPCC Whistle Blowing Advice

The following advice is provided by the National Society for the Prevention of Cruelty to Children (NSPCC)

a) What is whistleblowing?

Whistleblowing is when someone raises a concern about a dangerous or illegal activity or any wrongdoing within their organisation.

Raising a concern is known as "blowing the whistle" and is a vital process for identifying risks to people's safety.

Sharing information or talking through a concern can be the first step to helping an organisation identify problems and improve their practices.

b) NSPCC Whistleblowing Advice Line

The NSPCC Whistleblowing Advice Line is for anyone with child protection concerns in the workplace. The helpline provides support and advice to those who feel unable to get a child protection issue addressed by their employer.

The Advice Line can be contacted anonymously by

- phone on **0800 028 0285** from 8.00am to 8.00pm Monday to Friday
- email to help@nspcc.org,uk

The Whistleblowing Advice Line offers free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organisation and states

> *"If you think an organisation is putting children at risk, even if you're not certain, call us today to talk through your concerns."*

c) When to call

If you have any concerns about a child in your workplace you should raise this with your employer or organisational safeguarding lead in the first instance.

You should call the Whistleblowing Advice Line if:

- your organisation doesn't have clear safeguarding procedures to follow
- you think your concern won't be dealt with properly or may be covered-up
- you've raised a concern but it hasn't been acted upon
- you're worried about being treated unfairly
- You can call about an incident that happened in the past, is happening now or you believe may happen in the future.

Appendix 12

Visitor Safeguarding & Identification Protocol

Introduction and aims

The purpose of this protocol is to ensure all visitors are appropriately identified, risk-assessed, and supervised in line with our safeguarding duties. These arrangements apply to all external visitors, including volunteers, contractors, programme providers and partner organisations.

This protocol is in line with *Keeping Children Safe in Education 2026* and should be read in conjunction with our Safeguarding at Langley Grammar School Statement and this Safeguarding and Child Protection Policy. All staff and visitors share responsibility for safeguarding and promoting the welfare of children.

For volunteers attending the school site who are not undertaking regulated activity, application of this protocol, including consideration of the nature and frequency of their activity, any safeguarding checks required and the level of supervision to be provided, constitutes the school's recorded risk assessment.

Arrangements for signing in and the provision of lanyards

Apart from in specific circumstances, which are detailed in the section 'Exceptions to these arrangements' below, all visitors must report to and sign in at reception on arrival. They will be provided with either a yellow or red lanyard, which must be worn around the neck while on the school site.

Arrangements for visitors with a yellow lanyard:

- Unescorted access permitted.
- Visitor must remain in the areas relevant to their visit only.

Arrangements for visitors with a red lanyard:

- A member of Langley Grammar School staff must remain with the visitor for the entire duration of their visit.
- The visitor is not free to roam unescorted, other than in the very limited exceptions set out below.

Staff must challenge any visitor without a lanyard or with a red lanyard who is unaccompanied. Any safeguarding concerns must be reported to the DSL/Deputy DSL.

All visitors are required to sign out at reception at the end of their visit and return their lanyard. Lanyards must not be retained for future visits.

Identification and safeguarding checks

The safeguarding checks required for a visitor will depend upon the nature, frequency and purpose of their work at the school and whether their role constitutes regulated activity with children.

In order to be provided with a yellow lanyard, the school must be satisfied that any safeguarding checks required for the visitor's role have been completed. The visitor must also provide appropriate photo identification.

For visitors attending in a professional capacity, such as social workers, educational psychologists or other professionals, the school will check their identity and obtain appropriate assurance that any required DBS checks have been undertaken. This assurance may be provided by the visitor's employer or organisation. KCSIE specifically permits schools to rely on employer confirmation rather than asking to see the DBS certificate itself in these circumstances.

Where a visitor will be undertaking regulated activity with children, the school must be satisfied that an enhanced DBS check including Children's Barred List information has been obtained.

From 1 September 2026, a volunteer who teaches, trains, instructs, cares for or supervises children will be undertaking regulated activity where this takes place frequently, on more than three days in any 30-day period, or overnight. This applies whether or not the volunteer is supervised.

A standalone Children's Barred List check will only be undertaken where the individual is legally eligible for such a check.

Upon arrival reception will:

- check the visitor's photo identification where required;
- confirm that any safeguarding checks or assurances required for the visitor have been completed and recorded; and
- issue the appropriate lanyard.

Where a DBS check contains relevant information, the DSL, Deputy DSL, Headteacher or Deputy Headteacher must be informed and will determine whether the individual is suitable for the proposed role.

A person who is included on the Children's Barred List must not be permitted to undertake regulated activity with children. It is an offence for a barred person to undertake regulated activity, or for an organisation knowingly to permit them to do so.

Where the safeguarding checks or assurances required for the purpose of the visit have not been completed or confirmed, the visitor must not undertake regulated activity with children. Where it is otherwise appropriate for the visit to proceed, the visitor must be issued with a red lanyard and remain under the supervision of a member of school staff.

Managing regular visitors to the school

The school may have a number of contractors, professionals and volunteers who visit the school on a more regular basis. It is not necessary to repeat safeguarding checks every time they visit, provided that the appropriate checks or assurances have previously been completed and recorded.

Regular visitors must be able to provide photo identification on request and in all cases where the receptionist or other member of staff is not able to personally identify the visitor from previous visits.

The school will determine whether the activities undertaken by regular volunteers constitute regulated activity and ensure that the appropriate level of DBS and Children's Barred List checks has been undertaken.

Regular visitors, volunteers and contractors are managed in line with safer recruitment guidance and Appendix 10 of this policy.

Responsibilities of Visiting Organisations

On occasions we will receive a number of visitors for a particular event. The member of staff organising the visit/event must inform the external organisation coordinating the visit that they are responsible for:

- supplying accurate visitor information in advance, as required;
- ensuring that any safeguarding checks required for the proposed activities have been completed;
- ensuring visitors bring appropriate identification; and
- communicating these requirements to their staff beforehand.

Delays are likely to occur if these protocols are not followed.

Exceptions to these arrangements

There are a small number of specific circumstances where different protocols apply to those detailed above. These are set out below.

Other exceptions may be made on occasion, but only with prior agreement of the Headteacher, Deputy Headteacher or Deputy DSL.

Training events for educational professionals held on the school site

Visitors with a red lanyard are permitted to walk unaccompanied to use staff and visitor toilets where these are in very close proximity to the training venue.

For example, where training events take place in rooms 122/123, these visitors are permitted to walk to and use the toilets on the top floor of the 2021 building only.

Visits by parents and prospective parents

The school distinguishes between those visiting the school in a professional capacity, such as social workers, peripatetic teachers or teachers attending a training event, and those attending a school event, such as parents and family members attending an Open Morning, music concert or sports fixture.

School events such as PTCs, music concerts, careers fairs and sports fixtures

Parents and family members attending school events are not required to sign in, but may be asked to do so. They are not required to provide identification documents or DBS checks.

KCSIE makes clear that schools should not request DBS checks or barred-list checks for ordinary visitors such as relatives attending school events; the Headteacher should instead use professional judgement about whether such visitors need to be escorted or supervised.

In these cases, visitors will be passively supervised while on site by members of school staff and restricted to particular areas of the school.

Open events, for example Open Mornings and Open Evening

In the case of Open Mornings and Open Evenings, visitors may be guided around the school by students. This provides an important opportunity for students to develop their confidence and social skills.

The following mitigations reduce the risk to students:

- School staff provide passive supervision throughout the visits.
- School staff should challenge any behaviour or actions that are not appropriate, and staff may choose to ask the visitor to leave the site. Any safeguarding concerns must be reported to the DSL/Deputy DSL or a member of the Senior Leadership Team.
- Two or more student guides should be allocated to each party of visitors to conduct the tours, but in exceptional cases Sixth Form students may guide visitors on their own.