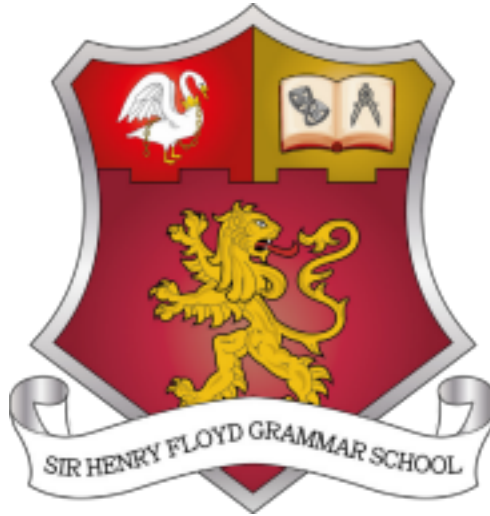




INSIGNIS ACADEMY TRUST

SIR HENRY FLOYD GRAMMAR SCHOOL

Safeguarding and Child Protection Policy

September 2026

Approved by: Local Governing Body

Date: September 2026

Last reviewed on: September 2026

Next review due by:

September 2028

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1. Contacts

School contacts

Head of School	Sam Holdsworth sholdsworth@shfgs.co.uk
Executive Head of School	Marcus Pickover sbaker@insignis.org.uk
Designated Safeguarding Lead (DSL) Strategy	Alannah Crawley acrawley@shfgs.co.uk
Designated Safeguarding Lead (DSL) Operational	Alison Woodiwiss awoodiwiss@shfgs.co.uk
Deputy Designated Safeguarding Lead (DDSL)	James Burge jburge@shfgs.co.uk
	Melissa Wooller mwooller@shfgs.co.uk
	Lisa Armour larmour@shfgs.co.uk
Nominated Safeguarding Governor	Nicola Pearce gov_npearce@shfgs.co.uk
Chair of Governors	Nicola Pearce gov_npearce@shfgs.co.uk
Designated teacher for Looked After Children (LAC)	Alison Woodiwiss awoodiwiss@shfgs.co.uk
Mental Health Lead	Liz Khalil lkhalil@shfgs.co.uk
Prevent Lead	Alannah Crawley acrawley@shfgs.co.uk

<p>Education Safeguarding Advisory Service</p> <p>ESAS offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities.</p>	<p>01296 387981</p> <p>ESAS</p>
<p>First Response Team (aka MASH) (including Early Help, Family Help, Channel)</p> <p>The First Response Team process all new referrals to social care, including children with disabilities. Referrals are assessed by the team to check the seriousness and urgency of the concerns and whether Section 17 and/or Section 47 of the Children Act 1989 apply. The First Response Team will ensure that the referral reaches the appropriate team for assistance in a quick and efficient manner.</p>	<p>01296 383962 Out of hours 0800 999 7677</p> <p>First Response</p>
<p>Local Authority Designated Officer (LADO)</p> <p>The Buckinghamshire Local Authority Designated Officer (LADO) is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Buckinghamshire on either a paid or voluntary basis</p>	<p>01296 382070</p> <p>Lado</p>
<p>Bucks Family Information Service</p> <p>Information for families on a range of issues including childcare, finances, parenting and education</p>	<p>01296 383293</p>
<p>Buckinghamshire Safeguarding Children Partnership (BSCP) Procedures, policies and practice guidelines</p>	<p>BSCP</p>
<p>Schools Web School bulletin, Safeguarding links, A-Z guide to information and services</p>	<p>Schools Web</p>

Other contacts

NSPCC NSPCC	0800 800 5000
Childline Childline	0800 1111
Kidscape – Parent Advice Line (bullying) (Mon-Weds from 9:30am to 2:30pm) Kidscape	020 7823 5430
Female Genital Mutilation Helpline (NSPCC) NSPCC FGM Helpline	0800 028 3550 fgmhelp@nspcc.org.uk
Samaritans - Helpline Samaritans	116 123
Forced Marriages Unit - Foreign and Commonwealth Office Forced marriage - GOV.UK	020 7008 0151 fmufcdo.gov.uk
Crimestoppers Crimestoppers	0800 555 111
R.U. Safe? Barnardos - Children/Young People Sexual Exploitation Service RUSafe? Bucks Exploitation Service	01494 785 552

[CEOP](#) (Child Exploitation and Online Protection)

This policy should be read in conjunction with the following SHFGS and Insignis Academy

Trust (IAT) policies:

- Anti-bullying Strategy SHFGS
- Attendance for Learning SHFGS
- IAT Behaviour Policy IAT
- IAT Behaviour Policy - SHFGS Annexes SHFGS
- Equalities & Cohesion SHFGS
- Accessibility SHFGS
- IAT Health & Safety IAT
- IAT Photographic Images IAT
- IAT Filtering and Monitoring IAT
- IAT Code of Conduct IAT
- PSHE+ SHFGS
- IAT Whistleblowing IAT
- Sex Relationships Education SHFGS
- Data Protection IAT

- SEND SHFGS
- GDPR IAT

Definitions

'Safeguarding and promoting the welfare of children is defined for the purpose of this policy as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is in or outside the family home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- Taking action to enable all children to have the best outcomes inline with outcomes set out in the Children's Social Care National Framework.
- Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.' (Working Together December 2023)

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Further information regarding the categories of abuse can be found in the appendix to this document.

Children includes everyone under the age of 18.

2. Introduction

At Sir Henry Floyd Grammar School we believe that a policy on child protection is founded on the right of all children and people to be safe and feel safe, and that it is the fundamental obligation of all schools to robustly secure this right.

The aim of this policy is to provide staff, governors and volunteers with the framework they need to keep children in Sir Henry Floyd Grammar School (SHFGS) safe and secure and to provide parents and carers with information about how we will safeguard their children whilst in our care.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; and in line with the following:

This policy is based on the Department for Education's (DfE's) statutory guidance [Keeping Children Safe in Education \(2026\)](#) and [Working Together to Safeguard Children \(2026\)](#), and the [Maintained schools: governance guide](#). We comply with this guidance and the arrangements agreed and published by our 3 local **safeguarding partners**.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to have completed safer recruitment training
- 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](#) (as amended by the Protection of Freedoms Act 2012 and The Crime and Policing Act 2026), 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
- The [Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation).
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation.
- [Operation Encompass statutory guidance](#), which explains that the police must notify our school of any incidents involving domestic abuse

Clear governance and leadership is central to embedding a safeguarding culture.

The Local Governing Body on behalf of the Trust Board takes its responsibility seriously under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; working together with other agencies to ensure effective and robust arrangements are in place within our school to identify and support those children who are suffering harm or who may be at risk of harm.

The SHFGS will ensure all staff have read and understood their responsibilities pertaining to Part 1, Part 5 and Annexe B of Keeping Children Safe in Education Date 2025. All staff are required to read and adhere to the IAT Code of Conduct.

Every member of the school community is responsible for contributing to a positive culture of safeguarding. The school recognises that as well as risks to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their homes, including online and from other children. Staff must remain vigilant and alert to these potential risks.

The aims of this policy are:

- To provide an environment in which children feel safe, secure, valued and respected.
- To ensure that senior leaders, teaching staff and non-teaching staff, supply staff, governors and volunteers:
 - Are aware of the need to safeguard and promote the wellbeing of children
 - Identify the need for early support
 - Promptly report concerns, in line with guidance from the Buckinghamshire Continuum of Need
 - Are trained to recognise signs and indicators of abuse
- To provide systematic means of monitoring children known to be or thought to be at risk of harm and ensure contribution to assessments of need and support plans for those children.
- To ensure Sir Henry Floyd Grammar School has a clear system for communicating concerns both internally and with external agencies in line with the Working Together guidance.
- To ensure the school has robust systems in place to accurately record safeguarding and child protection concerns.
- To develop effective working relationships with all other agencies involved in safeguarding, supporting the needs of children at our school.
- To ensure that all staff appointed have been through the safer recruitment process and understand the principles of safer working practices as set out in the IAT Staff Code of Conduct.
- To ensure that all staff understand the processes in place to manage an allegation against a staff member, governor or volunteer.
- To ensure that any community users of our facilities have due regard to expectations of how they should maintain a safe environment, which supports children's wellbeing.

This policy is published on our [website](#), under 'safeguarding' and hard copies are available from the school office.

3. Responsibilities

All staff, supply staff, visitors, volunteers, governors and contractors understand that safeguarding children is **everyone's responsibility** and that they will be diligent to help secure children's safety and wellbeing. Any person who receives a disclosure of abuse, an allegation or

suspects that abuse may have occurred will report it immediately to Alison Woodiwiss (Operational DSL), Alannah Crawley (Senior DSL) or, in their absence, the DDSL. In the absence of either of the above, concerns will be brought to the attention of another member of the safeguarding team and the most senior member of staff on site.

Staff understand that if there is an immediate risk of harm then the police or First Response will be called directly and the DSL will be updated at the earliest opportunity (see the referral procedure in sections 4 and 7, and allegations against staff in section 9).

3.1.1 The School will have a Safeguarding Team of at least two staff members in years 7-11 and one member in the 6th form.

Staff will maintain a good working knowledge of the Buckinghamshire Threshold document.

<https://www.buckssafeguarding.org.uk/childrenpartnership/professionals/continuum-of-need/>

This includes any updates on how it can be used to safeguard and promote the wellbeing of students and how it should be used to inform decision-making regarding a referral to First Response as soon as there is a significant concern.

Staff understand that the most common reason for children becoming Looked After is as a result of abuse and/or neglect and that previously looked after children remain vulnerable. Staff have the skills, knowledge and understanding to keep both Looked After Children and previously Looked After Children safe.

Staff understand increased vulnerability and that barriers exist when recognising abuse and neglect for children with Special Educational Needs or Disabilities. This includes:

- Young carers
- Children with SEND
- Children living with domestic abuse
- Children who experiencing poor mental health
 - Children whose parents suffer with poor mental health, including substance misuse
- Criminal exploitation, including sexual exploitation, County Lines radicalisation and gang involvement
- Look after children and previously look after children
- Children who have a social worker
- Privately fostered children
- Asylum seekers
- So-called Honour Based Violence, including FGM and forced marriage
- Children who frequently go missing or whose attendance is a concern
- Children who are part of the LGBTQ+ group
- Children who are at risk of discrimination due to faith and belief, race or ethnicity
- Children who have English as an additional language (EAL)
- Children who are living in temporary accommodation.

The Governing Body understands and fulfils its safeguarding responsibilities. It will:

3.1.2 Ensure that the Head of School and (when not the Head of School) the DSL create and maintain a strong, positive culture of safeguarding within the school.

3.1.3 Ensure that this policy reflects the unique features of the community we serve and the needs of the students attending our provision (see section 4) This will be reviewed at least annually in line with changes to guidance and legislation.

3.1.4 Regularly monitor and evaluate the effectiveness of this Child Protection Policy and be satisfied that it is being complied with.

3.1.5 Appoint an appropriate member of the Senior Leadership Team (SLT) to directly line manage the DSL. The SLT member, if not the Head of School, will report to the Head of School on a regular basis. The DSL is a senior role within the school. The Head of School has ultimate responsibility for Safeguarding.

3.1.6 Recognise the importance of the role of the DSL, ensuring they have sufficient time, training, skills and resources to be effective. Refresher training will be attended every 2 years, in addition knowledge and skills will be refreshed at regular intervals, at least annually.

3.1.7 Ensure measures are in place for the governing body to have oversight of how the school's delivery against its safeguarding responsibilities are exercised and evidenced. Ensure robust structures are in place to challenge the Head of School where there are any identified gaps in practice or procedures are not followed.

3.1.8 Recognise the vital contribution that the school can make in helping children to keep safe, through incorporation of safeguarding within the curriculum. This will also be taught through the PSHE curriculum and relevant issues through Relationships and Sex Education; meeting our statutory duty introduced in September 2020 by adhering to the statutory RSE guidance – [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/relationships-and-sex-education-rse-and-health-education)

3.1.9 Ensure that through curriculum content and delivery children in the school understand, at age and stage appropriate levels, safeguarding and how to keep themselves safe in a contextually appropriate way.

3.1.10 Ensure safe and effective recruitment policies and disciplinary procedures are in place, which adhere to KCSIE 2026 and legislation referred to therein.

3.1.11 Ensure resources are allocated, as a priority, to meet the needs of students requiring child protection or early intervention.

3.1.12 Ensure the DSL completes an Annual Safeguarding Report for Governors, demonstrating how we are meeting our statutory responsibilities for safeguarding and promoting the welfare of children. Ensure a copy of this report is shared with the Education Safeguarding Advisory Service at Buckinghamshire Council within the specified time frame.

3.2 It is the duty of the CEO of the Trust to liaise with relevant agencies if any allegations are made against the Head of School. If there are concerns that issues are not being progressed in an expedient manner, staff/students/parents/carers should escalate concerns to the LADO via First Response.

3.3 The Governing body must ensure that procedures are in place to manage, record and escalate as appropriate safeguarding concerns of allegations against staff, supply staff, governors, volunteers, visitors or contractors where they could pose a risk of harm to children. This must include those concerns that do not meet threshold (low-level concerns). The guidance in Part four of Keeping children safe in education (publishing.service.gov.uk) must be followed if there were any such concerns.

3.4 The Governing Body will ensure that a named teacher is designated for Children Looked After and that an up-to-date list of children who are subject to a Care Order or are accommodated by the County Council is regularly reviewed and updated. The school will work with the Virtual Schools Team to support the educational attainment for those children who are Looked After.

3.5 The Governing Body must have assurance that any alternative provision attended by children on roll has appropriate safeguarding arrangements and child protection policies in place. The Governing Body must ensure that any children, at such a provision, are visited whilst they are attending, that the curriculum is appropriate to the needs of the child and that attendance is monitored daily.

Any outside agencies providing services or activities to the school have provided assurances that they have safeguarding policies and procedures in place.

3.6 All governors must complete safeguarding training on appointment, to also include Prevent training. This training must be regularly updated in line with national or local guidance. The governing body must ensure that relevant staff have due regard to the relevant data protection principles set out in the Data Protection Act 2018 and the GDPR, which allow them to share or withhold personal information when it is necessary to safeguard any child.

3.7 The governing body has a statutory duty to appoint a Nominated Governor for Child Protection. The Nominated Governor will be familiar with [Buckinghamshire Safeguarding Children Partnership](#) procedures, Local Authority procedures and guidance issued by the Department for Education. The nominated Governor must:

- Work with the DSL to produce the Child Protection Policy annually.
- Undertake appropriate safeguarding training, to include Prevent and Safer Recruitment training.
- Ensure child protection is regularly discussed at Governing Body meetings
- Meet at least termly with the DSL to review and monitor the school's delivery on its safeguarding responsibilities, to review the Single Central Record.
- Ensure that filtering and monitoring systems are in place and take part in the review
- Take responsibility to ensure that the school is meeting the OFSTED requirements as set out in the inspection guidance: [Education inspection framework \(EIF\) - GOV.UK \(www.gov.uk\)](#)

3.8 Governing bodies and proprietors are aware of their obligations under the Human Rights Act 1998 21, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

3.9 Governors will help review the processes and effectiveness of school systems such as lightspeed and discuss with School Leaders what needs to be done to ensure what monitoring and filtering systems are robust and effective.

3.10 Overall responsibility for the safeguarding of students remains with the Head of School, although tasks may be delegated to other members of the team, including the nominated DSL if appropriate. We have a DSL who is responsible for:

3.10.1 Creating a culture of safeguarding within the school, where children are protected from harm. Ensuring all staff receive an appropriate level of induction and training to support them to be professionally curious and vigilant in order to question behaviours and challenge perceptions if they have concerns for a student. Ensuring children receive the right help at the right time using the Buckinghamshire Threshold Document to inform plans for support or protection (see Appendix for definitions of the categories of abuse).

3.10.2 Ensuring referrals to partner agencies are followed up in writing, within 24 hours of initial contact, including referrals to First Response.

3.10.3 Establishing and embedding a policy and process for recording and storing information about child protection concerns and outcomes achieved, enabling records to be reviewed and an overview gained, in order to support timely interventions and allow prompt follow up. This includes the use of the Escalation Process found on the BSCB website.

3.10.4 Ensuring safeguarding records, legislation and guidance are up to date and are maintained in accordance with data protection. Ensuring records are stored safely and securely and remain confidential. That:

- the DSL will share information, both internally and externally, on a 'need to know' basis only, being able to justify the reason for sharing and in accordance with the confidentiality policy
- all child protection files are held separately from student educational records

3.10.5 Maintaining the record of staff safeguarding training. Ensuring that our most up to date Child Protection Policy is widely available (this is on the website), publishing the [Statement of Safeguarding Intent](#) and other relevant information on the school website. Ensuring that the safeguarding team contact details and photos are displayed in prominent areas around the school and also on the website.

3.10.6 Being the designated point of contact for staff to be able to discuss and share their concerns, developing a culture whereby staff feel comfortable to do so. In their absence the DSL will ensure the DDSL, or most senior

member of staff, is available (The DSL and the DDSL are both trained to the same level within our school).

3.10.7 Being available to staff and outside agencies during school hours and term time for consultation on safeguarding concerns raised. Having responsibility to ensure that cover is arranged outside of term-time during working hours.

3.10.8 During residential and extended school hours, ensuring arrangements are in place for staff to have a point of contact.

3.10.9 Contributing effectively to multi-agency working, for the safeguarding and promotion of the welfare of children, this could include:

- participating in Strategy discussions
- attending Child Protection Case Conferences
- submitting reports to the conference, which will be shared in advance with the parents/carers
- contributing effectively and taking shared responsibility for core group meetings with all other agencies involved
- engaging fully, as requested, in any other multi-agency planning meetings
- contributing to the Framework for Assessments process
- ensuring coverage is available at all times during the year.

3.10.10 Providing the Head of School (if the Head of School is not the DSL), with an annual report for the Governing Body, detailing how school delivers on its safeguarding responsibilities and any child protection issues within the school. The Governing Body will use this report to fulfil its responsibility to provide the Local Authority with information about their safeguarding policies and procedures.

3.10.11 Meeting regularly (at least once a term) with the Nominated Governor to share oversight of the safeguarding provision within the setting, monitor performance and develop plans to rectify any gaps in policy or procedure. A record will be kept of these meetings. Providing the Head of School with up to date information of any issues.

3.10.12 Meeting the statutory requirement to keep up to date with knowledge, enabling them to fulfil their role, including attending mandatory and any other additional relevant training.

3.10.13 Referring immediately to the Police, using the guidance, When to call the police [2491596 C&YP schools guides.indd \(npcc.police.uk\)](#) any cases where a criminal offence may have been committed or risk of harm is imminent.

3.10.14 Ensuring an annual review of the school's filtering and monitoring

effectiveness is carried out. This review should be conducted by the designated Senior Leadership Team (SLT) member, with the support of the DSL and IT support team, to check that filtering is working appropriately on all internet-connected devices in all relevant locations. This will be checked by the Governor for Safeguarding.

3.11 We understand that we play a key role in multi-agency working and our governing body ensures we contribute to multi-agency working in line with the statutory guidance outlined in [Working Together to Safeguard Children](#)

3.12 We also understand our role in the three safeguarding partner arrangements. Our Governing body and our senior leadership teams, especially DSL and DDSL, have made themselves aware of and follow their local arrangements.

3.13 Completing DSL refresher training every 2 years and updating their skills and knowledge on a regular basis and at least annually, through means such as training, reading bulletins or attending DSL forums.

3.14 To fulfil the DSL responsibilities as set out in the KCSIE, Annexe C.

The school's Head of School is responsible for:

- Ensuring that this policy is updated annually or before to reflect any changes to guidance and/or legislation.
- Ensuring that this policy is published on the school website.
- Recording, reviewing and making decisions on any low-level concerns, in conjunction with the DSL.
- Liaising with the LADO in the event of an allegation being made against a member of the staff, volunteer or an organisation using the school premises.
- Liaising with the DSL to ensure they have appropriate time, funding, training and resources to fulfil their role.
- Ensuring that appropriate cover is in place to attend strategy meetings or CP conferences that take place during the school holidays or in the event that the DSL is absent.
- Ensuring that a designated 'Appropriate Adult' is in place in order to support children in line with the [Police and Criminal Evidence \(PACE\) act, PACE Code C 2023 \(accessible\) - GOV.UK \(www.gov.uk\)](#) which advises that "The role of the appropriate adult (AA) is to safeguard the rights, entitlements and welfare of juveniles and vulnerable persons", with there being further elaboration that the A is expected to observe that the police are acting properly and fairly in relation to a vulnerable detained persons rights and entitlements, as well as helping the detained person understand their rights. This can also be found as part of the school's Searching and Screening Policy.

4. Procedures

Our school procedures for all staff, volunteers and visitors in safeguarding and protecting children from harm are in line with Buckinghamshire County Council and [Buckinghamshire Safeguarding Children Partnership](#) safeguarding procedures, Working Together to Safeguard Children 2018, KCSIE 2026 and statutory guidance issued under section 29 of the [Counter Terrorism and Security Act 2015](#). We will also take our national and school context into consideration

We will ensure:

- 4.1.** We have at least one designated member of the Senior Leadership Team who has undertaken appropriate training for the role (Senior DSL), as recommended by the BSCB. Our DSL will be required to update their training in accordance with the Learning Pathway agreed by the BSCB. We have a number of members of staff who will act in the DSL's absence and who have also received training for the role of DSL. In the absence of an appropriately trained member of staff, the most senior member of staff on site will assume this role.
- 4.2.** All adults (including supply teachers and volunteers) new to our school are made aware of the school's policy and procedures for child protection, the name and contact details of the DSL, their role and responsibilities under KCSIE 2026 and the booklet [What to do if You're Worried a Child is Being Abused](#). They will have these explained, as part of their induction into the school.
- 4.3** Visitors are:
 - 4.3.1** Clearly identified with visitor/contractor passes
 - 4.3.2** Met and directed by school staff/representatives
 - 4.3.3** Signed in and out of the school by school staff
 - 4.3.4** Given a safeguarding leaflet to read and informed on how to report a concern
 - 4.3.5** Given restricted access to only specific areas of the school, as appropriate
 - 4.3.6** Escorted by a member of staff/representative as required
 - 4.3.7** Given access to students restricted to the purpose of their visit
- 4.4** All members of staff must complete safeguarding training every 3 years, attend annual refresher training and partake in any training opportunities arranged or delivered by the DSL. Updates must be cascaded to all staff throughout the year. All new staff will receive safeguarding and child protection training on induction to include online safety and the school's filtering and monitoring system.
- 4.5** All staff will read the Child Protection policy, Part 1 and Part 5 of the KCSIE, at least Annually, and will sign a declaration to show that the guidance has been reviewed and they have a clear understanding of their role. There are audit methods in place to ensure that staff have understood the content and completed this requirement.

4.6 All parents/carers will be made aware of the school's responsibilities in regard to child protection procedures through this policy, which is available on our website. Hard copies are also available from the school office.

4.7 All staff will follow the reporting procedures as follows when reporting any child protection concerns:

4.7.1 Staff will ensure the child is in a safe place and in receipt of support

4.7.2 Staff will either make a verbal report or a report on the safe-guarding software to the DSL to alert them to the safeguarding/child protection concern.

4.7.3 Staff will make a written report using the school record keeping process via our safeguarding package

4.7.4 Staff will ensure the time and date of the incident is recorded

4.7.5 A factual account of the incident will be recorded, including who was involved, what was said/seen/heard, where the incident took place and any actual words or phrases used by the child

4.7.6 Use a body map to record any injuries seen or reported by the child

4.7.7 Staff will sign and date the report giving details of their role within school

4.7.8 The DSL will record when the report was passed to them and what action was taken alongside any outcomes achieved

4.7.9 The DSL/DDSL must ensure the child's wishes and feelings are taken into consideration when deciding on next steps

4.8 All children attending our school are required to have a minimum of two identified emergency contacts.

4.9 Any student absent for ten school days, where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education (CME) using the **Buckinghamshire CME Protocol**.

4.10 Any absence, without satisfactory explanation, of a student currently subject to a Child Protection or Child In Need plan is immediately referred to their social worker.

4.11 Through our Attendance Policy, we have a robust system for monitoring attendance which is in line with the latest national attendance guidance, and will act to address absenteeism (including unexplainable and/or persistent absence) with parents/carers and pupils promptly and identify any safeguarding issues arising. We involve the local authority attendance team at appropriate stages.

4.12 Where children need a social worker, this will inform decisions we make about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

- 4.13** Parents/carers will inform school if there are any changes to a student's living arrangement. Sir Henry Floyd Grammar School has a mandatory duty to inform the local authority, via the First Response Team, if a child under the age of 16 years old lives with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days. This is defined as being a private fostering arrangement.
- 4.14** All staff, parents/carers and children are made aware of the school's escalation process and the school's responsibilities in regard to child protection procedures, through publication of the school's Child Protection Policy, and reference to it in our website, prospectus/brochure and Home School Agreement; which can be activated in the event of concerns not being resolved after the first point of contact. We acknowledge an individual's safeguarding responsibility does not end once they have informed the DSL of any concerns, although specific details of further actions may be appropriately withheld by the DSL as information will only be shared on a need to know basis.
- 4.15** The Central Services Lead and the Head of School will monitor the contract with the allocated lettings agency, including their safeguarding policies and procedures. This reflects the ongoing responsibility the school has for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with children on school sites at any time. SHFGS must have sight of the up to date Child Protection Policy of any organisation hiring the schools' facilities.
- 4.16** The school operates Safer Recruitment practices, including ascertaining the suitability of volunteers and employed staff, both employed directly or via an agency, who are working in regulated activities. This also includes online searches of shortlisted candidates. Any staff applying for a role with the school will be informed that an online search will take place throughout the recruitment process.
- 4.17** Allegations against members of staff, including volunteers, are referred to the LADO, via 01296 382070 or by email: secure-LADO@bucksgov.uk.
- 4.18** Our procedures are reviewed and updated annually as a minimum, or as there are changes to legislation
- 4.19** Children are encouraged to share any concerns or worries with staff and are regularly reminded about this as part of the curriculum, assembly and tutor time.

5. Retention of Records and Record Keeping

- 5.1** All concerns, discussions and decisions made, and the reasons for those decisions, will be recorded in writing. Information is kept confidential and stored securely in keeping with Data Protection Legislation. Concerns and referrals are kept in a separate child protection file for each child.

Records include:

- a clear and comprehensive summary of the concern
- a clear, detailed and robust chronology is maintained

- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome.

5.2 When a disclosure of abuse or an allegation against a member of staff or volunteer has been made, our school will have a record of this. These records are maintained in a way that is confidential and secure, in accordance with our Records Management Policy. All records are securely kept on the school's safeguarding system. Only the Head of School, DSL/DDSL have access to these. The Low Level Concern (LLC) process ensures that any allegation, including those that use the site, will be robustly adhered to.

5.3 There is a statutory requirement for our school to pass any child protection records to the student's next school, including in-year transfers. We are required to have an auditable system in place to evidence we have done so. Any transfer of records will be carried out using a secure method and will be sent separately to the student's general file. If SHFGS is a student's final statutory school, child protection files will be maintained until a student reaches the age of 25 years, therefore if the transfer school is unknown, or a student is going to be electively home educated, any child protection files will remain at our school in a secure location. Child protection files will only be destroyed when the student reaches their 25th birthday. Our files are stored and disposed of in line with GDPR protocols. If an allegation is made against a member of staff, a comprehensive, confidential summary of the allegation will be kept on their personnel file until they are at retirement age or another 10 years, whichever is longer.

5.3.1 The BSCB's leaflet (link below), details more information about what happens when an allegation is made against a member of staff.

<https://www.buckssafeguarding.org.uk/childrenpartnership/professionals/safer-employment-the-lado-allegations>

6. Alternative Provision

When a child is accessing an alternative provision, the school remains responsible for the safeguarding of that child. It will ensure that the provision has secure and robust safeguarding arrangements in place and meets the needs of the child. A member of staff, from school, will regularly visit the provision and meet with the child to hear their voice and ensure regular attendance.

Sir Henry Floyd Grammar School will obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e. those checks that schools would otherwise perform on their own staff).

Sir Henry Floyd Grammar School will always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. We will regularly review the alternative provision placements.

Alternative Provision DFE statutory guidance

[Alternative provision - GOV.UK](#)

and

Education for children with health needs who cannot attend school - GOV.UK (www.gov.uk) – DFE statutory guidance.

[Education for children with health needs who cannot attend school - GOV.UK](https://www.gov.uk/guidance/education-for-children-with-health-needs-who-cannot-attend-school)

7. Confidentiality

We recognise that all matters relating to child protection are subject to a degree of confidentiality.

The Head of School or DSL will disclose personal information about a student to other members of staff on a need to know basis only. This will be governed by BSCB Information Sharing Protocols.

All staff will be aware that the school and in some cases all staff individually have a professional responsibility to share information with other agencies in order to safeguard children. Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes.

Staff will not keep duplicate or personal records of child protection concerns. All information will be reported to the DSL/DDSL/team and securely stored on our safeguarding software, separate from the student records. Provision is in place for the information to be accessed in the absence of the DSL in an emergency.

All staff are aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another, and, should they do so, they risk disciplinary action. Staff will however, reassure the child that information will only be shared with those people who will be able to help them and therefore need to know.

All staff are aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on our school to process personal information fairly and lawfully and to keep the information we hold safe and secure. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information will not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Staff understand their due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and GDPR. This includes:

7.1.1 Being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'

7.1.2 Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner

but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

7.1.3 Not providing students' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and GDPR.

7.2 Sir Henry Floyd Grammar School will not, under the GDPR as supplemented by the Data Protection Act 2018, provide students' educational data where the serious harm test, under that legislation is met. Therefore, in a situation where a child is in a refuge, this could mean that we can withhold educational data under GDPR; we will do so where the serious harm test is satisfied.

7.3 We will always share our intention to refer a child to Social Care (First Response) with their parents/carers, unless to do so could put the child at greater risk of harm, or impede a criminal investigation. Therefore, it may not be appropriate to secure the permission of the parent. If in doubt, we will consult with the ESAS or Social Care on this point.

8. Dealing with a disclosure

In the event of a child disclosing abuse staff will:

8.1.1 Listen to the child. Allowing the child to **tell** what has happened in their own way, and at their own pace. Staff will not interrupt a child who is freely recalling significant events

8.1.2 Remain calm. Be reassuring and supportive but will endeavour to not respond emotionally

8.1.3 Not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said. Staff are trained to use **TED: Tell, Explain, Describe**

8.1.4 Make an accurate record of what they have seen/heard using the schools record keeping processes, recording; times, dates or locations mentioned, using as many words and expressions used by the child as possible. Staff will not substitute anatomically correct names for body part names used by the child. Any words which are unclear to the staff member will be spelt phonetically

8.1.5 Reassure the child that they did the right thing in telling someone, they will reassure the child that they have not done anything wrong

8.1.6 Staff will explain to the child what will happen next and the need for the information to be shared with the DSL

8.1.7 In the unlikely event the DSL and DDSL not being available, staff are aware they can ring First Response for advice

8.1.8 If there is immediate risk of harm to a child staff will NOT DELAY, and will ring 999

8.1.9 The child will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded.

8.2 Following a report of concerns the DSL will:

8.2.1 Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral will be made to First Response and the police if it is appropriate. The rationale for this decision should be recorded by the DSL.

8.3 The school must try to discuss any concerns about a child's welfare with parents/carers and, where possible, obtain informed consent before making a referral to First Response. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation.

8.4 Where there are doubts or reservations about involving the child's family, the DSL should clarify with First Response or the police whether the parents/carers should be told about the referral and, if so, when and by whom.

8.4.1 This is important in cases where the police may need to conduct a criminal investigation. The child's views must also be taken into account.

8.5 If there are grounds to suspect a child is suffering or is likely to suffer significant harm, the DSL (or DDSL) will contact First Response by telephone in the first instance and then complete the Multi Agency Referral Form (MARF) making a clear statement of:

8.5.1 the known facts

8.5.2 any suspicions or allegations

8.5.3 whether or not there has been any contact with the child's family

8.6 If the child is in immediate danger and urgent protective action is required, the police will be called. The DSL will then notify First Response of the occurrence and what action has been taken.

8.7 If a child needs urgent medical attention, the DSL (or DDSL) should call an ambulance via 999. DSL to contact First Response; advice to be sought from First Response about informing parents/carers.

8.8 All staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This will not prevent staff from having a professional curiosity and

speaking to the DSL if they have concerns about a child.

8.9 Staff are aware that students who are absent from lessons, as well as missing, from education can be warning signs of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation. The attendance officer understands their role in protecting students and staff will raise concerns of absence with Student Support Team and the DSL.

9. Multi-Agency Working

Sir Henry Floyd Grammar School (SHFGS) knows what the role of schools is, as a relevant agency, within the three safeguarding partner arrangements and as required, will contribute to multi-agency working, in line with the statutory guidance 'Working Together to Safeguard Children'.

When named as a relevant agency and involved in safeguarding arrangements, SHFGS will co-operate alongside other agencies with the published arrangements.

SHFGS will contribute to inter-agency plans to offer children support of early help, community-based Family Help assessments, and those children supported through child protection plans.

SHFGS will allow access for and work with children's social care to conduct or consider whether to conduct as section 17 or section 47 assessment.

If, following a referral, the situation is not improving for the child, the DSL will follow the escalation process.

10. Supporting Staff

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

We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support.

This could be provided by the Head of School or another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.

In consultation with all staff, we have an IAT Code of Conduct for staff at our school. This forms part of Staff Induction and is in the Staff Handbook. We understand that staff should have access to advice on the boundaries of appropriate behaviour in order to define and underpin the safe working practices adhered to within our school and training provided.

All staff are required to sign that they have read, understood and agree to comply with the agreed standards of practice set out in the IAT Code of Conduct.

We recognise that our DSL(s) should have access to support (as above) and appropriate workshops, courses or meetings as organised by the appropriate agencies

11. Allegations against staff, supply staff, volunteers and contractors (including Governors)

11.1 The process outlined below will be followed where it is alleged that anyone who uses the school site or is currently working in the school and provides an education for children under 18 years of age, including supply teachers and volunteers has:

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

11.2 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. (See section 7 above). There will be no 1:1 contact between staff and students which is not "open to the casual observer".

11.3 Our Governing body ensures that we have procedures in place in managing allegations against staff (including supply staff and volunteers) that might indicate they would pose a risk of harm to children.

11.4 Staff should be aware of the school's Conduct & Discipline Policy. This can be found on the Google drive at:

<https://drive.google.com/file/d/1L2xMIS2c2a85hANaQEsHWjsZq0BVEIG6/view?usp=sharing>

11.5 We understand that a student may make an allegation against a member of staff. The member of staff receiving the allegation will immediately inform the Head of School (or in their absence the DSL, who will then liaise with the most Senior Leader if the Head of School is not present). The Head of School/or their representative, on the occasion of a serious allegation, should immediately discuss the content of the allegation with the LADO. The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree on a course of action. (For low level concerns, see 9.15)

The Head of School/ Senior Leader will:

11.5.1 Follow all the advice given by the LADO throughout the investigation process, including how to manage the staff member or volunteer against whom the allegation is made, as well as supporting other staff and volunteers within the workplace

11.5.2 Follow all the advice given by the LADO relating to supporting the child or young person making the allegation, as well as other children and young people connected to the organisation.

11.5.3 Ensure feedback is provided to the LADO about the outcome of any internal investigations within our school.

11.6 If the allegation made to a member of staff concerns the Head of School, the person receiving the allegation will immediately inform the CEO of the trust who will consult the LADO without notifying the Head of School first. If the allegation pertains to the CEO of the Trust the allegation will immediately passed to the Chair of Trustees.

11.7 The school will follow the BSCB Procedures for managing allegations against staff, a copy of which can be found at:

<https://www.buckssafeguarding.org.uk/childrenpartnership/professionals/safer-employment-the-lado-allegations/>

11.8 Staff understand that reporting concerns about a member of staff is a legal duty and failure to refer when the criteria are met is a criminal offence. In some circumstances, Sir Henry Floyd will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business.

11.9 Whilst we are not the employer of supply teachers, we will ensure allegations are dealt with properly. In no circumstances should a school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome.

11.10 Governing bodies and proprietors should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

11.11 Sir Henry Floyd will be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services.

11.12 Supply teachers, whilst not employed by Sir Henry Floyd, are under the supervision, direction and control of the governing body or proprietor when working at the school.

11.13 When using an agency, Sir Henry Floyd will inform the agency of its process for managing allegations.

11.14 Any allegations relating to incidents occurring when an individual or organisation uses a school's premises will be followed up by our existing safeguarding policies and procedures, including informing the Local Authority Designated Officer (LADO).

11.15 Concerns including allegations that may not meet the harms test, low level concerns should be addressed.

11.16 Low level concerns:

As part of a school approach to safeguarding, the school will ensure that an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. The term 'low-level' concern does not mean that it is insignificant, a low-level concern is any concern – no matter how small, and even if no more than

causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that:

11.16.1 is inconsistent with the IAT Code of Conduct, including inappropriate conduct outside of work, and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO. Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their personal mobile phone
 - engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- humiliating students

Staff will report all low level concerns about any adults to the Head of School or the CEO of the Trust should the allegation pertain to the Head of School. Where there is any doubt as to whether the information shared meets the harm threshold, the LADO will be consulted.

12. Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. The whistleblowing policy flowchart can be found on the IAT website:

[Whistleblowing Policy and Procedure](#)

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the delegated 'whistleblowing' Governor (Chair of Governors) or the LADO.

A tool to support safeguarding concerns to be reported can be found on our website which has the Dept. for Education "Report a concern" button. The following link can be used:

<https://www.gov.uk/report-child-abuse>

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

12.1.1 General guidance on whistleblowing can be found via: Advice on Whistleblowing; and the NSPCC's what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school. Staff can call 0800 028 0285 – line is available from 8.00 AM to 8.00 PM, Monday to Friday and email: help@nspcc.org.uk.

13. Physical Intervention/Positive Handling

Our policy on physical intervention/positive handling by staff is set out separately, as part of our IAT Behaviour Policy. It complies with the Department for Education Guidance, 'The Use of Reasonable Force, Advice for Head of Schools, Staff and Governing Bodies' (July 2013). "Use of Reasonable Force", (2013).

This policy states that staff may only use 'reasonable force', meaning no more force than is needed, to prevent students from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.

Head of Schools and authorised staff can use such force as is reasonable in the circumstances to conduct a search for the following 'prohibited items': knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, or any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student). Electronic Devices including mobile phones – staff have the right to search, seize, retain, erase or dispose of student's electronic devices if they have reason to believe that inappropriate material is contained in files there. In the case of retention of a device this could be for evidential purposes both in terms of infringement of school rules or in police matters.

If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made, for whom restraint might be a more common requirement.

Any use of force or restraint, should be recorded and signed by a witness. It should also be recorded on the school's safeguarding software.

Staff who are likely to need to use physical intervention will be appropriately trained, however, all staff in the school may use reasonable force if required.

We understand that physical intervention of a nature which causes injury or unnecessary distress to a child may be considered under child protection or disciplinary procedures.

14. Anti-bullying and Racism

Our policy on the prevention and management of bullying/racist incidents is set out in the IAT Behaviour Policy and Anti-Bullying Strategy and acknowledges that to allow or condone bullying or single serious/repeated racist incidents may lead to consideration under child protection procedures.

At our school, we have an agreed definition of bullying that is understood by students, staff, parents and carers.

The IAT Behaviour Policy references anti-bullying and racism; measures are in place to prevent and respond to all forms of bullying, which acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

This policy is available to all staff, parents and carers and students. The policy is written in language that is accessible to students.

Staff, students and parents are made aware of how mobile technologies are increasingly being used to bully children both in and outside of the school environment. Cyber bullying is therefore referenced within our IAT Behaviour Policy.

15. Racist or other Discriminatory Incidents

Our Equalities and Cohesion policy references how racist or other discriminatory incidents will be dealt with by IAT Behaviour Policy and acknowledges the serious nature of these events and their impact on the individual/group of students involved. All incidents will be taken seriously and consideration will be given as to whether a multi- agency approach using child protection procedures is required.

16. Health and Safety

We recognise the importance of safeguarding students throughout the school day. Our Health & Safety Policy and Educational Visits Policy, set out in separate documents, reflects the consideration we give to the protection of our children both physically, emotionally and socially within the school environment and when away from the school when undertaking school trips and visits.

Part of the safeguarding measures we have in place include the safe dropping off and collection of students at the start and end of the school day, unless they walk home from school or use the bus services provided. We would therefore ask all parents to drop/collect their children at nearby roads which are safe for parking and from there they walk to/from school. Parents are expected to inform us via email/telephone if there is to be a change in the arrangement of collection for their children.

Students who leave the site during the school day do so only with the written permission of a parent and are collected by an authorised adult where appropriate. School should be notified by the parents regarding whom they have authorised for this task. All students sign in and out of the school site via reception.

Staff who support children during unstructured time such as break and over the lunch period have received training to remain alert to signs of concern or vulnerability ensuring students feel safe. This includes lunch time staff who know about their responsibility to report concerns about a student to the DSL.

Our school site is made secure through the following methods:

- 16.1.1** All visitors report to reception to sign in and out, they are given a visitors lanyard to easily identify them and access to safeguarding information via their lanyard and a leaflet

16.2.2 School gates – there are various gated entrances to the school which are open between 7am and 8:40am and from 3:15pm to allow students access but otherwise are locked during the rest of the school day. During the school day if the gates need to be opened for deliveries this is managed through reception and site team

16.3.3 Link corridor door – locked through a magnetised lock and key code entrance. This is also open between the same times as the gates.

16.4.4 In the event of a student going missing during the course of the school day we will carry out immediate checks to ensure the student is not on site, we will then make contact with the student's parents/carers and inform the police.

17. Prevent Duty

We are aware of the Prevent Duty under **Section 26 of the Counter Terrorism and Security Act 2015** to protect young people from being drawn into terrorism. This is a safeguarding matter like any other and these processes will be applied to support children and their families where vulnerabilities are identified.

All school staff and governors have completed Prevent training.

We have in place and monitor appropriate web filtering systems so that students cannot view potentially extreme material. We will review these systems regularly, at least on an annual basis.

Staff understand the need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to changes in the attitudes of students, which may indicate they are vulnerable to radicalisation.

The DSLs and senior leaders are familiar with their duties under The Prevent Duty Guidance: [Revised Prevent duty guidance: for England and Wales - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/616222/Prevent_duty_guidance_for_England_and_Wales.pdf) (www.gov.uk)

18. Online Safety

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **Content accessed by students:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism. Risks such as misinformation, disinformation, including fake news and conspiracy theories.
- **Who students contact in the digital world:** being subjected to harmful online interaction with other users or generative AI applications that simulate this (e.g., chatbots); for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Students conduct online:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g.

consensual and non-consensual sharing of nudes and semi-nudes, including AI-generated 'deepfakes') and online bullying

- **Student interactions with commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If students or staff are at risk, this will be reported to the Anti-Phishing Working Group ([APWG | Unifying The Global Response To Cybercrime](#)).

All staff are aware of the school stance on Online Safety which sets out our expectations relating to:

18.1.1 Creating a safer online learning environment

18.1.2 Giving everyone the skills, knowledge and understanding to help children stay safe on-line, question the information they are accessing and support the development of critical thinking

18.1.3 Inspiring safe and responsible use of mobile technologies, to combat behaviours online which may make students vulnerable, including sharing nudes and semi-nudes.

18.1.4 Use of mobile technology both within school and on school trips/ outings

18.1.5 Use of camera equipment, including smart phones

18.1.6 What steps to take if there are concerns and where to go for help

18.1.7 Staff use of social media as set out in the IAT Code of Conduct.

18.1.8 Staff use of mobile technology whilst on site is set out in the IAT Code of Conduct.

18.1.9 Visitors to our school are respectfully requested not to use their mobile phones in public places around the school site.

18.2 As the schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, Sir Henry Floyd will ensure appropriate filters and appropriate monitoring systems are in place and will be informed in part, by the risk assessment required by the Prevent Duty.

18.3 While we recognise how essential filters and monitoring systems are in place, we too will ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

18.4 The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. Our approach to online safety aims to empower, protect and educate our school community in the use of technology and establish mechanisms to identify, intervene in, and escalate any incident where appropriate. If staff have a safeguarding concern for a child that relates to their safety online, they will report this without delay, in the same manner as any other safeguarding concern; as outlined in 3.1

18.5 All staff will receive training on the expectations, applicable roles and responsibilities in relation to filtering and monitoring. The designated safeguarding lead takes the lead responsibility for understanding the filtering and monitoring systems and processes in

place.

18.6 All staff have received Cyber Security Training as provided by the Department of Education.

18.7 The DSL works closely with the IT managers to ensure the Lightspeed is appropriately flagging any harmful content to the DSL and outlined members of the safeguarding team to protect students online

18.8 The school understands its responsibility to keep parents/carers informed on issues pertaining to Online Safety and update them regularly with guidance through bulletins or face to face events wherever possible.

18.9 We have a separate guidance on the use of Mobile Phones which can be found in the IAT Behaviour Policy which sets out the acceptable use of mobile technologies by pupils whilst onsite. This includes sanctions which will be applied when these boundaries are not adhered to.

18.10 Cyber-bullying by children, via texts, social media and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures, this includes incidents of cyber-bullying that occur outside of school.

18.11 Artificial Intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, students, and parents/carers may be familiar with generative chatbots. Sir Henry Floyd Grammar School recognises that AI has many uses, including enhancing teaching and learning, but it also has the potential to facilitate abuse (for example, bullying and grooming) and/or expose students to harmful content. This includes 'deepfakes', where AI is used to create images, audio, or video hoaxes that look real.

- The school will treat any use of AI to access harmful content or bully students in line with this policy and the IAT Behaviour Policy
- Staff must be aware of the risks of using AI tools and should carry out risk assessments for any new AI tool being used by the school.
- The school's filtering and monitoring systems also apply to the use of AI

19. Mental Health

19.1 All staff are 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.

19.2 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.

19.3 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. Staff recognise how these children's experiences can impact on their mental health, behaviour and education.

19.4 The school will access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the [Mental health and behaviour in schools](#) guidance. The DfE has produced updated information to support schools [Promoting and supporting mental health and wellbeing in schools and colleges](#)

19.5 Staff understand that they have an important role to play in supporting the mental health and wellbeing of their students. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by calling NHS 111 or 999 in emergencies for urgent mental health support.

20. Sharing of nude and semi-nude images

The making or sharing of nudes and semi-nudes is one of a number of 'risk-taking' behaviours associated with the use of digital technologies, social media or the internet. It is accepted that children experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated.

Staff, students and parents/carers are supported, via training, to understand the creation and sharing of sexual imagery, such as photos or videos, of under 18s is illegal. This includes images of students themselves if they are under the age of 18.

Any disclosures regarding the making or sharing of nudes and semi-nudes will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents, as set out in the publication '[Sharing nudes and semi-nude; advice for education settings working with children and young people](#)' produced by the UK Council for Child Internet Safety.

If the incident meets the threshold it may be necessary to refer to the police in a timely manner; contact will be through a safer schools officer, a SSO (Safer Schools Officer), local neighbourhood police or by dialling 101. Such a report will result in an Outcome 21 record being generated by the police. We will always endeavour to speak to the parents/carers of the students involved prior to any report being made to the police. We will also refer to the [NSPCC - When to call the police](#) guidance in this case and any other in which a law has been broken.

21. Child on Child Abuse

All staff are aware that children can abuse other children (often referred to as child on child abuse). And that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. All staff understand that even if there are no reports in school it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child on child abuse they will speak to their

designated safeguarding lead (or deputy).

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

21.1 All staff are clear as to the school’s policy and procedures with regards to child on child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. Child on child abuse will be considered as a Serious Incident, according to our ‘IAT Behaviour Policy’, and dealt with accordingly, we will also ensure that all students are safeguarded appropriately. All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report. The following will be considered when dealing with incidents:

21.1.1 Whether there is a large difference in power between the victim and perpetrator i.e. size, age, ability, perceived social status or vulnerabilities, including SEND, CP/CIN or LAC

21.1.2 Whether the perpetrator has previously tried to harm or intimidate students

21.1.3 Any concerns about the intentions of the alleged perpetrator

In order to minimise the risk of child on child abuse taking place, school will:

21.1.4 Deliver PSHE to include teaching students about how to keep safe and understanding what acceptable behaviour looks like

21.1.5 Ensure that students know that all members of staff will listen to them if they have concerns and will act upon them

21.1.6 Have systems in place for any student to be able to voice concerns

21.1.7 Develop robust risk assessments if appropriate

21.1.8 Refer to any other relevant policies when dealing with incidents, such as the IAT Behaviour Policy and Anti-bullying Strategy.

21.1.9 We will actively identify, challenge and address how misogynistic and misandrist attitudes contribute to the normalisation of inappropriate behaviour and increase the risk of child-on-child abuse, including sexual harassment and sexual violence

21.1.10 Be alert to the prevalence of harmful online material and extreme misogynistic/misandrist ideologies, including misogynistic influencers, and recognise the impact this content could have on shaping students’

attitudes.

21.1.11 Ensure staff understand that exposure to misogynistic/misandrist content online can indicate a safeguarding concern and requires early discussion with the DSL

21.2 We recognise that 'Upskirting' involves taking a photograph under an individual's clothing often without their knowledge. We understand that it causes the victim distress and humiliation. Staff recognise that 'Upskirting' is a criminal offence and will promptly report any such incident to the Head of School, DSL or most senior member of staff.

21.3 All staff have a responsibility to address inappropriate behaviour in a timely manner, however seemingly insignificant it may appear. All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. No child will ever be made to feel ashamed for making a report or that they are creating a problem for our school. Support will be given to both victims and perpetrators as required.

22. Cultural Issues

As a school we are aware of the cultural diversity of the community around us and work sensitively to address the unique culture of our students and their families, as they relate to safeguarding and child protection. This includes children at risk of harm from abuse arising from culture, faith and belief on the part of their parents, carers or wider community.

Staff will report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns.

23. So-Called 'Honour' Based Abuse (including Female Genital Mutilation and Forced Marriage)

Honour Based Abuse (HBA) committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and will be handled and escalated as such.

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they will speak to the DSL or DDSL. As appropriate, the DSL or DDSL will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Where FGM has taken place, since 31 October 2015, staff understand there is a legal duty to report known cases of Female Genital Mutilation (FGM) where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Staff will do this with the support of the DSL. [Mandatory reporting of female genital mutilation: procedural information - GOV.UK](#)

Staff understand that this duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either

through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, staff will follow our safeguarding procedures.

Our school is aware of the need to respond to concerns relating to forced marriage and understand that it is illegal, a form of child abuse and a breach of children's rights. We recognise some students, due to capacity or additional learning needs, may not be able to give an informed consent and this will be dealt with under our child protection processes. Staff can contact the Forced Marriage Unit if they need advice or information. Contact 020 7008 0151 fm@fco.gov.uk

We are aware of the signs of FGM [Female genital mutilation \(FGM\) | NSPCC](#)

We recognise both male and female students may be subject to honour based abuse e.g. where children's cultural background are at odds with their behaviours such as sexuality, under-age sex, relationships, gender identity or life style choices.

We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff.

24. Contextual Safeguarding and extra-familial harms

Contextual Safeguarding is an approach to understanding, and responding to children's experiences of significant harm beyond their families. It recognises that the different relationships that children form in their neighbourhoods, schools and online can feature violence and abuse. Extra-familial harm is linked to contextual safeguarding; these concepts refer to harms that occur outside of the family system, including harmful online contact.

At Sir Henry Floyd Grammar School we recognise that students may encounter safeguarding issues that happen in the wider community and we will respond to such concerns, reporting to the appropriate agencies in order to support and protect the student.

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. Children's social care assessments will consider where children are being harmed in contexts outside the home.

All staff, and especially the DSLs, will consider the context of incidents that occur outside of school to establish if environmental factors may be putting the student's welfare and safety at risk.

Children who may be alleged perpetrators will also be supported to understand the impact of contextual issues on their safety and welfare.

In such cases the individual needs and vulnerabilities of each child will be considered.

Further guidance can be found at: <https://contextualsafeguarding.org.uk/>

25. Serious Violence

Serious violence is a continuing safeguarding concern which may involve physical assault, carrying, threatening with or using weapons (often in the context of peer conflict or bullying), and criminal exploitation. All staff are aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff are aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

At Sir Henry Floyd Grammar School we are aware of the risks to children and will take appropriate measures to manage any situations arising. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, including a child carrying or using a weapon (or expressing intent to do so), they will report this immediately to the DSL or a member of the Senior Leadership Team (DSL) if they are not available.

26. Child on Child Sexual Violence and Sexual Harassment

26.1 Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. All staff working with children will maintain an attitude of 'it could happen here'.

Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the school.

Whilst any report of sexual violence or sexual harassment will be taken seriously, staff aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

All staff recognise that sexual violence and sexual harassment occurring online (either in isolation or in connection with face-to-face incidents) can introduce a number of complex factors. Amongst other things, this can include widespread abuse or harm across a number of social media platforms that leads to repeat victimisation.

26.2 Responding to the report of sexual violence or sexual harassment Children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of staff may overhear a conversation that suggests a child has been harmed or a child's own

behaviour might indicate that something is wrong. If staff have any concerns about a child's welfare, they will act on them immediately rather than wait to be told.

All victims will be reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report or their experience minimised.

There will always be a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated.

DSL, DDSL and pastoral staff will look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, the school will decide on a course of action.

Reference will be made to the following government guidance and Part 5 of the KCSIE 2026 to ensure that all staff have an understanding of the serious nature of sexual violence and sexual harassment between children in schools. As set out in Part five of the KCSIE 2026, all staff maintain an attitude of 'it could happen here' and it is never acceptable. The school ensures that they keep up with current legislation and practice referring to trusted advisors such as BSCP, NSPCC and Ofsted guidance. [Sexual violence and sexual harassment between children in schools and colleges - GOV.UK](#)

26.3 Options to manage the report of sexual violence or sexual harassment When dealing with a report the DSL or DDSL will manage the incident in one or more of four ways:

1. Manage internally
2. Early Help referral
3. Referral to children's social care
4. Reporting to the Police

See Annex A for Additional Information

27. Harmful Sexual Behaviour (HSB)

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). HSB can occur online and/or face-to-face and can also occur simultaneously between the two.

28. Use of Photography

The school uses photographic images of students individually or collectively, but always in appropriate attire. Most frequently this is for use within the school for: assessment or record keeping purposes, internal displays and presentations.

We may use images of students attending the school in or on the: prospectus, other printed

publications that we produce, the school's website and presentations.

We may also make film recordings for: school to school conferences, monitoring or other educational use. Full guidelines for the use of photography in this school is set out in the Photographic Images Policy.

29. Students who are Questioning their Gender

At Sir Henry Floyd Grammar School, we are aware of the potential vulnerabilities of children who are questioning their gender, including the possibility of complex mental health and psychosocial needs. We will take a strong, proactive stance on all forms of bullying based on gender and will appropriately sanction any cases of harassment. The DSL will take the lead in these cases to ensure a careful approach is applied.

29.1 Involving parents and carers Where a child who is questioning their gender asks for support from the school, we will engage parents/carers as a matter of priority. In the rare circumstances where involving parents/carers might put a pupil at greater risk than not involving them, the DSL will determine the course of action needed to safeguard the child before contacting parents/carers or making any decisions. Where a child confides in a member of staff about their feelings but does not ask the school to make changes, we will only break confidence if there is a related safeguarding risk

29.2 Considering requests for support with social transition The school will not initiate any action regarding social transition. When a pupil or parent/carer requests support to facilitate the pupil presenting as the opposite biological sex, we will work together with parents/carers to determine what is in the best interests of the child and other children. Decisions will follow these principles:

- The school's first step is to consider the statutory duties to safeguard and promote the welfare of all children.
- Parents and carers will be actively involved, and their views treated with great weight and importance.
 - We will take a very careful approach, recognising that social transition is an active intervention that may have significant psychological effects and long-term outcomes.
- The decision-making process will be fully documented, and records will be securely kept

29.3 Rules on single-sex spaces and sports Pupils are not allowed into toilets, changing rooms, showers, or residential accommodation designated for the opposite biological sex, with no exceptions. Some sports may need to be played in single-sex groups to ensure children's safety. Where single-sex sports are implemented for safety reasons, pupils will not be allowed to participate in sports alongside opposite sex peers.

30. Policy Review

The Governing Body of our school is responsible for ensuring the annual review of this policy. The date the next review is due, is on the front cover of this policy.

Annex A

Everyone who works with children has a duty to safeguard and promote their welfare. They should be aware of the signs and indicators of abuse and know what to do and to whom to speak if they become concerned about a child or if a child discloses to them.

The following is intended as a reference for school staff and parents/carers if they become concerned that a child is suffering or likely to suffer significant harm.

The Children Act 1989 defines abuse as when a child is suffering or is likely to suffer 'significant harm'. Harm means ill treatment or the impairment of health or development. Four categories of abuse are identified:

1.1 Categories of Abuse

Child abuse is a form of maltreatment. 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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Physical Abuse

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

Emotional Abuse

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

Sexual Abuse

Involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The [Brook Sexual Behaviours Traffic Light Tool](#) can be used as guidance to support professionals in identifying and responding to sexual behaviour in children.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

1.2 Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

1.3 Children missing from education

All staff should be aware that children going missing, particularly repeatedly, 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 our unauthorised absence and children missing from education procedures.

1.4 Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

1.5 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

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. 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. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Staff also recognise the impact on children seeing, hearing or experiencing the effects of domestic abuse.

National Domestic Abuse Helpline - Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional 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](#)

1.6 Operation Encompass

[Operation Encompass](#) operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic

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

1.7 Homelessness

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

1.8 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 a range of 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 Criminal Exploitation

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

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

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Some of the following can be indicators of 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 well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and • children who regularly miss school or education or do not take part in education

Child Sexual Exploitation

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim need or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual.

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways of grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant

We recognise that exploitation includes the trafficking of children and Modern Day Slavery.

[Victims of modern slavery – frontline staff guidance](#)

1.9 County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, student 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. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral will be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child’s involvement in county lines is available in guidance published by the [Home Office](#).

1.10 Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk is a part of our 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. This also includes calling for the death of members of the armed forces.
- **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 will be alert to changes in children’s behaviour, which could indicate that they may be in need of help or protection. Staff will use their judgement

in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

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.

1.11 Child on Child Abuse

Children can abuse other children (often referred to as child on child abuse) and it can take many forms. It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence); For further information about sexual violence see Annex B in KCSIE 2026
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - consensual and non-consensual sharing of nudes and semi nudes images and or videos
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

1.12 Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

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 and will be exacerbated if the alleged perpetrator(s) attends the same school. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim 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. Staff should be aware that some groups are potentially more at risk.

Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBTQ+ children are at greater risk.

Staff should be aware of the importance of:

- challenging inappropriate behaviours
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not 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 physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

Sexual violence: It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school.

When referring to sexual violence we are referring to sexual violence 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. (Staff are aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.) Causing someone

to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if they agree by choice to that penetration and has the freedom and capacity to make that choice.

Sexual consent

- 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.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. 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) and displaying pictures, photos or drawings of a sexual nature and online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include: consensual and non-consensual sharing of nudes and semi-nudes images and/or videos.

The UKCIS document, [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) is a useful source of information.

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is incredibly important. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can actually lead to a culture of unacceptable behaviour. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim 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. It is important to explain that the law is in place to protect children and young people rather than criminalise them.

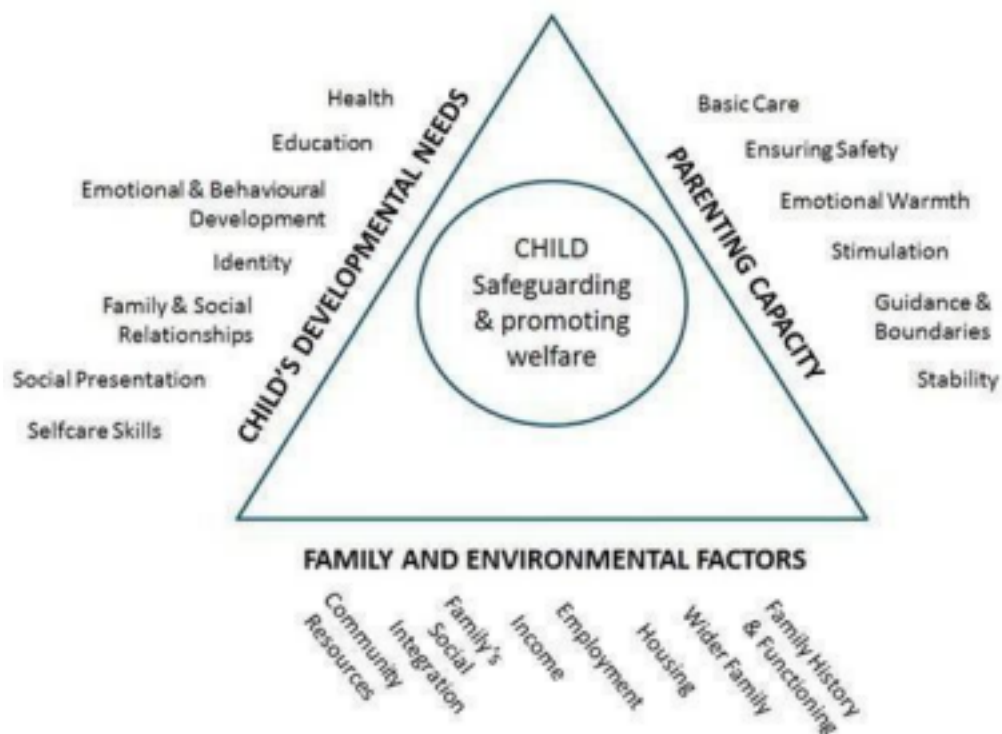
It is important to have an understanding of intra familial harms (where family of any alleged victims or perpetrators may experience harm as a result of the allegation) and any necessary support for siblings following incidents of HSB.

If staff have a concern about a child or a child makes a report to them they should, as is always the case, report it to the DSL or DDSL.

Information from Annex A has been taken from KCSIE 2026.

Annex B Assessment Framework

(from Working Together to Safeguard Children, July 2018)



Every assessment should draw together relevant information gathered from the child and their family and from relevant practitioners including teachers and school staff, early years workers, health practitioners, the police and adult social care.

Every assessment of a child should reflect the unique characteristics of the child within their family and community context.

Each child whose referral has been accepted by children's social care should have their individual

needs assessed, including an analysis of the parental capacity to meet those needs, whether they arise from issues within the family or the wider community.

Frequently, more than one child from the same family is referred and siblings within the family should always be considered.

Annex C

IAT Suicide Prevention

Statement of purpose

The IAT community is aware that suicide is the leading cause of death in young people and that we play a vital role in helping to prevent young suicide.

We want to make sure that students at our schools are as suicide-safe as possible and that our governors, parents and carers, teaching staff, support staff, students and other key stakeholders are aware of our commitment for IAT and its schools to be a Suicide-Safer.

The purpose of this annex is to protect the health and well-being of all young people in IAT by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. IAT recognises that physical, behavioural, and emotional health is an integral component of a student's educational outcomes. IAT therefore acknowledges its role in ensuring a school ethos and environment that is sensitive to individual and societal factors that place young people at greater risk of suicide and one which helps to foster positive youth development.

To this end, this annex should be read alongside other IAT or individual school based policies, which support the emotional and behavioural health of students more broadly. These policies include:

- Safeguarding and Child Protection Policies
- Behaviour Policy

Our beliefs about suicide and contributory factors

IAT acknowledges that suicidal thoughts are common among young people and we believe that every suicide is a tragedy. There are a number of contributory factors surrounding a suicide and the reasons are often complex and individual to that person. However, we believe that there are lessons that may be learned from each death that may help prevent future deaths.

We recognise that the stigma surrounding suicide and mental illness can be both a barrier to seeking help and a barrier to offering help. IAT is dedicated to tackling suicide stigma. In our language and in our working relationships, we will promote open, sensitive talk that does not stigmatise and perpetuate taboos. This will include avoiding the use of language which perpetuates unhelpful notions that suicide is criminal, sinful or selfish. We know that unhelpful myths and misconceptions surrounding suicide can inhibit young people in seeking and finding appropriate help when it is most needed. Here at IAT, we recognise that students may seek out someone whom they trust with their concerns and worries. We want to play our part in

supporting any student who may have thoughts of suicide.

At IAT, we want to support students who are having thoughts of suicide, those who are engaging in suicide behaviours and those who are self-harming, sometimes working in partnership with family, caregivers and other professionals where this may enhance support for the student and suicide safety. We believe that safeguarding is everyone's responsibility, and everyone can play a role in preventing suicides. When a young person is in distress, we cannot know whom they might tell. It is therefore important that all staff are alert to different or worrying behaviours and report these to the DSL or a member of the safeguarding team as they would report any other welfare or safeguarding concern.

We know that a young person who is suicidal may find it very difficult to make their feelings known and speak openly about suicide. We will equip a team of staff, in the Raising Achievement Office, led by the Senior Leadership team, with the skills, through training, to identify when a student may be struggling with thoughts of suicide. These members of staff will be trained to be alert and provide a safe response to any pupil struggling with thoughts of suicide. We will provide our students with opportunities to speak openly about their worries with staff who are ready, willing and able to support them. At IAT, we want to make it possible for our students, and those who support them, to do so safely. This will be in a way that leads to support and help where this is needed. We will take all appropriate measures to ensure there is adequate support available to enable any student seeking help to know who to approach and talk to when they are struggling with thoughts of suicide.

How we help ensure an active person-centred suicide prevention annex

IAT will ensure that it has a named individual who is responsible for the design, implementation and maintenance of this annex.

IAT will ensure each school has staff trained in Mental Health First Aid and/or other relevant Suicide Prevention Training. The Designated Safeguarding Lead or Deputy Designated Safeguarding Leads in each school will be the point of escalation for any concerns about a student or young person. We will keep confidential records of students at risk of suicide to ensure some continuity of care within the intervention model.

We will endeavour to ensure that staff across all schools are suicide aware. This means that all staff inductions will include suicide awareness, i.e. how to spot signs, what to do and how to escalate any concerns whether this is in relation to a student or member of staff.

We will ensure that all students are suicide aware. This means that we will ensure that as part of the planned Personal, Social, Health and Citizenship Education (PSHCE) curriculum for schools in IAT, there is age appropriate learning which equips our students to know how to spot signs of deteriorating mental health, what to do and how to escalate any concerns to a member of school staff.

We will also consider site safety and risk assessments as a high priority when it comes to areas of the schools which could pose more risk to students who are suicidal. This also may include personal risk assessments for students identified as being at risk.

IAT recognises that anyone may experience periods of poor mental health while attending our schools. We will endeavour to put in place mechanisms which allow staff to have regular interaction and be able to flag or review any concerns about individuals including suspected

suicidal thoughts. Students that are flagged in this way will be reviewed regularly and routinely by nominated staff so that patterns of concerning behaviour can be spotted and the necessary steps can be put in place to keep them safe.

If a child moves schools and there are concerns that they may be at risk of self-harm or suicide, IAT requires that the relevant school will share their concerns with the child's new school/college to ensure that they can be supported. Information will be shared promptly and will be proportionate to the level of identified risk.

Potential procedures to support students who are at risk of suicidal behaviours and/or death by suicide

IAT will ensure that where a school becomes aware of student(s) who are at risk of suicidal behaviours and/or death by suicide, the following is considered, as appropriate for the situation:

- ensuring no one is in immediate danger
- administer first aid
- in situations where urgent mental health support is required, staff will contact NHS 111, 999 in emergencies or the CAMHS crisis team
- support witnesses, ensuring they are supervised until parents/carers can support them •
- work with the student at risk and provide a safe place and person in school
- contact the parent/carer, to ensure appropriate safeguarding arrangements at home and to discuss support for the parent if necessary
- maintain ongoing contact with the parent/carer
- advise the student and parent/carer on accessing support services, such as GP, CAMHS and other agencies
- make referrals to outside agencies such as CAMHS
- contact First Response if suicidal behaviours are part of a wider context of safeguarding concerns
- work with the student to prepare a safety plan and/or risk assessment for school and home, communicating this with parents/carers
- monitor the student via relevant school systems
- monitor attendance carefully and act in a timely manner if there are any unexplained absences
- record keep all information using CPOMS
- provide external support and crisis agencies if there are any concerns around safety during a school holiday
- with the consent of the student and parents/carers, consider whether it is appropriate to contact the Data and Examinations team to review whether special considerations would be appropriate for exams

Procedures for sensitive postvention provision

IAT will ensure that each school has staff who have allocated roles for responding in the event of a suicide. Each member of the teams will have a defined responsibility such as family liaison and communication with external agencies, including the media.

IAT will be clear about how we deal with an inquest after someone has died by suicide in our schools. We will support the authorities in their work but will be mindful of the distress an inquest causes to the bereaved people. We will also be mindful of the impact supporting an inquest can have on staff.

We will record and monitor deaths by suicide and the impact on the community. This will include on-going monitoring of student deaths including suicides and suspected suicides. In addition, this will include recording and monitoring the uptake of bereavement support services by students after a suicide.

We will also ensure the following is actioned or considered, where appropriate:

- identification of vulnerable students affected by the suicide
- coordination crisis counselling for staff and students
- liaison with external support such as the Education Psychology Services, Education Safeguarding Advisory Service, CAMHS etc
- monitoring of multiple events, such as two suicides in a relatively short period of time which may or may not be connected and could indicate a possible suicide cluster, including investigating possible connections between individuals, their circumstances and their suicidal behaviour

IAT will ensure that ongoing reviews take place and that processes are updated in line with best practice, and that on-going training is undertaken when necessary.

Annex D: Anti-Bullying Strategy 2026-2027

Sir Henry Floyd Grammar School

1	Introduction
2	Raising Awareness
3	Prevention
4	Anti-bullying Procedures
5	Sanctions for Students Engaging in Bullying Behaviour
6	Support for Victims and Witnesses
7	Reintegration for Perpetrators
8	Monitoring
9	Training for Staff
10	Anti-Bullying Strategies

Appendix 1 - Incident Flow Chart
Appendix 2 - Cyber-bullying
Appendix 3 - Useful links and supporting organisations

1. Introduction

At SHFGS we have a Code of Conduct based on our five Floydian Values: Respect, Resilience, Reciprocity, Resourcefulness and Reflectiveness. We believe that *everyone* in our community:

1. Has the right to feel safe and confident.
2. Should be able to work and learn in an environment free from intimidation and distraction.

"This policy is based on DfE guidance "[Preventing and Tackling Bullying](#)" July 2017. It also complies with the statutory guidance "[Keeping Children Safe in Education 2026](#)", and the updated '[Working Together to Safeguard Children](#)', which explicitly acknowledges that maltreatment and abuse can occur online. The setting has also read "[Cyberbullying: Understand, Prevent and Respond: Guidance for Schools](#)".

We will deal seriously with all forms of bullying.

2. Raising Awareness

Although there is no single definition of bullying, the DfE identifies three points which most definitions share:

- The behaviour is intended to cause distress
- The behaviour is repeated
 - There is an imbalance of power between the perpetrator/s of bullying and the target

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.' (*Safe to Learn, DfE*)

'People doing nasty or unkind things to you on purpose, more than once, which is difficult to stop.' (*Safe to Learn, DfE*)

Bullying can be physical, verbal, social or cyber. At SHFGS we define the following behaviour by groups or individuals as examples of bullying:

- a) Spreading rumours, hearsay or hurtful comments, which interfere in the relationships of friendship groups.
- b) Name-calling or the use of nicknames used to embarrass or ridicule a person.
- c) Deliberately demeaning the efforts of an individual, group or class.
- d) Isolating an individual.
- e) Negative comments about a person's protected characteristics.
- f) Demanding money or personal property from a person or deliberately damaging their property.

g) Blackmail, coercion, threats, threatening behaviour or actual physical violence. h) Posting, sending and/or circulating derogatory images and / or comments via the internet. Cyber bullying can often be an extension of face to face bullying where the use of technology is used as an additional route to harass and intimidate the victim.

Bullying also includes harassment and sexual harassment:

- **Harassment:** any form of unwanted conduct in relation to any of the nine grounds named in the equality legislation that has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading or offensive environment for the victim.
- **Sexual harassment:** any form of unwanted verbal, non-verbal or physical conduct of a sexual nature that has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading or offensive environment for the victim.

It is not bullying when the following occurs:

- Students of about the same age and strength have the occasional quarrel or conflict.
- A member of staff offers constructive or fair criticism of a student's behaviour or work performance.

All members of the school community, including external facilitators, are subject to this code, particularly the following relationships:

- Child to Child
- Child to any Staff member
- Staff member to Child
- Parent to Staff member*
- Staff member to Parent
- Staff member to Staff member

*Please see the [Managing Disruptive Visitors Policy](#) on the IAT website for more guidance on this.

Bullying can occur anywhere

Bullying can take place in many places. It can occur during the journey to and from School, before lessons begin, at break, lunchtime and during lesson changeovers in corridors. Toilets and changing rooms are places where bullying can occur. Bullying may also take place in a subtle and surreptitious way during lessons when adults are present.

Cyber-bullying incidents such as text messages, email, instant messages, and social networking sites may originate from outside of School but if it affects pupils during the school day then we will respond to it (see appendix 2).

3. Prevention

Bullying is an action directly against a key value of the school: 'Respect'. We believe that all pupils need to feel good about their achievements at school. A positive and responsible pupil is less likely to bully or become bullied. We place great emphasis on celebrating academic, arts, sports and extra-curricular achievements. We also promote achievement through celebration assemblies, Head of Years' newsletters and our social media platforms.

Prevention is better than cure so at SHFGS and we use PSHE, assemblies and other appropriate

times to reinforce the ethos of the school and help students to develop strategies that combat bullying-type behaviour. We are vigilant for signs of bullying and always take reports of bullying seriously.

We strive to organise our community in order to minimise opportunities for bullying. We therefore use a variety of methods to help students prevent bullying as and when appropriate. Some of these methods include:

- A supportive pastoral team which includes Student Support Team, Heads of Year and SLT - staff and students are encouraged to raise concerns and report them to appropriate staff members
- A clear message from Heads of Year and the Headteacher – ‘We do not tolerate bullying’
- Intervention work from the Heads of Year for students who are reported to be bullying - behaviour reflection worksheets
- Through parent phone calls, emails and meetings to work collaboratively to support a student who is found to be bullying and to understand the reasons for this
- Through vigilance by all staff within lessons and also on duty before school, break times, lunchtimes and after school
- Buddy/mentoring systems
- Assemblies
- Anti-Bullying week
- Displays around the school by a variety of means (posters, website etc.)
- Pastoral support plans for individuals
- Positive achievement assemblies
- Encourage challenging conversations on protected characteristics where relevant within lessons to educate students
- PSHE sessions on E-safety, bullying and cyber-bullying
- RSE sessions focused on online issues such sexual harassment
- Parent engagement evenings focused on E-safety

4. Anti-bullying procedures

SHFGS takes bullying behaviour very seriously and therefore the following steps will be promptly taken in dealing with incidents (*See Appendix 1 for a flowchart that is used each time an incident is reported).

Students can report any bullying issues or concerns by coming to speak to any member of staff they trust which could include their Form Tutor, subject teachers or Head of Year, visiting the Student Support Centre to make a statement about an incident(s) or emailing studentsupport@shfgs.co.uk or safeguarding@shfgs.co.uk. Any member of staff who notices or becomes aware of any form of bullying should report it immediately to the relevant Head of Year and/or DSL via CPOMS. These incidents will then be investigated by Student Support Team and the Heads of Year.

The pastoral team will work with the victim and any witnesses to support them through the process of reporting and communicate with parents/carers via email, phone calls home and/or notifications on Go4Schools. The wellbeing of our students is paramount and therefore Student

Support Team and Heads of Year will carry out regular welfare checks on those involved.

When a bullying incident or suspicions of bullying have been reported, the Heads of Year, Student Support Team and, where relevant, SLT should deal with the incident as soon as possible. Statements will be taken from the victim(s), alleged perpetrator(s) and witness(es), which may include staff. Students should be interviewed to allow Heads of Year and/or SLT to clarify the statements and to give time to those involved to describe the event(s). Parents should be informed of the ongoing investigation and kept up to date with the progress of this as necessary.

Once a resolution has been reached, the Heads of Year and Student Support Team should ensure all parties involved are aware of the actions taken. For confidentiality purposes, students and parents **should not** be informed of what sanctions were given to individuals.

Ongoing welfare checks on those involved should be carried out intermittently to ensure the wellbeing of all students and to help prevent further incidents occurring.

5. Sanctions for Students Engaging in Bullying Behaviour

Each incident of bullying behaviour is unique to the individual(s) who displays it and those who experience it. Sanctions applied following bullying behaviour will depend upon several factors that may include:

- The level of intent
- Any provocation
- The duration of the bullying behaviour
- The nature of the bullying behaviour and its impact
- Whether it is the first report or a repeat of bullying behaviour
- Whether the student engaging in the bullying behaviour has received previous warnings or sanctions

Actions available as sanctions for students engaging in bullying behaviour:

- Verbal warning and a note placed in the student's file
- Meeting with the student's parents to discuss necessary changes to their child's behaviour towards their peers and any other underlying issues.
- Restorative justice meeting between the perpetrator and victim
- Internal isolation
- Fixed term suspension
- Managed move to another school
- Permanent exclusion

6. Support for the Victim and Witnesses

SHFGS aims to ensure all victims and witnesses of bullying feel supported through the process of reporting bullying and are confident that Student Support Team, Heads of Year or SLT will deal with incident(s) effectively. Throughout the process victims and witnesses will be given time to explain the incident with staff. Where possible, a student's anonymity will be kept, for example staff will not tell the perpetrator(s) that they came forward. Other support could include: •

Changing seating plans or groups where necessary

- Regular welfare checks with a trusted adult

- The victim could be encouraged to broaden their friendship groups by joining lunchtime or an after-school club or activity
- Support from outside agencies where relevant

7. Reintegration for Perpetrators

SHFGS understands that young people will make mistakes and poor behaviour choices but learning from these is crucial in order for all students to become well-rounded citizens. Once a sanction has been served, the pastoral team, including the Head of Year, Student Support Team and SLT will work with perpetrators of bullying to support them in reflecting on their behaviour and discourage them from behaving in similar ways in the future.

Reintegration can include welfare checks, changes to social time and restorative meetings to support the victim in being accepted back into the school community. For some incidents, it is necessary to involve outside agencies or professionals to support the perpetrator in the reintegration and learning process, for example an educational conversation with the Safer Schools Officer (SSO) to work with the student in understanding the wider consequences of their behaviour. Parental engagement is also crucial in this process so that the School and Parents/Carers are working collaboratively to support the student.

8. Monitoring

In order to monitor bullying at SHFGS, Heads of Year/Student Support Team should:

- Review the incident records regularly to identify trends within their own year group
- Provide assemblies to raise awareness of different types of bullying and support a protective ethos for victims
- Use Heads of Year newsletters to raise awareness with parents/carers where relevant
- Keep SLT informed of bullying issues within the year group and strategies to resolve them
- Liaise with other Heads of Year
- Assign behaviour reflection tasks to perpetrators of bullying
- Carry out welfare checks on perpetrator, victims and witnesses of bullying
- Complete the relevant referral forms to ensure that affected pupils receive the correct form of support

The Senior Leadership Team (SLT) should:

- Ensure filtering and monitoring systems are reviewed regularly
- Ensure the Designated Safeguarding Lead (DSL) takes lead responsibility for understanding, overseeing, and escalating issues related to the school's filtering and monitoring systems.
- Treat cyber security and the secure protection of personal student information as a core safeguarding responsibility, integrating it into regular safeguarding reviews.
- Alert other members of SLT about developing concerns
- Deliver whole school assemblies on key bullying issues to raise awareness
- Ensure the PSHE curriculum is used to raise awareness and support available
- Review behaviour logs for incidents of bullying regularly
- Ensure filtering and monitoring systems are reviewed regularly and notifications are investigated swiftly

Governors should:

- Be aware of the schools Anti-Bullying strategy and Behaviour for Learning Policy
- Contribute to the review process
- Review the effectiveness of the school's filtering and monitoring systems at least annually to ensure they meet the latest statutory safeguarding standards
- Ensure that the DSL is adequately trained, resourced, and supported to manage and oversee the school's filtering and monitoring responsibilities effectively

*Please see our [IAT Filtering and Monitoring of Devices Policy](#) for more information

9. Training for Staff

Relevant training is provided to staff as appropriate to help raise awareness of the signs of bullying and how staff should respond. This includes:

- Online training through TES Develop for example, '*Preventing Bullying 11-18 years*' and '*Raising Awareness of LGBT*'
- INSET training focused on contextual behaviour issues
- INSET training focused on challenging child on child abuse
- Training focused on challenging conversations
- INSET and CPD focused on Diversity Equity and Inclusion (DEI) within the classroom • INSET and CPD focused on SEND and Pupil Premium students
- Training for trainee teachers focused on the Behaviour for Learning and the application of the behaviour policy in their practice

10. Anti-Bullying Strategies

Advice to Teachers and Assistant Teachers:

As teachers we are managers of our classrooms. We therefore need to be aware of the dynamic in pupil relationships and be careful to ensure we promote equal opportunities for all. We should aim to create a positive learning atmosphere in which every student is able to thrive.

Strategies that support this include:

- Arriving promptly to lessons to avoid 'corridor bullying' as students are lining up
- Avoid leaving groups of students in the classroom unattended
- Role modelling appropriate behaviour to encourage mutual respect
- Circulate the classroom and check in on students, which includes monitoring their use of devices
- Swiftly report any suspicions or incidents of bullying behaviour to the Head of Year using CPOMS, email and/or in person ensuring details provided are appropriate. • If there is physical harm, seek medical assistance for the victim from the Medical Officer. • Use seating plans to help separate and support pupils
- Consistently uphold the school's mobile phone policy in line with the latest DfE statutory guidance. Mobile phones are strictly prohibited from being used by students in KS3 and 4 throughout the entire school day, including all break and lunchtimes. Staff must confiscate phones immediately if they are seen or heard and report this to the Head of Year • After an incident, be vigilant.

Advice to Support Staff:

Although some support staff may not be as student-facing as others, it's essential that we all adopt a state of vigilance for bullying. This will include when walking around the school site, as well as travelling to and from school.

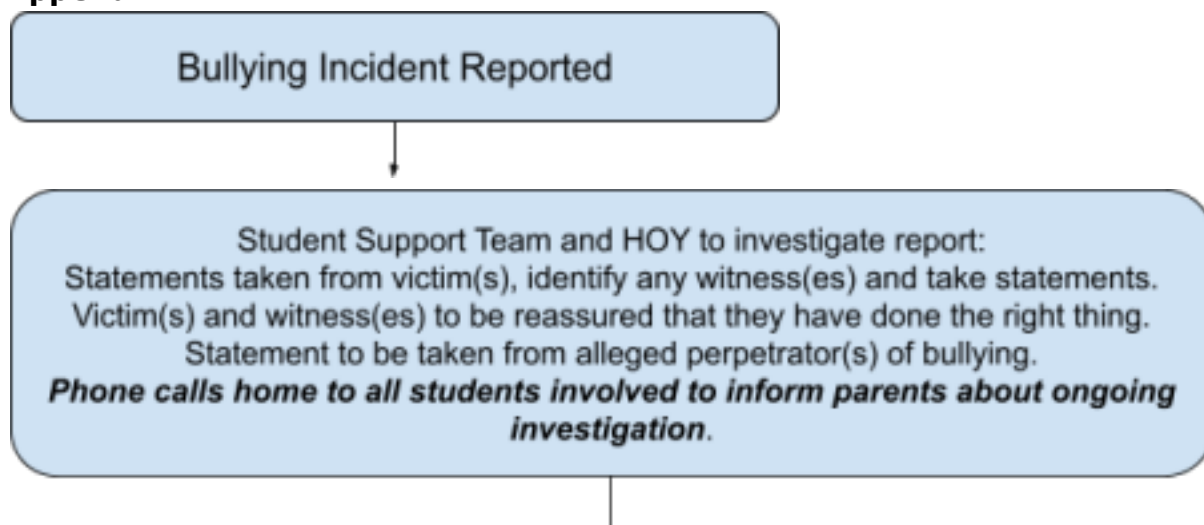
Strategies to support this include:

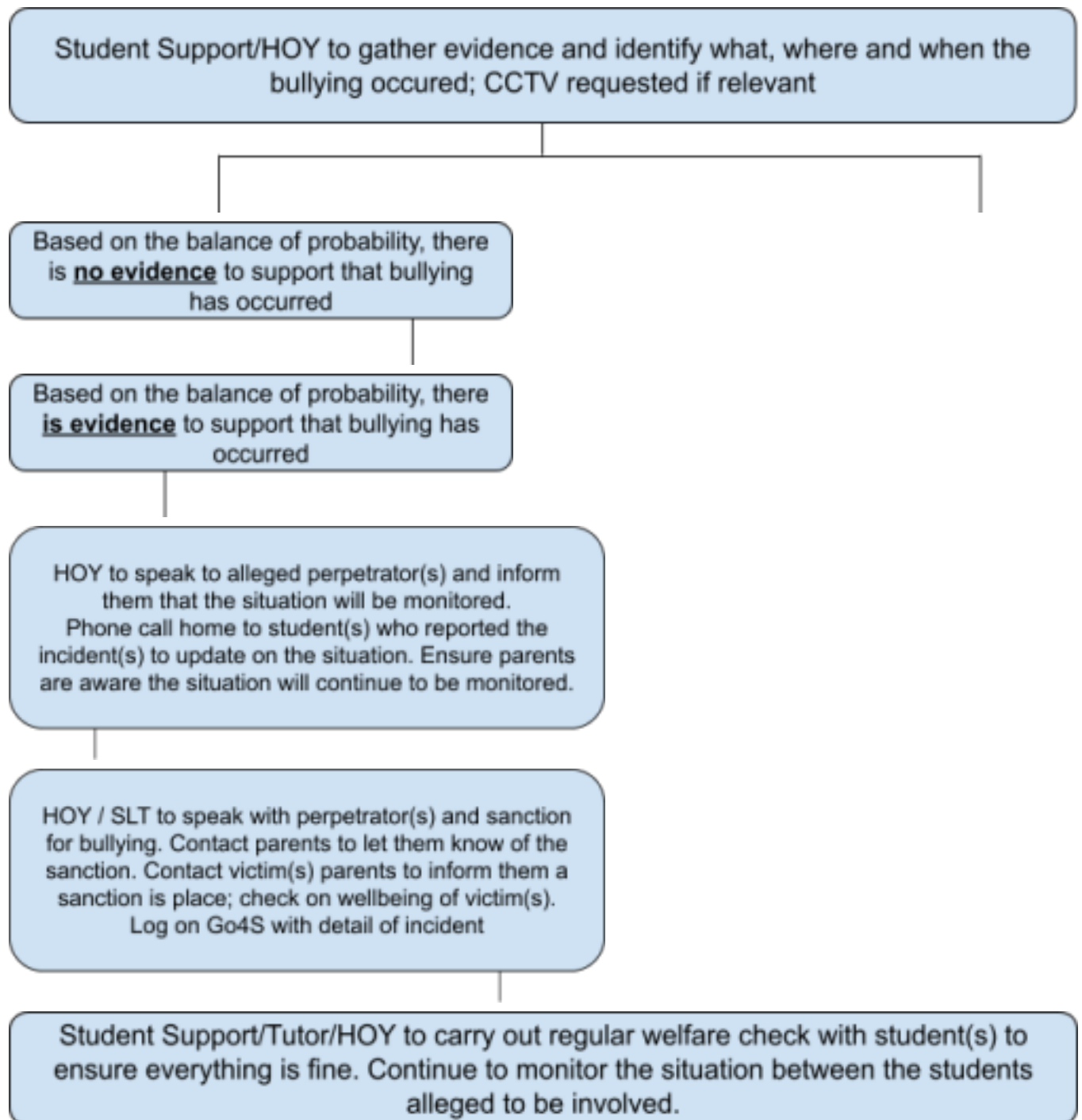
- Encourage all pupils to follow the school behaviour policy and demonstrate the Floydian Value of Respect
- Talk to students who you think show signs of being bullied
- Challenge students whose behaviour is not appropriate and conflicts with the Floydian Values
- Consistently uphold the school's mobile phone policy in line with the latest DfE statutory guidance. Mobile phones are strictly prohibited from being used by students in KS3 and 4 throughout the entire school day, including all break and lunchtimes. Staff must confiscate phones immediately if they are seen or heard and report this to the Head of Year
- Swiftly report any suspicions of or actual incidents of bullying behaviour to the Head of Year using CPOMS, email and/or in person ensuring you give details as appropriate. • If there is physical harm, seek medical assistance for the victim from the Medical Officer.

Advice to SLT:

- Create an environment that prevents bullying from being a serious problem in the first place
- Ensure training of all staff is up to date accounting for new legislation and government guidance
- Provide opportunities in the curriculum to raise awareness of bullying and how to report incidents as part of the preventative education programme
- Analyse data at termly intervals to identify trends so that appropriate measures to tackle bullying can be implemented
- The Headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a student.

Appendix 1





Appendix 2 Cyberbullying

<https://anti-bullyingalliance.org.uk/tools-information/advice-and-support/advice-parents-and-carers/im-worried-about-cyberbullying>

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>

https://www.thinkuknow.co.uk/11_18/lets-talk-about/online-safety/

Cyberbullying is any form of bullying that is carried out through the use of electronic media devices, such as computers, laptops, smartphones, tablets, or gaming consoles.

Defining cyberbullying in academic literature, cyberbullying is defined as '*an aggressive, intentional act carried out by a group or individual, using mobile phones or the internet, repeatedly and over time against a victim who cannot easily defend themselves.*'

In alignment with the latest statutory safeguarding guidance, the school recognises that cyberbullying and online harms are rapidly evolving. This includes, but is not limited to, the creation, sharing, or coercion of self-generated intimate images, as well as the malicious use of artificial intelligence to generate, alter, or manipulate media (e.g., deepfakes) to harass, humiliate, or extort peers.

Staff are aware that any sharing of indecent or semi-indecent images of children, regardless of whether the initial sharing was deemed 'consensual' by the students involved, constitutes a significant child-on-child abuse safeguarding concern. Such incidents must immediately be referred to the Designated Safeguarding Lead (DSL) via CPOMS and will not be managed solely as a behavioural or disciplinary issue.

Although sharing many similarities with traditional forms of bullying, which include physical, verbal, and relational victimisation, cyberbullying is often treated as a separate type of behaviour for a number of reasons. Firstly, cyberbullying requires the use of electronic media, such as a computer, smartphone, tablet or games console, therefore those involved need to have access to, and at least some understanding of technological communication. In some cases, it may be differential levels of expertise, such as having a greater knowledge of communication platforms, or a wider social network, which enable one person to cyberbully another.

Secondly, cyberbullying is not limited to a specific location, such as a school or club, therefore victims can be targeted in any place, and at any time. Unlike traditional bullying, the home no longer represents a safe place. Cyberbullying can follow a victim, invading all aspects of their personal life, and allowing them little opportunity to escape.

Thirdly, many forms of electronic communication allow some degree of anonymity, which can mask the identity of the perpetrators, and make it difficult to respond to incidents. Whereas perpetrators of traditional bullying are able to see the reaction of the victim, those who cyberbully cannot, and may be less likely to feel empathy or guilt over their actions.

Lastly, cyberbullying is capable of reaching a far broader audience than more traditional forms of bullying. Initial incidents of cyberbullying, such as posting an embarrassing photo or video, can spread throughout social networks, traversing school and personal boundaries, and increasing the chance that others will join in with the bullying. As cyberbullying can happen anywhere, and involve multiple, potentially anonymous perpetrators, it has made it particularly difficult for schools to know when and how to respond to incidents of cyberbullying.

Responding to Cyberbullying

Most cases of cyberbullying will be dealt with through the school's anti-bullying strategy and this must remain the framework within which incidents of bullying are

investigated. However, some features of cyberbullying differ from other forms of bullying and may prompt a particular response.

The key differences are:

- Impact: the scale and scope of cyberbullying can be greater than other forms of bullying.
- Targets and perpetrators: the people involved may have a different profile from traditional bullies and their targets.
- Location: the "24/7 and anywhere" nature of cyberbullying.
- Anonymity: the person being bullied will not always know who is bullying them.
- Motivation: some pupils may not be aware that what they are doing is bullying.
- Evidence: unlike other forms of bullying, the target of the bullying will have evidence of its occurrence.

It is possible that a member of staff may be a victim and these responses apply to them too.

Support for the person being bullied

The victim will be offered emotional support; be reassured that they have done the right thing in reporting the incident. They will be advised not to retaliate or reply and instead, keep the evidence and take it to their parent/carer or a member of staff, such as the relevant Student Support Team link or Head of Year.

The pastoral team will support the victim in considering what information they have in the public domain and they may be advised to change their mobile phone number and social media accounts. Victims should not see this as a punishment but prevention for further harassment.

If hurtful or embarrassing content is being distributed, parents and relevant staff should try to get it removed from the internet. If the person who posted it is known, Heads of Year will ensure they understand why it is wrong and ask them to remove it. Alternatively, parents can contact the host provider and make a request to have the content taken down. In some cases, the person being bullied may be able to block the person bullying them from their sites and services.

Investigation

Members of staff should contact the Student Support Team/HOY/Report on CPOMS in all cases. Staff and pupils should be advised to preserve evidence and a record of abuse: save phone messages, record or save-and-print instant messenger conversations, print or produce a screenshot of social network pages and email messages. If images are involved, determine whether they might be illegal or raise child protection concerns. If so, contact the local police or CEOP (<http://www.ceop.police.uk/>) and identify the bully. Any allegations against staff should be reported to the Headteacher as a low level concern in line with the safeguarding policy. Staff can confiscate a student's mobile phone if appropriate. The police should be contacted in cases of actual/suspected illegal content.

Appendix 3 Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: <https://www.youngminds.org.uk/>
- Young Carers Bucks:
<https://carersbucks.org/information-for-carers/young-carers/>
- The Restorative Justice Council: <https://restorativejustice.org.uk/resources>

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Internet Safety (UKCIS)
<https://www.gov.uk/government/organisations/uk-council-for-internet-safety>
- DfE 'Cyberbullying: advice for headteachers and school staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying • DfE
'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educationa
- Barnardo's LGBT Hub:
www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW)
www.endviolenceagainstwomen.org.uk
- A Guide for Schools:
<https://www.endviolenceagainstwomen.org.uk/wp-content/uploads/EVAW-Coalition-Schools-Guide.pdf>
- Disrespect No Body:
<https://www.gov.uk/government/publications/disrespect-nobody-campaign-posters>
- Preventing and responding to Sexual Bullying:
<https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/Sexual%20bullying%20-%20anti-bullying%20guidance%20for%20teachers%20and%20other%20professionals.pdf>

Appendix – Helpers in the community

Local/National services that can help support someone who is actively suicidal:

	Telephone
PAPYRUS HOPELINEUK Text: 07786 209 697 Email: pat@papyrus-uk.org	0800 068 4141

Local/national services that can help deal with the underlying causes of suicidal thoughts:

	Telephone
Rape and/or sexual assault	Sexual Assault and Abuse Support Service - 01296 719 772
Domestic violence hotline	Aylesbury Women's Aid - 01296 437 777 Mankind Initiative - 01823 334 244 National LGBT+ Domestic Abuse Helpline - 0800 999 5428

Child abuse hotline Police/ambulance/fire services 24 hour medical advice Homelessness emergency Child and adolescent mental health service Sexual health and screening	Childline - 0800 1111 999 for emergencies 101 - To report non-urgent police enquiries 111 for medical advice and support Buckinghamshire Council Homeless Support - 01296 585168 Single Point of Access - 01865 901 951 Brookside and SHAW Clinics 0300 303 2880
Sexuality support	https://lgbtbucks.org/
Children's services	Buckinghamshire Children's Services – First Response 01296 383 962

	out of hours - 0800 999 7677
Family support services	Buckinghamshire Family Support - 01296 383293
Alcohol and substance misuse	One Recovery Bucks - 0300 772 9672
Carer support services	Carers Bucks - 0300 777 2722