

Bassett House School

S7A – Safeguarding and Child Protection Policy



Revised January 2026

Executive Summary

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

The school recognises its responsibilities for all aspects of safeguarding and child protection and the safety of pupils is always accorded the highest priority. Every pupil should feel safe and protected from any form of abuse which means any kind of neglect, non-accidental physical injury, sexual abuse, emotional abuse, and child-on-child abuse. This includes the use of technology to abuse or exploit.

The school and everyone who comes into contact with children and their families (or carers) has a role to play in safeguarding and should ensure that their approach is child centred: this means considering at all times what is in the best interests of the child and taking action to enable all pupils to achieve the best outcomes. Safeguarding and promoting the welfare of children is everyone's responsibility.

The School adopts a 'whole school' approach to safeguarding, ensuring safeguarding and child protection are embedded within the school's ethos and culture and underpins all aspects of process and policy development.

Full contact details for school staff and external agencies may be found below in this policy. Parents should raise any safeguarding concerns directly with the School; however, parents may also contact the school's borough directly if they wish.

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

This safeguarding policy is extremely important and, in addition to reading it at the start of each academic year, staff are urged to read it again in each of the spring and summer terms.

The key point that should stay at the forefront of the mind of every member of staff is that if there should ever be any safeguarding concern about a pupil or about the conduct of a member of staff or volunteer, this should be reported immediately following the procedures outlined within this policy.



Context

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

Keeping Children Safe in Education (KCSIE), DfE, September 2025	Keeping children safe in education 2025
The SEN Code of Practice 2015	SEND Code of Practice January 2015.pdf
Disqualification Under the Childcare Act 2008 – updated August 2018	Disqualification under the Childcare Act 2006 - GOV.UK
Working Together to Safeguarding Children Updated June 2025	Working together to safeguard children - GOV.UK
Working Together to Improve School Attendance August 2024 Now statutory guidance.	Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk)
DfE statutory guidance 'Children missing education – Updated August 2024 for Local Authorities and other groups supporting children's attendance.	Children Missing Education - Guidance for Local authorities
The Independent School Standards (England) Regulations, DfE, 2014. Updated 2019	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800615/Independent_School_Standards-Guidance_070519.pdf
The Independent School Standards (Wales) Regulations, 2024.	https://www.gov.wales/independent-schools-registration-and-operational-guidance-html
The National Minimum Standards for Boarding, DfE updated 2022.	https://www.gov.uk/government/publications/boarding-schools-national-minimum-standards
EYFS Framework July 2025 for 1st Sept 25 implementation	EYFS statutory framework for group and school-based providers
DfE Guidance What to do if you're worried a child is being abused (March 2015)	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf
Relationships, Sex and Health Education Updated July 25 for 1st Sept 2026 implementation	Relationships and sex education (RSE) and health education - GOV.UK
Prevent Duty England and Wales 2015 – Updated September 2023	Prevent duty guidance: England and Wales (2023) - GOV.UK HM Government Guidance



Safeguarding Learners Vulnerable to Radicalisation Sept 2023	Prevent duty guidance: Guidance for specified authorities in England and Wales (publishing.service.gov.uk) DfE Guidance https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty
Martyn's Law – Terrorism (Protection of Buildings) Act 2025	Martyn's Law: the SIA's new regulatory role - GOV.UK
Martyn's Law – Home Office Fact Sheet	Terrorism (Protection of Premises) Act 2025: factsheets - GOV.UK
DfE Meeting the Digital Standards 2025	Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK
Teaching online safety in schools guidance 2023	Teaching online safety in schools - GOV.UK
NSPCC E-Safety Guidance for Schools March 2022	https://learning.nspcc.org.uk/research-resources/schools/e-safety-for-schools
Sharing nudes and semi-nudes: advice for education settings working with children and young people, Updated March 2024 (Non-statutory advice)	Sharing nudes and semi-nudes: how to respond to an incident (overview) (publishing.service.gov.uk)
Guidance that any child investigated by the police whether in or out of school should have an appropriate adult with them. Updated December 2023	https://www.gov.uk/government/publications/pace-code-c-2019
DfE Guidance – Teachers Misconduct - The prohibition of Teachers – Feb 2022 Advice on factors relating to decisions leading to the prohibition of teachers from the teaching profession Website for reporting a teacher	Teacher misconduct: the prohibition of teachers (publishing.service.gov.uk) Report serious teacher misconduct - GOV.UK
DfE Guidance - After-school clubs, community activities, and tuition Safeguarding guidance for providers – September 2023	After-school clubs, community activities, and tuition - safeguarding guidance for providers (publishing.service.gov.uk)
Alternative Provision – Guide for Local Authorities and schools Feb 2025	Arranging Alternative Provision - guide for LAs and schools



Sources of additional information:

Countering online conspiracies in schools	https://pearsfoundation.org.uk/partners/the-commission-into-countering-online-conspiracy-in-schools/
Education Against Hate Guidance Documents	https://www.educateagainsthate.com/category/school-leaders/
HM Government Enough Campaign (Violence against Women and Girls)	https://enough.campaign.gov.uk/guidance-and-resources-for-teachers
The Lucy Faithfull Foundation – ShoreSpace A confidential website service for teenagers worried about theirs or someone else's sexual thoughts and behaviours.	https://shorespace.org.uk/
The Children's Society – Preventing Child Sexual Exploitation Guidance	Preventing Child Sexual Exploitation The Children's Society
Centre of Expertise on Child Sexual Abuse – Guidance	Resources for education settings CSA Centre

This policy also takes into account the procedures and practice of the Local Safeguarding Children Partnership (LSCP). The school follows the multi-agency safeguarding arrangements of the (LSCP) of the bi-borough of the Royal Borough of Kensington & Chelsea, and Westminster City Council.

Safeguarding is embedded within the school. Links to other school policies include, but not limited to: Anti-Bullying Policy, Attendance Policy, Behaviour Policy, Complaints Policy, Digital Usage Policy, First Aid Policy, Relationships and Sex Education Policy, Safer Recruitment Policy, Staff Code of Conduct, Whistleblowing Policy



Key Contact Details:

The School	
Bassett House School Designated Safeguard Lead (DSL)	Mr Alastair Moulton Email: alastair.moulton@apps.bassetths.org.uk Phone: 07970 755 083
Bassett House School Deputy Designated Safeguard Lead (DSL) and EYFS Lead	Mrs Manuja Hughes Email: manuja.hughes@bassetths.org.uk Phone: 07970726431
Bassett House School Safeguarding Governor	Mrs Rachael Friend Email: rachael.friend@dukeseducation.com Phone: 020 3696 5300 Mobile: 07552 268782
Local Authority	
Bassett House is situated in the London borough of Kensington & Chelsea and follows the multi-agency safeguarding arrangements of the Local Safeguarding Children Partnership (LSCP) of the bi-borough of the Royal Borough of Kensington and Chelsea, and Westminster City Council.	
The borough's Thresholds of Need Guide can be found at https://www.londonsafeguardingchildrenprocedures.co.uk/files/threshold.pdf	
It is the policy of the school that all referrals about children are made by the school's DSL; however, in exceptional circumstances staff may raise concerns directly with the borough. Anyone can make a referral. In an emergency or if a child is in immediate danger, contact the Police by dialling 999	
General Advice Bi-Borough Safeguarding Lead for Schools and Education	Elaine Campbell Telephone: 020 7361 3000 / Mobile: 07712 236 508 Email: elaine.campbell@rbkc.gov.uk
Concerns about a child For any concerns about a child residing in Kensington and Chelsea, contact:	Kensington and Chelsea Duty Line 9am–5pm weekdays on 0207 361 3013 Outside of these times contact the Emergency Duty Team on 0207 373 2227
If the child does not reside in Kensington and Chelsea the local authority where the child resides should be contacted.	Pupils residing in Westminster Phone: 020 7641 4000 Email: accesstochildrensservices@westminster.gov.uk Out of hours service: 020 7641 6000 Pupils living in Hammersmith & Fulham Initial Consultation and Advice Team (ICAT) Phone: 020 8753 6600 Email: familyservices@lbfh.gov.uk Out of hours service: 020 8748 8588



<p>Local Authority Designated Officers (LADO) Any concerns about the conduct of staff or volunteers must be referred to the LADO of the school's local authority.</p>	<p>Royal Borough of Kensington & Chelsea Duty Officer: Email: kclado.enquiries@rbkc.gov.uk Phone: 020 7361 3013 Manager: Aqualma Daniel, Safer Organisations Manager & LADO Tel: 07870481712 Email: aqualma.daniel@rbkc.gov.uk</p>
<p>Support and Advice about Extremism Concerns about the radicalisation of children under 18 should be referred through the Prevent team.</p>	<p>Kensington & Chelsea Phone: 020 8753 5727 Email: prevent3@rbkc.gov.uk Department for Education Dedicated telephone helpline and mailbox for non-emergency advice for staff and governors Phone: 020 7340 7264 Email: counter.extremism@education.gov.uk Police Tel: 101(non-emergency) Emergency: 999</p>
<p>Education & Attendance</p>	<p>Bi-Borough Head of Admissions and Access to Education Wendy Anthony Phone: 020 7745 6440 Email: wendy.anthony@rbkc.gov.uk</p>
<p>NSPCC Whistleblowing Advice Line</p>	<p>Email: help@nspcc.org.uk Phone: 0800 028 0285</p>
<p>Disclosure and Barring Service</p>	<p>Email: dbsdispatch@dbs.gsi.gov.uk Phone: 01325 953 795</p>
<p>Teaching Regulation Agency</p>	<p>Email: misconduct.teacher@education.gov.uk Phone: 0800 028 0285</p>



Application:

- This policy has been adopted by the governors, is addressed to all members of staff and volunteers, is available to parents on request and is published on the school's website. It applies wherever staff or volunteers are working with pupils, including when this is away from the school, for example on an educational visit.
- Wherever the word "staff" is used, this includes governors and ALL members of staff, including supply staff, staff employed by a third party, self-employed staff, contractors, volunteers, students and those on work experience.
- The policy applies to all pupils in the school, including those in the EYFS.
- The policy is reviewed and updated annually as a minimum. It is also updated as a result of any new legislation or if an issue has emerged which requires the policy to be amended to improve practice yet further.

Aims:

The aims of this policy are:

- To ensure that safeguarding procedures are in place and are followed by all staff in accordance with national guidance and locally agreed inter-agency procedures
- To provide a systematic means of monitoring pupils known or thought to be at risk of harm, as well as support for those pupils
- To identify, monitor and support those pupils who may be in need of additional support from other agencies apart from the Children's Services department of the local authority, e.g. Child and Adolescent Mental Health Services (CAMHS)
- For all staff to be fully aware and confident of their role in safeguarding and child protection and of their responsibilities to identify and report possible concerns about the welfare of pupils, including possible harm or abuse
- For all staff to be fully aware of the need to report any concerns about the actions of members of staff, volunteers or visitors
- To support pupils' development in ways that will foster security, confidence and independence
- To be alert to the risks to pupils online and to ensure, through appropriate filtering and monitoring systems, that they are safeguarded in school from potentially harmful and inappropriate online material. (Also see Digital Usage Policy)
- To emphasise the need for good levels of communication between all members of staff
- To promote effective working relationships with other agencies, including the Children's Services department of the local authority, the police, health and other support services
- To ensure that all staff are recruited in accordance with the school's Recruitment Policy and in accordance with guidance in Part Three of Keeping Children Safe in Education (2024) and Disqualification under the Childcare Act 2006.
- To conform with the requirements of paragraphs 7 and 16 of the Schedule to the Education (Independent School Standards) Regulations 2014.



The school will also create a positive ethos to:

- Establish and maintain an environment where all pupils feel secure, are encouraged to talk and are listened to
- Ensure staff are confident to report any concerns and to deal with any disclosures
- Provide early help to pupils and families
- Ensure pupils know that there are adults in the school whom they can approach if they are worried
- Include opportunities in the curriculum for personal, social, health and citizenship education (PSHCE) and Sex and Relationships Education (SRE) for pupils to develop the skills they need to recognise and stay safe from abuse, including abuse or exploitation through technology, including child-on-child abuse.

DESIGNATED SAFEGUARDING LEAD (DSL)

The school has appointed a Designated Safeguarding Lead (DSL) and one deputy designated leads (DDSL), all with the necessary status, training and authority to be responsible for matters relating to the welfare, health and safety of pupils, including child protection. The DSL and deputies are members of the senior leadership team (SLT). In accordance with the Early Years Foundation Stage ("EYFS") statutory framework, the DSL is also responsible for safeguarding in relation to pupils within the EYFS.

Contact details of the school's DSL, Children's Services and LADO

Paragraph 1 of this policy gives the contact details of:

- the school's DSL (and deputies)
- the Children's Services department of the school's Local Safeguarding Children Partnership: Bi-borough of Kensington & Chelsea and Westminster
- the local authority designated officer (LADO)
- the Safeguarding Governor.

Other key contacts which may be required to support the school with its safeguarding duties are also listed.

Responsibilities of the school's DSL (also see KCSIE Annex C)

The main responsibilities of the DSL are:

- To be responsible for safeguarding and child protection procedures and to keep detailed, accurate records, including action taken. This includes keeping records for those cases where there is no need to make a referral to any other service.
- To actively promote a culture of safeguarding so the safety and welfare of children is embedded within all the school's processes and procedures
- To coordinate and monitor safeguarding, being the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of safeguarding
- To ensure CPOMS is used appropriately and effectively by staff and is monitored closely to ensure the well-being of children.



- Immediately upon the receipt of any report of a suspicion, belief or evidence of concerns, to act upon the report
- To liaise with Kensington & Chelsea Children's Services or, if the pupil resides outside the school's borough, the Children's Services department of the borough in which the pupil resides
- To understand the LSCP child protection procedures, including Section 17 and Section 47 assessments under the Children's Act (1989) and 'Early Help' processes
- If there are concerns about the conduct of staff this should be raised with the Head
- To ensure the Safeguarding Governor is fully informed as soon as possible about all safeguarding concerns
- To attend case conferences or other multi-agency planning meetings and to contribute to assessments and reports
- To be responsible for procedures in the school and to keep detailed, accurate records, including action taken. This includes keeping records for those cases where there is no need to make a referral to any other service
- To provide a systematic means of monitoring and supporting pupils known or thought to be at risk of harm or where there are ongoing concerns
- To promote the educational achievement and care of any children who are looked after. The DSL will take lead responsibility for any looked-after children (LAC).
- To maintain a regular training programme for all members of the school's staff and volunteers in line with advice from the Local Safeguarding Children Partnership (LSCP), keeping training records for safeguarding and safer recruitment
- To ensure all new staff receive induction training in safeguarding and understand their responsibilities, including that all relevant safeguarding documents have been provided and are understood.
- To ensure that all staff have confirmed that they have been provided with a copy of the Safeguarding Policy (i.e. this document) and Part One and Annex B of KCSIE, whenever there are updates and have read and understood the contents
- To ensure that all staff are assisted to understand and discharge their roles and responsibilities as set out in Part One of KCSIE and in this policy.
- To ensure that when pupils leave the school any child protection information is copied for the new school as soon as possible and transferred securely and separately from the main file
- To ensure that a record of any safeguarding information is obtained from the previous school or nursery for a new pupil joining the school and records are kept
- To monitor the confidentiality, keeping and storage of records in relation to safeguarding.
- To ensure the Safeguarding Policy is reviewed annually in conjunction with the school governors and DDSL, such review to include its effectiveness in practice
- To ensure the Safeguarding Policy is reviewed in the case of a serious incident or change in legislation, and that any remediation necessary in policy or procedures is given immediate effect
- To understand the unique risks associated with online safety and be responsible for overseeing online safety in the school with the support of the school's IT manager
- To ensure the Safeguarding Policy is available on the school's website
- To ensure that "Safeguarding" is a standing item on the agenda for, and minutes of, staff meetings. This is to ensure that all members of staff will be aware that there is a safeguarding concern about that pupil, with detailed information only shared on a 'need to know' basis. It also provides those present with an opportunity to raise any general school safeguarding issues.
- In the absence of the DSL one of the deputies will take the lead role although the DSL must receive copies of all reports and referrals and be fully briefed as soon as possible on return.

Deputy DSL (DDSL)

Responsibilities of the school's Deputy DSL:

- The Deputy DSL is trained to the same level as the DSL and in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of children / young people, ensuring that the DSL receives copies of all reports and referrals and is fully briefed as soon as possible on their return.
- The ultimate lead responsibility for safeguarding and child protection rests with the DSL. This responsibility will not be delegated, except under exceptional circumstances such as long-term absence of the DSL.
- During term time, the DSL and/or the Deputy DSLs are available during normal working hours, either on site, or contactable by telephone, for staff, pupils or parents to discuss any safeguarding concerns.

Responsibilities of the Staff

- To provide a safe and supportive learning environment
- To read and understand, Part 1 of Keeping Children Safe in Education and Annex A, as well as Annex B if the lead or manage or work directly with children.
- To read and understand the School's Safeguarding Policy and Procedures i.e. this document.
- To adhere to the Staff Code of Conduct.
- To undertake regular safeguarding training, at least annually.
- To be alert to the signs of abuse and neglect, including child-on-child abuse, and to report any concerns to the DSL immediately.
- To be aware that even if there are no reports of child-on-child, or any other form of abuse, it does not mean it is not happening, it may just not be being reported.
- To understand the child protection process, including Section 17 and Section 47 assessments under the Children's Act (1989) and 'Early Help' processes.
- To help pupils understand how to keep themselves safe and manage risk.
- To be alert to absenteeism of any children / pupils and inform the DSL of any concerns.
- To consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare (Contextual Safeguarding).
- To report to the Head/ Head Teacher / Principal Head any concerns about the conduct of adults, including low level concerns (this includes behaviour outside the nursery / school / college that might indicate an individual is unsuitable to work with children)

Responsibilities of the Head

- To promote an overarching culture of safeguarding so the welfare of children is embedded within all the Bassett House School processes and procedures operating with the best interests of the child at their heart.
- To have read and understood all parts of Keeping Children Safe in Education thereby ensuring that the Bassett House School's policy and procedures follow statutory guidance.
- To ensure that KCSIE Part 1 (including Annex A) and our Safeguarding Policy are understood and implemented effectively by all staff, whether or not they directly work with children.
- To allocate sufficient time, training and resources to enable the DSL and Deputies to carry out their roles effectively.
- To ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively in accordance with the Whistleblowing procedures.
- To ensure pupils are taught about keeping safe, including online
- To ensure systems are in place, which are easily understood and easily accessible for pupils to report concerns, including abuse.



- To deal with any reports regarding concerns or allegations related to the conduct of adults (this includes behaviour outside of school that might indicate an individual is unsuitable to work with children), including low level concerns.
- To seek advice and liaise with the Local Authority Designated Officer (LADO) regarding concerns about adults.
- To undertake training on safer recruitment processes at regular intervals
- To monitor the effectiveness of this policy and its procedures in liaison with the Safeguarding Governor and SLT and to remedy any deficiencies immediately.

Responsibilities of the Board of Governors and Proprietor

The governors ensure that the policies, procedures and training in the school is effective, comply with the law at all times and take into account the procedures and practice of Bassett House School's LSCP.

The role of the governors is also:

- To ensure safeguarding and child protection underpin all relevant aspects of process and policy development, and that processes and policies operate with the best interests of pupils at their heart.
- To ensure they have processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour.
- To create the right culture and environment so that staff feel comfortable to discuss matters both within, and where it is appropriate, outside of the workplace (including online), which may have implications for the safeguarding of children.
- To ensure policies, procedures and training in the schools are effective and comply with the law at all times.
- To ensure there is a nominated governor for safeguarding, who takes leadership responsibility at Board level for all safeguarding matters.
- To ensure the nominated governor has the required knowledge, skills and expertise to take leadership responsibility for Bassett House School safeguarding arrangements.
- To ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead.
- To ensure there is an effective Safeguarding Policy in place, which is consistent with KCSIE (Sept 2025), Working Together to Safeguard Children (2025) and the requirements of the London Safeguarding Children's Partnership (LSCP).
- To ensure the policy is available publicly on the school's website.
- To ensure child protection files are maintained, which show a clear chronology and the reason for decisions taken.
- To ensure there are other appropriate policies and procedures in place to safeguard and promote children's welfare including, but not limited to, a Staff Code of Conduct, Anti-bullying Policy, Relationships & Sex Education Policy.
- To ensure that the school has a written behaviour policy and that is it made available to parents through a website or on request. The behaviour policy should take into account the guidance provided below:
- Behaviour in Schools - Advice for headteachers and school staff Feb 2024
- To ensure there is an effective Staff Code of Conduct (including online conduct) which is implemented throughout the organisation.
- To ensure that Bassett House School holds at least two emergency contact numbers for each child.
- To ensure that safer recruitment procedures are followed in accordance with Part 3 of KCSIE and that all relevant checks are carried out on all staff before starting their employment and recorded in Bassett House School Single Central Record (SCR).
- To ensure IT systems have appropriate filters installed without unduly restricting access for educational purposes.



- As part of this process, the Board of Governors will ensure that the school undertakes regular monitoring of filtering systems in place and regularly reviews their effectiveness and that there is a named governor for IT for meeting its duties under the DFE Digital Standards.
- The Board of Governors should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.
- The Governing Body will ensure there are policies and procedures in place regarding pupils accessing the internet in school. The Governing Body will be doing all that it reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, the Governing Body will ensure their school or college has appropriate filtering and monitoring systems in place and regularly review their effectiveness. The Governing body will consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks
- To have policies and procedures in place relating to the use of cameras and technology within the EYFS.
- A review of the Safeguarding Policy at least annually (and in the case of a serious incident), including an update and review of the effectiveness of procedures and their implementation. The annual review of safeguarding forms part of the summer term Governors' Review Meeting. A termly report is sent to the Safeguarding Governor and the annual Safeguarding Audit is presented to the Governing Board by the DSL or the Head.
- Governing Bodies and proprietors should ensure that ALL governors and proprietors receive appropriate safeguarding and child protection (including online) training at induction. This knowledge should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in our organisation are effective and support the delivery of a robust whole nursery / school / college approach to safeguarding. Their training should be regularly updated. (KCSIE 2025).
- Governing bodies and proprietors should ensure that all staff undergo safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see para 140 for further information) at induction. The training should be regularly updated. Induction and training should be in line with any advice from the safeguarding partners.
- The Proprietor and the Board of Governors will be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their multi-agency safeguarding arrangements.
- Governors of independent schools as non-public entities however do not have to follow requirement as laid down in the Public Sector Equality Duty (PSED). (KCSIE 2025)

Definitions of safeguarding and types of abuse

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; 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; and taking action to enable all children to have the best outcomes.

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

Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. Abuse can be:

- physical



- emotional
- sexual
- neglect, including affluent neglect

Staff are trained to understand that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or label. In most cases, issues overlap with one another, requiring staff to be vigilant and to always raise any concerns with the DSL or a DDSL.

Staff are also made aware that technology can be a significant component. Abuse may take place concurrently, online and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

Early help

Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help, an early help inter-agency assessment should be arranged. Early Help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse.

Chapter 1 of Working Together to Safeguard Children (Department for Education, September 2025) provides detailed guidance on the early help process.

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

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- is a young carer
- is frequently missing/goes missing from care or home
- is misusing drugs or alcohol
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care.
- has experienced multiple suspensions, [are] at risk of being permanently excluded from schools, colleges and in alternative Provision or a Pupil Referral Unit.

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

Additional support systems in school may form part of early help strategies e.g. pastoral school support, counselling, school mentors and should feed into Local Authority early help measures as required. Evidence is kept of all early help interventions.



In the first instance staff should discuss early help requirements with the DSL. The DSL will then take the lead but staff may be required to support other agencies and professionals in an early help assessment.

Royal Borough of Kensington & Chelsea (RBKC) Threshold Levels 3 and 4

- a) Pupils who meet the threshold of Level 3 or Level 4 will be referred to MASH immediately by the DSL.
- b) If there is ever any doubt about whether a referral should be made advice will be sought from the RBKC Safeguarding Advisor or from the MASH team.
- c) The DSL may also take initial advice and discuss matters with other services such as the Education Welfare Officer, CAMHS or the police. Under no circumstances will the situation be left beyond the day that the concern is first raised.
- d) If a referral is made or advice is obtained from Children's Services, the safeguarding governor will be informed of the case by the DSL as soon as possible.
- e) All telephone conversations with Children's Services, the LADO or other local authority officers are recorded by the DSL on CPOMS,
- f) The DSL will discuss the concerns with the pupil's parents/carers at the earliest appropriate opportunity.
- g) The DSL will assist other agencies to make enquiries into concerns about a pupil's welfare. This will include ensuring that the school is represented at multi-agency meetings, including child protection conferences, and that reports/information about the pupil are provided as required.
- h) In cases of extreme emergency or if a serious criminal offence appears to have been committed the police will be contacted immediately.
- i) The referral process outlined is also followed when there are concerns about a pupil who may be at risk of radicalisation. The level of risk will identify the most appropriate referral, which could include Children's Services and/or Channel.

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

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

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

CONCERNS ABOUT A CHILD

Every member of staff has an individual responsibility for safeguarding and child protection. and it must never be thought that 'someone else' will deal with it or that 'it's not my responsibility'. If there are any concerns whatsoever about a child this must be reported to the DSL and recorded on CPOMS without delay.

Staff must not be concerned about misinterpreting information or 'getting it wrong'. No member of staff will ever be criticised for raising a genuine concern even if after investigation by the DSL it is found to be baseless.



Concerns about pupils may arise through many different routes e.g. as a result of observing a child's play, through a casual conversation and /or there may be a change in a pupil's behaviour or art or written work may show signs of confusion or distress.

There may also be concerns raised about a parent's interaction with a pupil or issues such as parental alcohol/drug misuse, domestic violence or mental health. It is vital to report any such concerns within a family, as they have a significant impact on children and increases the risk of adverse childhood experiences (ACEs).

It is important to understand that 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 school 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 should act on them immediately rather than wait to be told.

A member of staff may also become concerned about a pupil without a disclosure being made or without specific concrete evidence. E.g. the child may appear sad, more withdrawn or anxious.

See Paragraphs 16-19 for detailed information on signs of abuse and specific safeguarding issues

Procedures for when a child discloses information

If a pupil discloses information which may raise concerns of abuse, the member of staff should:

- Listen carefully and keep an open mind. Staff should not take a decision as to whether or not abuse has taken place. When the pupil has finished talking, make sure that he/she feels secure and, if appropriate, explain what you are going to do next. Notes should be taken in the child's own words.
- Reassure the pupil, if they have made a disclosure, that he/she is right to tell and is not to blame.
- Do not promise confidentiality. Explain that you have to make sure that the pupil is safe and you will need to ask other adults to help you to do this.
- Do not cross question the pupil or ask leading questions. You must not ask leading questions, that is, a question which suggests its own answer. Let the pupil tell you what he or she wants and no more. The pupil may be interviewed by a specialist later and too much questioning may prejudice later investigations or cause the child to become anxious and retract his/her information.
- Be prepared to follow up with the pupil, but only in conjunction with advice from the DSL.



- Be aware that younger pupils may disclose issues of a safeguarding nature in general conversation rather than as a specific disclosure to a member of staff.
- Do not attempt any examination or remove a pupil's clothes to look further at an injury. Under no circumstances should photographs be taken of a pupil's injury. It may be possible to observe the pupil during the normal school routine, for example in a physical education (PE) class. If a pupil wants to show you his or her injuries, make sure that a colleague is with you as a witness. Try to arrange for one of you to be the same sex as the pupil.
- Do not attempt to investigate matters further; your role is to listen, record and report your concerns to the DSL.

Staff have also been trained to consider the following:

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

Our staff will explain that the law is in place to protect children and young people rather than criminalise them, and this will be explained in such a way that avoids alarming or distressing them. (KCSIE 2025,).

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and /or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability and / or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication. (KCSIE 2025).

If there is any concern at all or a belief the matter could be a part of a larger pattern, these small incidents must still be recorded. In many safeguarding cases it is not one major incident which triggers a referral but a series of seemingly minor events. It is therefore of the utmost importance that these events be recorded and reported to the DSL-immediately

IT IS VITAL TO TAKE THE APPROACH THAT IT WILL HAPPEN HERE.

Recording safeguarding concerns

CPOMS

CPOMS is the school's web based secure electronic database for recording all safeguarding and child protection concerns. All teachers, teaching assistants and members of the full time admin team have their own personal secure login for CPOMS. This allows them to electronically log their concerns about any child. Once the incident has been logged an automated email is sent to the appropriate members of staff.

Any members of staff who have a concern about a child and, for any reason, do not have access to CPOMS, must speak to the DSL or a deputy DSL without delay.



Making a safeguarding report

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

All safeguarding concerns must be recorded on CPOMS. The DSL and DDSL will be automatically alerted via email that a CPOMS entry has been made. The DSL ensures the Head is also made aware of any safeguarding incident.

With regard to any conversations directly with the pupil or overheard, the member of staff must keep a written record of the conversation or concerns arising. The record should include the date, time and place of the conversation, who was present and what was said by the pupil (in the pupil's own words). The record should use names, not initials, for all references to people. (Initials are used to anonymise emails)

Staff should make the record as soon as possible after speaking to the pupil; so that the pupil is not alarmed by notes being taken. The notes should record as much as possible, using the pupil's own words.

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

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

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

The disclosure must be uploaded to CPOMS so all the facts known are recorded and so the DSL has a full picture of what has given rise to the concern.

It is important to record all concerns regarding the welfare of pupils on CPOMS, even those which may appear minor. This is because it is common for minor pieces of evidence to emerge over time and build up a pattern. This type of recording also allows information from various members of staff to be collated.

On receipt of the completed CPOMS notification, the DSL must record the action taken, flagging the appropriate members of staff. Action will depend on the nature of the concern. It may include one or more of the following:

- monitoring the pupil in school
- a discussion with parents
- early help intervention from the school and/or another agency
- referral to Children's Services
- referral to the LADO
- report to the police

The member(s) of staff making the report will be informed by the DSL via CPOMS or in person of the action taken.

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

Preserving evidence

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

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

If images are found on a device, staff should not view images, look for further images, copy or print any images or forward images by email or any other electronic means. This is particularly important if incidents of sexting, nudes or semi-nudes are found as this could constitute a criminal offence.

CHILD PROTECTION RECORDS

Safeguarding records are kept securely on CPOMS (with historic records kept in one central location by the DSL, kept in chronological order for each pupil.)

The CPOMS platform stores all child protection information securely and has secure password protection. Only the Head, DSL and DDSL have full access to CPOMS. The school's hard copy records on child protection are kept locked in the Deputy Head's Office and are separated from routine pupil records. Access is restricted to the DSL and deputies.

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

A written record must be kept of any discussions with parents.

All discussions with the local authority along with the decisions made and the reasons for those decisions must be recorded on CPOMS.

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

Minutes of any case conferences or discussions with social workers or other professionals involved with the pupil must also be retained in the pupil's file.

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

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

If a pupil moves to another school, all child protection records are transferred securely, without delay, to the DSL at the new school and a receipt is obtained confirming they have been received. Parental permission is not required for records to be shared with the new school.

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

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

INFORMATION SHARING



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

The guidance states that practitioners should use their judgement when making decisions on what information to share and the most important consideration should be whether sharing information is likely to safeguard and protect a pupil. Data protection legislation and guidance must not be allowed to stand in the way of sharing information to safeguard pupils.

The guidance states that the information shared should be:

- Necessary and proportionate - Any information shared must be proportionate to the need and level of risk.
- Relevant - Only information that is relevant to the purposes should be shared with those who need it.
- Adequate - Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.
- Accurate - Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.
- Timely - Information should be shared in a timely fashion to reduce the risk of harm.
- Secure - Wherever possible, information should be shared in an appropriate, secure way.
- Record - Information sharing decisions should be recorded whether or not the decision is taken to share.

Practitioners may share information, without consent when there is a good reason to do so, and the sharing of that information will enhance the safeguarding of that child in a timely manner. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent and if to gain consent would place a child at risk. (KCSIE 2025).

COMMUNICATION WITH PARENTS/CARERS

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

From this policy, from notices in the school buildings, from Bassett Life and from Bassett Handbooks, parents are made aware of the identities of the DSL and deputies with whom they may discuss safeguarding concerns.

The school will work with parents and outside agencies to help support pupils and their families; however, it will always put the duty of care to the pupil as its priority and will refer concerns if it considers a pupil is or may be at risk of harm or has suffered harm.

The DSL will normally request a meeting with the parents of the pupil about whom there are concerns to discuss the matter. He will explain the reasons for the school's concerns and the course of action the school intends to take. As is the school's usual practice, a written record will be kept of any discussions with parents.



Referrals to Children's Services or the LADO (or initial advice from either service) do not require prior parental consent. The DSL must act in the best interests of the pupil, even if this results in making a referral against the parents' wishes. However, we aim to inform parents unless this will further endanger the child.

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

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

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

REFERRALS TO CHILDREN'S SERVICES OR OTHER AGENCIES

If a referral is made or advice is obtained from Children's Services, the Safeguarding Governor must be informed of the case by the DSL the same day.

All action will be taken in line with statutory guidance and the procedures of the Local Safeguarding Children Partnership: Kensington & Chelsea and Westminster bi-borough.

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

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process. (KCSIE 2025).



The policy of the school requires that all referrals are made by the school's DSL; however, anybody can make a referral and in exceptional circumstances, staff may raise concerns directly with Children's Services. If, at any point, there is a risk of immediate serious harm to a pupil, a referral should be made to Children's Services or the police immediately.

Telephone referrals to Children's Services will be confirmed by the school in writing according to the requirements of Children's Services and not later than the end of the following school day.

All telephone conversations with Children's Services, the LADO or other local authority officers must be recorded by the DSL on CPOMS.

The DSL will discuss the concerns with the pupil's parents/carers at the earliest appropriate opportunity (as outlined in paragraph 12 above).

The DSL may take initial advice and discuss matters with Children's Services or any of the other identified officers available for consultation including Child Protection Advisers within Children's Services, the Principal Education Welfare Officer, CAMHS or the police. Under no circumstances will the situation be left beyond the day that the concern is first raised.

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

The DSL will be responsible for coordinating action and liaising with other agencies and support services over child protection and other safeguarding issues.

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

The referral process outlined in this policy is also followed when there are concerns about a pupil who may be at risk of radicalisation. The level of risk will identify the most appropriate referral, which could include Children's Services and/or Channel. (Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.)

Referrals following an allegation against a member of staff or volunteer will be dealt with in accordance with the procedures set out in Paragraph 15.

Children's Services will advise the school on the next course of action following local procedures on thresholds of need. This may include:

- Early Help from within the school and/or external agencies (see above)
- Section 17 assessment (the child is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Children in need may be assessed under section 17 of the Children Act 1989 by a social worker)
- Section 47 assessment (under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or is likely to suffer significant harm, it has a duty to make such enquiries as it considers necessary to decide whether to take any action to safeguard or promote the child's welfare. In some circumstances, there may be a need for immediate protection whilst an assessment and enquiries are carried out.)

If after a referral the child's situation does not appear to be improving, the DSL (or person who made the referral) should press for reconsideration to ensure their concerns have been addressed. All referrals and reconsiderations should be recorded.



ALLEGATIONS AGAINST STAFF (Also see Whistleblowing Policy)

The following procedures relate to all members of staff, including the self-employed, supply staff, contractors and volunteers or any other adults who are currently working in the school, regardless of whether the school is where the abuse is alleged to have taken place.

If an allegation applies to a person not directly employed by the school the person's employer will be notified. In such cases, any investigation will usually be led by the school although this will be determined by the LADO on a case by case basis. In no circumstances will the school simply cease to use supply or third party staff for safeguarding reasons without involving the agency/employer and the LADO.

If we receive an allegation of an incident happening while an individual or organisation was using the school premises to run activities for children, we will follow our safeguarding policies and procedures and inform our LADO.

When using an agency, the School will inform the agency of its process for managing allegations.

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

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

Allegations that may meet the harms threshold

Allegations which may indicate that a person would pose a risk of harm to children would include those instances where a person has:

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

Staff

If there is a concern about the conduct of a member of staff (including supply staff and volunteers), this must be reported to the Head immediately. Staff must never think that abuse by an adult is not possible in this school, or immediately disbelieve an accusation against someone who is known well and trusted.

This procedure relates to staff who are currently working in the school, regardless of whether the school is where the abuse is alleged to have taken place and regardless of whether it involves pupils at this school. Allegations against former staff or volunteers will be referred to the police.

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

In the Head's absence, an allegation against a member of staff must be reported to the Safeguarding Governor.

If an allegation is made about a member of staff, the Safeguarding Governor must be informed immediately.

The Head will contact the LADO to discuss the course of action to be taken.



The Head

An allegation against the Head should be reported to the Safeguarding Governor, without notifying the Head first. In the case of an allegation against the Head, the safeguarding governor will contact the LADO immediately.

If there is ever any conflict of interest about reporting an allegation to the Head, or to the Safeguarding Governor, a report must be made directly to the LADO without delay. (The contact details for the LADO are in Paragraph 1 of this policy.)

Informing the Local Authority Designated Officer (LADO)

If the school identifies a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, the school will contact Children's Services and, as appropriate, the police immediately

An allegation of abuse by an adult, including those considered borderline, must always result in the school contacting the LADO for Kensington & Chelsea who will advise on the next steps to be taken. Under no circumstances will the school conduct an investigation without first informing the LADO and seeking advice.

The Head will obtain written details of the allegation, signed and dated, from the person who received the allegation, or the person who is making the allegation. If a pupil has made an allegation, a written note of what the pupil has said will be made by the member of staff to whom the pupil made the allegation. The Head will also record any basic information to establish the facts, including dates, times, locations, names of potential witnesses and any CCTV footage.

If an allegation is made against a member of staff or volunteer, the school's priority will be:

- to achieve a quick resolution in a fair and consistent way
- look after the welfare of the child - the DSL is responsible for ensuring that the child is not at risk and for referring cases of suspected abuse to Children's Services
- Investigate and support the person who is the subject of the allegation - the case manager (usually the Head, unless the Head is the subject of the allegation) should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

An initial assessment of any allegation referred will be made by the LADO and the Head. They will judge whether there is a need for immediate action, whether the allegation is demonstrably false or whether there has been inappropriate behaviour or poor practice that can be dealt with through the school's usual staff disciplinary procedures.

The Head will not undertake any enquiry or investigation where a case is referred to the child protection agencies or the police. The Head will lead enquiries at school level if the matter is agreed with the LADO to be a disciplinary issue.

If a decision is reached that no further action is necessary, this must be recorded by both the Head and the LADO, and agreement reached on what information should be put in writing to the individual concerned and to the person(s) who made the initial allegation.

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

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

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



- ensure the parents of the pupil who is the alleged victim have been informed about the allegation and the likely course of action
- inform the member of staff against whom the allegation is made and explain the likely course of action
- keep a written record of the above.
- The Head, in consultation with the LADO, will make the decision whether or not to suspend the teacher involved.

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

The Head will take advice from the LADO, the safeguarding governor and other agencies to agree:

- Who needs to know and exactly what information can/cannot be shared
- How to manage speculation and gossip
- What, if any, information can be given to the wider community to reduce speculation
- If necessary, how to manage the press

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

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

- Substantiated: there is sufficient evidence to prove the allegation;
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- False: there is sufficient evidence to disprove the allegation;
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

The School will not cease an investigation if the person leaves, resigns or ceases to provide their services. It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate.

Allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, the following information should be kept on the personnel file of the person accused:

- a clear and comprehensive summary of the allegation
- details of how the allegation was followed up and resolved
- a note of any action taken, and decisions reached and the outcome as categorised above
- a copy provided to the person concerned, where agreed by children’s social care or the police;
- a declaration on whether the information will be referred to in any future reference



Records provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time.

Allegations that are proved to be unsubstantiated, false, malicious or unfounded should not be referred to in employer references.

Substantiated allegations will be included in references; any information being purely factual and not including opinions.

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

Referral to the DBS and/or the TRA

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

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

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

A report to the TRA may also be made for additional reasons 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'. Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found in [Teacher misconduct: the prohibition of teachers](#) (October 2015). Further guidance is published on the [TRA website](#).

Historic allegations

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

Allegations against former members of staff or volunteers will be referred to the police. Historic allegations of abuse will also be referred to the police.

Low Level Concerns

As part of the whole school approach to safeguarding, Bassett House School ensures that it promotes an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harm threshold set out above.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; 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 mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Staff must report any low-level concerns whatsoever to the Head / Head Teacher / Principal or Safeguarding Governor.

The Head will be the ultimate decision maker in respect of all low-level concerns. The Head may wish to consult with the DSL and take a more collaborative decision-making approach if the need arises. (KCSIE 2025).

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

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

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

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

- details of the concern.
- the context in which it arose.
- evidence collected by the Head where the concern has been raised via a third party.
- the decision categorising the type of behaviour.
- action taken.
- the rationale for decisions and action taken.
- the name of the individual sharing the concerns (respecting any wish to remain anonymous as far as possible)

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

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



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

Low-level concerns relating to supply staff and staff employed by a third party will be reported to the agency/employer in order that any patterns of behaviour may be identified. (KCSIE 2025).

A staff member who reports a low-level concern, or a more serious allegation, in good faith will suffer no detriment as a result and will benefit from the protection set out in the nursery's / school's / college's Whistleblowing Policy.

If there is any doubt as to whether a low-level concern meets the harms threshold, then the Head / Head Teacher / Principal will consult with the LADO. (KCSIE 2025).

E-safety and online behaviour (also see Digital Usage Policy and KCSIE, Annex D)

Bassett House School adopts a whole school approach to online safety, including whole staff training, parent workshops and regular reviews of the curriculum. The school seeks to reduce risk as far as possible, without depriving pupils of the significant benefits provided by technology and the internet.

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

Online safety policy

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

Considering the 4Cs (below) provides the basis of an effective online policy for our organisation which covers:

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

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

Further guidance can be found at:

<https://pearsfoundation.org.uk/partners/the-commission-into-countering-online-conspiracy-in-schools/>



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

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

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

<https://apwg.org/>

All staff undergo online safety training on induction. The designated safeguarding lead (and deputies) undertake regular online safety training.

The school's Staff Code of Conduct and Digital Usage Policy explain the responsibilities of staff in relation to keeping pupils safe online.

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

- Educate pupils about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim
- All staff undergo online safety training on induction. The designated safeguarding lead (and deputies) undertake regular online safety training.
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems. (See Staff Code of Conduct and Digital Usage Policy)
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community
- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively



- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly
- Pupils also receive guidance on the safe use of the internet and are educated about the risk of online harm (including anti-bullying), primarily through their Computing, SRE and PSHE lessons. This also includes guidance for when learning remotely in the case of further lockdowns.
- Cyber-bullying by pupils, via texts, direct messages, social media or email, will be treated as seriously as any other type of bullying and will be managed through the school's anti-bullying policy and procedures, with thorough investigations.
- Social networking sites and other apps can be sources of risk of inappropriate and harmful behaviour. If staff suspect that a pupil may be at risk of or suffering from online harm, they should follow the reporting procedures set out in Paragraph 9 of this policy.
- If a member of staff becomes aware of an incident involving inappropriate material (whether this has taken place in or out of school) they should follow the safeguarding procedures and report it to the DSL immediately.
- Parents will be informed at an early stage of inappropriate online behaviour, unless there is reason to believe that involving parents would put the pupil at risk of harm.

Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

Bassett House School recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

BHS will treat any use of AI to access harmful content or bully pupils in line with this policy and our anti-bullying policy.

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.

The school's Staff Code of Conduct and Digital Usage Policy explain the responsibilities of staff in relation to keeping pupils safe online.

Filtering and Monitoring Systems

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

Prevent Duty - 2023

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

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

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

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.



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

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

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

Further advice can be found at:

[Appropriate Filtering and Monitoring - UK Safer Internet Centre](#)

Reviewing online safety

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

Further guidance on the product safety expectations of AI in educational settings can be found at:

[Generative AI: product safety expectations - GOV.UK](#)

Information security and access management

Our school is directly responsible for ensuring we have the appropriate level of security protection procedures in place in order to safeguard our systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. (KCSIE 2025, paragraph 144).

We take into account the guidance on e-security is from the National Education Network at:

[NEN](#)

Where possible, we will aim to meet the Cyber security standards for schools and colleges to enable us to improve our resilience against cyber-attacks.

[Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance - GOV.UK](#)

Our named Governor for ICT is: Mr David Goodhew

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

Christopher Woodward

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

<https://NCSC.GOV.UK>

Looked-After and Previously Looked-After Children

Bassett House School will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads
- The DSL will take the lead on promoting the educational achievement of looked-after and previously looked-after children.

As part of their role, they will:

- Work closely with the safeguarding team to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children

CATEGORIES OF CHILD ABUSE

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

In paragraph 26 of KCSIE, abuse is defined as 'a form of maltreatment of a child.' 'Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. 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.'

It is important that all staff are aware of the signs of abuse. The following information on signs of abuse is intended as a guide only; signs listed in one category may apply equally to another, as behaviours can be very interlinked. Any concerns, whether they are listed below or not, should be brought to the attention of the DSL immediately. The following signs are not conclusive evidence but may be a warning, particularly if a pupil exhibits several signs or a pattern emerges. It is important to remember that there may also be explanations, other than abuse, for a pupil showing such signs.

The main categories of abuse, discussed in paragraphs 27-30 of KCSIE, are:

- Physical abuse
- Emotional abuse (including domestic violence)
- Sexual abuse
- Neglect.

Risk factors

In an abusive relationship the child may:

- appear frightened or wary of the parent/s or other adult



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

The parent or carer may:

- persistently avoid child health promotion services and treatment of the child's episodic illnesses
- have unrealistic expectations of the child
- frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- be absent or misusing substances
- persistently refuse to allow access on home visits or be particularly controlling (e.g. limiting playdates, party attendance or setting unrealistic times to be home)
- be involved in domestic violence.
- Staff should be alert to changes in a pupil's behaviour if there is a new carer (e.g. nanny or au pair) in the pupil's home.

Recognising signs of physical abuse

Physical abuse (KCSIE 2025)) may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

The following are often regarded as indicators of concern:

- an explanation which is inconsistent with an injury
- several different explanations provided for an injury
- unexplained delay in seeking treatment
- the parents/carers are uninterested or undisturbed by an accident or injury
- parents are absent without good reason when their child is presented for treatment
- repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- family use of different doctors and A&E departments
- reluctance to give information or mention previous injuries
- two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)
- repeated or multiple bruising on the head or on parts of the body unlikely to be injured accidentally
- variation in colour, possibly indicating injuries caused at different times
- the outline of an object used, e.g. marks from a belt or a hair brush, or of a hand print
- bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- bruising around the face
- grasp marks on small children
- bruising on the arms, buttocks and thighs may be an indicator of sexual abuse



- bite marks
- circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- scalds that have a line indicating immersion or poured liquid (a child getting into hot water of his/her own accord will struggle to get out and cause splash marks)
- scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath
- medical attention sought after a period of delay when a fracture has caused symptoms such as swelling, pain or loss of movement.

Recognising signs of emotional abuse

Another form of abuse (KCSIE 2025) is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that he or she is worthless or unloved, inadequate, or valued only insofar as meeting the needs of another person.

It may include not giving the child opportunities to express his or her views, deliberately silencing the child or 'making fun' of what he or she says or how the child communicates. It may feature age or developmentally inappropriate expectations being imposed on the children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another, including domestic abuse.

It may involve serious bullying (including cyberbullying), causing the child frequently to feel frightened or in danger, or the exploitation or corruption of the child. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

The following may be indicators of emotional abuse:

- developmental delay
- abnormal attachment between a child and parent/carer, e.g. excessive anxiety on the part of either
- indiscriminate attachment or failure to attach
- aggressive behaviour towards others
- scape-goated within the family
- frozen watchfulness, particularly in pre-school children
- low self-esteem and lack of confidence
- withdrawn or seen as a "loner" – difficulty relating to others
- reverting to younger behaviour
- depression, withdrawal



- fear of academic failure or 'getting things wrong'.

For further information on bullying, including cyber bullying, please see the school's Anti-bullying Policy.

Recognising signs of sexual abuse

Sexual abuse (KCSIE 2025) involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching the outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see KCSIE 2025).

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

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

Some behavioural indicators associated with this form of abuse are:

- inappropriate sexualised conduct
- sexually explicit behaviour, play or conversation, inappropriate to the pupil's age
- continual and inappropriate or excessive masturbation
- self-harm (including eating disorders), self-mutilation and suicide attempts
- involvement in prostitution or indiscriminate choice of sexual partners
- an anxious unwillingness to remove clothes, e.g. for sports events (but this may be related to cultural norms or physical difficulties).

Some physical indicators associated with this form of abuse are:

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

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

Signs of neglect



Neglect (KCSIE 2025) may be defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment.
- be responsive to a child's basic emotional needs.

The following may be indicative of neglect of a child:

- the child is dirty, smelly, poorly clothed or appears underfed
- the child has lingering illnesses which are not attended to
- there is a marked deterioration in school work
- the child exhibits significant changes in behaviour, aggressive behaviour, severe tantrums
- an air of 'detachment' or a 'don't care' attitude
- overly compliant behaviour
- a child who is reluctant to go home or is kept away from school for no apparent reason
- 'tummy pains' with no medical reason
- running away from home, suicide attempts
- extreme anger, sadness or depression
- child left with adults who are intoxicated or violent
- child left alone for excessive periods
- child thrives away from the home environment.

Affluent neglect

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

Parents may work very long hours or be absent for extended periods, with children left in the care of paid carers. This can create problems of attachment and leave children feeling isolated and lonely, with their emotional needs largely unfulfilled by their parents. Affluent parents may also subject their children to a very high amount of pressure to succeed academically, or in sport or music, which can lead to psychological and emotional problems.



SEXUAL BEHAVIOUR BY YOUNG PEOPLE

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation.

Developmental sexual activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Children's sexual behaviour is usually categorised by professionals using the following 'traffic light' approach:

Green behaviours reflect safe and healthy sexual development. They are:

- Displayed between children or young people of similar age or developmental ability
- Reflective of natural curiosity, experimentation, consensual activities and positive choices

Amber behaviours have the potential to be outside safe and healthy development. They may be:

- Unusual for that particular child or young person
- Of potential concern due to age or developmental differences
- Of potential concern due to activity type, frequency, duration or the context in which they occur.

Amber behaviours signal the need to make a report to the DSL.

Red behaviours are outside safe and healthy behaviour. They may be:

- Excessive, secretive, compulsive, coercive, degrading or threatening
- Involving significant age, developmental or power differences
- Of concern due to the activity type, frequency, duration or the context in which they occur.

Red behaviours would indicate a need for a referral to Children's Services.

Child-on-Child Abuse (including Sexual Violence and/or Sexual Harassment) (also see BHS Anti-bullying policy and BHS Behaviour Policy)

Children are also vulnerable to abuse by their peers. Bassett House School has a zero- tolerance approach to such abuse and it will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". All children involved, whether victim or perpetrator will be treated as "at risk" and supported. Staff receive regular safeguarding training and anti-bullying training so they are aware of the harm caused by child-on-child abuse and follow the school's Behaviour Policy, Anti-bullying Policy and Safeguarding procedures as appropriate. child-on-child abuse will be treated as a



safeguarding issue where it is reasonable to suspect that the child is suffering or likely to suffer significant harm.

Our staff will explain that the law is in place to protect children and young people rather than criminalise them, and this will be explained in such a way that avoids alarming or distressing them. (KCSIE 2025).

All staff or volunteers working in at BHS understand, that even if there are no reports in the school it does not mean child-on-child abuse is not happening and have been advised to maintain an attitude of "it could happen here".

Staff have been trained to be aware of and respond to ALL reports and concerns relating to sexual violence and / or sexual harassment both online and offline, including those which might be happening outside the school / college. Our DSL will take charge of procedures following a report on sexual violence / sexual harassment. (KCSIE 2025).

The school recognises the gendered nature of child-on-child abuse and that it is more likely that girls will be victims and boy's perpetrators; however, all child-on-child abuse is unacceptable and must be taken seriously. Inappropriate language or behaviour will always be challenged and staff are aware of developing positive attitudes and of promoting and displaying an ethos of mutual respect and equality.

child-on-child abuse may include:

- 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);
- 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 nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- 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)

Any child can be vulnerable to child-on-child abuse and staff should be alert to signs of such abuse amongst all children. However, factors can increase a child's vulnerability to abuse by their peers. Children who are questioning or exploring their sexuality may be particularly vulnerable to abuse by their peers as may children with SEND or certain medical conditions.

Sexual violence and sexual harassment by pupils

Bassett House School has a zero-tolerance approach to any form of sexual violence and sexual harassment.



Sexual violence and sexual harassment can occur between children or groups of children of any age and sex, and within intimate personal relationships between peers.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

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

However, it should be made clear to any alleged victim that their information stated may have to be passed onto relevant people to help support them with their disclosure.

Staff should follow the processes outlined in this policy when dealing with any report of sexual violence or sexual harassment, including those that have happened outside the school and/or online.

A child displaying harmful sexual behaviour may also be an indication that they are a victim of abuse themselves.

When responding to a report of sexual violence the DSL will decide on the response following the advice in Section 5 of KCSIE 2025.

This will include:

- Initial response - considering the needs of both victim(s) and alleged perpetrator(s).
- The victim will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support they will be offered.

This however will be balanced against the school / college's duty and responsibilities to protect other children and the following factors below:

- The nature of the alleged incident (s), including whether a crime may have been committed and /or whether Harmful Sexual Behaviour (HSB) has been displayed.
- The ages of children involved.
- The developmental stages of the children involved.
- Any power imbalance between the children – are alleged perpetrators significantly older, more mature, confident and well-known social standing? Does the victim have a disability or learning difficulty?
- Is the incident a one-off or sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- Has the sexual violence / harassment taken place within an intimate personal relationship?
- Importance of understanding intra familial harms and any necessary support for siblings following incidents.
- Any on-going risks to victim, other children, adult students or school or college staff?
- Other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation? (KSCIE 2022, paragraph 482).

The DSL will also review the following when responding to a report of sexual violence in order to make sure the right procedures are carried out

- Record Keeping
- Risk Assessment of the disclosure / event.
- Consideration of most appropriate response: internal management, early help, referral to Children's Social Care and/or referral to the Police.
- Ongoing response – safeguarding and support for all parties



The DSL will not undertake any investigation where it is decided a case must be referred to Children's Services or the police.

The initial assessment will be made by Children's Services and the DSL to judge whether there is a need for immediate action to protect the pupils involved. The DSL will lead enquiries at school / college level if agreed with the relevant investigating agencies.

The DSL will inform the parents of the pupil making the allegation and the alleged perpetrator and will explain the course of action, unless this is considered to place either of them at further harm.

If Children's Services or the police have been informed the school will follow the relevant agency's guidance about what information may be disclosed and to whom.

The DSL will keep a written record of all conversations with parents and other professionals and any decisions made.

Youth produced sexual imagery, nudes/semi-nudes, sexting

Youth produced sexual imagery is one of a number of 'risk-taking' behaviours associated with the use of digital devices, social media or the internet. It includes the sending of sexually explicit photos, images, text messages, or e-mails by phone or another device.

By having in their possession indecent images of a person under 18, or distributing them to someone else, children are unlikely to be aware that they could be breaking the law as these are offences under the Sexual Offences Act 2003.

The DSL or a Deputy DSL must be informed immediately of any incidents of youth-produced sexual imagery, including if they have originated out of school.

If such imagery is found:

- Staff should not view images, look for further images, copy or print any images or forward images by email or any other electronic means.
- If the imagery has already been viewed by accident (e.g. if a pupil has shown it to a member of staff before he/she could ask them not to), this must be reported to the DSL immediately.
- Do not delete the imagery or ask the pupil to delete it.
- Do not ask the pupil(s) involved in the incident to disclose information regarding the imagery.
- Do not share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any pupil(s) involved.
- Do explain that you need to report it and reassure them that they will receive support and help.
- Report the matter to the DSL immediately.
- Further advice can be found in UKCIS Education Group Sharing nudes and seminudes: advice for education settings working with children and young people.

Reporting sexual violence and/or sexual harassment

A member of staff receiving an allegation of sexual violence or sexual harassment by a pupil, or with concerns about a pupil, should report this immediately to the DSL following the reporting procedures outlined earlier in the policy for reporting safeguarding concerns.

If possible, reports should be managed with two members of staff present, (preferably one of them being the DSL or a deputy). However, this may not always be possible.



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

When responding to a report of sexual violence the DSL will decide on the response following the advice in Section 5 of KCSIE. This will include

- Initial response - considering the needs of both victim(s) and alleged perpetrator(s).
- Record Keeping
- Risk Assessment
- Consideration of most appropriate response: internal management, early help, referral to Children's Social Care and/or referral to the Police.
- Ongoing response – safeguarding and support for all parties

The DSL will not undertake any inquiry or investigation where a case is referred to Children's Services or the police. The initial assessment of any allegation will be made by Children's Services and the DSL to judge whether there is a need for immediate action to protect the pupils involved, whether the allegation is demonstrably false or whether there has been inappropriate behaviour that can be dealt with through the school's usual disciplinary procedures. The DSL will lead enquiries at school level if agreed with the relevant investigating agencies.

The DSL will inform the parents of the pupil making the allegation and explain the likely course of action. If Children's Services or the police have been informed, the school will follow the relevant agency's guidance about what information may be disclosed and to whom.

The necessary support and any required sanctions following child-on-child abuse will be determined on a case by case basis.

The Head will make the decision whether or not to suspend or exclude the pupil(s) involved.

The DSL will keep a written record of all conversations with parents and other professionals and any decisions made.

If pupils are found to have made malicious allegations, appropriate sanctions will be applied, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

The management of pupils with harmful behaviour (including sexually harmful behaviour) can be complex. The school will follow guidance and work with other relevant agencies to support perpetrators and to maintain the safety of the whole school community.

Appropriate support in school, and from outside agencies if applicable, will also be put in place for any victims or any other pupil affected. The support offered in these circumstances will be determined on a case by case basis depending on the circumstances.

Preventative strategies for child-on-child abuse

Preventative strategies for child-on-child abuse are regularly considered.

There is a strong and positive PSHE curriculum and pastoral care system which gives pupils an open forum to talk things through and explore disputes or difficulties. The School Citizenship Council also provides an active and meaningful 'pupil voice' and encourages pupils to develop the rules and boundaries of acceptable behaviour.

The school uses its Computing and PSHE lessons to help pupils to understand and avoid the risks associated with 'online activity'.



In addition, there is a 'Help – Internet Safety Button' on the children's devices and the school website where they can share any concerns that they might have. These are reviewed regularly by both the computing lead and DSL. Children are also taught about online safety and made aware of the 'ChildLine 1-2-1 counsellor chat' – links to which are available on the school website.

SPECIFIC SAFEGUARDING ISSUES (also see Annex B KCSIE)

Up-to-date guidance and practical support on specific safeguarding issues or concerns will be sought where necessary by the DSL.

The DSL will ensure that staff are aware of specific issues such as domestic abuse, parents affected by drug or alcohol abuse, mental health, child sexual exploitation, female genital mutilation, fabricated or induced illness, honour-based violence, gangs and forced marriage.

Extensive guidance on a wide variety of specific issues can be found in Annex B of KCSIE (September 2025).

Upskirting

Upskirting is a criminal offence and typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim.



Serious violence

Indicators which may signal that a child is at risk from, or are involved with serious violent crime 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. All staff should be aware of the associated risks and understand the measures in place to manage these.

Child sexual exploitation (CSE)

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 needs 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 does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

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.
- The DfE has published guidance on this entitled Child sexual exploitation: guide for practitioners.

Child criminal exploitation (CCE)

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.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see below), forced to shoplift or pickpocket, or to threaten other young people.

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
- children who regularly miss school or education or do not take part in education

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

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 should 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.

Mental health

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

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. More information on ACEs (adverse childhood experiences) can be found here: [Adverse Childhood Experiences \(ACEs\) - Violence Prevention](#)

Where children have suffered abuse, neglect and exploitation, or potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff at Bassett House School are aware of how these children's experiences can impact on their mental health, behaviour and education.

Early intervention to identify issues and provide effective support is crucial. The school role in supporting and promoting mental health and wellbeing can be summarised as:

- Prevention: the school creates a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This includes teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos
- Identification: recognising any issues as early and accurately as possible
- Early support: helping pupils to access evidence based early support and interventions
- Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.



If staff have any concerns about the mental health of a child this must be reported to the DSL. Immediate action should be taken, following this policy and speaking to the DSL, if staff have a mental health concern about a child that is also a safeguarding concern.

The DfE has published advice and guidance in Mental Health and Behaviour in Schools, 2018.

So called 'honour based' abuse

Encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

Female Genital Mutilation (FGM)

Female genital mutilation (FGM) refers to all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. The practice is a form of child abuse and is illegal in the UK.

Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the Multi-agency statutory guidance on FGM.

Indications that a girl has already been subjected to FGM:

- A pupil may have difficulty walking, sitting or standing and may even look uncomfortable.
- A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating.
- There may be prolonged or repeated absences from School and/or noticeable behaviour changes (e.g. withdrawal or depression) on the pupil's return.
- A pupil is reluctant to undergo a medical examination.

If staff have a concern that a pupil may be at risk of FGM, they should always report this to the DSL who will make a refer the matter to Kensington and Chelsea Children's Services.

Mandatory Reporting of FGM

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. This will usually come from a disclosure. Under no circumstances should school staff physically examine pupils. The duty applies to the individual who becomes aware of the case to make a report direct to the Police by dialling 101. The report should be made immediately. The duty to report should not be transferred to the DSL, however the DSL must be informed. Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including by dialling 999 if appropriate.

If a staff member is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy.

Forced marriage



Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage.

School staff can also contact the Forced Marriage Unit if they need advice or information:

Contact: 020 7008 0151 or email fmu@fco.gov.uk.

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas. 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). As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a Prevent or Channel referral. Staff should contact the DSL or a Deputy DSL, who are aware of the Kensington and Chelsea procedures and are able to make a referral.

Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern. A full list of these can be seen through the link below:

[Managing risk of radicalisation in your education setting](#)

Early indicators of radicalisation or extremism may include:

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



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

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.

Special educational needs and/or disabilities:

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

Staff will be aware that:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration as it might be due to abuse taking or have taken place.
- children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs.
- communication barriers may exist and difficulties in overcoming these barriers.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

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

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

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

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

Children who are lesbian, gay, bi, or trans (LGBT) or gender questioning

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children.

In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.



Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. Our staff will therefore endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns whenever needed.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and staff will be made aware of the range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse from the statutory guidance available. (KCSIE 2025, paragraph 91).

The Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism and/or attention deficit hyperactivity disorder.

Our staff will work with families of those young persons who may be questioning their own gender and encourage them to seek clinic help and advice from a clinical professional with relevant experience.

Our staff, when supporting a gender questioning child, will take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying.

Domestic abuse

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

All children can see, hear or experience its effects 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 serious, long lasting emotional and psychological impact on children. Bassett House School staff are mindful that children can often blame themselves for the abuse or may have had to leave the family home as a result of the abuse. Domestic Abuse may lead to other safeguarding concerns, and staff look out for indicators and concerns, reporting these on CPOMS.

Homelessness

Being homeless, or at risk of homelessness presents a real risk to a child's welfare. The School should be aware of potential indicators of homelessness including: household debt, rent arrears, domestic abuse and anti-social behaviour, as well as a family being asked to leave a property. If staff are made aware, or suspect that a pupil may be at risk of homelessness they should talk to the DSL in the first instance. Whilst referrals to the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not and should not replace a referral to the LADO where a child has been harmed or is at risk of harm, in accordance with this policy.

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. An age-appropriate guide to support children is available on the link below:

[A guide for 5 to 11 year olds](#)

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

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

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.

Cybercrime

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the DSL (or a deputy), will consider a referral into the [Cyber Choices](#) programme.

This programme aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

As children get older and are granted more independence (for example, walking to school on their own, moving to secondary school) the school gives practical advice on how to keep themselves safe.

Children Absent from Education / Children who go missing from education



A child absent from or missing education (CME) is a potential indicator of abuse or neglect. Staff follow Bassett House School's procedures for dealing with children who are absent from school, particularly on repeat occasions.

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

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

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

Guidance on school attendance 'Working together to improve school attendance' updated May 2024 - including information on how schools should work with local authority children's services where school absence indicates safeguarding concerns.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf

Children missing education - DfE statutory guidance – 2024

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

Child missing from home or care - DfE statutory guidance 2014

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/307867/Statutory_Guidance_-_Missing_from_care_3_.pdf

Children and adults missing strategy - Home Office strategy – 2011

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

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

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

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



The Head of Marketing and Admissions in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended) will inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points i.e. joining the school other than in the nursery/reception in September or leaving at any time other than the end of the summer term of Form 6.

This will assist the local authority to:

- fulfil its duty to identify children of compulsory school age who are absent from education;
- follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

School attendance registers are carefully monitored to identify any trends. The School will inform Kensington and Chelsea local authority (and the local authority where the child is normally resident) of any pupil who fails to attend school regularly, or has been absent without the School's permission for a continuous period of 10 school days or more, or where persistent absenteeism is a concern.

Action will be taken by the DSL in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare.

If a pupil leaves the school then, whether there are any concerns about that pupil or not, the school will seek to obtain, for inclusion in the return, the name of the future school, the expected date of the child's first day there, and, if applicable, the family's new home address and the date on which the family will be moving to it. If there are concerns about a pupil and a parent refuses to supply the information this may also result in a report to Children's Services.

If a pupil who has current involvement with Children's Services is absent from the school, the normal procedure of a first day call to the home will be followed. The pupil's social worker will be informed of all absences promptly, and immediately, if no response is received or if no adequate or credible reason is given for the absence.

Children with family members in prison

The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Modern slavery and the National Referral Mechanism

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

SAFER RECRUITMENT (see also Recruitment Policy)

The school follows the government's recommendations for the safer recruitment and employment of staff who work with children as set forth in KCSIE 2025 and Disqualification under the Childcare Act 2006 (Department for Education, September 2018)

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

- The taking up of references
- Verification of identity



- Verification of right to work in the UK
- Where appropriate, verification of qualifications
- Where appropriate, overseas police checks
- A satisfactory enhanced check with the Disclosure & Barring Service (DBS)
- Barred List check for staff engaged in regulated activity
- A self-declaration to ensure compliance with regulations made under the Childcare Act 2006
- For teaching staff recruited since 1 April 2012, a check that the teacher is not subject to a prohibition order issued by the Secretary of State.
- Where appropriate, a check that there is no teacher prohibition order by the (TRA) or any restrictions imposed by an overseas professional body
- Where appropriate, a check to ensure the person is not barred from taking part in the management of an independent school
- A medical fitness questionnaire and declaration.

During the application process, curriculum vitae (CV) are only accepted alongside a full application form (see recruitment policy).

In some circumstances, and as long as specific criteria are met, a newly recruited member of staff may, if closely supervised, begin work without a clear enhanced DBS certificate or overseas police clearance. The conditions applicable are set out in the Recruitment policy and include a requirement for the completion by the Head of a form of DBS Risk Assessment reviewed fortnightly until the DBS certificate is received and, if applicable, the overseas police clearance is also received.

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

To meet the requirement of paragraph 16 of the Schedule to the Education (Independent School Standards) Regulations 2014 that to safeguard and promote the welfare of pupils there must be a written risk assessment policy and that appropriate action is taken to reduce risks that are identified, this Safeguarding Policy is to be read in conjunction with the school's Recruitment Policy and the Risk Assessment Policy.

In addition, as part of the shortlisting process the nursery, school, college schools will carry out an online search as part of their due diligence on the shortlisted candidates. Shortlisted candidates will be informed that we may carry out these checks as part of our due diligence process.

This may help identify any incidents or issues that have happened, and are publicly available online, which the nursery, school, college might want to explore with the applicant at interview. (KCSIE 2025).

INDUCTION AND TRAINING

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

Induction materials include:

- Part One of KCSIE 2025 (including, where staff work directly with children, Annex B)
- Bassett House School Safeguarding Policy, which includes the contact details of the DSL and DDSL
- Staff Code of Conduct
- Whistleblowing Policy
- Digital Usage Policy (including online safety)
- Behaviour Policy
- Bassett House School Anti-bullying Policy
- Procedures for children absent from education (within the Safeguarding Policy)

The school takes a risk-based approach to the level of information provided when training other temporary staff, contractors and volunteers.

The required training content for the DSL and deputies is set out in Annex C of KCSIE 2025.

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

All staff are required to read and understand the guidance for staff in Part 1 and Annex B of KCSIE and must sign a declaration that they have done so.

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

All staff are trained in how to listen, respond to and report any disclosures including those which involve child-on-child sexual violence or harassment.

The DSL and DDSL undergo training at least every two years, including training in inter-agency working. They have annual updates on specific issues as required, or as recommended by the LSCP.

The safeguarding governor, Rachael Friend receives training in safeguarding, which is updated every two years.

Use of cameras, mobile phones and other photographic devices
(including in the EYFS (Also see Digital Usage Policy)



Staff must not take video footage or photographs of pupils except for school purposes. Any such images must not be placed in the public domain without the permission of the Head. School devices should be used wherever possible. Photographs or videos of pupils must not be stored on personal cameras, mobile phones or other devices and any images should be uploaded to the school's server if they need to be stored for later use. Permitted images are stored securely on a password-protected section of the school intranet. They are deleted when no longer required.

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

Parents are asked to restrict photography whether on cameras, mobile phones or other devices to major school events published in the school calendar only. General filming in school by parents is never permitted.

Parents should be aware that other parents in the school may object to photographs being taken which, inadvertently or otherwise, include their child; therefore, any images taken must be for personal use only and should not be shared on social media.

Other visitors, volunteers and contractors in school are not permitted to take photographs in any area of the school without specific permission from the Head.

The general use of mobile telephones in all areas of the school (calls, texting and email) by parents and others is actively discouraged.

Considering confidentiality and anonymity

Confidentiality

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

The school will only engage staff and agencies who are required to support the children involved and/or be involved in any investigation.

The victim may ask the school not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies.

For example, the public task basis may apply, where the overall purpose is to perform a public interest task or exercise official authority, and the task or authority has a clear basis in law.

Staff **MUST** seek advice from the designated safeguarding lead (or deputy), who will consider the following:

- parents or carers should normally be informed (unless this would put the victim at greater risk)
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and the police.

Rape, assault by penetration and sexual assaults are crimes.

Where a report of rape, assault by penetration or sexual assault is made, this will be referred to the police.



Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

Ultimately, the designated safeguarding lead (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children.

If the designated safeguarding lead (or a deputy) decide to go ahead and make a referral to local authority children's social care and/or a report to the police against the victim's wishes, this will be handled extremely carefully, and the reasons will be explained to the victim and appropriate specialist support will be offered to the child / young person. KCSIE 2025.

Anonymity

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, appropriate staff will be aware of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately.

We will do all we can as an organisation to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved.

We will also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

The management of pupils with harmful behaviour (including sexually harmful behaviour) can be complex. The school / college will follow guidance and work with other relevant agencies to support perpetrators and to maintain the safety of the whole school community.

Any sanctions required following a report of child-on-child abuse will be determined on a case-by-case basis. (KCSIE 2025).

Risk assessment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis. The risk and needs assessment for a report of sexual violence will consider:

- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator(s)
- all the other children, (and, if appropriate, adult students and staff) at the school / college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and
- The time and location of the incident, and any action required to make the location safer.

Risk assessments should be recorded (paper or electronic) and will be kept under review. At all times, we will be actively considering the risks posed to all our children and young people and put adequate measures in place to protect and keep the child safe. (KCSIE 2025).



Whistleblowing and support for staff

(see also the school's Whistleblowing Policy)

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

The school recognises that staff who have become involved with a pupil who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. The school will support such staff by providing an opportunity to talk through their anxieties with the DSL and will seek further support as appropriate.

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

Visiting Speakers

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

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

Information on any online research undertaken, references received (written or verbal on their suitability) etc must be collated in the Bassett House School visitor log which must be a separate document from the signing in book at reception.

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

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

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

A review of the presentation or workshop material planned to be delivered will be undertaken to ensure it is stage and age appropriate and does not contain any disinformation or misinformation (including Fake news and conspiracy theories). KCSIE 2025, Para 135, page 38].

Keeping Children Safe outside of our Organisation

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



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

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

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

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

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

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

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

Adults who supervise children on Work Experience

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

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

The [School / College] will consider the specific circumstances of the work experience. Consideration must be given in particular to the nature of the supervision and the frequency of the activity being supervised, to determine what, if any, checks are necessary.

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

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

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

If so, the school will ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person.

Whilst it is acknowledged that the school is not able to request that an employer obtains an enhanced DBS check with children's barred list information for staff supervising children aged 16 to 17 on work experience, it will still make enquiries with that work placement provider to seek assurances on what checks are completed on their staff.

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



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

Use of school premises by external organisations

Our Board of Governors will ensure that when our school hire or rent out our facilities to organisations or individuals (for example to community groups, sports associations, and/or service providers to run community or extra-curricular activities) that appropriate arrangements will be in place to keep children safe. If we receive an allegation of an incident happening while an individual or organisation was using the school premises to run activities for children, we will follow our safeguarding policies and procedures and inform our LADO.

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

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

This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll.

The Board of Governors will also ensure safeguarding requirements are included in any service level agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. (KCSIE 2025).

Review

Policy reviewed	January 2026
Policy agreed and adopted by governors	January 2026
Next policy review	August 2026