



CHILD PROTECTION AND SAFEGUARDING POLICY

Revised: September 2026

Review date: September 2027

This policy should be read in conjunction with **Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026**, relevant Buckinghamshire Safeguarding Children Partnership procedures and all other policies identified within this document.

CONTENTS

1. Contacts
2. Introduction and statutory framework
3. Responsibilities
4. Safeguarding and child protection procedures
5. Record keeping and retention of records
6. Alternative Provision
7. Confidentiality and information sharing
8. Recognising abuse, neglect and exploitation
9. Multi-agency working
10. Supporting staff
11. Safer recruitment
12. Allegations and concerns about staff, supply staff, trainee teachers, volunteers and contractors
13. Whistleblowing and low-level concerns
14. Physical intervention / positive handling
15. Anti-bullying
16. Discriminatory and prejudice-based incidents
17. Health and safety
18. Prevent duty
19. Online safety, filtering and monitoring
20. Sending nudes and semi-nudes, including AI-generated images
21. Child-on-child abuse, including sexual violence and sexual harassment
22. Cultural and faith-related safeguarding issues
23. So-called 'honour'-based abuse, FGM and forced marriage
24. Contextual safeguarding and extra-familial harm
25. Serious violence and exploitation
26. Domestic abuse and teenage relationship abuse
27. Children who have a social worker / Family Help / Child Protection and Child in Need Plans
28. Mental health
29. Looked-after and previously looked-after children
30. Children affected by parental offending or imprisonment
31. Homelessness and housing insecurity
32. Modern slavery, trafficking and the National Referral Mechanism
33. Allegations involving pupils / child-on-child safeguarding concerns
34. Children questioning their gender
35. Appendix – Categories and indicators of abuse, neglect and exploitation

1. CONTACTS

School contacts

School telephone: 01844 339261

Role	Name
Headteacher	Dawn Basnett
Designated Safeguarding Lead (DSL)	Dawn Basnett
Deputy DSL	Sophie Holmes
Deputy DSL	Emma Honey
Designated Teacher for Looked-After Children	Dawn Basnett
Mental Health Lead	Leanne Ellis
Prevent Lead	Dawn Basnett
Nominated Safeguarding Trustee	Andrea Reeve
Chair of Trustees	Niall McWilliams

Where the DSL or DDSLs are unavailable, safeguarding concerns must be reported to the most senior member of staff present. Where there is an immediate risk of harm, staff must contact the emergency services without delay.

Contacts in Buckinghamshire

Education Safeguarding Advisory Service (ESAS)

ESAS provides support to education providers in relation to safeguarding responsibilities.

Telephone: 01296 387981

Email: Secure-esasduty@buckinghamshire.gov.uk

First Response Team / MASH

The First Response Team processes new referrals to children's social care, including concerns relating to children with disabilities. Referrals are assessed to determine seriousness and urgency and whether statutory intervention is required.

Telephone: 01296 383962

Out of hours: 0800 999 7677

Email: Secure-cypfirstresponse@buckinghamshire.gov.uk

Local Authority Designated Officer (LADO)

The Buckinghamshire LADO is responsible for overseeing the management of allegations against adults who work with or provide services to children.

Telephone: 01296 382070

Email: Secure-lado@buckinghamshire.gov.uk

Buckinghamshire Family Information Service

Telephone: 01296 383293

Buckinghamshire Safeguarding Children Partnership

The school will have regard to the procedures, policies and practice guidance published by the Buckinghamshire Safeguarding Children Partnership.

Thames Valley Police

101

999 in an emergency

Linked policies

This policy should be read alongside:

- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Children Looked After Policy
- Complaints Policy
- Equality Policy
- Data Protection / GDPR Policy
- Lettings Policy
- SEND/Inclusion Policy
- Health and Safety Policy, including First Aid and medical needs
- Photography Policy
- Online Safety Policy
- Staff Code of Conduct
- PSHE/RSE Policy
- Visitors Policy
- Whistleblowing Policy
- Safer Recruitment Policy
- Record Keeping and Retention Policy
- Physical Intervention / Positive Handling Policy
- Searching, Screening and Confiscation Policy
- Educational Visits and Residential Visits procedures

Definitions

For the purposes of this policy, safeguarding and promoting the welfare of children means:

- providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, whether 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; and
- taking action to enable all children to have the best outcomes.

Child protection is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm.

A child means anyone under the age of 18.

The school recognises that safeguarding concerns are rarely isolated and that children may experience several forms of harm or vulnerability simultaneously.

2. INTRODUCTION AND STATUTORY FRAMEWORK

Ickford School is committed to providing a happy, high-achieving, inclusive and nurturing environment in which every child is safe, valued, respected and able to achieve their best.

Safeguarding is everyone's responsibility. The school operates a child-centred approach in which the welfare and best interests of every child remain central to decision-making.

This policy has been developed with regard to:

- Children Act 1989 and Children Act 2004
- Education Act 2002

- Education (Independent School Standards) Regulations 2014, as applicable to academies
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026
- Information Sharing to Safeguard Children and Young People statutory guidance
- Information sharing duty under the Children Act 2004
- What to do if you are worried a child is being abused
- Children Missing Education statutory guidance
- Prevent Duty guidance
- Equality Act 2010
- Multi-agency statutory guidance on Female Genital Mutilation
- statutory guidance concerning forced marriage
- relevant Department for Education attendance, behaviour, alternative provision, online safety and education guidance
- Buckinghamshire Safeguarding Children Partnership procedures
- Buckinghamshire Council safeguarding and child protection procedures.

As an academy, Ickford School operates within the safeguarding responsibilities of **Ickford Learning Trust**. The Trust Board, as proprietor, has strategic responsibility for ensuring that effective safeguarding arrangements are in place and that the school is supported and challenged to fulfil its safeguarding responsibilities.

The Trust Board will ensure that:

- safeguarding is given appropriate strategic priority;
- this policy is reviewed at least annually and whenever statutory guidance changes;
- the school has an effective DSL and appropriate DDSL arrangements;
- the DSL has sufficient time, funding, training and resources to fulfil the role;
- safeguarding training is provided to staff and Trustees;
- appropriate safer recruitment arrangements are in place;
- concerns and allegations about adults are managed appropriately;
- low-level concerns are recorded and reviewed;
- filtering and monitoring arrangements are effective;
- alternative provision is appropriately scrutinised;
- safeguarding arrangements are monitored and challenged;
- safeguarding information is appropriately reported to the Trust Board.

The school will publish this policy on its website and make a hard copy available from the school office.

3. RESPONSIBILITIES

All staff, supply staff, trainee teachers, volunteers, Trustees, visitors and contractors have a responsibility to safeguard and promote the welfare of children.

Any person who receives a disclosure, allegation or safeguarding concern must report it immediately to the DSL or a DDSL.

Where the DSL and DDSLs are unavailable, concerns must be reported to the most senior member of staff present.

Where a child is in immediate danger, staff must not delay in contacting the emergency services on 999.

Staff responsibilities

All staff must:

- maintain an attitude that safeguarding concerns could happen here;
- know how to identify indicators of abuse, neglect and exploitation;
- understand the school's safeguarding procedures;
- know who the DSL and DDSLs are;
- report concerns promptly;
- maintain appropriate confidentiality;
- record concerns factually and accurately;
- attend safeguarding training and updates;
- understand online safety and their responsibilities regarding filtering and monitoring;
- understand the safeguarding implications of absence from education;
- maintain professional curiosity;
- consider the child's wishes and feelings;
- work cooperatively with external agencies.

Staff must be particularly alert to children who may need additional support, including children who:

- have SEND or additional health needs;
- have mental health needs;
- are young carers;
- are pregnant or are parents themselves;
- have exhibited early signs of abusive, violent or harmful behaviour;
- are showing signs of antisocial or criminal behaviour;
- are frequently missing from education, home or care;
- have been repeatedly removed from class;
- have experienced repeated suspensions;
- are on a part-time timetable;
- are at risk of permanent exclusion;
- attend Alternative Provision;
- are at risk of exploitation, trafficking or modern slavery;
- are at risk of criminal or sexual exploitation;
- are at risk of radicalisation;
- have a parent or carer in custody or are affected by parental offending;

- live in circumstances involving substance misuse, adult mental health difficulties or domestic abuse;
- misuse alcohol or drugs themselves;
- are at risk of honour-based abuse, FGM or forced marriage;
- are privately fostered;
- experience prejudice-based harm, including racism or faith-based prejudice;
- are affected by financial exploitation or serious violence.

Staff should also be aware that children may be at increased risk of harm because of barriers to communication, disability, language, vulnerability or fear of consequences.

Trust Board responsibilities

The Trust Board will:

- maintain strategic oversight of safeguarding;
- ensure that safeguarding arrangements are effective;
- challenge and support school leaders where gaps are identified;
- appoint a DSL and at least one DDSL;
- ensure that the DSL has appropriate authority, time, training and resources;
- ensure all staff receive safeguarding training on induction and regular updates at least annually;
- ensure Trustees receive safeguarding training and Prevent training;
- ensure safer recruitment arrangements are robust;
- ensure arrangements exist for managing allegations against adults;
- ensure low-level concerns are recorded and reviewed;
- ensure effective filtering and monitoring arrangements;
- monitor safeguarding through reports, audits and appropriate visits;
- ensure alternative provision is appropriately scrutinised;
- ensure the school contributes appropriately to multi-agency safeguarding arrangements;
- ensure the Child Protection Policy is reviewed annually.

The Trust Board has appointed a **Nominated Safeguarding Trustee** to provide strategic oversight and challenge in relation to safeguarding. This is a Trust governance arrangement and does not remove the collective responsibility of the Trust Board.

The Nominated Safeguarding Trustee will:

- maintain an appropriate working knowledge of safeguarding;
- undertake appropriate safeguarding training;
- meet with the DSL at least termly where practicable;
- review safeguarding performance and emerging themes;
- consider the effectiveness of filtering and monitoring;
- provide appropriate challenge;

- report relevant findings to the Trust Board.

Designated Safeguarding Lead

The DSL is responsible for:

- creating and maintaining a strong safeguarding culture;
- providing safeguarding advice to staff;
- ensuring staff receive effective induction and training;
- ensuring children receive the right help at the right time;
- managing referrals;
- maintaining safeguarding records;
- ensuring child protection files are appropriately maintained;
- ensuring safeguarding records are transferred appropriately;
- maintaining the staff safeguarding training record;
- ensuring safeguarding contact information is displayed;
- liaising with external agencies;
- contributing to multi-agency working;
- ensuring filtering and monitoring arrangements are reviewed;
- ensuring appropriate safeguarding arrangements are in place during residential visits and extended school activities;
- supporting staff;
- ensuring children's wishes and feelings are considered;
- completing safeguarding reports for the Trust Board;
- maintaining knowledge and skills through appropriate training and updates.

The DSL will undertake appropriate refresher training at least every two years and will update knowledge and skills regularly and at least annually.

The DSL will ensure appropriate cover arrangements are in place during periods of absence, including school holidays where necessary.

The DSL will fulfil the responsibilities set out in **Annex B of KCSIE 2026**.

Headteacher responsibilities

The Headteacher will:

- ensure this policy is reviewed annually or sooner where required;
- ensure the policy is published;
- ensure effective safeguarding arrangements are implemented;
- ensure appropriate DSL cover;
- liaise with the LADO regarding allegations against adults;

- ensure the DSL has sufficient time and resources;
- ensure appropriate attendance at strategy meetings and child protection conferences;
- make decisions regarding low-level concerns, with appropriate input from the DSL/DDSL;
- ensure appropriate arrangements are in place where a child is detained or interviewed by police;
- ensure the school complies with relevant safeguarding legislation and guidance.

Where an allegation concerns the Headteacher, the Chair of Trustees will take the lead and seek advice from the LADO.

4. SAFEGUARDING AND CHILD PROTECTION PROCEDURES

Visitors will:

- be clearly identified;
- sign in and out;
- wear an appropriate visitor/contractor pass;
- be met or directed by school staff;
- receive safeguarding information or be directed to safeguarding information;
- have access to pupils restricted to the purpose of their visit;
- be escorted where appropriate.

All new staff will receive safeguarding and child protection training on induction.

This will include:

- the school's safeguarding procedures;
- the Child Protection Policy;
- the Staff Code of Conduct;
- online safety;
- filtering and monitoring;
- reporting concerns;
- child-on-child abuse;
- whistleblowing;
- low-level concerns.

All staff will read **Part 1 of Keeping Children Safe in Education 2026 in full** and will be given access to this policy and other relevant safeguarding policies.

Safeguarding and child protection training will be regularly updated, with updates provided at least annually and more frequently where required.

Staff must know how to access and use the Buckinghamshire Continuum of Need and relevant Family Help arrangements.

Reporting a concern

When reporting a concern, staff should:

1. Ensure the child is safe and supported.
2. Report the concern verbally to the DSL/DDSL without delay.
3. Make a written record using the school's safeguarding recording system.
4. Record the date, time, location and people involved.
5. Record exactly what was seen, heard or disclosed.
6. Use the child's own words wherever possible.
7. Avoid speculation or opinion.
8. Use a body map where appropriate.
9. Sign and date the record.
10. Ensure the DSL is aware of the concern.

The DSL will record the action taken, rationale for decisions, referrals, outcomes and any follow-up.

The child's wishes and feelings will be considered throughout.

Attendance and absence

Attendance is monitored closely in accordance with the school's Attendance Policy.

Unexplained, repeated or prolonged absence may be an indicator of safeguarding concerns and will be followed up promptly.

Where attendance or absence gives rise to safeguarding concerns, the school will work with parents/carers, the Local Authority, children's social care and other agencies as appropriate.

Particular attention will be given to children who:

- are repeatedly absent;
- are missing from education;
- are absent for prolonged periods;
- are subject to a Child Protection Plan or Child in Need Plan;
- have other known vulnerabilities.

Private fostering

The school will notify Buckinghamshire Council through the First Response Team where it becomes aware of a child under 16, or under 18 if disabled, being cared for by someone who is not a parent or close relative and the arrangement is expected to last for 28 days or more, in accordance with private fostering legislation and local procedures.

5. RECORD KEEPING AND RETENTION OF RECORDS

Safeguarding records must be:

- factual;
- accurate;
- chronological;
- contemporaneous wherever possible;
- securely stored;
- confidential;
- accessible only to those with a legitimate safeguarding need.

Records should include:

- a clear summary of the concern;
- relevant details and context;
- the child's voice and wishes where appropriate;
- action taken;
- decisions made;
- rationale for decisions;
- referrals and responses;
- outcomes;
- follow-up actions.

Child protection files will be maintained separately from the pupil's general educational record.

When a pupil transfers to another school or educational setting, the child protection file will be transferred securely and separately from the main pupil file as soon as possible and within:

- five days for an in-year transfer; or
- the first five days of a new term.

The school will obtain confirmation of receipt and retain an auditable record of the transfer.

Where a pupil leaves without a known receiving school, safeguarding records will be retained securely in accordance with the Trust's retention schedule, applicable legal requirements and the school's Record Keeping Policy.

The school will not retain records for longer than is necessary or lawful.

Low-level concerns about adults will be recorded securely, including the concern, context, action taken and rationale. Records will be reviewed periodically to identify patterns, escalation or emerging risk.

6. ALTERNATIVE PROVISION

Where a child attends Alternative Provision, Ickford School retains responsibility for safeguarding the child.

Before a placement begins, the school will obtain appropriate written assurance that safeguarding checks and arrangements are satisfactory.

The school will:

- know where the child is educated;
- know the address of the provision;
- know about any satellite or subcontracted provision;
- obtain relevant safeguarding policies;
- obtain information regarding safeguarding checks;
- monitor attendance;
- maintain appropriate communication with the provider;
- review placements at least half-termly;
- consider the child's welfare, progress and safeguarding;
- review the placement immediately if safeguarding concerns arise.

The school will have regard to statutory Department for Education guidance on Alternative Provision and education for children with health needs.

7. CONFIDENTIALITY AND INFORMATION SHARING

Safeguarding information is confidential and will only be shared with those who need the information in order to safeguard or support a child.

Staff must not promise a child confidentiality or secrecy.

Staff should reassure children that information will be shared only with those who need to know in order to help keep them safe.

Staff must not maintain duplicate or personal safeguarding records.

Information sharing will be undertaken in accordance with:

- the Data Protection Act 2018;
- UK GDPR;
- the Data (Use and Access) Act 2025;
- statutory information-sharing guidance;
- Working Together to Safeguard Children 2026;
- the school's data protection policies.

Data protection legislation is not a barrier to appropriate safeguarding information sharing.

Consent is not necessarily required where there is another lawful basis for sharing information for safeguarding purposes.

The school will normally seek to discuss a referral with parents/carers where appropriate. However, this will not be done where doing so could:

- place the child at increased risk of harm;
- compromise a criminal investigation;
- otherwise prejudice safeguarding activity.

Where there is uncertainty, the school will seek advice from First Response, children's social care or the police.

8. RECOGNISING ABUSE, NEGLECT AND EXPLOITATION

Staff must maintain professional curiosity and understand that abuse can occur:

- inside or outside the home;
- inside or outside school;
- online or offline;
- within families;
- within peer groups;
- within institutions;
- within intimate relationships;
- through exploitation by adults or other children.

If a child discloses abuse, staff should:

- listen carefully;
- remain calm;
- allow the child to speak in their own words;
- avoid leading questions;
- ask only necessary clarification questions;
- use open prompts where appropriate;
- reassure the child;
- explain that the information must be shared;
- avoid making promises of secrecy;
- report immediately to the DSL/DDSL;
- make a factual record.

Staff must not investigate the concern themselves.

If there is an immediate risk of harm, staff must call 999.

The child will be supported and safeguarded while the DSL determines the appropriate next steps.

Referral

The DSL will consider whether the concern requires:

- Family Help;
- support from universal services;
- targeted support;
- referral to children's social care;
- a Section 17 assessment;
- a Section 47 investigation;
- referral to the police;
- other specialist support.

Where there is reasonable cause to suspect significant harm, the DSL/DDSL will contact First Response without delay and follow the local referral process.

The rationale for decisions will be recorded.

9. MULTI-AGENCY WORKING

Ickford School recognises its role as a relevant agency within the safeguarding arrangements established by the Buckinghamshire Safeguarding Children Partnership.

The school will:

- cooperate with children's social care;
- contribute to assessments;
- attend strategy discussions and child protection conferences where appropriate;
- contribute to Child Protection Plans;
- contribute to Family Help plans;
- share relevant information lawfully;
- support direct work with children;
- respond to requests for information;
- follow local escalation procedures where concerns are not progressing appropriately.

The school will work in accordance with Working Together to Safeguard Children 2026.

10. SUPPORTING STAFF

Safeguarding work can be emotionally challenging.

Staff will be supported through:

- discussion with the DSL;
- supervision or reflective discussion where appropriate;
- support from the Headteacher;
- Occupational Health where appropriate;
- professional bodies or trade unions;
- external professional support where appropriate.

Staff should seek support where safeguarding work is affecting their wellbeing.

11. SAFER RECRUITMENT

Ickford School operates safer recruitment procedures in accordance with KCSIE 2026 and relevant legislation.

The school will:

- undertake appropriate pre-employment checks;
- verify identity;
- obtain appropriate references;
- undertake DBS checks as required;
- consider barred-list requirements;
- undertake right-to-work checks;
- undertake other relevant checks;
- maintain the Single Central Record;
- ensure appropriate recruitment documentation is retained.

Staff involved in recruitment will receive appropriate safer recruitment training.

The school will ensure that recruitment decisions consider safeguarding throughout the process.

12. ALLEGATIONS AND CONCERNS ABOUT STAFF, SUPPLY STAFF, TRAINEE TEACHERS, VOLUNTEERS AND CONTRACTORS

The school will follow Part 4 of KCSIE 2026.

A concern or allegation may arise where an adult has:

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

Such concerns may relate to behaviour inside or outside school.

Where an allegation is made, the matter must be reported immediately to the Headteacher.

Where the allegation concerns the Headteacher, the Chair of Trustees must be informed.

The Headteacher/Chair of Trustees will consult the LADO without delay and follow the LADO's advice.

The school will:

- support the child;
- manage the adult fairly;

- protect confidentiality;
- consider suspension only where appropriate and following advice;
- liaise with HR and other relevant agencies;
- follow police advice where applicable;
- maintain appropriate records;
- provide relevant information to the LADO;
- follow local safeguarding procedures.

Where a person has been removed from regulated activity, or would have been removed had they not resigned, because of safeguarding concerns, the school will make any required referral to the Disclosure and Barring Service.

Where a concern does not meet the harm threshold, it will be considered under the school's low-level concerns procedures.

13. WHISTLEBLOWING AND LOW-LEVEL CONCERNS

Ickford School has a Whistleblowing Policy.

All staff have a responsibility to report concerns about unsafe practice, inappropriate conduct or safeguarding failures.

Concerns may be reported to:

- the Headteacher;
- the DSL/DDSL;
- the Chair of Trustees where appropriate.

Where a concern relates to the Headteacher, staff may report to the Chair of Trustees.

Where internal routes are inappropriate or concerns are not being addressed, staff may seek advice from the LADO, Local Authority, police or other appropriate external body.

Low-level concerns

A low-level concern is any concern, however small, about an adult working in or on behalf of the school that does not meet the harm threshold but may indicate a breach of professional boundaries or expected standards.

All staff must report low-level concerns.

The Headteacher is ultimately responsible for decisions concerning low-level concerns, with advice from the DSL and others as appropriate.

Low-level concerns will be:

- recorded;
- considered in context;
- acted upon appropriately;
- stored securely;
- reviewed for patterns;
- escalated where necessary.

The school will support staff where concerns are unfounded while ensuring that genuine concerns are not dismissed.

14. PHYSICAL INTERVENTION / POSITIVE HANDLING

The school's arrangements for physical intervention and positive handling are set out in the Physical Intervention / Positive Handling Policy.

Staff may use reasonable force where lawful and necessary.

Any incident involving physical intervention will be recorded and reviewed in accordance with school procedures.

15. ANTI-BULLYING

The school does not tolerate bullying.

The Behaviour and Anti-Bullying Policies address:

- physical bullying;
- verbal bullying;
- emotional bullying;
- cyberbullying;
- discriminatory bullying;
- prejudice-based bullying;
- sexual harassment;
- bullying related to protected characteristics.

Where bullying raises safeguarding concerns, the Child Protection Policy will be followed.

16. DISCRIMINATORY AND PREJUDICE-BASED INCIDENTS

The school recognises that prejudice-based harm can affect children's welfare, wellbeing and willingness to seek help.

Incidents involving:

- racism;
- faith-based prejudice;
- homophobia;
- transphobia;
- disability discrimination;
- sexism;
- other forms of prejudice or discrimination

will be taken seriously and managed in accordance with the Equality and Behaviour Policies.

Where a discriminatory incident raises safeguarding concerns, it will be reported to the DSL.

17. HEALTH AND SAFETY

The school recognises that safeguarding includes children's physical and emotional safety throughout the school day.

Safeguarding arrangements include:

- safe arrival and collection procedures;
- appropriate supervision;
- visitor management;
- educational visits procedures;
- medical and first-aid arrangements;
- safe use of the school site;
- missing-child procedures;
- arrangements for children attending clubs and activities;
- appropriate arrangements for school transport.

The school bus drops off and collects children from the front gate. A teacher supervises the handover of children to the bus at 3.30pm.

Children leaving school during the school day must have appropriate parental/carer authorisation and be signed out.

Children attending the after-school club are handed over to the designated staff at 3.30pm.

If a pupil is missing during the school day, the school will immediately implement its missing-child procedures, check the site, contact parents/carers and contact the police where appropriate.

When the school premises are hired to third parties, appropriate safeguarding arrangements will be required.

The school will ensure that visiting speakers and external providers are appropriately vetted and that materials used are suitable.

18. PREVENT DUTY

Ickford School recognises its responsibilities under the Prevent Duty arising from the Counter-Terrorism and Security Act 2015.

The school will:

- protect children from the risk of being drawn into terrorism;
- provide appropriate safeguarding education;
- maintain effective online filtering and monitoring;
- ensure staff receive Prevent training;
- refer concerns appropriately;
- work with the Prevent and safeguarding authorities where required.

The DSL and Prevent Lead will maintain appropriate knowledge of current Prevent guidance.

19. ONLINE SAFETY, FILTERING AND MONITORING

The school recognises that technology forms part of many safeguarding risks.

Online safeguarding arrangements address:

- content;
- contact;
- conduct;

- commerce;
- misinformation;
- disinformation;
- conspiracy theories;
- grooming;
- exploitation;
- self-harm;
- suicide;
- radicalisation;
- pornography;
- cyberbullying;
- online abuse;
- financial scams;
- online gambling;
- inappropriate advertising.

The school has filtering and monitoring systems in place.

Filtering and monitoring will be reviewed regularly and at least annually, with appropriate oversight from school leaders, the DSL, IT provider and Trust governance.

Staff will receive training on their roles and responsibilities relating to filtering and monitoring.

The school will maintain appropriate records of filtering and monitoring reviews and actions.

The school will have regard to relevant DfE filtering and monitoring standards and guidance.

The school recognises that generative artificial intelligence may create additional safeguarding risks, including inappropriate content, manipulation, exploitation and the creation of harmful or sexualised images.

The school will follow relevant DfE guidance concerning the safe use of generative AI.

Children are not permitted to bring mobile phones into school except where a specific exception has been agreed by the school.

The school's arrangements for staff mobile phones and devices are set out in the Staff Code of Conduct.

Visitors are asked to switch off mobile devices or follow the school's visitor arrangements while on site.

20. SENDING NUDES AND SEMI-NUDES, INCLUDING AI-GENERATED IMAGES

The school recognises that children may encounter risks associated with making, sending or sharing nudes and semi-nudes.

This includes:

- photographs;
- videos;
- livestreams;
- self-generated imagery;
- digitally altered images;
- wholly AI-generated images;
- deepfakes;
- so-called deep nudes.

The school recognises that the creation and sharing of sexual images of children can constitute criminal conduct.

Staff will respond sensitively and in accordance with safeguarding procedures and relevant government guidance.

Children will not be shamed or blamed.

The school will consider:

- the child's safety;
- whether coercion or exploitation is involved;
- whether the image has been shared;
- whether there is a risk of further distribution;
- whether police or children's social care involvement is required;
- support for all children affected.

Staff must report incidents to the DSL immediately.

The school will not unnecessarily view, copy, download or distribute sexual images of children.

21. CHILD-ON-CHILD ABUSE, INCLUDING SEXUAL VIOLENCE AND SEXUAL HARASSMENT

Ickford School recognises that children can abuse other children.

Child-on-child abuse can occur:

- in school;
- outside school;
- online;
- within friendship groups;
- within intimate relationships.

It may include:

- bullying;
- cyberbullying;
- racial abuse;
- physical abuse;
- emotional abuse;
- sexual violence;
- sexual harassment;
- harmful sexual behaviour;
- sending or sharing nudes/semi-nudes;
- upskirting;
- initiation and hazing;
- abuse related to sexual orientation or identity;
- intimate partner abuse;
- misogynistic or misandrist abuse;
- coercive or controlling behaviour.

The school will not dismiss harmful behaviour as:

- banter;
- horseplay;
- “just growing up”;
- something children should deal with themselves.

All concerns will be taken seriously and responded to proportionately.

The school recognises that harmful sexual behaviour exists on a continuum.

When responding to concerns, the school will consider:

- age and developmental stage;
- nature and seriousness of behaviour;
- frequency;
- power imbalance;
- size and age differences;
- SEND;
- vulnerability;
- previous incidents;
- coercion;
- threats;
- the impact on the child;
- the needs of all children involved.

Victims will be reassured that they are believed, supported and taken seriously.

Children who have caused harm will also be appropriately supported and safeguarded.

Risk assessments and safety plans will be developed where necessary.

The school will work with external agencies where appropriate.

22. CULTURAL AND FAITH-RELATED SAFEGUARDING ISSUES

The school recognises that cultural, religious or community factors may intersect with safeguarding.

The school will respond sensitively but will never allow cultural, religious or community considerations to prevent action where a child is at risk of harm.

Concerns will be managed through normal safeguarding procedures.

23. SO-CALLED ‘HONOUR’-BASED ABUSE, FGM AND FORCED MARRIAGE

The school recognises that children may be at risk of:

- honour-based abuse;
- forced marriage;
- Female Genital Mutilation;

- other forms of abuse associated with family or community expectations.

Teachers have a specific statutory duty to report to the police where, in the course of their professional duties, they discover that FGM appears to have been carried out on a girl under 18.

Staff must also report safeguarding concerns to the DSL.

Concerns about forced marriage must be treated as safeguarding concerns.

The school will seek advice from the Forced Marriage Unit and relevant safeguarding agencies where appropriate.

The school recognises that children with SEND or other vulnerabilities may be particularly at risk.

24. CONTEXTUAL SAFEGUARDING AND EXTRA-FAMILIAL HARM

The school recognises that children can experience harm outside their families.

This may include:

- sexual exploitation;
- criminal exploitation;
- financial exploitation;
- serious violence;
- county lines;
- gang involvement;
- online exploitation;
- teenage relationship abuse;
- stalking;
- radicalisation;
- harmful peer groups.

The school will consider the context in which safeguarding incidents occur and will share relevant information with appropriate agencies.

The school will consider the needs and vulnerabilities of both children harmed and children who may have caused harm.

25. SERIOUS VIOLENCE AND EXPLOITATION

Staff will be alert to indicators including:

- unexplained injuries;
- changes in behaviour;
- increased absence;
- changes in friendship groups;
- association with older individuals;
- decline in educational engagement;
- self-harm;
- unexplained possessions or gifts;
- signs of criminal exploitation;
- signs of coercion or intimidation.

The school recognises that criminal exploitation may involve:

- county lines;
- drug supply;
- theft;
- violence;
- financial exploitation;
- coercion;
- threats.

The school will refer concerns through safeguarding procedures.

26. DOMESTIC ABUSE AND TEENAGE RELATIONSHIP ABUSE

The school recognises that children may experience domestic abuse directly or indirectly.

A child may be harmed by:

- seeing;
- hearing;
- experiencing;
- intervening in;
- living with the effects of

domestic abuse.

Teenage relationship abuse may involve:

- physical abuse;
- sexual abuse;
- emotional abuse;
- coercive control;
- stalking;
- online abuse.

Concerns will be reported to the DSL and appropriate agencies.

The school will have regard to the impact of domestic abuse on children's emotional wellbeing, behaviour, attendance and learning.

27. CHILDREN WHO HAVE A SOCIAL WORKER / FAMILY HELP / CHILD PROTECTION AND CHILD IN NEED PLANS

The school recognises that children may have a social worker because of safeguarding or welfare needs.

Having a social worker may indicate that a child is experiencing additional vulnerability.

The school will:

- maintain appropriate communication with the social worker;
- contribute to assessments;
- contribute to Family Help arrangements;
- contribute to Child Protection Plans;
- contribute to Child in Need Plans;
- share relevant information;
- monitor attendance and welfare;
- consider the child's wishes and feelings;
- provide appropriate educational support.

Where a child's welfare is not improving, the DSL will use appropriate escalation procedures.

The school will work with Buckinghamshire Council and relevant professionals to improve outcomes.

28. MENTAL HEALTH

The school recognises that mental health difficulties may be associated with safeguarding concerns.

Mental health concerns may be indicators of:

- abuse;
- neglect;
- exploitation;
- trauma;
- domestic abuse;
- bullying;
- other adverse experiences.

Staff must report mental health concerns that may have safeguarding implications to the DSL.

The school will seek advice and support from appropriate professionals and services where necessary.

The school's Mental Health Lead is **Leanne Ellis**.

Where a mental health concern may indicate that a child is suffering, or is at risk of suffering, abuse, neglect or exploitation, safeguarding procedures will be followed.

29. LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN

Ickford School has a named Designated Teacher for Looked-After and Previously Looked-After Children.

The Designated Teacher will:

- promote educational achievement;
- support wellbeing;
- work with the DSL;
- liaise with the Virtual School and relevant professionals;
- contribute to care planning;
- ensure safeguarding concerns are appropriately addressed.

The school recognises that looked-after and previously looked-after children may have increased vulnerability.

30. CHILDREN AFFECTED BY PARENTAL OFFENDING OR IMPRISONMENT

Children affected by parental imprisonment or offending may experience:

- stigma;
- poverty;
- isolation;
- emotional distress;
- changes in family circumstances;
- increased safeguarding vulnerability.

The school will offer appropriate support and seek specialist advice where required.

The school will use current specialist guidance and services, including the Prisoners' Families Helpline where appropriate.

31. HOMELESSNESS AND HOUSING INSECURITY

The school recognises that homelessness or housing insecurity can place children at increased risk.

Where the school becomes aware that a child or family is homeless or at risk of homelessness, it will seek timely support from Buckinghamshire Council and other appropriate services.

The school will consider the impact on:

- attendance;
- wellbeing;
- safety;
- education;
- access to basic needs.

32. MODERN SLAVERY, TRAFFICKING AND THE NATIONAL REFERRAL MECHANISM

Modern slavery includes:

- human trafficking;
- slavery;
- servitude;
- forced labour;
- sexual exploitation;
- forced criminality;
- other forms of exploitation.

Children may be victims even where they do not recognise themselves as such.

Where there are concerns, the school will:

- inform the DSL;
- contact children's social care/police as appropriate;
- seek advice regarding the National Referral Mechanism;
- consider immediate safeguarding needs;
- maintain confidentiality.

33. ALLEGATIONS INVOLVING PUPILS / CHILD-ON-CHILD SAFEGUARDING CONCERNS

Where an allegation is made about a pupil, the school will not treat the matter solely as a behaviour issue.

The school will first consider whether the behaviour raises a safeguarding concern.

Where appropriate, the school will:

- safeguard the child who may have been harmed;
- safeguard the child alleged to have caused harm;
- assess risk;
- consider whether other children are affected;
- involve parents/carers appropriately;
- refer to children's social care;
- refer to the police where appropriate;
- implement risk assessments and safety plans;
- apply the Behaviour Policy where appropriate.

Where a child needs to be interviewed by police or another authority, the school will follow advice from the relevant agency regarding parental notification and appropriate adult arrangements.

34. CHILDREN QUESTIONING THEIR GENDER

Ickford School recognises that some children may question their gender identity.

Any concern, disclosure or request for support will be considered on an individual, child-centred basis, with the child's welfare and best interests at the centre of decision-making.

The school will have regard to the relevant statutory guidance, including Keeping Children Safe in Education 2026, when responding to a child who is questioning their gender.

The school will consider:

- the child's age and developmental stage;
- safeguarding and welfare;
- the child's wishes and feelings;
- parental/carers views;
- the impact on the child;
- the impact on other pupils;
- the school's safeguarding responsibilities;
- equality and legal responsibilities;
- the practical implications of any proposed arrangements.

Parents/carers will normally be involved, subject to safeguarding considerations.

Where appropriate, the DSL, Headteacher, SENCO and other relevant professionals will be involved.

Any safeguarding concern involving a child questioning their gender must be reported to the DSL/DDSL.

The school will make decisions carefully, proportionately and individually and will record the rationale for significant decisions.

35. APPENDIX – CATEGORIES AND INDICATORS OF ABUSE, NEGLECT AND EXPLOITATION

Everyone who works with children has a duty to safeguard and promote their welfare.

Staff should understand that children can experience multiple forms of harm at the same time.

Physical abuse

Physical abuse may involve:

- hitting;
- shaking;
- throwing;
- poisoning;
- burning;
- scalding;
- drowning;
- suffocating;
- otherwise causing physical harm.

Physical harm may also occur where a parent/carer fabricates or induces illness.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child.

It may include:

- conveying that a child is worthless or unloved;
- persistent criticism;
- belittling;
- name-calling;
- deliberately silencing a child;
- inappropriate expectations;
- preventing appropriate social interaction;
- overprotection;
- witnessing domestic abuse;
- serious bullying;
- causing a child to feel frightened or in danger;
- exploitation or corruption.

Some level of emotional abuse is involved in all forms of maltreatment.

Sexual abuse

Sexual abuse involves forcing, causing or inciting a child to take part in sexual activities.

It may involve:

- penetration;
- assault;
- touching;
- kissing;
- rubbing;
- masturbation;
- exposure to sexual activity;
- sexual images;
- production of sexual images;
- grooming;
- encouraging sexually inappropriate behaviour.

Sexual abuse can occur online or offline and can be perpetrated by adults or other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical or psychological needs.

It may include failure to:

- provide adequate food;
- provide appropriate clothing;
- provide shelter;
- provide appropriate supervision;
- protect a child from harm;
- obtain appropriate medical care;
- meet emotional needs.

Neglect can occur before and after birth.

EXPLOITATION

Exploitation occurs where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child.

It may include:

- Child Sexual Exploitation (CSE);
- Child Criminal Exploitation (CCE);
- financial exploitation;
- trafficking;
- county lines;
- forced criminality;
- sexual exploitation.

Exploitation may involve:

- violence;
- threats;
- coercion;
- gifts;
- money;
- status;
- perceived friendship;
- drugs;
- accommodation;
- other things a child needs or wants.

COUNTY LINES

County lines involves organised criminal networks exploiting children and vulnerable people to transport, store or sell drugs and/or money.

Children may be coerced through:

- violence;
- threats;
- intimidation;
- sexual violence;
- grooming;
- debt;
- exploitation.

County lines activity may occur locally as well as across geographical areas.

EXTREMISM AND RADICALISATION

The school recognises that children may be vulnerable to radicalisation.

Staff will remain alert to:

- changes in behaviour;
- withdrawal;
- extremist material;
- online radicalisation;
- attempts to influence vulnerable children;
- expressions of support for terrorism.

Concerns will be reported to the DSL and managed through safeguarding and Prevent procedures.

HARMFUL SEXUAL BEHAVIOUR

Children's sexual behaviour exists on a continuum.

Behaviour may be:

- developmentally expected;
- inappropriate;
- problematic;
- abusive;
- violent.

The school will consider:

- age;
- developmental stage;
- context;
- consent;
- power imbalance;
- coercion;
- impact;
- frequency;
- vulnerability;
- SEND.

Concerns will be managed through safeguarding procedures and, where appropriate, the Behaviour Policy.

CHILD-TO-PARENT OR CAREGIVER ABUSE

The school recognises that children can cause harm to parents or carers.

This may involve:

- physical violence;
- threats;
- coercion;
- emotional abuse;
- financial abuse;
- controlling behaviour.

Where concerns arise, the school will consider the safeguarding needs of the child and affected family members and seek appropriate support.

SAFEGUARDING PRINCIPLES

At Ickford School:

- safeguarding is everyone's responsibility;
- it could happen here;
- the child is at the centre of decision-making;
- children will be listened to;
- concerns will be taken seriously;
- information will be shared appropriately;
- staff will act promptly;
- safeguarding concerns will never be dismissed as “just behaviour” where a safeguarding response is required;
- the school will work openly and constructively with parents/carers wherever it is safe to do so;
- the school will work with partner agencies to secure the best possible outcomes for children.

This policy will be reviewed annually and sooner where there are changes to legislation, statutory guidance, local procedures or safeguarding practice.

Approved by: Ickford Learning Trust Board

Date approved: _____

Review date: September 2027

Headteacher: Dawn Basnett

Chair of Trustees: Niall McWilliams

