OneSchool Global

Safeguarding and Child Protection Policy - England

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Region: UK - England

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OSG Document Code POL_UK_ED_Safeguarding and Child Protection - England_V15	**Authorisation date:** 09/2026	**Next review date:** 09/2027
Policy author Tracy Greer, Regional Director of Safeguarding	**Reviewed by:** Tracy Greer, Regional Director of Safeguarding	**Approved by:** OneSchool Global UK Board on 09/09/2026
Enquiries contact: support@uk.oneschoolglobal.com	**Associated documents** • Anti-Bullying Policy • Attendance Policy • Student Discipline Policy • ICT and E-Safety Policy • Complaints Procedure • Curriculum Policy documents and schemes of work for PSHE • Data Protection Privacy Policy • Disciplinary Procedure • Health & Safety Policy & Procedure • Excursions Policy • First Aid Policy • Supporting Students with Medical Needs Policy • Induction of new staff and volunteers • Learning Support (SEND) Policy • Mental Health and Wellbeing Policy • (The) Prevent Duty Guidance • RSE & PSHE Policy • Safer Recruitment Policy • Security & Visitors Policy • Staff Code of Conduct • Disclosure in the Public Interest (Whistleblowing) Policy	

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KEY SAFEGUARDING CONTACT DETAILS

SCHOOL CONTACT INFORMATION		
Designated Safeguarding Lead:		
Helen Freeman	01752 363290	helen.freeman@uk.oneschoolglobal.com
Role on the Campus Leadership Team	Assistant Campus Principal	
Deputy Designated Safeguarding Lead:		
Ben Daplyn	01752 363290	ben.daplyn@uk.oneschooglobal.com
Other Role in School	Key stage 5 progress lead and PE/Citizenship teacher	
Campus Principal (where the concern is about a member of staff):		
Kirsty Matthews	01752 363290	kirsty.matthews@uk.oneschoolglobal.com
Mental Health Lead		
Helen Freeman	01752 363290	helen.freeman@uk.oneschoolglobal.com
Filtering and Monitoring Lead (Online Safety)		
Helen Freeman	01752 363290	helen.freeman@uk.oneschoolglobal.com
Lead CST: Safeguarding (Governance)		
Loren Jenner	01752 363290	loren.jenner@uk.oneschooglobal.com
Regional Director Safeguarding:		
Tracy Greer	0330 055 5600	tracy.greer@uk.oneschoolglobal.com
EXTERNAL CONTACT INFORMATION		
Campus Local Safeguarding Partner (LSP)		
Devon and Cornwall Police NHS University Hospitals Plymouth Plymouth City Council	0800 555111, 101, 999 01752 202082 01752 668000	Contact us | Devon & Cornwall Police NHS Devon - One Devon Contact us | PLYMOUTH.GOV.UK
Multi-Agency Safeguarding Hub (MASH) for initial enquiries about children and young people		
Plymouth Cornwall Devon Torbay	01752 304339 03301 231116 03451 551071 01803 208100	integratedfrontdoor@plymouth.gov.uk multiagencyreferralunit@cornwall.gov.uk mashsecure@devon.gov.uk MASH@torbay.gov.uk
Local Authority Designated Officer (LADO) for allegations against individuals who work with children, including supply staff		

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Plymouth LADO	01752 306758	LADO@plymouth.gov.uk
FGM The Diversity Crime Unit	NSPCC FGM Helpline - 0800 028 3550 999 or 101	101@devonandcornwallpnn.police.uk
LA Prevent Lead	01752 306340 01392 225130	prevent.referrals@devonandcornwall.pnn.police.uk
Police (non-emergency)	101	101@devonandcornwallpnn.police.uk https://www.devon-cornwall.police.uk/ro/report/ocr/af/how-to-report-a-crime/
Ofsted Safeguarding Children	08456 404046	whistleblowing@ofsted.gov.uk
DfE Dedicated telephone helpline and mailbox for non-emergency advice for Staff & Trustees	020 7340 7264	counter.extremism@education.gov.uk
NSPCC Whistleblowing Helpline	0800 028 0285	help@nspcc.org.uk
CEOP National Crime Agency	0370 496 7622	communication@nca.x.gsi.gov.uk

1. PURPOSE

1.1 At OSGUK Plymouth Campus (hereafter 'the Campus'), we will provide a safe and welcoming environment where every child and young person is respected and valued. It is the responsibility of everyone to be alert to the signs of abuse and harm in all its forms and to follow the procedures to ensure that children receive timely and effective support, protection and justice.

1.2 The Campus promotes a culture of openness, transparency, challenge and continuous learning where safeguarding concerns can be raised without fear and where all individuals understand their responsibility to safeguard children.

1.3 This Policy sets out the Campus' commitment to safeguarding, promoting the welfare of children and Keeping Children Safe in Education in line with the September 2026 Statutory Framework.

1.4 The purpose of this policy is to provide a framework for how we safeguard and promote students' welfare in accordance with our moral duty and statutory guidance. The policy also informs parents and carers about how we will safeguard their children while they are in our care.

1.5 The school always considers 'the best interests of the child'.

2. SCOPE

2.1 This policy and the associated statutory procedures apply to all staff, Board of Trustees of the proprietor, local governance CST, volunteers and visitors. Parents and carers of both current and prospective students in the Campus who are not volunteers are expected to always abide by the safeguarding procedures as outlined in the visitor booklet.

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2.2 The policy and procedures are consistent with the locally agreed inter-agency procedure for Plymouth City Council Local Safeguarding Partners.

2.3 The policy is available on the school website and is made available to all staff, Board of Trustees of the proprietor, local governance CST, volunteers, parents, both current and prospective, and visitors to the school.

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3. DEFINITIONS

Term	Definition
CCTV	Close circuit television.
Child	Anyone who has not yet reached their 18th birthday. For the purpose of the policy this means all students in the Campus and also extends to visiting students from another OSGUK Campus.
Child Protection	Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Child Abuse	A form of maltreatment of a child. Somebody may abuse, neglect or exploit a child by inflicting harm, or by failing to act to prevent harm. KCSIE defines four categories of abuse: emotional, physical, sexual and neglect.
Child in Need	A child who 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.
CPOMS	Child Protection On-line Management System.
CST	Campus Support Team (Governance).
DfE	Department for Education.
DBS	Disclosure and Barring Service.
LADO	Local Authority Designated Officer – officers from the local authority designated as being the primary point of liaison in the event of allegations of abuse being made against the Campus Principal, proprietor or member of governing body and staff.
Looked After Child	A child who is subject to a care order (interim or full care order) or who is voluntarily accommodated by the local authority.
DSL	Designated Safeguarding Lead – member of staff in school who leads on Safeguarding and Child Protection – both staff training and management of referrals. The DSL must be a Senior Leader.
FGM	Female Genital Mutilation.
GDPR	General Data Protection Regulations.
HSB	Harmful Sexual Behaviours.
IT	Information Technology.
KCSIE	Keeping Children Safe in Education 2026.
LA	Local Authority.
LSP	Local Safeguarding Partner.
MASH	Multi Agency Safeguarding Hub. Often the first point of referral from school for a Child Protection case.
NLT	National Leadership Team.
NSPCC	National Society for the Protection of Cruelty to Children.
OSGUK	OneSchool Global UK.
Parent	Refers to birth parents and other adults in a parenting role.
PEP	Personal Education Plan.
CoCa	Child on Child Abuse.
Principle of Proportionality	The least intrusive response appropriate to the risk presented.

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PSHE	Personal, Social, Health Education.
Safeguarding	The process of protecting children from maltreatment, preventing the impairment of children's 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. This includes all forms of maltreatment including Youth Produced Sexual Imagery, Child on Child abuse, cyber bullying and radicalisation.
SCR	Single Central Record.
SEND	Special Education Needs and Disabilities.
Social Care	Refers to Children's Services in the area in which the child is resident.
Staff	Refers to all those working for or on behalf of the Campus, full time or part time, temporary or permanent, in either a paid or a voluntary capacity.
TRA	Teaching Regulations Authority.
UKCCIS	UK Council for Child Internet Safety.
WTSC	'Working Together to Safeguard Children'.

4. POLICY STATEMENT

4.1 The OneSchool Global UK (OSG UK) Safeguarding Statement is **"We will do all we can to offer the safest place for children to learn, become life-ready, and reach their full potential in society."**

5. INTRODUCTION

5.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with statutory guidance: 'Working Together to Safeguard Children' 2026, Revised Safeguarding Statutory Guidance 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if you are worried a child is being abused' 2015, Prevent Duty Guidance 2023.

5.2 The policy also reflects, both statutory guidance KCSIE 2026 and LSP Procedures.

5.3 This policy meets the requirements of the Education (Independent School Standards) Regulations 2014 – Part 3 (Welfare, Health and Safety of Pupils.

5.4 The Board of Trustees takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure there are robust arrangements within our Campus to identify, assess, and support those children who are suffering harm or at risk of suffering.

5.5 This policy is reviewed annually.

6. POLICY PRINCIPLES

6.1 The welfare and needs of the child are paramount.

6.2 At the Campus we maintain an attitude of 'It could happen here'.

6.3 Children have a right to feel safe and secure, they cannot learn effectively unless they do so.

6.4 All children have a right to be protected from harm and abuse.

6.5 Our organisational culture will be one of highly consistent and collective vigilance for the safety and wellbeing of the children in our care, for every child every day.

6.6 All staff have a role in the prevention of harm and abuse and an equal responsibility to act immediately on any suspicion or disclosure that may indicate a child is at risk of harm, inside and outside of the campus, inside and outside of home and online, taking into account extra familial harms, which are incidents and/or behaviours associated with factors outside the Campus and/or occur between children outside of these environments in accordance with statutory guidance.

6.7 Anyone can make a referral to children's services if this is believed to be in the child's best interests and/or the child is at risk of significant harm.

6.8 We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working to protect and safeguard children.

6.9 Whilst the Campus will work openly with parents as far as possible, it reserves the right to contact Social Care or the Police, without notifying parents, if this is believed to be in the child's best interests and/or the child is at risk of significant harm.

6.10 Staff receive training on culturally competent safeguarding practices. This includes recognising how cultural norms may influence perceptions of abuse and ensuring that all concerns are assessed objectively. The Campus is committed to respecting diversity while prioritising the safety and welfare of all children.

6.11 All safeguarding staff are expected to maintain professional curiosity, respectfully exploring and questioning information, behaviours and circumstances in order to better understand a child's lived experience and identify potential safeguarding concerns.

7. POLICY AIMS

7.1 Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

7.1.1 Providing help and support to meet the needs of children as soon as problems emerge.

7.1.2 Protecting children from maltreatment, whether that is within or outside the home, including online.

7.1.3 Preventing the impairment of children's mental and physical health or development.

7.1.4 Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and

7.1.5 taking action to enable all children to have the best outcomes.

7.2 As part of our Safeguarding Policy the Campus will:

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7.2.1 Demonstrate the Campus' commitment with regard to safeguarding and child protection to students, parents and other external partners.

7.2.2 Promote and prioritise the safety and wellbeing of children and young people.

7.2.3 Promote a culture of listening to 'the child' and act in their best interest.

7.3 At this Campus, pupils are provided with multiple opportunities to express their views and raise concerns, including:

7.3.1 Access to a trained DSL/DDSL and safe adults.

7.3.2 An electronic safeguarding reporting system.

7.3.3 Structured pupil voice activities (e.g. surveys, forums, wellbeing check-ins).

Plymouth campus is committed to ensuring that students have meaningful opportunities to contribute to campus life and influence decision-making processes. Student voice is actively encouraged and valued as an important element of safeguarding and student wellbeing.

Regular student council meetings are held and facilitated by an experienced member of staff. Student representatives are nominated and elected by their peers, enabling them to represent the views of the wider student body. The student council provides a forum for students to raise concerns, discuss issues affecting their school experience, and identify areas for further development and improvement across the campus.

The campus has a student leadership team comprising post-16 students. As part of this team, a dedicated wellbeing group works closely with students to promote positive wellbeing, gather feedback, and support initiatives that enhance the student experience.

To foster a supportive and inclusive environment, a buddy system has been established for younger students. This enables them to access peer support, build positive relationships, and feel welcomed as members of the campus community.

Students complete a weekly 'good feeling indicator' (GFI), which provides opportunities for them to share how they are feeling and

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raise any concerns. Responses are regularly reviewed by staff, allowing timely follow-up and appropriate support where needed.

Student views are further sought through a range of surveys conducted throughout the academic year. Feedback gathered from these surveys informs campus development and helps ensure that students feel heard, valued, and involved in shaping their educational experience.

The campus provides multiple avenues for students to report concerns, including the "stop bullying - make a report" button available on the Plymouth campus website and within students' PSHE canvas pages. These reporting mechanisms enable students to raise concerns safely and confidentially.

Opportunities for student voice are embedded within the curriculum. Students are encouraged to contribute to discussions, share ideas, and express their views during lessons, particularly through PSHE, Be Aware, and OSG Aware (relationships and sex education) workshops. These sessions promote open dialogue, help students develop confidence in expressing concerns, and reinforce the campus's commitment to safeguarding and wellbeing.

7.3.4 Pastoral and mentoring support systems via the homeroom teacher.

7.3.5 The effectiveness of these systems is regularly reviewed to ensure all pupils feel safe, listened to, and able to seek help.

7.3.6 Provide a safe environment for all children especially those who are considered vulnerable.

7.3.7 Ensure robust safeguarding arrangements and procedures are in operation.

7.3.8 Enable the Campus to effectively identify children who may benefit from Early Help/Family Help.

7.3.9 Enable the Campus to contribute to Early Help/Family Help assessments of need and provide support for those children.

7.3.10 Ensure everyone understands their roles and responsibilities in respect of safeguarding and is provided with appropriate training to recognise, identify and respond to signs of abuse, neglect and other safeguarding concerns relating to children and young people. (Including online safety & extra-familial harm).

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7.3.11 Ensure that all staff understand the policy and procedures to deal with Child-on-Child abuse.

7.3.12 Ensure appropriate action is taken in the event of incidents/concerns of abuse and support provided to the individual/s who raise or disclose the concern.

7.3.13 Ensure that confidential, detailed and accurate records of all safeguarding concerns are maintained and securely stored.

7.3.14 Prevent the employment/deployment of unsuitable individuals.

8. WHOLE SCHOOL APPROACH TO SAFEGUARDING

8.1.1 We adopt a whole school approach to safeguarding with safeguarding and child protection at the forefront and underpinning all relevant aspects of process and policy development at the Campus.

8.1.2 Where there is a safeguarding concern, staff must take children's wishes and feelings into account when determining what action to take and what services to provide. Children and young people must know that their concerns will be treated seriously, and they can safely express their views.

8.2 Human Rights Act

8.2.1 The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) that are deemed to apply in the UK. At OSGUK we will protect and respect an individual's human rights when making decisions about them.

8.2.2 Under the Human Rights Act, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:

8.2.2.1 Article 3: the right to freedom from inhuman and degrading treatment (an absolute right).

8.2.2.2 Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity.

8.2.2.3 Article 14: all of the rights and freedoms set out in the Act must be protected and applied without discrimination, 25, and

8.2.2.4 protocol 1, Article 2: protects the right to education.

8.3 Equality Act

8.3.1 The Campus must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

8.3.2 Whilst all of the above protections are important, in the context of safeguarding, this guidance, and the legal duties placed on the Campus in relation to safeguarding and

promoting the welfare of children, governing bodies and proprietors must carefully consider how they are supporting their pupils and students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.

8.3.3 Provisions within the Equality Act allow the campus to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with a particular protected characteristic in order to meet their specific need, this includes a duty to make reasonable adjustments for disabled children and young people, including those with long term conditions. The Campus could, for example, consider taking positive action to support girls if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment.

9. RESPONDING TO SAFEGUARDING CONCERNS

9.1 Concerns About a Child

9.1.1 If a member of staff suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them they must:

9.1.1.1 Record a clear and comprehensive summary of the concern on CPOMS. These should be verbatim notes only, including no opinions or interpretations and an accurate and factual report.

9.1.1.2 Alert the DSL via CPOMS.

9.1.1.3 Where there is an immediate concern for a child's safety, the member of staff must alert the DSL in person as the first port of call and log on CPOMS as soon as they can.

9.1.1.4 If there is any doubt about recording requirements, staff must discuss with the DSL or DDSL.

9.1.1.5 The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention must not be delayed if the DSL is not immediately available.

9.2 Out of Hours Safeguarding

9.2.1 The Campus will ensure that appropriate safeguarding arrangements are in place outside normal school hours, including:

9.2.1.1 A clearly defined emergency safeguarding contact.

9.2.1.2 Arrangements for trips, and examinations.

9.2.1.3 Clear expectations regarding response times.

9.2.1.4 All staff will be made aware of these arrangements.

9.2.2 Outside of term time, where no exams or activities are in place, this will be in the form of the out of hours emergency contact number.

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9.2.3 This number is monitored by the EA to the Regional Head of School and escalated using the campus out of hours contact details.

9.2.4 Where no campus contacts are available, the Regional Principal will cover any out of hours concerns that require and urgent response. DSL must update the record on CPOMS (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including a clear and comprehensive summary of:

9.2.4.1 Dates and times of their observations.

9.2.4.2 Dates, times and details of any discussions in which they were involved.

9.2.4.3 Any injuries.

9.2.4.4 Explanations given by the child / adult.

9.2.4.5 Any actual words or phrases used by the child.

9.2.4.6 Any decisions made and a clear and comprehensive rationale for the decision.

9.2.4.7 Details of how the concern was followed up and resolved.

9.2.4.8 A note of action taken, decisions reached and the outcome.

9.2.4.9 The records must be signed and dated by the author (or equivalent on CPOMS).

9.2.5 In the absence of the DSL or a DDSL, staff must be prepared to refer directly to Children's Social Care (and the police if appropriate) if there is the potential for immediate significant harm.

9.3 **NB: A referral regarding significant harm must be made immediately or at least within 24 hours.**

9.3.1 The initial sharing of information may lead to:

9.3.1.1 A decision not to take any further action.

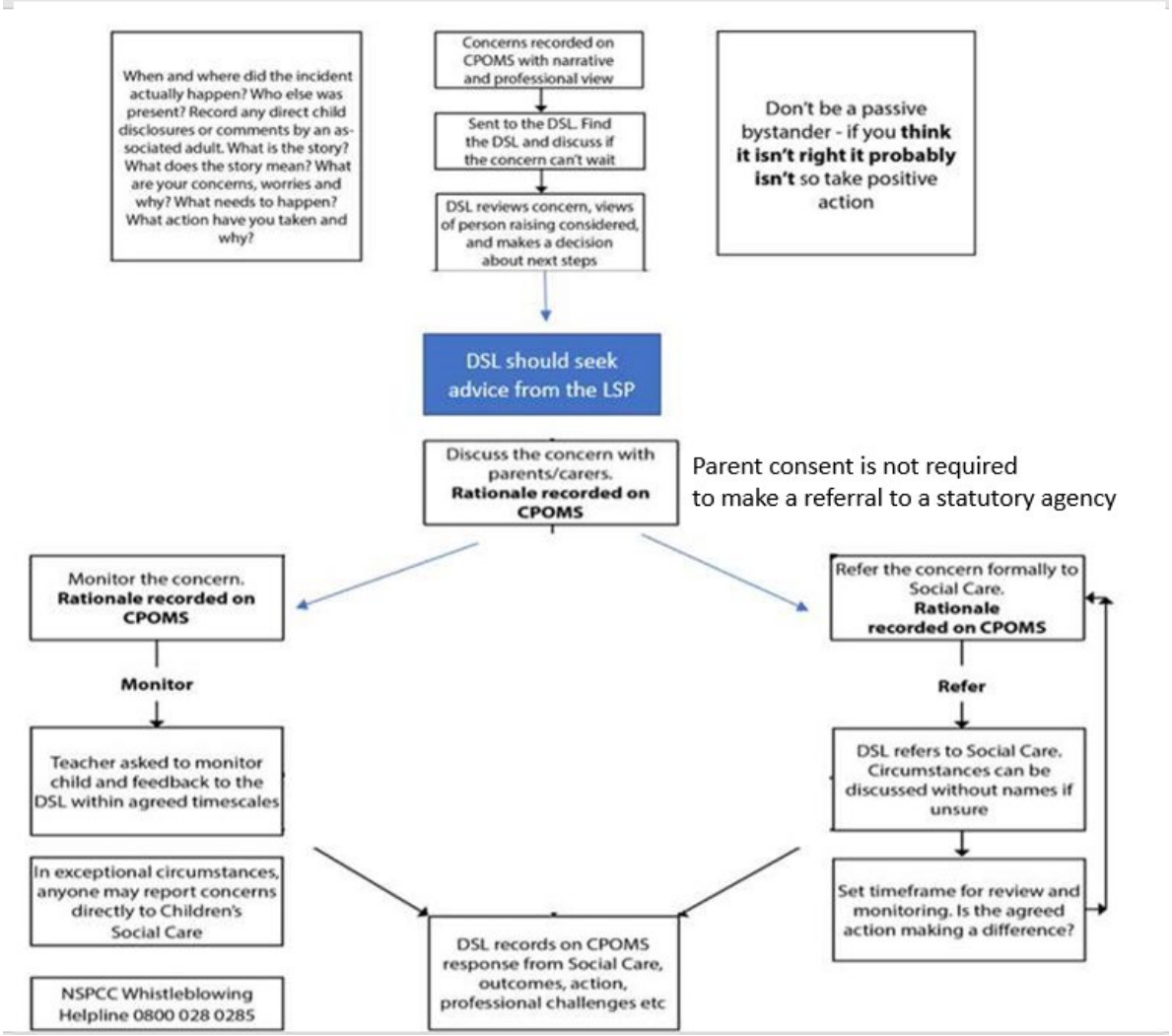
9.3.1.2 A decision to manage any support for the child internally Campus's pastoral support processes. This may involve informing the parents or to further support the child's wellbeing (where this does not place the child at additional risk).

9.3.1.3 A strategy discussion at school which may lead to Early Help/Family Help being offered in the case of those who are in need of additional support from one or more agencies but do not meet the threshold for referral to Children's Social Care. This could lead to inter-agency assessment and intervention using local processes, including the use of the 'Common Assessment Framework' (CAF) and 'Team around the Child' (TAC) approaches.

9.3.1.4 Making a referral to the police or social care services.

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10. FLOWCHART FOR RAISING SAFEGUARDING CONCERNS



10.1 Parental consent

10.1.1 You should seek advice from the LSP on whether parents should be informed.

10.1.2 You should seek to discuss concerns with parents/carers and, where possible seek agreement to make a referral unless this may, either by delay or the behavioural response it prompts place the child at increased risk of Significant Harm.

10.1.3 A decision not to seek parental permission before making a referral to Children's Social Care must be recorded and the reasons given. Likewise, where a parent has agreed to a referral, this must be recorded and confirmed on the relevant Referral Form.

10.1.4 Having taken full account of the parent's wishes if it is still considered that there is a need for a referral:

10.1.4.1 The reason for proceeding without parental agreement must be recorded.

10.1.4.2 The Children's Social Care team must be told that the parent has withheld her/his permission.

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11. ABUSE, NEGLECT, AND EXPLOITATION

11.1 Children can suffer harm from abuse (including physical abuse, emotional abuse, sexual abuse), neglect, exploitation and modern slavery. All staff must be aware of the indicators of these types of harm. All staff must be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. They must seek to understand the background and context to make good safeguarding decisions.

11.2 Abuse:

11.2.1 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse including, where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse. Abuse is often categorised into four broad categories:

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

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

11.2.1.3 Sexual abuse – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as

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involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

11.2.1.4 Neglect – the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

11.2.2 Further examples of abuse which fit into these categories of abuse are set out in appendix 1. Exploitation and modern slavery are discussed in more detail at section 28.

11.3 Recognising signs of abuse

11.3.1 Possible signs of abuse include the following (but are not limited to these and these signs do not necessarily mean that abuse is occurring):

11.3.1.1 The student is taking drugs and/or misusing alcohol.

11.3.1.2 There are unexplainable and/or persistent absences from education.

11.3.1.3 The student is involved in serious violence, criminal exploitation (including that linked to county lines or radicalisation).

11.3.1.4 The student is involved in consensual and non-consensual making or sharing of nudes or semi nudes.

11.3.1.5 The student says that they have been abused or asks a question which gives rise to that inference.

11.3.1.6 There is no reasonable or consistent explanation for a student's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries.

11.3.1.7 The student's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the student's behaviour. For example, they may become aggressive, challenging, disruptive or withdrawn.

11.3.1.8 The student does not want to change clothes in front of others or participate in physical activities.

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11.3.1.9 The student is having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry.

11.3.1.10 The student talks about being left home alone, with carers that appear to be inappropriate or with strangers.

11.3.1.11 The student is regularly missing from school or education.

11.3.1.12 The student asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons.

11.3.1.13 The student's development is delayed in terms of emotional progress.

11.3.1.14 The student suddenly loses or gains weight.

11.3.1.15 The student drinks alcohol regularly from an early age.

11.3.1.16 The student is concerned for younger siblings without explaining why.

11.3.1.17 The student talks about running away.

11.3.1.18 The student shies away from being touched or flinches at sudden movements.

11.3.1.19 The student demonstrates undue anxiety, over-reacts to problems and demonstrates an excessive fear of making mistakes.

11.3.1.20 The student appears neglected, e.g. Dirty, hungry or inadequately clothed.

11.3.1.21 The student is reluctant to go home or has been openly rejected by his parents or carers.

11.4 Signs of grooming:

11.4.1 The signs of grooming are not always obvious. Groomers will go to great lengths not to be identified. Some actions associated with those grooming children in schools may include:

11.4.1.1 Meeting students secretly, or without seeking authorisation from the Head Teacher.

11.4.1.2 Collusive behaviours designed to cultivate dependency, such as:

- Unprofessional conversations about other members of staff,
- breaking school rules over providing students with alcohol, and
- ‘friending’ pupils on social media platforms, contrary to school policy.

11.4.2 Students who are being groomed at school or elsewhere may:

11.4.2.1 Be very secretive, including about what they are doing online.

11.4.2.2 Have unexplained absences.

11.4.2.3 Have older pupil friends or girlfriends.

11.4.2.4 Go to unusual places to meet friends.

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11.4.2.5 Have new belongings such as clothes or mobile phones that they can't or won't explain.

11.4.2.6 Have access to drugs and alcohol.

11.4.3 In older children, signs of grooming can easily be mistaken for 'normal' teenage behaviour, but unexplained changes in behaviour or personality, or inappropriate sexual behaviour for their age may be observed.

11.4.4 You may find it useful to refer to the Department for Education's guidance What to do if you're worried a child is being abused (March 2015).

11.4.5 Further information is available in Appendix 1 (Further Information on Signs of Abuse).

12. ROLES AND RESPONSIBILITIES

12.1 The Board of Trustees (The Proprietor):

12.1.1 Are ultimately responsible as the proprietor to ensure policy, practice and training is in place, and that staff understand and discharge their role and responsibilities in line with KCSIE 2026 - Part 2 - The Management of Safeguarding.

12.1.2 Governing bodies and The Proprietor will ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training must equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training must be regularly updated.

12.1.3 Will ensure that staff will undergo regular updated safeguarding training, including online safety that is aligned and integral to the whole school Continuing Professional Development (CPD) programme. Whilst considering the training requirements the board will have regard to the Teacher Standards, which set out the expectations that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.

12.1.4 Will ensure that children are taught about safeguarding, including online safety and how to keep themselves safe.

12.1.5 Will appoint a member of the Regional Management Team with governance oversight of safeguarding nationally, a professional lead for safeguarding nationally and a pastoral CST to oversee local safeguarding governance at each campus.

12.1.6 The Regional Management Team member responsible for Governance of Safeguarding on behalf of the board is Greg Paterson.

12.1.6.1 Contact: greg.paterson@uk.oneschoolglobal.com

12.1.7 The Regional Director for Safeguarding is Tracy Greer.

12.1.7.1 Contact: tracy.greer@uk.oneschoolglobal.com

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12.1.8 Safeguard and promote the welfare of children to protect them from maltreatment, to prevent impairment of children's health or development ensuring that children grow in circumstances consistent with the provision of safe and effective care and taking action to enable children to have the best outcomes.

12.1.9 Ensure that there is a mechanism in place to assist all staff, including CAs and volunteers understand and discharge their role and responsibilities to safeguarding in line with the KCSIE (Part 1) 2026.

12.1.10 Delegate to the Lead CST the responsibility to ensure that all CSTs, Campus Principal(s), members of the Campus Leadership Team and middle leaders will be subject to Section 128 management checks. If someone is not eligible for a children's barred list check but will be working in a management position in an independent school, a section 128 check must be carried out using the Teaching Regulation Agency's (TRA) employer access service. In addition, CST is responsible to ensure that safeguarding is a standing agenda item at all CST meetings, and the Campus Improvement Plan (CIP) includes a section on safeguarding.

12.1.11 Under the equality act 2010 the trust will ensure that the campus will not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity or sexual orientation (Protected Characteristics).

12.2 The Regional Executive Committee

The Regional Executive Committee will:

12.2.1 Appoint a Pastoral CST (Member of local governing body).

12.2.2 Ensure that a comprehensive annual safeguarding audit is undertaken and that all action points are recorded on the Campus Improvement Plan and remedied. Ensure that the safeguarding half termly reports are completed, their outcomes discussed, and any learning actioned on the Campus Improvement Plan.

12.2.3 Ensure that safeguarding arrangements take into account policies and procedures of the LSP.

12.2.4 Have procedures in place to handle allegations against other children (Child on Child); nudes and semi-nudes and how to handle allegations about staff members, including allegations against the Campus Principal and CSTs, volunteers or visitors to the school.

12.2.5 Ensure the Campus' Safeguarding and Child Protection Policy is available publicly and on the Campus website.

12.2.6 Ensure that the DSL and DDSL have time, funding, training, support and resources to undertake their role and to support other staff within the Campus.

12.2.7 Ensure that appropriate child protection training is in place (current and up to date) for the DSL and DDSL to a standard set by the LSP and is recorded on the Training Log. If appropriate, ensure that the DSL receives training to promote the educational achievement of children who are looked after.

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12.2.8 Ensure that new staff members taking on a DSL and DDSL role are appropriately trained by the LSP.

12.2.9 Ensure that appropriate child protection training is in place as part of the induction for all staff including temporary and voluntary staff and that it is updated annually or in line with the LSP requirements and that there is no lapse in training dates. Safeguarding training must always include an element of face to face, interactive training.

12.2.10 Liaise with the LA on child protection allegations against staff, including the Campus Principal, DSL or supply staff.

12.2.11 Be aware of and follow the Campus' local arrangements with respect to their three safeguarding partners' (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area arrangements.

12.3 Regional Director of Safeguarding

The Regional Director of Safeguarding will:

12.3.1 Provide guidance to all Campuses on policy and procedures related to Safeguarding.

12.3.2 Provide advice and guidance to Campus Principals and Safeguarding governance members in the implementation of the Safeguarding Policy, procedures and for training of staff, parents, volunteers and students.

12.4 Regional Head of School and Regional Director of Safeguarding

The Regional Head of School and Regional Director of Safeguarding will:

12.4.1 Be DSL trained with their LSP every two years.

12.4.2 Be Safer Recruitment Trained every two years.

12.4.3 Regularly audit safeguarding procedures across campuses and make recommendations, where necessary, for improvement or sharing of good practice and to report on its effectiveness to the Board of Trustees.

12.4.4 Be aware of Safeguarding referrals having been made, including allegations against staff members. Specific details of referrals relating to children do not need to be shared. Will support and provide supervision where needed for DSLs and CPs.

12.4.5 Provide professional support in the event of disciplinary procedures against students or adults at the Campus.

12.4.6 Not be expected, unless acting as Campus Principal, to advise on specific referrals to the LADO, Children's Social Care or Police as this would delay the process and conflict with this policy.

12.5 Pastoral CST (governor)

The Pastoral CST (governor) will:

12.5.1 Take a lead in monitoring that the statutory requirements and procedures set out in this policy are adhered to.

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12.5.2 Take lead governance responsibility on ensuring the campus has appropriate monitoring and filtering systems in place on all IT devices in the campus and ensure that an annual audit is carried out in respect of the monitoring and filtering systems.

12.5.3 Is the named governor with oversight of monitoring and filtering effectiveness.

12.5.4 Be responsible for undertaking annual reviews on behalf of the National Board of Trustees and evaluation at the Campus of the Safeguarding & Child Protection Policy and procedures in conjunction with the Designated Safeguarding Lead and Campus Principal.

12.5.5 Contribute to the Campus Quality Rubric action planning and consequent Campus Improvement Plan development relating to safeguarding provision at the Campus.

12.5.6 Be trained in child protection and inter-agency working. This training will be updated every two years or in line with the LSP requirements.

12.5.7 Analyse the half termly campus safeguarding reports.

12.5.8 Attend the half termly Campus Safeguarding Committee.

12.5.9 Have oversight of procedures to ensure all visitors are vetted and checked prior to working in any way with students and records are kept showing the record of the checks completed.

12.6 Culture CST (Governor)

The Culture CST (Governor) will:

12.6.1 Ensure that the statutory responsibilities for safer recruitment are followed, preventing people who pose a risk of harm from working with children.

12.6.2 Ensure that the Safer Recruitment Policy is kept up to date and properly implemented.

12.6.3 Ensure safer recruitment procedures are followed before a new member of staff starts work at the campus, including pre-employment checks and vetting of new staff and volunteers working with children and records kept in line with KCSIE and the supplementary guidance on disqualification requirements.

12.6.4 Ensure that at least two people on a recruitment panel has undertaken safer recruitment training within the last two years.

12.6.5 Ensure that all appropriate child protection checks and procedures are applied to staff employed by another organisation such as agency staff working with the Campus' students, and that they have been verified.

12.6.6 Ensure that no barred person is allowed to work in any activity, regulated or otherwise.

12.6.7 Have procedures in place to fulfil the legal duty to make a referral to the DBS, The Secretary of State via the TRA and, if appropriate, the charity commission in the event of dismissal of staff on safeguarding grounds.

12.7 The Campus Principal

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The Campus Principal will:

12.7.1 Ensure that the Safeguarding Policy and its procedures are implemented and followed by all staff.

12.7.2 Ensure the Campus is compliant with all Safer Recruitment statutory legislation as well as the OSGUK Safer Recruitment policy.

12.7.3 Ensure that the DSL and DDSL have the authority, responsibility, time and resources to carry out their roles in line with the guidance in KSCIE.

12.7.4 Ensure that they meet regularly with the DSL to hold them to account and ensure they are meeting their statutory obligations as a DSL as defined in KSCIE.

12.7.5 Undertake the LSP DSL Training every two years.

12.7.6 Undergo PREVENT training every two years.

12.7.7 Ensure that safeguarding, including helping to protect students from a range of risks, including e-safety, is fully explored in teaching and learning opportunities within the curriculum.

12.7.8 Will take lead responsibility to ensure the Campus has appropriate measures in place for monitoring and filtering of all IT devices in school.

12.7.9 Ensure that students are able to identify a trusted adult to listen to their concerns.

12.7.10 Ensure that there is a Safeguarding Notice Board in the Staff Room demonstrating how the Campus keeps children safe, to include e-safety. It will include how to report a concern, training dates, policies, posters, roles and responsibilities of safeguarding personnel, safeguarding up-dates, KCSIE and other publications and communications with regard to safeguarding.

12.7.11 Ensure Safeguarding Notices are displayed around the school, at reception and in all communal areas.

12.7.12 Ensure all visitors are presented with an OSG visitor booklet which details the Safeguarding personnel and processes for the Campus.

12.7.13 Ensure all visitors sign in and verify their identity.

12.7.14 Ensure all visitors are vetted and checked prior to working in any way with students and records are kept showing the record of the checks completed.

12.7.15 Meet with the DSL on a regular basis and, in particular, to be kept informed of on-going investigations.

12.7.16 Be alert to children who go missing and put in place the appropriate safeguarding response.

12.7.17 Ensure that any near misses are correctly investigated and recorded, all near misses must be reported to the RP, and CST. A full lesson learned review must be held and documented to allow the national leadership team / governance to challenge steps taken and next steps identified.

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12.7.18 In line with the Equality Act, the Campus Principal will carefully consider and ensure that they are promoting the welfare and supporting their students with regard to particular protected characteristics, including disability, sex, sexual orientation, gender reassignment and race.

12.8 Campus Leaders

12.8.1 In addition to the expectations of staff, Campus Leaders are expected to read, understand and adhere to the full KCSIE 2026 guidance.

12.9 Designated Safeguarding Lead

12.9.1 The role for the DSL is set out in detail in Annex C of KCSIE and is an appendix to the job description of the individual concerned.

12.9.2 The DSL will be given the authority, responsibility, time and resources to carry out the role. This can be seen in Appendix 3 of this policy.

In summary this includes responsibilities to:

12.9.3 Take lead responsibility for safeguarding and child protection (including online safety) whether in school or at home.

12.9.4 The DSL will ensure active participation in multi-agency safeguarding processes, including:

12.9.4.1 strategy discussions

12.9.4.2 child protection conferences

12.9.4.3 core group meetings.

12.9.5 The DSL will provide timely information, written reports, and professional challenge where appropriate to safeguard children effectively.

12.9.6 Be the appointed member of staff to promote the achievement of looked after children.

12.9.7 Manage referrals to other services.

12.9.8 Work with others both within the Campus and external services. It is especially important that the DSL is aware of and follows the Campus's local arrangements with respect to their three safeguarding partner arrangements. Please note, local authorities should share with the DSL that a child has a social worker; there are clear powers to share this information under existing duties.

12.9.9 Undergo training to provide them with the knowledge and skills required to carry out the role. Training must provide the DSL with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care This training must be updated at least every two years.

12.9.10 Be trained in child protection and inter-agency working. This training will be updated every two years or in line with the LSP requirements.

12.9.11 Be trained in PREVENT awareness and CHANNEL every two years.

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12.9.12 Be involved in local networking events with the Local authority to undergo informal updates.

12.9.13 Raise awareness of child protection procedures within the Campus.

12.9.14 Ensure that when a child leaves a Campus and they have a Child Protection File that it is transferred to the new school, separately from the main student file, ensuring secure transit and confirmation of receipt within 5 days of them starting at the new school.

12.9.15 Ensure that either the DSL or DDSL are available at all times during school hours.

In addition to the Job Description the DSL will:

12.9.16 Be a senior member of the Campus staff on the leadership team. The campus principal must not be the lead DSL but may perform a deputy role.

12.9.17 Be contactable and available on all working days between the hours of 8am and 4pm during term time.

12.9.18 Be trained in institutional grooming and E-Safety; ensure knowledge and skills are kept up to date.

12.9.19 Take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).

12.9.20 Organise training on child protection, E-Safety and Prevent within Campus for all staff, volunteers and governance members ensuring that it is current and up-to-date and is recorded on the Training Log.

12.9.21 Organise relevant training for all staff, volunteers and governance members to ensure they are kept up to date and able to effectively safeguard students.

12.9.22 Ensure staff are kept up to date on trends in relation to context of campus and local area.

12.9.23 Ensure that all staff retain clear and well-organised written records of all concerns, discussions and decisions and the reason for those decisions using CPOMS.

12.9.24 Oversee recording and reporting accordingly and monitoring regularly using CPOMS.

12.9.25 Review records regularly so that concerning patterns of behaviour can be identified.

12.9.26 Ensure the safeguarding local arrangements form is up to date and displayed in Reception and all staff working areas in school.

12.9.27 Ensure the Safeguarding display poster is up to date and displayed in reception and key student areas in school.

12.9.28 Complete the LSP Annual Audit for Child Protection/Safeguarding.

12.9.29 Have appropriate knowledge and training to protect and promote the welfare of a looked after child; holding details of looked after children and their contact information.

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12.9.30 Training must provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care.

12.9.31 Ensure all teachers are trained to manage a report of child-on-child sexual violence and sexual harassment.

12.9.32 The DSL will take lead on ensuring the campus has appropriate and effective filtering and monitoring systems in place and is compliant with all standards. Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk).

12.9.33 The DSL is responsible for ensuring that the Child Protection Files are transferred to each school that a child moves to (e.g. primary to secondary) and the transfer must be conducted securely to the next school's DSL.

12.9.34 Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children (including children with a social worker) are experiencing, or have experienced, with teachers, members of the leadership team and local authorities. Where children need a social worker, this must inform decisions about safeguarding (for example, responding to unauthorised, unexplainable and/or persistent absences from education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

12.10 Deputy Designated Safeguarding Lead

The Deputy Designated Safeguarding Lead will:

12.10.1 Be a member of the Campus staff (Teaching or Support staff). This may also be the Campus Principal.

12.10.2 Be given the authority, responsibility, time and resources to carry out the DDSL's role.

12.10.3 Have DDSL role defined as an appendix to their main job description.

12.10.4 Act in the absence of the DSL fulfilling their duties and responsibilities.

12.10.5 Be trained as a DSL by a LSP and be registered for safeguarding and child protection updates in each student locality.

12.10.6 All Campus staff, including supply staff and volunteers will:

12.10.6.1 Know who holds the DSL and Deputy roles within the Campus.

12.10.6.2 Receive annual training and regular updates in safeguarding and child protection, (e.g. minuted staff meetings, e-bulletins etc.). Prevent awareness training and on-line safety will be part of this. Training also applies to the Head Teacher if he/she is not a Deputy DSL. Records of all training must be kept by the DSL.

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12.10.6.3 Be issued with a copy of the KCSIE Part 1 at the start of the Autumn Term or upon their appointment. This will form part of the training for Safeguarding and Child Protection.

12.10.6.4 Volunteers will receive Part 1 of KCSIE.

12.10.6.5 School Staff and those who work directly with children will also receive Part 1 of KCSIE.

12.10.6.6 Undertake the Annual Safeguarding Quiz to assess understanding of statutory requirements, which will be signed, dated and recorded along with a statement that they have read and understood the KCSIE guidance.

12.10.6.7 Adhere to the Staff Code of Conduct.

12.10.6.8 Be mindful that the Teacher Standards (updated 2021) state that teachers should safeguard children's wellbeing, in accordance with statutory provisions, and maintain public trust in the teaching profession as part of their professional duties (teaching staff including Head Teachers).

12.11 Campus Safeguarding Committee

The Campus Safeguarding Committee will:

12.11.1 Comprise of the full campus governance team and board.

12.11.2 Ensure that the Campus complies with its safeguarding obligations set out in relevant legislation, regulations and guidance and any rules issued by OSG UK.

12.11.3 Review safeguarding practice, in order to ensure the campus' fulfilment of its safeguarding obligations.

12.11.4 Work in partnership to ensure that the Campus Safeguarding Committee is properly informed by appropriate information sharing (on a no names basis only).

12.11.5 Develop a holistic view of the safeguarding arrangements in place for individual students on a no names basis only.

12.11.6 Identify and reflect on issues and patterns of concerns which may require a revision of safeguarding practice.

13. TRAINING AND INDUCTION

13.1 OSG UK Plymouth Campus recognises the importance of training to enable members of staff to identify the possible signs of abuse and/or neglect, and to know what to do if they have a concern.

13.2 All new staff, Governors, part-time staff, and volunteers will receive face to face Safeguarding and Child Protection training with the DSL as part of their induction process, including the contents of this policy; e-safety, mental health awareness in young people, and the procedure for reporting low-level concerns and this training will be regularly updated.

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13.3 All staff, including those who do not work directly with children, must read and understand Part One of Keeping Children Safe in Education 2026. The Campus will maintain records confirming this has been completed.

13.4 All staff will be required to complete a quiz on KCSIE part one and the Safeguarding & Child Protection Policy to demonstrate understanding annually.

13.5 CPD is essential to any effective Safeguarding Policy; all staff receive update Safeguarding training on a regular basis, in accordance with the OSGUK Safeguarding Training strategy.

13.6 This training will include Online Safety training which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

13.7 The DSL and the deputy DSLs update their training at least every two years with the local authority and at other times as necessary. The detail of the induction for new staff is set out in the Induction Policy.

14. DSL SUPERVISION AND SUPPORT

14.1 Designated Safeguarding Leads (DSLs), and other safeguarding professionals receive supervision to support their wellbeing and effectiveness in the role.

14.2 The nature and frequency of supervision varies depending on the persons role, as laid out in the safeguarding supervision policy.

Role	Length/ Frequency	Nature of supervision	Responsible Person
DSL	2 X 50mins per half term	Individual & Group sessions	Regional Director Safeguarding
Deputy DSL	50mins per half term	Group	Regional Director Safeguarding
ELSA Providers	3 times per year	Individual & Group sessions	Educational Psychologist
Any staff who deal with a safeguarding incident	As required	Debrief	Regional Director Safeguarding

14.3 Supervision is provided by the Regional Director Safeguarding, the regional principal team or delegates.

14.4 Models of Supervision at OneSchool Global UK include:

14.4.1 Group of DSLs/Deputies meet across a cluster or region.

14.4.2 Mixture of group and 1:1 supervision.

14.4.3 Some supervision will be planned but this will be supplemented by informal supervision sessions e.g. in relation to a crisis, need to de-brief after a session with a student.

14.5 Where the named supervisor is not available, supervision is also able to be provided by the Regional Director of Safeguarding.

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15. WHISTLEBLOWING

15.1 In line with KCSIE Guidance, all staff and volunteers must feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding practices and know that such concerns will be taken seriously by the Campus Leadership Team.

15.2 Where a member of staff feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, they should reference the schools Whistleblowing Policy; this document includes general guidance and advice on Whistleblowing and details of the NSPCC Whistleblowing helpline.

15.3 The NSPCC Whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285. The line is available from 8am to 8pm, Monday to Friday or e-mail: help@nspcc.org.uk.

16. SOCIAL MEDIA

16.1 Staff are expected to comply with OSGs ICT and E-Safety Policy, which includes having no contact with students or parents via social media websites, text, personal email addresses or personal mobile phones. Any compromise must be brought to the attention of the Campus Leadership Team (CLT) by the staff member concerned.

17. COMPLAINTS AND ALLEGATIONS ABOUT STAFF

17.1 Allegations

17.1.1 OneSchool Global Plymouth Campus has a whole school approach to safeguarding, and we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including trainee teachers, supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

17.1.2 Despite all efforts to recruit safely, there may be occasions when allegations of abuse against children are reported to have been committed by staff, trainee teachers, supply staff, practitioners, other outsider organisations and/or volunteers, who work with pupils in our school.

17.1.3 An allegation is any information which indicates that a member of staff, trainee teacher, supply staff, volunteer or other outsider organisations may have:

17.1.3.1 Behaved in a way that has harmed a child or may have harmed a child.

17.1.3.2 Possibly committed a criminal offence against or related to a child.

17.1.3.3 Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.

17.1.3.4 Behaved or may have behaved in a way that indicates they may not be suitable to work with children (this includes behaviour that may have happened outside an organisation that might make an individual unsuitable to work with children, this is known as transferable risk).

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17.1.4 We understand that a pupil may make an allegation against a member of staff or staff may have concerns about another staff member. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Campus Principal. The Campus Principal on all such occasions will discuss the content of the allegation with the local authority designated officer (LADO).

17.1.5 If the allegation made to a member of staff concerns the Campus Principal, the person receiving the allegation will immediately inform CST who will consult the LADO as above, without notifying the Campus Principal first.

17.1.6 If the allegation concerns any member of the CST, the person receiving the allegation will immediately inform the Regional Community Manager, who will consult the Regional Director Safeguarding and LADO as appropriate.

17.1.7 Our Campus will follow the guidance detailed in Keeping Children Safe in Education 2026 for managing allegations against staff.

17.2 Low Level Concerns

17.2.1 All low-level concerns are reported to the Campus Principal, who keeps a record of the concern and actions taken on campus central low level concerns log within StaffSafe.

17.2.2 The low-level concerns log records are reviewed in each half termly report to Regional Director of Safeguarding so that patterns can be monitored with respect to trends and repeated behaviour, and safeguarding risk assessments and management decisions.

17.2.3 Patterns of low-level concerning behaviour with regards to a particular staff member may trigger escalation to LADO.

17.2.4 The term ‘low-level’ concern does not mean that it is insignificant, it means that the behaviour from an adult towards a child, or behaviour between adults, may meet the 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 may have acted in a way that:

17.2.4.1 Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.

17.2.4.2 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:

a. being over friendly with children

b. having favourites

c. taking photographs of children on their mobile phone

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d. engaging with a child on a one-to-one basis in a secluded area or behind a closed door

e. using inappropriate sexualised, intimidating or offensive language to an adult or a child.

17.2.5 The culture of our school is such that staff are encouraged to pass on low level concerns to the Campus Principal. These concerns will be recorded and dealt with appropriately.

17.2.6 Ensuring they are dealt with effectively will also protect those working in or on behalf of the campus from potential false allegations or misunderstandings.

17.3 Reporting low-level concerns

17.3.1 Low-level concerns about a member of staff, volunteer or adult in a campus, should be reported to the Campus Principal Kirsty Matthews.

17.3.2 Where a low-level concern is raised about the Campus Principal should be shared with the Lead CST Loren Jenner.

17.3.3 Where a low-level concern is raised about local governance it should be shared with the Regional Community Manager, Sean McGrath.

17.3.4 Where there is a low-level concern about a member of the RSO, REMT, or national governance it should be reported to the Regional Head of School, Giles Bennett.

17.3.5 Where there is a low-level concern about the Regional Head of School, it should be reported to the Chair of UK Board, Greg Paterson.

17.4 Complaints

17.4.1 Complaints from parents or pupils about the school's response to child safeguarding will be addressed using the Complaints Policy.

18. EARLY HELP/FAMILY HELP, CHILD IN NEED, CHILD AT RISK OF SIGNIFICANT HARM

18.1 For some children, school may be the one stable place from which they can expect security and reassurance. It is not only about being alert to potential abuse but providing the support to help children through difficult times, providing those with the coping skills that can help avoid situations arising and dealing with the emotional difficulties afterwards if they do.

18.2 Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

18.3 Early Help/Family Help

18.3.1 The Campus recognises the transition from Early Help to Family Help arrangements nationally and will work with local safeguarding partners to ensure referrals reflect local practices and thresholds.

18.3.2 If Early Help/Family Help is appropriate, the DSL (or DDSL) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an Early Help/Family Help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

18.3.3 The Campus will be prepared to identify children who may benefit from Early Help/Family Help. This means providing support as soon as a problem emerges at any point in a child's life. All staff must understand their role in Early Help/Family Help; understand the criteria for when a case should be referred; and support the assessment process. Staff are encouraged to discuss any Early Help/Family Help requirements with the DSL.

18.3.4 The DSL will liaise with parents early on to ensure that Early Help/Family Help will be effective. If the child or parents refuse consent to an Early Help/Family Help Assessment, then further advice will be taken from the Local Authority.

18.3.5 There may be a requirement to support other agencies and professionals in an Early Help/Family Help assessment.

18.4 Child in Need (S17)

18.4.1 A child in need is defined under the Children Act 1989 as a child who 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. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.Child suffering or likely to suffer significant harm (S47)

18.4.2 Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse, neglect, exploitation, female genital mutilation or other so-called honour-based violence, and extra-familial threats like radicalisation and sexual exploitation.

18.4.3 All staff must understand the criteria for when a case should be referred to local authority children's social care for assessment under section 47.

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19. THRESHOLDS SUMMARY FOR SAFEGUARDING INTERVENTION

Safeguarding Threshold Guidance

19.1 The Campus recognises that safeguarding concerns exist on a continuum and that the appropriate response is determined by the level of need, risk, and urgency. Staff must not delay action where there are concerns about a child's safety.

19.2 All staff should refer to the Designated Safeguarding Lead (DSL) without delay. The DSL will determine the appropriate level of intervention based on local threshold guidance.

Thresholds Framework

Level of Need	Description	Typical Indicators	Action Required	Lead Responsibility
Level 1 Universal (No Additional Needs)	Children whose needs are met through universal services.	• Good attendance and engagement • No safeguarding concerns identified • Stable home environment	• Continue to monitor through normal pastoral systems • Promote wellbeing and resilience	All staff
Level 2 Family Help/Early Help	Children who may need additional support to prevent escalation of need.	• Emerging concerns (attendance, behaviour, low-level wellbeing) • Exhibited early signs of abusive, violent or harmful behaviours • Repeated removals from the classroom • Family stressors (housing, finance, parental wellbeing, parental incarceration, student is a parent themselves) • Low-level mental health concerns • Drawn to anti-social or criminal behaviour; at risk of being radicalised to terrorism; at risk of	• Record on CPOMS • Discuss with DSL • Initiate or contribute to Family Help assessment • **Gain parental consent where appropriate**	DSL (lead), supported by staff

			exploitation or modern slavery		
Level 3 Child in Need (Section 17)		Children requiring statutory support to safeguard and promote welfare.	• Persistent absence or disengagement • Ongoing neglect concerns • Significant unmet needs • Escalating mental health concerns • Evidence of exploitation risk	• DSL to refer to Children's Social Care • Contribute to Child in Need plan • Multi-agency working required	DSL/Children's Social Care
Level 4 Child at Risk of Significant Harm (Section 47)	Children suffering or likely to suffer significant harm. **Immediate action required.**	• Disclosure of abuse • Serious physical/sexual/emotional abuse indicators • Exploitation (CSE/CCE) FGM, forced marriage, radicalisation • Immediate safety risk	• **Immediate referral to Children's Social Care and/or Police** • Do not delay for parental consent • Follow child protection procedures • Record actions promptly		DSL/Any staff member if urgent

20. KEY PRINCIPLES FOR ALL STAFF

20.1 Safeguarding is everyone's responsibility – any staff member can make a referral to Children's Social Care.

20.2 Do not delay: If a child is at risk of significant harm, act immediately.

20.3 Always record concerns clearly and factually on CPOMS.

20.4 When in doubt, consult the DSL immediately.

20.5 The child's welfare is paramount and must always override other considerations.

21. ESCALATION AND PROFESSIONAL CHALLENGE

21.1 Where there is disagreement about the level of need or response from external agencies:

21.2 The DSL will exercise professional challenge.

21.3 The Campus will follow local escalation procedures.

21.4 Concerns will be escalated until the child is adequately safeguarded.

22. IMPORTANT SAFEGUARDING NOTE

22.1 Concerns may escalate quickly, and levels are not linear. A child may move between levels rapidly. Staff should always act on presenting risk, not past categorisation.

22.2 The Campus adopts a “right service, right time” approach, ensuring that children receive timely and appropriate intervention in line with Working Together to Safeguard Children and local safeguarding partnership thresholds.

23. EXTREMISM, RADICALISATION AND TERRORISM (THE PREVENT DUTY)

23.1 The Campus has a statutory duty under The Counterterrorism and Security Act 2015 and the statutory Prevent Guidance 2023, to have due regard to the need to prevent people from being drawn into extremist ideology and radicalisation.

23.2 All DSL’s, Campus Principals, CST Members, Campus Leaders, and Deputy DSL’s will read updated guidance from the Government to help them understand how to safeguard our susceptible learners from radicalisation. The Prevent duty: an introduction for those with safeguarding responsibilities - GOV.UK (www.gov.uk).

23.3 Extremism is defined as the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

23.4 Radicalisation is defined as the process of a person legitimising support for, or use of, terrorist violence. Where a student is identified as being at risk of radicalisation, the DSL will consider the level of risk in order to identify the most appropriate referral, this could include Prevent or Children’s Social Care, for example.

23.5 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.

23.6 The Campus will use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. Teaching the school’s core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

23.7 The Campus will assess the risk of children being drawn into terrorism, the campus will liaise with the LA to discuss what level the risk might be overall in their area - high medium or low.

23.8 All campuses will have in place a Prevent Risk Assessment.

23.9 The campus will go through a self-assessment process at least annually to review their policy and practices and understand how well embedded their Prevent policies and practices

are. At OSG we encourage a cycle of continuous review and improvement. The Campus will use the DFE tool to do this. Prevent duty self-assessment tool for schools - GOV.UK (www.gov.uk).

24. CHILDREN WITH POOR ATTENDANCE AND CHILDREN MISSING EDUCATION

24.1 The Campus recognises that attendance is a key safeguarding indicator.

24.2 Persistent absence, unexplained absence, and patterns of disengagement may indicate underlying safeguarding concerns, including:

24.2.1 neglect

24.2.2 exploitation (including child criminal or sexual exploitation)

24.2.3 mental health vulnerabilities.

24.3 These concerns will be monitored and escalated through safeguarding procedures where appropriate.

24.4 Should a child be persistently absent or go missing, it is a potential indicator for abuse, neglect or exploitation and the Campus has a procedure in place detailed in the Attendance Policy which also refers to the duty to consider the safeguarding of a child who is persistently absent, missing, or has poor attendance.

24.5 The campus will follow the guidance set out in KCSIE 2026, and the school's admissions policy for notifying the Local Authority when a student is added or removed from roll. This includes a non-standard transfer includes transfer into our school at Year 3, as this is not a usual transition point in mainstream education.

24.6 Additional information is available in KCSIE 2026 and the DFE guidance on school attendance Working together to improve school attendance (updated in July 2026) which sets out how the campus will work with local authority children's services where school absence indicates safeguarding concerns.

25. CHILD ON CHILD ABUSE

25.1 All staff are aware that children can abuse other children (often referred to as Child-on-Child abuse) and that it can happen both inside and outside of school and online. The Campus has a zero-tolerance approach to any form of abuse, including Child on Child.

25.2 All staff are able to identify signs and indicators of Child-on-Child abuse and know how to identify it and respond to reports.

25.3 All students are aware of the systems in place for them to report abuse. This includes the online reporting tool available as well as speaking to their Designated Safeguarding Lead.

25.4 All staff understand that even if there are no reports in their school does not mean child on child abuse is not happening, it may be the case that abuse is not being reported.

25.5 All staff recognise that for some (but not all) forms of child-on-child abuse it is more likely that girls will be victims and boys more likely to be perpetrators.

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

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

25.7.1 Bullying (including cyberbullying, prejudice-based and discriminatory bullying).

25.7.2 Abuse in intimate personal relationships between peers.

25.7.3 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).

25.7.4 Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence) (for further information about sexual violence see Part 1 of KCSIE).

25.7.5 Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse, and which may include misogyny/misandry.

25.7.6 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.

25.7.7 Consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as making or sharing of nudes or semi-nudes).

25.7.8 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

25.7.9 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).

25.8 All staff are clear as to the school’s policy and procedures with regards to Child-on-Child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

25.9 The DSL will investigate any allegations of child-on-child abuse. They will collate as much information as possible, where they feel it is appropriate and liaise with children’s social care.

25.10 Following any incidents of child-on-child harm, the DSL/Deputies will review and consider whether any practice or environmental changes can be made in relation to any lessons learned. This can include making changes to staffing and supervision, making changes to the physical environment and considering the utilisation and delivery of safeguarding topics on the curriculum.

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25.11 Where the DSL feels a criminal offence may have been committed, they will immediately seek advice from the local children social care or Police, to ensure there is no damage to the integrity of any investigation that the police may need to conduct.

25.12 Both the alleged victim and alleged perpetrator will be provided with appropriate support. All staff are aware that child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator.

26. CHILDREN EXHIBITING SEXUALLY HARMFUL BEHAVIOUR

26.1 Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. The Brook's Sexual Behaviours Traffic Light Tool provides helpful guidance on this topic, which all DSLs and DDSLs are trained. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). HSB can occur online and/or face-to-face and can also occur simultaneously between the two.

26.2 The management of children and young people with sexually harmful behaviour is complex and the Campus will work with other agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a student's sexual behaviour will speak to the DSL as soon as possible and create a full record on CPOMS. The DSL and their deputies will have a good understanding of HSB.

27. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) OR HEALTH ISSUES

27.1 Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline.

27.2 Additional barriers can exist when recognising abuse, neglect and exploitation in this group of children.

27.3 These can include:

27.3.1 Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.

27.3.2 These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.

27.3.3 The potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.

27.3.4 Communication barriers and difficulties in managing or reporting these challenges.

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27.3.5 That children with SEND may be more dependent on adults for care, may need intimate care, or may be more isolated from other children.

27.3.6 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.

28. ONLINE SAFETY

28.1 Online safety is recognised as a core component of our safeguarding responsibilities. A dedicated E-Safety Policy is maintained to address the risks and protective measures associated with digital environments. This policy can be accessed via the Policy Library and should be consulted in conjunction with the Safeguarding Policy to ensure a comprehensive understanding of our obligations.

28.2 Online Safety (E-Safety) includes helping children to keep themselves safe including online (Including when they are online at home).

28.3 Children at the Campus are taught to recognise, self-reflect and manage risk through both the Campus Personal, Social, Health Education (PSHE) curriculum and the Relationship and Sex Education (RSE) Curriculum, lessons and rehearsed throughout all aspects of Campus life.

28.4 This includes covering relevant issues through Relationships Education and Relationships and Sex Education, online safety week, the Campus tutor-time programme.

28.5 Where children are learning online at home the Campus follows advice from the DfE on safeguarding and remote education (https://www.gov.uk/guidance/safeguarding-and-remote-education).

28.6 The Campus acknowledges that many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school or college, sexually harass their peers via their mobile and smart technology, share nude or semi-nude images consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content.

28.7 The Campus has a whole school approach to online safety. The approach is designed to educate pupils, students and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate this is covered in the ICT and E-Safety Policy.

28.8 UK Council for Internet Safety (UKCIS) has published guidance on managing incidents of nudes and semi nudes being shared by under-18s. It will be followed unless there's a good reason not to do so.

28.9 All incidents of sharing of nudes or semi-nudes, whether consensual or not consensual, will be treated as a safeguarding concern and require a safeguarding response. That response will be proportionate to the relevant circumstances of the incident including age and any elements of coercion or vulnerability.

28.10 Online bullying will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

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28.11 The Campus promotes an ethos of respect for students, and they must be aware of who to speak to in confidence about any worries they may have, including electronic reporting with the e-safety button.

28.12 Filtering and Monitoring (Online Safety)

28.12.1 A named safeguarding governor (Lead CST Safeguarding) will have strategic oversight of filtering and monitoring systems, including:

28.12.1.1 termly review of effectiveness.

28.12.1.2 scrutiny of safeguarding incidents linked to online activity.

28.12.1.3 annual assurance reporting to the Board.

28.12.2 This ensures robust governance and compliance with DfE filtering and monitoring standards.

28.12.3 Our Campus is committed to ensuring that all digital activity is appropriately monitored and filtered to safeguard students from harmful online content, in line with the Department for Education's Filtering and Monitoring Standards for Schools and Colleges.

28.12.4 The Campus uses Streamline to filter and monitor internet access across all school devices and networks, with the intention of blocking harmful and inappropriate content without unreasonably impacting teaching or learning within the school.

28.12.5 The DSL is responsible for overseeing the effectiveness of the filtering and monitoring systems. Technical support is provided by the ICT team, and any concerns are escalated to the DSL.

28.12.6 Filtering and monitoring applies to all devices connected to the school network, including those used by staff, students, and visitors.

28.12.7 The effectiveness of the filtering and monitoring systems is reviewed and audited at least annually, or in response to any safeguarding incident. Adjustments are made to ensure the system remains robust and responsive to emerging threats.

28.12.8 All staff receive training on the expectations and responsibilities related to online safety, including how to report concerns identified through monitoring.

28.12.9 Student Risk Alerts are generated based on the monitoring system. These are added to CPOMS by Student Instant Alerts Administrators and are reviewed by the DSL and, where appropriate, acted upon in accordance with safeguarding procedures.

28.12.10 This approach ensures that the Campus maintains a safe digital environment while supporting the educational use of technology.

28.13 Emerging Technologies and AI Risks

28.13.1 Our Campus recognises the growing influence of artificial intelligence and emerging technologies in children's lives. Staff are trained to be aware of risks such as misinformation, disinformation, conspiracy theories, deepfakes, grooming via AI chatbot

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and algorithmic content exposure. Online safety education includes discussions on these topics to help students navigate digital environments safely.

29. CHILD EXPLOITATION (INCLUDING CHILD SEXUAL EXPLOITATION, CHILD CRIMINAL EXPLOITATION, COUNTY LINES, MODERN DAY SLAVERY AND TRAFFICKING)

29.1 All staff have a knowledge and understanding of the exploitation that children and young people are at risk of within the local community, county wide, nationally and online.

29.2 Staff receive appropriate training to enable them to continue to develop their knowledge and understanding of exploitation and the different signs that a child or young person may be being exploited.

29.3 Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

29.4 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: Statutory Guidance for England and Wales (under s49 of the Modern Slavery Act 2015) and Non-Statutory Guidance for Scotland and Northern Ireland (publishing.service.gov.uk).

30. DOMESTIC ABUSE

30.1 The Domestic Abuse Act 2021 recognises the impact of domestic abuse on children, as victims in their own right if they see, hear or experience the effects of abuse.

30.2 The cross-government definition of domestic violence and abuse is: Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents.

30.3 That abuse can be, but is not limited to:

30.3.1 psychological,

30.3.2 physical,

30.3.3 sexual,

30.3.4 financial,

30.3.5 emotional,

30.3.6 controlling or coercive behaviour.

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

30.5 They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have

a detrimental and long-term impact on their health, well-being, development, and ability to learn.

30.6 Advice on identifying children who are affected by domestic abuse and how they can be helped is available at: NSPCC UK (www.nspcc.org.uk).

30.7 All staff and volunteers are alert to and will report any concerns, however low-level they may seem, to the Designated Safeguarding Lead, so that concerns can be reviewed, and patterns of information built up.

30.8 Plymouth Campus has signed up to the police initiative Operation Encompass that helps the school to provide support to children.

30.8.1 The system seeks to ensure that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the DSL in school before the child or children arrive at school the following day. This ensures that the school has up-to-date relevant information about the child's circumstances and can enable silent support to be given to the child according to their needs.

30.8.2 The Campus recognises that information shared through Operation Encompass may include wider contextual information relevant to a child's welfare, safety and emotional wellbeing. This information will be handled securely and used to inform safeguarding, pastoral and wellbeing support.

31. SO CALLED HONOR BASED ABUSE (INCLUDING FEMALE GENITAL MUTILATION AND FORCED MARRIAGE)

31.1 If a teacher (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the teacher must report this to the police via 101. This is a mandatory reporting duty.

31.2 Female Genital Mutilation – https://www.devon.gov.uk/support-schools-settings/safeguarding/guidance-policy-and-tools-2/safeguarding-one-minute-guides/safeguarding-no-13-fgm/

Female genital mutilation (FGM) | Devon & Cornwall Police

31.3 Multi-agency statutory guidance for dealing with forced marriage and multi-agency practice guidelines: Handling cases of forced marriage (accessible version) - GOV.UK (www.gov.uk)

31.4 https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage/multi-agency-statutory-guidance-for-dealing-with-forced-marriage-and-multi-agency-practice-guidelines-handling-cases-of-forced-marriage-accessible

32. MENTAL HEALTH

32.1 All staff must be aware that mental health concerns can constitute a safeguarding issue where there is a risk of harm.

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32.2 This includes:

32.2.1 self-harm

32.2.2 suicidal thoughts

32.2.3 significant deterioration in emotional wellbeing.

32.3 Where such risks are identified, concerns must be recorded and escalated to the DSL in line with safeguarding procedures.

32.4 One in five children and young people in England aged eight to 25 had a probable mental disorder in 2023. This includes depression, anxiety, low self-esteem, disordered eating, panic attacks, sleep problems and many other conditions and behaviours. They are often a direct response to what is happening in their lives.

32.5 Our Campus recognises that mental health issues can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and is aware that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff are however well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health issue or be at risk of developing one. Staff must be aware of the potential warning signs of mental health issues.

32.6 Our Campus aims to promote positive mental health for all pupils and will utilise and engage with the support, knowledge and services of the Mental Health in Schools Team when there are concerns for the mental health of a child(ren) within the school. The DSL will consider whether to inform parents or carers to support the child's wellbeing, where doing so would not place the child at additional risk.

32.7 The Campus has a Mental Health Lead, who is named at the start of this policy.

32.8 Staff should not attempt to diagnose mental health conditions, but should observe, record, and report concerns appropriately. Staff are aware of the benefits of early, targeted support.

32.9 We will also ensure that staff, pupils and parents are made aware of the support available in school and in the local community.

33. GENDER QUESTIONING

33.1 Staff should be aware of the potential vulnerabilities of children who are questioning their gender, including the possibility of complex mental health and psychosocial needs, issues with interpersonal relationships or discriminatory bullying.

33.2 Where a child or their parent has raised a request relating to social transition, the Campus will follow the guidance set out in KCSIE 2026.

34. SERIOUS VIOLENCE

34.1 Staff must be aware that serious violence is a continuing safeguarding concern. Serious violence may involve physical assault, carrying, threatening with, or using weapons, often in

the context of peer conflict or bullying, and it can also be associated with criminal exploitation.

34.2 All staff should be aware of indicators which may signal that children are at risk from, or involved with, serious violence. These may include increased absence from school, changes in friendships, unexplained injuries, possession of weapons (or expressing intent to do so), increased aggression, involvement in anti-social behaviour, decline in educational performance, exploitation indicators and association with individuals known to be involved in serious violence. Concerns must be reported immediately to the DSL.

35. HOMELESSNESS

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

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

35.3 The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17-year olds who may be homeless and/ or require accommodation.

36. CHILDREN WITH FAMILY MEMBERS IN PRISON

36.1 Approximately 200,000 children in England and Wales have a parent sent to prison each year. OSG Plymouth Campus recognises that these children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

36.2 The Campus will work with will work with Early Help/Family Help, other agencies and resources such as NICCO to help mitigate negative consequences for those children.

37. PRIVATE FOSTERING AND LOOKED AFTER CHILDREN (INCLUDING PREVIOUSLY LOOKED AFTER CHILDREN)

37.1 A private fostering arrangement occurs when someone other than a parent, or a close relative, cares for a child for a period of 28 days or more, with the agreement of the child's parents. Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles or aunts. It applies to children under the age of 16, or under 18 if the child is disabled.

37.2 Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age. Our Campus recognises that most privately fostered children remain safe and well, but safeguarding concerns can be raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

37.3 By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. When we become aware of a private fostering arrangement for a student that has not been notified to

Children's Social Care, we will encourage parents and private foster carers to notify Children's Social Care themselves in the first instance but also alert them to our mandatory duty as a school to inform the local authority of children in such arrangements.

37.4 Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

37.5 Children who are looked after will have their own personal education plan (PEP). The PEP is part of the care plan. It is a record of what needs to happen in order to enable the child to fulfil their potential It should reflect other education plans such as individual education plans, behaviour plans etc. Staff in this Campus recognise that previously looked after children still remain vulnerable and the DSL will work together with other agencies when necessary regarding the safeguarding of these children. The DSL will make contact as necessary with the Local Authority personal advisor when individuals leave care.

38. ALTERNATIVE PROVISION

38.1 Where students attend alternative provision, the Campus ensures that safeguarding arrangements are robust.

38.2 Written confirmation of safeguarding policies and procedures is obtained from the provider, including in respect of whether appropriate safeguarding checks have been carried out on the individuals working at the relevant establishment and regular liaison is maintained to monitor student welfare.

38.3 In addition to initial safeguarding checks, the Campus will:

38.3.1 undertake regular (at least termly) safeguarding reviews or visits.

38.3.2 monitor attendance, engagement, and welfare of pupils.

38.3.3 use a safeguarding assurance checklist to evaluate provision.

38.4 Any concerns will trigger immediate review and escalation.

38.5 Arrangements will be terminated if necessary.

38.6 Where a campus wishes to engage a Home Tutor or Home Support Worker, the guidance in appendix 3 will be followed.

39. SUPPORT IN CAMPUS

39.1 All class teachers, home room teachers and year group leaders are responsible, in conjunction with other Campus staff, for the pastoral needs of the children in their care. This includes maintaining opportunity for children to share their concerns and follow the guidance in this document. Care must always be taken in regard to the discussion of sensitive issues and advice must be sought from a DSL where there are concerns.

39.2 Within the curriculum there will also be opportunities to discuss issues which some children might find sensitive. Care must be taken particularly in relation to discussion about families and their make-up. Assumptions about members of families and the presence of both parents must be avoided both in discussion and the presentation of materials. Staff must

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make themselves familiar with the background of the children in their care in order to avoid distress.

40. PHYSICAL CONTACT WITH STUDENTS

40.1 Physical contact with students should be avoided. The Campus has a separate positive handling plan where it is needed, and the Staff Code of Conduct sets out expectations around professional behaviour. The Department for Education has issued Guidance on Restrictive interventions, including use of reasonable force, in schools (April 2026). The Proprietor must have regard to page 14 of this guidance in relation to recording and reporting each significant incident involving the use of force by members of staff. The remainder of the non-statutory guidance must be followed unless there's a good reason not to do so.

41. RECORD KEEPING

41.1 Child Protection records must be retained by the last school attended. The long-term security of relevant safeguarding documents and related correspondence is crucial should allegations of abuse arise. All such documents must be securely retained from the date of birth of the student plus 50 years. For further information please refer to the Retention of Records policy.

42. PARTNERSHIP WITH PARENTS

42.1 The Campus has an established approach to working with parents – for parents' training and for liaison in the event of a child protection concern.

42.2 Key to this is the cultural tone set by the Campus Principal and CST in terms of what good safeguarding practice looks like and what can be expected.

42.3 Parents' and children's need for privacy will be respected, and such a position is supported by the Data Protection Act (GDPR) 2018. However, the priority is the needs of the child and effective liaison is crucial unless such action would put a child or vulnerable adult at risk of harm.

42.4 It must be recognised that families from different backgrounds and cultures will have different approaches to child-development. These differences should be acknowledged and respected provided they do not place the child at risk.

43. SAFEGUARDING STUDENTS ON WORK EXPERIENCE

43.1 The safeguarding of a student on placements for vocational training or work experience will be considered and appropriately risk assessed. Where students on work placements are supervised by someone who is themselves unsupervised, the Campus will obtain an enhanced DBS check for that supervisor before the placement begins. Where the student is under 16 years or age, the Campus must also obtain a barred list check for that supervisor.

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44. ONE-TO-ONE TEACHING, EXTENDED SCHOOL AND OFF-SITE-ARRANGEMENTS

44.1 Where staff are engaged in 1:1 teaching or coaching with students, for example, being coached for a presentation in assembly or sports day event or receiving additional support with their studies then our own safeguarding and child protection policy will apply.

44.2 Staff will ensure that a campus leader is aware of the 1:1 work and at all times, 1:1 discussion with students should most appropriately take place in rooms which are openly visible to other members of staff.

44.3 If other organisations provide services or activities on the site, the Campus Principal will check that they have appropriate procedures in place, including compliance with safer recruitment procedures and health and safety checks are undertaken.

44.4 The Campus Principal will check the appropriateness of any visitor to the school (e.g. by open-source internet searches).

44.5 When students attend off-site activities, including day visits and work-related activities, the Campus Principal will ensure that effective child protection arrangements are in place. In the case of such alternative provision the Campus continues to be responsible for the safeguarding of that pupil and must be satisfied that the placement meets the pupil's needs. The Campus Principal will obtain written confirmation that the appropriate safeguarding checks have been conducted.

45. VIDEO CONFERENCING AND OFF-SITE ARRANGEMENTS

45.1 Where students are in Video Conference or other conference links with staff from other OSGUK Campuses there will be written assurance from the teacher's employing Campus that all vetting checks, including DBS, have been carried out and these staff will be added to this school's SCR.

46. IMAGES AND PHOTOGRAPHY

46.1 The vast majority of people who take or view images or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place, to protect pupils, we will seek their consent and parental consent for photographs to be taken or published (for example, on our website or in publications).

46.2 Wherever practical, photographs of students should be taken using angles or compositions that do not clearly show a full facial image, such as side-on, rear-facing, or wider group shots.

46.3 The Campus ICT and E-Safety Policy and procedures will be followed. In summary the Campus will:

46.3.1 use only the student's first name with an image.

46.3.2 ensure that students are appropriately dressed.

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46.3.3 encourage students to tell if they are worried about any photographs that are being taken of them.

46.4 It would be normal practice to demonstrate Campus life by way of photographs and video. If teachers, staff, Trustees or members of the Local Governing Board (LGB) or visitors have any concerns about themselves being in photographs associated with the school they must bring that to the attention of the Campus Principal.

46.5 Volunteers acting as such within the school day will also ensure they understand and adhere to the Campus approach to the taking of photographs. It would not be acceptable for a member of teaching staff to be taking photographs of children on any personal devices, and the same standards are expected of volunteers.

46.6 It is not acceptable for staff, volunteers or Trustees to post photographs of children, taken within the context of the school, on social media. Photographs of your own children shared on a one-to-one basis via a medium such as 'WhatsApp' would be acceptable.

46.7 A common-sense approach to the taking, sharing and posting of photographs of children whilst at school by their family and friends is requested. An appreciation of the risks is important. It is not acceptable for family and friends to take photographs for anything other than personal use. Any abuse of this approach will mean the circumstances being reviewed and may result in more restrictive measures in school.

47. VISITORS TO THE CAMPUS

47.1 The Campus will ensure that it complies with the Prevent Duty which requires schools to verify the suitability of all visiting speakers (e.g. internet searches). Schools do not have the power to request DBS checks and barred list checks for visitors such as children's relatives or those attending a sports day, and KCSIE requires campus principals to use their professional judgment about the need to escort or supervise such visitors.

48. SITE SECURITY

48.1 The Campus Security & Visitor Policy and procedures will be followed. Visitors to the Campus are asked to sign in and are given a lanyard, which confirms they have permission to be on site.

48.2 Red lanyards denote a lack of appropriate checks for the role they are performing at campus, and those individuals must be accompanied at all times i.e. contractors.

48.3 Green lanyards denote those who are security cleared, such as staff.

48.4 OneSchool Global Head Office staff will wear identification badges in the same green and red colours, which have the same meaning. The Campus Principal may contact the OSG UK Head Office at any time to verify the credentials of a visitor from the Head Office.

48.5 All visitors are expected to observe the Campus' safeguarding and health and safety requirements to ensure children in Campus are kept safe.

48.6 The Campus Principal will ensure supervision is in place for any visitor that does not have the appropriate checks.

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48.7 The Campus will comply with the CCTV Policy in line with the GDPR 2018 and supporting policy.

49. USE OF CAMPUS PREMISES FOR NON SCHOOL ACTIVITIES

49.1 Where a campus hires out or rents out facilities or premises to organisations or individuals, The Campus Principal and CST will ensure that appropriate arrangements are in place to keep children safe.

49.2 When the services or activities are provided by the proprietor under the direct supervision or management of the campus staff, the campuses child protection arrangements will apply.

49.3 Where services or activities are provided separately by another body this will not be the case. The proprietor will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place. (This includes inspecting these) Also to ensure that there are arrangements in place to liaise with the campus on these matters where appropriate.

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

49.5 The campus will review all hires of the school facilities for non-school activities in line with the relevant guidance, Keeping children safe in out-of-school settings - GOV.UK (www.gov.uk)

50. LESSONS LEARNED AND CSPRS

50.1 The Campus Principal will ensure that all safeguarding near misses are fully investigated and recorded.

50.2 All near misses are reported to the RP, and CST. A full lessons learned review is held and documented to allow the regional leadership team/governance to challenge steps taken and next steps identified.

50.3 Lessons Learned are recorded on Half Termly Reports and logged in Donesafe.

50.4 Learning is disseminated to staff in staff briefings and incorporated into policy updates and training.

50.5 The Campus will cooperate fully with any Child Safeguarding Practice Reviews (CSPRs) initiated by the Local Safeguarding Partners. Learning from these reviews will be shared with staff and incorporated into training and policy updates to improve safeguarding practices.

GUIDELINES

Online documents:

Keeping Children Safe in Education (KCSIE)

Keeping children safe in education - GOV.UK

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Working together to safeguard children (WTSC)
https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

Working together to improve school attendance
https://www.gov.uk/government/publications/working-together-to-improve-school-attendance

Prevent Duty Guidance: For England and Wales
https://www.gov.uk/government/publications/prevent-duty-guidance

The Use of social media for Online Radicalisation
https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

DFE Guidance for Local Authorities on Elective Home Education
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/791527/Elective_home_education_gudiance_for_LAv2.0.pdf

LEGISLATION

- Pupil Registration Regulations 2024
- Children and Families Act 2014
- Childcare Act 2006
- Counter-Terrorism and Security Act 2015
- Protection of Freedoms Act 2012
- Education Act 2011
- Children and Young Persons Act 2008
- Education and Inspections Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Education (Independent Schools Standards) (England) Regulations 2014
- Education (Provision of Information by Independent Schools) (England) Regulations 2010
- GDPR 2018
- Data (Use and Access) Act 2025
- Children Act 1989

GUIDANCE BOTH STATUTORY AND NON-STATUTORY

- Keeping Children Safe in Education 2026
- Advice on drugs in schools – 2012
- Child Sexual Exploitation; definition and guide for practitioners - Feb 2017

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- Contextual safeguarding – University of Bedfordshire – 2018
- Data protection: toolkit for schools 2018
- DfE Children Missing in Education - September 2016
- DfE Guidance on Restrictive interventions, including use of reasonable force, in schools - April 2026
- Information Sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers - July 2018
- Mental health and behaviour in schools 2018
- Promoting children and young people's mental health and wellbeing – November 2023
- National Police Chief's Council: When to call the police 2020
- Preventing and tackling bullying – July 2017
- Prevent Duty Guidance: for England and Wales 2015
- Relationships education, relationships and sex education (RSE) and health education 2025 (in force 1 September 2026)
- Safeguarding children in whom illness is fabricated or induced – 2008
- Sexual harassment between children May 2018
- School security advice – 2012
- UKCCIS (2016) 'Sexting in Schools and Colleges' - Responding to incidents and safeguarding young people'
- Use of force within schools – July 2013
- What to do if you're worried a child is being abused – Advice for practitioners - March 2015
- Working Together to Safeguard Children – 2026
- Brook's Sexual Behaviours Traffic Lights – April 2026

ADDITIONAL GUIDANCE AND INFORMATION

- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018).
- NSPCC Website Link: http://www.nspcc.org.uk/
- NSPCC website link to Preventing Abuse: http://www.nspcc.org.uk/preventing-abuse/
- CEOPs Thinkuknow programme – Keeping children safe on-line and protecting them from sexual abuse and exploitation. https://www.thinkuknow.co.uk/Teachers/
- Safenetwork website jointly managed by the NSPCC and Children England http://www.safenetwork.org.uk/Pages/default.aspx

ATTACHMENTS

Appendix 1 Further Information on Signs of Abuse

Appendix 2 DSL Job Description and Person Specification

51. VERSION CONTROL

Document Code	Date	Version No.	Nature of change

QSC/24	September 2020	8	
	January 2021	9	Removal of EEA checks due to Brexit
	September 2021	10	Who is this guidance for, now clearly states it is also for **Senior leadership teams**, a section of the CP policy has been added to show the responsibility of SLT's. All staff should read KCSIE alongside the Sexual violence and sexual harassment advice. Significant new section on low level concerns against adults Significant new section on child-on-child abuse (Child on Child) around sexual violence and harassment Greater emphasis on the board as proprietors Introduced annex A for staff that don't work directly with children to read Online Safety added 4th C (Content, Contact, Conduct, **Commerce**) Added section about use of school remises for non-school activities Added section on elective home education Added updated UKCIS 2020 guidance Updated DSL Job description added information on information sharing
QSC/24	September 2021	10.1	Minor updates to reflect changes in the published ISI commentary
QSC/24	November 2021	10.2	Strengthen reporting arrangements to DBS and TRA where required. Additional sections on: • Child abduction and community safety incidents • Children and the court system • Children with family members in prison Added more detail to the DSL job description and person specification around Channel and Prevent. Also added to the duties of staff in the training programme appendix 2 Strengthened the section around COVID-19 cover during the pandemic

QSC/24	November 2021	10.3	Added procedures to minimise Child on Child abuse and strengthened section around support for victims, perpetrators and any others affected. Strengthened section about responding to low level concerns
	November 2021	10.4	Added section 5.64 on safeguarding and child protection in examinations
QSC/24	February 2022	10.5	Added in section 5.56 to add in Modern Day Slavery and National Referral Mechanism
QSC/24	May 2022	10.6	4.7.1 Named the Lead/designated governor for Safeguarding and the National Professional lead for Safeguarding 4.7.9 Added training requirements for the DSL and Deputies 4.8 Added to induction the need for new staff to be informed of the low-level concerns procedure 5.3 Added to the flowchart that referrals to statutory agencies does not require consent 5.15.6 Added that with child-on-child cases that girls are more likely to be victim, and boys perpetrators
QSC/24	June 2022	10.7	5.7.14 Added in that the rationale for all decisions and actions taken must be recorded.
QSC/24	September 2022	11	Amended all references of Peer-on-Peer Abuse to Child-on-Child Abuse Amended and updated the definition of abuse Amended definition of Domestic Abuse Added in requirements around governance and proprietor training around Safeguarding taking place at least annually Added in additional responsibilities of the Campus Principal and District Principal, around holding to account the DSL as well as conducting reviews around lessons learned. Contact Details, added details of the Designated Senior Mental Health Lead Added additional line as responsibility for Campus Principal to consider support for students with protected characteristics Added in named DSMHL

			Added in Human Rights Act Articles 3,8,14, protocol 1 of article 2 Added in HRA Added 'humiliating pupils' as an example of a low-level concern Added in the role of the trust and proprietors to ensure that there is no discrimination in the school based on protected characteristics Added in that the school MUST see the policies and procedures for Safeguarding when the campus is being used for non-school activities Child on Child Sexual Violence and Sexual Harassment has been re written and reordered Updated SEND section of the policy and added an additional bullet point Appendix 4: Updated the DSL Job Description
QSC/24	January 2023	11.1	Updated Prevent Guidance
QSC/24	December 2022	11.2	Added Prevent Risk Assessment Tool as appendix 7
QSC/24	September 2023	12	Added additional paragraph on Filtering & Monitoring Updated terminology around children missing and absent from school
QSC/24	January 2024	12.1	Updated to Working together to safeguard Children December 2023, replacing July 2018 version Amended language in PREVENT section to replace vulnerable to those that may be susceptible to Updated PREVENT guidance to December 2023 Updated PREVENT risk assessment, appendix 7 Removal of the role DP, no longer exists
QSC/24	September 2024	13	Definition of 'safeguarding and promoting the welfare of children' – amended to reflect the updated 'Working together to safeguard children 2023' 'Early help' – amended to reflect revised 'Working Together' guidance.

			Abuse and Neglect' – heading amended to include 'exploitation' (also throughout the document as applicable) Indicators of Abuse and neglect' – additional text included 'including where they see, hear, or experience its effects' when referring to domestic violence. missing education' amended to reflect revised definition of 'unexplainable and or/persistent absences from education' Alternative Provision' – text added to clarify school remains responsible for the pupils they place in alternative provision DSL Job Description Updated: Holding and sharing information' – bullet point 3 further guidance added regarding the rationale for making decisions

QSC/24	September 2025	14	• Updated to reflect KCSIE 2025:
			  ○ Incorporation of new statutory guidance and terminology.
			  ○ Emphasis on safeguarding harms such as misinformation, disinformation, and conspiracy theories.
			• Expanded Definitions and Scope:
			  ○ Clarified that safeguarding policies apply to parents and carers as visitors or volunteers.
			  ○ Inclusion of culturally competent safeguarding practices.
			• Enhanced Online Safety Measures:
			  ○ Added section on emerging technologies and AI risks.
			  ○ Reference to DfE filtering and monitoring standards and Generative AI product safety expectations.
			• Strengthened Governance and Oversight:
			  ○ Updated roles and responsibilities for Regional Director of Safeguarding and Campus Principal.
			  ○ Clarified s128 checks and safeguarding governance structures.
			• Expanded Risk Management and Supervision:
			  ○ Detailed DSL supervision model including frequency and responsible persons.
			  ○ Added lessons learned and near-miss reviews as part of safeguarding assurance.
			• Policy Language Updates:
			  ○ Replaced terms like "vulnerable" with "susceptible" in line with updated Prevent guidance.
			  ○ Broadened references to exploitation in abuse categories.
			• Additional Safeguarding Topics:

			○ New content on: ▪ Cybercrime and AI grooming risks ▪ Alternative provision responsibilities ▪ Safeguarding in examinations ▪ Use of campus premises for non-school activities • All detailed safeguarding procedures have been removed from the main policy document and relocated to the Safeguarding Handbook. • Case study-style examples used to illustrate safeguarding scenarios have been omitted and relocated to the Safeguarding Handbook. • Visual flowcharts for referral processes and information sharing have been removed from the policy and are now referenced in the handbook. • Specific safeguarding arrangements for examinations (e.g. invigilator protocols) have been moved to the Safeguarding Handbook. • Several appendices containing operational tools (e.g. training logs, display templates, Prevent risk assessments) have been streamlined or relocated. • Redundant references to legislation and statutory guidance already covered in other documents have been removed. • Definitions that were repeated across multiple sections have been consolidated or removed. • Legacy references to pandemic-related safeguarding arrangements have been removed. • Some illustrative examples of low-level concerns have been reduced or relocated.
POL_UK_ED_Safeguarding and Child Protection - England_V15	September 2026	15	Policy reviewed and updated for continued compliance with KCSIE 2026, Working Together to Safeguard Children 2023 and Independent School Standards. Updated to reflect KCSIE 2026 including: • removal of Annex A • strengthened information sharing requirements • enhanced Operation Encompass guidance • new serious violence section • strengthened professional curiosity and safeguarding culture expectations • enhanced safeguarding assurance arrangements • updated Family Help terminology • strengthened online safety and AI content • removal of obsolete COVID-19 references

APPENDIX 1: FURTHER INFORMATION ON SIGNS OF ABUSE

PHYSICAL ABUSE

Physical signs	Behavioural signs
Unexplained bruises and welts on the face, throat, arms buttocks thighs or lower back in unusual patterns or shapes which suggests the use of an instrument Unexplained burns, especially burns found on palms, soles of feet, abdomen or buttocks Scald marks –immersion burns produce 'stocking' or 'glove' marks on feet and hands or upward splash marks which may suggest hot water has been thrown over a child Human bite marks Broken bones	Behavioural extremes (withdrawal, aggression or depression) Unbelievable or inconsistent explanations of injuries Fear of parents being contacted Flinching when approached or touched Truancy or running away from home

EMOTIONAL ABUSE

Physical signs	Behavioural signs
Eating disorders, including obesity or anorexia Speech disorders (stammering) Nervous disorders (rashes, hives, facial tics, stomach aches)	Fear of parent being approached Fear of making mistakes Developmental delay in terms of emotional progress Cruel behaviour towards children, adults or animals Self-harm Behavioural extremes, such as overly compliant-demanding, withdrawn-aggressive, listless-excitable

SEXUAL ABUSE

Physical signs	Behavioural signs
Torn, stained or bloody underclothes Pain or itching in genital area Bruises or bleeding near genital area or anus Sexually transmitted infections Pregnancy Discomfort when walking or sitting down	Self-harm Sexual knowledge or behaviour (promiscuity) that is beyond their age/developmental level Sudden or unexplained changes in behaviour Avoidance of undressing or wearing extra layers of clothing Truancy Regressive behaviours (bed-wetting or fear of dark)

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NEGLECT

Physical signs	Behavioural signs
Height and weight significantly blow age level Poor hygiene (lice, body odour etc) Inappropriate clothing for weather conditions Indicators of prolonged exposure to the elements (sunburn, chapped extremities, insect bites) Constant hunger, sometimes stealing food from others	Erratic attendance at school Chronic hunger or tiredness Having few friends Assuming adult responsibilities

CHILD SEXUAL EXPLOITATION

Physical signs	Behavioural signs
Tiredness or mood swings Bruising Sexually transmitted diseases Pregnancy	Sudden decline in school performance, punctuality, attendance In possession of expensive goods Going to place they cannot afford Age-inappropriate clothing Inappropriate sexualised behaviour Secretive Mixing with older people Misuse of drugs and alcohol

CHILD CRIMINAL EXPLOITATION AND COUNTY LINES

Physical signs	Behavioural signs
See sections on physical and sexual abuse Carrying weapons	Self-harming Persistently going missing from education, home or care, and/or being found out of area Unexplained acquisition of money, clothes or mobile phones Excessive receipt of texts/phone calls and/or having multiple handsets Relationships with controlling older individuals or groups Significant decline in school performance Gang association or isolation from peers or social networks

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FEMALE GENITAL MUTILATION

Physical signs	Behavioural signs
Difficulty walking, sitting or standing Bladder or menstrual problems Severe pain and bleeding Infections such as tetanus, HIV and hepatitis B and C	Abroad for a prolonged period Unusual behaviour after a period of absence May talk of a 'special procedure' or 'special occasion to become a woman' Spending longer periods in the bathroom Reluctance to undergo normal medical examinations

FORCED MARRIAGE

Physical signs	Behavioural signs
Cut or shaved hair as a form of punishment for being disobedient	Absence from School Failure to return from visit to country of origin Self-harm or attempted suicide Running away from home Early marriage of siblings Sudden announcement of engagement to a stranger May talk of a 'special procedure' or 'special occasion to become a woman' Spending longer periods in the bathroom Reluctance to undergo normal medical examinations

GROOMING

Physical signs	Behavioural signs
See section on sexual abuse	Spending increasingly prolonged time online Having older boyfriends or girlfriends Secretiveness about who they are talking to online and what sites they visit Possession of electronic devices such as mobile phones or webcams that parents have not provided Engaging less with their usual friends Using sexual language that you would not expect them to know Going to unusual places to meet people Using drugs and/or alcohol Going missing from home or school

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RADICALISATION

Physical signs	Behavioural signs
out of character changes in dress, behaviour and peer relationships	Showing sympathy for extremist causes Glorifying violence Evidence of possessing illegal or extremist literature A sudden disrespectful attitude towards others Increased secretiveness, especially in relation to internet use Unwillingness or inability to discuss their views Advocating messages similar to illegal organisations such as 'Muslims Against Crusades' or other non-proscribed extremist groups such as the English Defence League

Broad government guidance on the following is also available via the GOV.UK website

bullying including cyberbullying

children missing education

child missing from home or care

child sexual exploitation

domestic violence

drugs

faith abuse

female genital mutilation (FGM)

gangs and youth violence

gender-based violence/violence against women and girls (VAWG)

hate

mental health

missing children and adults

private fostering

preventing radicalisation

sexting

trafficking

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APPENDIX 2: ONESCHOOL GLOBAL UK TRAINING STRATEGY

1. INTRODUCTION

1.1 The OSG UK Safeguarding Strategy provides a framework in which we will organisationally approach safeguarding. In order to deliver effective safeguarding practice, it is recognised that all our staff, trustees and volunteers need to have up-to-date role specific training and awareness. There is a need for annual updates and refresher training not only because guidance suggests that is necessary but more importantly the outcome is a stronger safeguarding practice.

1.2 OSG UK supports the standards and the premise that by organisations and agencies working together, children can be effectively safeguarded. This is most effective when there is:

1.2.1 A shared understanding of roles and responsibilities.

1.2.2 Improved communication between professionals and those working with children.

1.2.3 Effective working together based on sound working relationships.

1.2.4 Improved assessment and decision making.

1.3 In order to support effective multi-agency working, OSG UK recognises and endorses that key training is delivered at a local level via a Local Authority (LA). This is particularly relevant for Designated Safeguarding Leads (DSL), Campus Principals and Pastoral CSTs.

2. THE SUITE OF TRAINING OPTIONS

2.1 OSG UK will support a range of training and awareness options including:

2.1.1 Online training, currently provided by Flick Learning for OSG UK.

2.1.2 Face-to-face training through a relevant LA.

2.1.3 Bespoke one-off training to address a particular need or issue. There are a number of providers that supply child protection training, i.e. the NSPCC.

2.1.4 Annual updates for all staff/trustees/volunteers delivered by the DSL as part of their role and responsibility.

2.2 When undertaking initial or refresher training it is important to consider the 5 Rs to ensure that awareness and delivery fulfils the necessary aspects required from training:

2.2.1 Recognising child abuse

2.2.2 Responding to children

2.2.3 Reporting concerns – about adults and children

2.2.4 Recording information

2.2.5 Making referrals to children's social care

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3. WHO REQUIRES TRAINING?

3.1 In effect it is all those who work with children directly or indirectly whether on a paid or voluntary basis.

3.2 Training should be targeted at the following groups:

3.2.1 Those with particular and specialised responsibility for safeguarding children such as designated or named professionals, those undertaking Section 47 enquiries or working with complex cases. This is likely to be our DSL cohort, Campus Principals and Safeguarding Trustees/CSTs.

3.2.2 Those who work regularly with children and young people who may be asked to contribute to assessments of children in need. These are predominately our teaching staff.

3.2.3 Those with some contact with children and young people. These may be people who operate in an environment where they see children but do not have case responsibility for them. This is going to be the majority of our staff either on a paid or voluntary basis.

4. TRAINING FREQUENCY

4.1 Keeping Children Safe in Education (KCSIE) recommends that in a school the Designated Safeguarding Lead (DSL) and any deputies undergo refresher training, to provide them with the knowledge and skills required to carry out the role every two years. This is best completed through the Local Authority. OSG UK supports this approach.

4.2 All staff must undergo safeguarding and Child Protection (CP) training at induction with an expectation that learning and professional development in this area continues through e-learning over the next three months.

4.3 All staff should receive regular safeguarding and child protection updates as required. For OSG UK the focal point in any given campus should be the DSL who should do regular updates at INSET days at least annually. This will be supported by email updates, bulletins etc. from the Regional Support Office (RSO), LA, NSPCC etc.

5. SPECIFIC TRAINING/AWARENESS REQUIREMENTS

5.1 Nothing within this strategy prevents bespoke training based on need either at a local or national level. Training must always be considered within the context of the overall added value, cost and impact on the workplace.

5.2 Whilst training will be consistent with the requirements of KCSIE the suggested framework for training to role is:

6. CAMPUS PRINCIPALS

6.1 To include the student discipline policy to ensure that there is no tension between SEND and safeguarding practice. In practice this will be delivered by a Regional Principal and Lead Campus Support Team (LCST).

6.1.1 Induction to include campus approach to safeguarding as well as values and ethos.

6.1.2 Safer Recruitment – Via FLICK

6.1.3 Flick Online Safeguarding Level 2

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6.1.4 Annual update/awareness via the DSL

6.1.5 DSL Training via the Local Authority

6.1.6 Read and understood KCSIE Guidance and the Campus CP Policy

6.1.7 Government Provided Prevention of Radicalisation Training Parts 1-3

6.1.8 Flick Online Health and Safety for Managers Training

6.1.9 Flick Online Fire Safety for Managers

6.1.10 Flick Online Child Sexual Exploitation Training

6.1.11 Flick Online Domestic Abuse Training

6.1.12 Flick Online Data Protection Training

6.1.13 Flick Online Mental Health and Young People Training

6.1.14 Flick Online Modern Slavery & Trafficking Training

6.1.15 Flick Online Information Security Training

6.1.16 Flick Online Listening Skills Training

6.1.17 Flick Online Lone Worker for Managers Training

6.1.18 Flick Online Forced Marriage Training

6.1.19 Flick Online Female Genital Mutilation Training

6.1.20 Flick Equality and Diversity for Managers Training

6.1.21 Operation Encompass Training

6.1.22 Cyber Security Training

6.1.23 Sexual Violence & Sexual Harassment Training

7. DESIGNATED SAFEGUARDING LEADS (AND ANY DEPUTIES)

7.1 Induction to include campus approach to safeguarding as well as values and ethos. To include the Student Discipline Policy to ensure that there is no tension between SEND and safeguarding practice.

7.2 Flick Online Child Safeguarding Level 2

7.3 Safer Recruitment – Via FLICK

7.4 Online Safety - Via FLICK

7.5 DSL training via the LA

7.6 Read and understood KCSIE Guidance and the Campus CP Policy

7.7 Flick Online Health and Safety Training

7.8 Flick Online Child Sexual Exploitation Training

7.9 Flick Online Domestic Abuse Training

7.10 Flick Online Equality and Diversity Training

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7.11 Flick Online Female Genital Mutilation Training

7.12 Flick Online Fire Safety Training

7.13 Flick Online Forced Marriage Awareness Training

7.14 Flick Online Information Security Training

7.15 Flick Online Modern Slavery and Human Trafficking Training

7.16 Flick Online Data Protection Training

7.17 Flick Online Listening Skills Training

7.18 Flick Mental Health and Young People Training

7.19 Government Provided Prevention of Radicalisation Training Parts 1-3

7.20 Flick Lone Worker Training

7.21 Operation Encompass Training

7.22 Cyber Security Training (Provided by the DSL at CPD)

7.23 Sexual Violence & Sexual Harassment Training

8. EARLY CAREERS TEACHERS (ECTS)

8.1 Induction to include campus approach to safeguarding as well as values and ethos. To include the Student Discipline Policy to ensure that there is no tension between SEND and safeguarding practice.

8.2 Flick Online Child Safeguarding Level 1

8.3 Flick Online Safety

8.4 Flick Online Prevent of Radicalisation Training

8.5 Read and understood KCSIE Guidance and the Campus CP Policy

8.6 Flick Online Health and Safety Training

8.7 Flick Online Child Sexual Exploitation Training

8.8 Flick Online Domestic Abuse Training

8.9 Flick Mental Health and Young People Training

8.10 Flick Online Data Protection Training

8.11 Flick Online Equality and Diversity Training

8.12 Flick Online Fire Safety Training

8.13 Flick Online Information Security Training

8.14 Flick Online Listening Skills Training

8.15 Flick Lone Worker Training

8.16 Flick Safe Lifting of Children Training *(if required for role)*

8.17 Cyber Security Training (Provided by the DSL at CPD)

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8.18 Sexual Violence & Sexual Harassment Training

9. TEACHING STAFF

9.1 Induction to include campus approach to safeguarding as well as values and ethos. To include the Student Discipline Policy to ensure that there is no tension between SEND and safeguarding practice.

9.2 Flick Online Child Safeguarding Level 1

9.3 Flick Online Safety

9.4 Annual update/awareness via the DSL

9.5 Flick Online Prevent of Radicalisation Training

9.6 Read and understood KCSIE Guidance and the Campus CP Policy

9.7 Flick Online Health and Safety Training

9.8 Flick Online Child Sexual Exploitation Training

9.9 Flick Online Data Protection Training

9.10 Flick Online Domestic Abuse Training

9.11 Flick Online Equality and Diversity Training

9.12 Flick Online Information Security Training

9.13 Flick Online Listening Skills Training

9.14 Flick Lone Worker Training

9.15 Flick Mental Health and Young People Training

9.16 Flick Safe Lifting of Children Training *(if required for role)*

9.17 Cyber Security Training (Provided by the DSL at CPD)

9.18 Sexual Violence & Sexual Harassment Training

10. PAID STAFF (AGENCY)

10.1 Long Term Agency Staff is defined as anyone in position for greater than 10 working days.

10.2 Induction to include campus approach to safeguarding as well as values and ethos. To include the Student Discipline Policy to ensure that there is no tension between SEND and safeguarding practice.

10.3 Flick Online Data Protection Training *(completed by long term agency staff)*

10.4 Flick Online Safety - New 2023 Training *(completed by long term agency staff)*

10.5 Annual update/awareness via the DSL

10.6 Flick Online Prevent of Radicalisation Training *(completed by long term agency staff)*

10.7 Read and understood KCSIE (Part 1) and the Campus CP Policy

10.8 Flick Online Health and Safety Training *(completed by long term agency staff)*

10.9 Flick Online Child Sexual Exploitation Training *(completed by long term agency staff)*

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10.10 Flick Online Domestic Abuse Training *(completed by long term agency staff)*

10.11 Flick Mental Health and Young People Training *(completed by long term agency staff)*

11. VOLUNTEERS

11.1 Induction to include campus approach to safeguarding. To include the Student Discipline Policy to ensure that there is no tension between SEND and safeguarding practice. DSL led.

11.2 Annual Safeguarding Training and KCSIE Quiz to demonstrate understanding.

11.3 Read and understood KCSIE (Part 1) and the Campus Safeguarding and Child Protection Policy.

11.4 Flick Online Prevent of Radicalisation Training *(for SDMs only).*

11.5 Flick Online E Safety (For SDMs Only).

12. PASTORAL CST

12.1 Induction to include campus approach to safeguarding. To include the Student Discipline Policy to ensure that there is no tension between SEND and safeguarding practice. Campus Principal led.

12.2 DSL Training via the LSP

12.3 Flick Online Prevent of Radicalisation Training

12.4 Read and understood KCSIE Guidance and the Campus CP Policy

12.5 Annual update/awareness by the DSL

12.6 Flick Online Information Security Training

12.7 Flick Online Equality and Diversity Training

12.8 Safer Recruitment – Via FLICK Online

12.9 Flick Online Data Protection Training

12.10 Flick E Safety

12.11 Cyber Security Training (Provided by the DSL at CPD)

12.12 Sexual Violence & Sexual Harassment Training

13. CAMPUS SUPPORT TEAM

13.1 Induction to include campus approach to safeguarding. To include the Student Discipline Policy to ensure that there is no tension between SEND and safeguarding practice.

13.2 Safer-recruitment – Via Flick Online

13.3 Annual update/awareness via the DSL

13.4 Read and understood KCSIE Guidance and the Campus CP Policy

13.5 Flick Online Equality and Diversity Training

13.6 Flick Online Health and Safety for Managers Training *(For H&S CA only)*

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13.7 Flick Online Fire Safety for Managers Training *(For H&S CA only)*

13.8 *F*lick Online Data Protection Training

13.9 Flick Online Information Security Training

13.10 Flick Online Prevent of Radicalisation Training

13.11 Safer Recruitment – Via FLICK

13.12 Flick E Safety

13.13 Cyber Security Training

13.14 Sexual Violence & Sexual Harassment Training

14. RECORD KEEPING

14.1 It is important that the campus maintains a singular log of training/awareness undertaken by all staff including trustees and volunteers. This allows for a clear picture of the training landscape, which will help identify local need and ensure timeliness of refresher training.

14.2 This log is separate from any attendance record taken at the time for a singular event.

14.3 One advantage of using Flick is that a central training record is maintained for all those who have used this online tool. It is for campuses to ensure that a member of staff has administration access rights to Flick in order to monitor individual school take-up.

14.4 The DSL will maintain a separate record of any communication or update sent during the course of the year either internally or to the wider school family.

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APPENDIX 3: DSL JOB DESCRIPTION AND PERSON SPECIFICATION (2026)

Designated Safeguarding Lead / Deputy Designated Safeguarding Lead

JOB DESCRIPTION

JOB PURPOSE

Governing bodies and proprietors should ensure an appropriate senior member of staff, from the campus leadership team, is appointed to the role of designated safeguarding lead.

The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place)

This should be explicit in the role holder's job description. This appendix will be printed and signed by the DSL and DDSLs with a copy held on their personnel file.

The Designated Safeguarding Lead should have the appropriate status and authority within the campus to carry out the duties of the post.

The role of the Designated Safeguarding Lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively.

Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

Deputy designated safeguarding leads

The school will ensure there is a minimum of one Deputy DSL.

All deputies should be trained to the same standard as the Designated Safeguarding Lead and the role should be explicit in their job description.

The same job description will apply to Deputies as well as DSL's

Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the Designated Safeguarding Lead, this lead responsibility should not be delegated.

DUTIES

Availability

During term time the Designated Safeguarding Lead (or a deputy) should always be available (during school hours 8am – 4pm) for staff in the school to discuss any safeguarding concerns.

Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, they may, in exceptional circumstances, be available by their mobile phone or zoom where this is prior arranged by the DSL and approved by the Campus Principal and Regional Principal.

Out of hours

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The Designated Safeguarding Lead will work with the Campus Principal to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities, such as exams. Outside of term time, where no exams or activities are in place, this will be in the form of the out of hours emergency contact number.

Cover Arrangements

To ensure continuity of safeguarding responsibilities, schools should implement robust cover arrangements for periods when the DSL is unavailable due to illness, leave, or other circumstances. This includes ensuring that all safeguarding emails, come through to the campus confidential shared mailbox to ensure that safeguarding concerns are received, monitored, and acted upon without delay.

NOTICE PERIOD

The notice period for the DSL and DDSL roles requires not less than one half term's written notice, effective at the end of a term or half term. The relevant dates of each half term in the academic year will be confirmed by the school calendar.

During the notice period, in recognition of the statutory importance of the Designated Safeguarding Lead function, the post holder is required to:

Support a structured and comprehensive handover of safeguarding responsibilities

Ensure all child protection records, referrals, and ongoing cases are appropriately transferred in line with statutory guidance

Maintain safeguarding oversight and availability throughout the notice period unless otherwise agreed

Any variation to this arrangement must be agreed by the Campus Principal and Regional Director of Safeguarding to ensure safeguarding compliance is not compromised.

MANAGE REFERRALS

The Designated Safeguarding Lead is expected to refer cases:

- of suspected abuse, neglect and exploitation to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required. NPCC - When to Call the Police should help understand when to consider calling the police and what to expect when working with the police.

The DSL will monitor and review the progress and safeguarding needs of children subject to Child Protection Plans, Child in Need Plans and Early Help support, ensuring effective multi-agency collaboration.

WORKING WITH OTHERS

The Designated Safeguarding Lead is expected to:

- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners

- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
    - This should include being aware of the requirement for children to have an Appropriate Adult.
    - Further information can be found in the Statutory guidance - PACE Code C 2019.
- as required, liaise with the "case manager" (as per Part four of KCSIE) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCO's), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances and
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college.
    - This includes:
        - ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
        - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

INFORMATION SHARING AND MANAGING THE CHILD PROTECTION FILE

The Designated Safeguarding Lead is responsible for ensuring that child protection files are kept up to date.

Child protection records may be maintained electronically through the organisation's approved safeguarding recording system. The DSL is responsible for ensuring that all records are accurate, contemporaneous, securely maintained, appropriately access-controlled and retained in accordance with statutory and organisational requirements.

Historical Information should be kept confidential and stored securely in a suitable fire-resistant lockable filing cabinet, with the cabinet keys/passcode held in a restricted access location, that can only be accessed by the Campus Principal and DSL/DDSL.

Records should include:

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

They should ensure the file is only accessed by those who need to see it and where the file or content within is shared, this happens in line with information sharing advice set out in parts one and two of this

guidance. Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCOs) or the named person with oversight for SEND in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving particularly where the information would support an assessment of risk to others in the school as well as the individual pupil to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse, incidents that may indicate concerns about serious violence or harmful behaviours and/or details of those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives. It would be good practice for a conversation to take place between the designated safeguarding leads at both settings, where there are issues or concerns.

FILTERING & MONITORING

The DSL should take strategic and operational responsibility for the oversight, effectiveness, and regular review of the school's filtering and monitoring systems, working in collaboration with IT leads, senior leadership, and safeguarding governors to ensure systems are appropriate, proportionate, and effectively safeguard students.

The DSL will maintain oversight of:

- Cyberbullying
- Harmful sexual behaviours online
- AI-generated risks (emerging)
- Remote safeguarding
- Contextual Safeguarding

The DSL should understand and respond to risks outside the home, including child-on-child abuse, online harms, and community-based risks, working with safeguarding partners to address contextual safeguarding concerns and where required, supporting multi-agency contextual risk planning.

The DSL will lead safeguarding responses to online safety concerns including online abuse, online exploitation, harmful content, cybercrime, online relationships, image sharing, online radicalisation and emerging technology risks.

ESCALATION AND PROFESSIONAL CHALLENGE

In line with Working Together to Safeguard Children 2026, the DSL will exercise professional curiosity, challenge partner decisions, and where necessary escalate concerns when responses from other agencies do not adequately safeguard children.

ATTENDANCE / CHILDREN MISSING EDUCATION

The DSL should work with attendance leaders, where it is not themselves, to identify and respond to safeguarding risks linked to persistent absence, children missing education, and elective home education.

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ALTERNATIVE PROVISION AND OFF-SITE EDUCATION

The DSL will:

- maintain oversight of safeguarding arrangements for pupils attending alternative provision or off-site education
- liaise with providers regarding safeguarding concerns
- ensure safeguarding information is appropriately shared
- contribute to risk assessments and placement reviews

SAFEGUARDING QUALITY ASSURANCE & AUDIT

The DSL must undertake regular safeguarding audits, including the local authority S175, reviews of child protection files, and contribute to safeguarding quality assurance processes and reporting to senior leadership and governance.

SAFER RECRUITMENT

The DSL should maintain oversight of safer recruitment processes on campus, ensuring that the CP and LCST audit staff files at least half termly.

SAFEGUARDING DATA AND RISK ANALYSIS

The Designated Safeguarding Lead will take strategic responsibility for the oversight and analysis of safeguarding data to identify patterns, trends, and emerging risks within the campus.

This includes:

- monitoring safeguarding, behaviour, attendance, and welfare data to identify vulnerable cohorts and areas of risk
- contributing to and maintaining the campus safeguarding risk register, and providing relevant information to regional safeguarding oversight where required
- ensuring that safeguarding intelligence informs strategic planning, early help interventions, and resource allocation
- providing regular reports and updates to the Campus Principal, safeguarding governors, and relevant leadership forums to support effective safeguarding governance and assurance.

PUPIL VOICE AND ENGAGEMENT

The Designated Safeguarding Lead will ensure that the views, wishes, and experiences of children are actively sought, heard, and acted upon in all safeguarding arrangements.

This includes:

- establishing and maintaining effective systems for capturing pupil voice, including surveys, student forums, and other appropriate feedback mechanisms
- ensuring that children feel safe, listened to, and able to raise concerns, including through trusted adults and reporting systems
- promoting a safeguarding culture in which children are empowered to speak out and understand how to seek help
- ensuring that feedback from pupils informs safeguarding practice, policy development, and the continuous improvement of safeguarding systems.

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TRAUMA-INFORMED AND INCLUSIVE SAFEGUARDING PRACTICE

The Designated Safeguarding Lead will promote and embed a trauma-informed and inclusive approach to safeguarding practice across the campus.

This includes:

- ensuring that safeguarding responses take account of the impact of trauma, adversity, and lived experience on children's behaviour, wellbeing, and engagement
- supporting staff to understand and respond appropriately to the needs of vulnerable groups, including children with special educational needs and disabilities (SEND), those with mental health needs, and those who have or have had a social worker
- promoting inclusive safeguarding practices that recognise and respond to diversity, ensuring all children receive equitable protection and support
- working with pastoral, SEND, and mental health leads to ensure coordinated and child-centred support for vulnerable pupils

CRITICAL INCIDENT ROLE

The DSL should lead or support safeguarding responses during critical incidents, ensuring timely, coordinated, and compliant action in line with statutory guidance and organisational procedures.

CHILD-ON-CHILD ABUSE

The DSL will:

- oversee prevention and response arrangements
- ensure incidents are recorded, investigated and addressed
- monitor patterns and trends
- support victims and manage risk posed by alleged perpetrators

RAISING AWARENESS

The Designated Safeguarding Lead should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school or college in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements, and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

TRAINING, KNOWLEDGE, AND SKILLS

The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role.

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This training should be updated at least every two years and should take place with the Local safeguarding partners

The designated safeguarding lead (and any deputies) should undertake Prevent awareness training every two years

Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- understand the importance of information sharing, both within the campus, and with the safeguarding partners, other agencies, organisations and practitioners
- understand and support the campus with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with staying safe online
- obtain access to resources and attend any relevant or refresher training courses, and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the campus may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

PROVIDING SUPPORT TO STAFF

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes, and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

UNDERSTANDING THE VIEWS OF CHILDREN

It is important that all children feel heard and understood. Therefore, designated safeguarding leads (and deputies) should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the campus may put in place to protect them, and,
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

HOLDING AND SHARING INFORMATION

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of KCSIE, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
- be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

REPORTING TO

- Reporting to Campus Principal
- Lead CST: Safeguarding

SUPPORT FOR THE ROLE

The role is supported on occasion by the Regional Director of Safeguarding and Regional Principal. OneSchool Global UK provides a range of support services in areas such as supervision, ICT, recruitment, HR, policies, resources and compliance.
The DSL is expected to Participate in safeguarding supervision arrangements and reflective practice sessions as required by organisational policy.

ISSUED BY

OneSchool Global UK

Issue date: September 2026

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DESIGNATED SAFEGUARDING LEAD / DEPUTY DESIGNATED SAFEGUARDING LEAD

PERSON SPECIFICATION

Specification	Essential	Desirable
Experience and Knowledge	• Current and up-to-date Designated Safeguarding Lead training (within the last 2 years), delivered in line with local safeguarding partner expectations • Demonstrable experience of managing safeguarding and child protection concerns in an educational setting Strong working knowledge of: • Keeping Children Safe in Education (latest version) • Working Together to Safeguard Children • Local safeguarding procedures and thresholds • Experience of multi-agency working, including engagement with children's social care, police, and other safeguarding partners Knowledge of: • Early Help processes and statutory intervention thresholds • Contextual safeguarding and extra-familial harm • Online safety risks, including filtering and monitoring systems • Safeguarding risks linked to attendance, children missing education, and vulnerability indicators • Understanding of the impact of trauma, abuse, and neglect on children's development, behaviour, and educational outcomes	• Experience of leading safeguarding across a team, campus, or multiple sites • Experience of contributing to safeguarding audits, inspections, or quality assurance processes • Knowledge of safeguarding data analysis and risk identification at a strategic level
Education and Qualifications	• Qualified teacher status or appropriate professional qualification relevant to role • DSL training compliant with statutory requirements • Prevent Duty training • Safer Recruitment training (or willingness to achieve within a specified timeframe) •	• Additional safeguarding or leadership qualifications • Training in trauma-informed practice, mental health, or SEND
Skills and Abilities	• Ability to make sound, timely, and defensible safeguarding decisions in complex and high-risk situations • Strong communication skills, both written and verbal, with the ability to engage effectively with a wide range of stakeholders • Ability to challenge appropriately and escalate concerns where safeguarding responses are insufficient • High level organisational skills, including the ability to manage multiple cases and priorities effectively • Ability to maintain accurate, confidential, and high-quality safeguarding records • Ability to analyse safeguarding information to identify patterns, trends, and emerging risks	• Experience of leading training or delivering safeguarding CPD • Experience of contributing to policy development or organisational safeguarding improvement

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	• Ability to influence and embed a strong safeguarding culture across the campus • Competence in supporting and advising staff, building confidence and professional curiosity • Digital literacy to support the use of safeguarding systems (e.g. recording systems, filtering/monitoring oversight)	
Leadership and Strategic Capability	• Ability to take strategic oversight of safeguarding arrangements, including systems, processes, and culture • Ability to contribute to safeguarding assurance, including audits, reviews, and reporting to leadership and governance • Ability to promote continuous improvement in safeguarding practice based on learning, data, and review • Ability to lead safeguarding responses during critical incidents in a calm, coordinated, and effective manner	• Experience of presenting safeguarding reports to senior leadership or governance • Experience of contributing to organisational safeguarding strategy or risk registers
Training	• Commitment to maintaining up-to-date safeguarding knowledge through regular training and continuous professional development • Commitment to annual safeguarding updates and ongoing professional reflection • Willingness to engage with safeguarding networks, local partnerships, and emerging national guidance	
Attributes and Attitudes	• Professional integrity, resilience, and emotional maturity when dealing with sensitive and potentially distressing situations • Strong sense of accountability and commitment to safeguarding and promoting the welfare of children • Professional curiosity and the ability to question, challenge, and reflect on safeguarding practice • Commitment to maintaining appropriate professional boundaries • Flexible and proactive approach to safeguarding responsibilities • Ability to remain calm, objective, and child-centred in complex and high-pressure situations • Punctual and reliable	
Equality, diversity and inclusion	• Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application	
Safeguarding	• Demonstrable commitment to safeguarding and promoting the welfare of children • Ability to recognise, respond to, and manage safeguarding concerns in line with statutory guidance • Commitment to creating a culture where children feel safe, listened to, and supported • Understanding of professional conduct and the importance of maintaining safe working practices	

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The post holder will be required to complete an enhanced Disclosure Barring Service (DBS) Check with appropriate barred list checks, or the equivalent, a S128 check, and must be eligible to work in the UK.

OneSchool Global UK is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

All staff are expected to be committed to the Equal Opportunities Policy.

Employee Signature: _____

Line Manager Signature: _____

Date: _____