

SAFEGUARDING & CHILD PROTECTION POLICY

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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 • RSHE Policy • Safer Recruitment Policy • Security & Visitors Policy • Staff Code of Conduct • Disclosure in the Public Interest (Whistleblowing) Policy		

KEY SAFEGUARDING CONTACT DETAILS

SCHOOL CONTACT INFORMATION		
Designated Safeguarding Lead:		
Stacey Jones	0300 070 0507	stacey.jones@uk.oneschoolglobal.com
Assistant Campus Principal (KS3 Lead)		
Deputy Designated Safeguarding Lead:		
Chris Legatt	0300 070 0507	chris.leggat@uk.oneschoolgobal.com
Assistant Campus Principal (KS5 Lead)		
Campus Principal (where the concern is about a member of staff):		
Keryn van der Westhuizen	0300 070 0507	Keryn.westhuizen@uk.oneschoolglobal.com
Designated Senior Mental Health Lead		
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Filtering and Monitoring Lead (Online Safety)		
Chris Legatt	0300 070 0570	chris.leggat@uk.oneschoolgobal.com
Regional Team Leader (where the concern is about the Campus Principal):		
Ben Woodcock	07837 174 397	Ben.woodcock@uk.oneschoolgloabl.com
Safeguarding CA (Governance)		
Ken Lynes	07584 231 535	Ken.lynes@uk.oneschoolglobal.com
Regional Director Safeguarding:		
Tracy Greer	0330 055 5600	Tracy.greer@uk.oneschoolglobal.com
EXTERNAL CONTACT INFORMATION		
Campus Local Safeguarding Partner (LSP)		
Kent Safeguarding Children : Multi-Agency Partnership	Main contact: 03000 41 11 11	https://www.kscmp.org.uk
	Out of hours: 03000 41 91 91	
Multi-Agency Safeguarding Hub (MASH) for initial enquiries about children and young people		
Kent Safeguarding Children : Multi-Agency Partnership	Main contact: 03000 41 11 11	Kent Children's Portal
	Out of hours: 03000 41 91 91	
Local Authority Designated Officer (LADO) for allegations against individuals who work with children, including supply staff		

Kent LADO Team (now known as LESAS - LADO Education Safeguarding Advisory Services)	If a call is urgent i.e a child is in immediate danger and requires safeguarding, call 03000 41 11 11. If a call is urgent and outside of office hours call 03000 41 91 91.	<i>If your concern relates to the welfare of a child:</i> Please contact the Front Door Service via the Kent Integrated Children's Services Portal <i>If you need to make a referral to the LADO regarding an allegation against a member of staff:</i> Please complete a LADO referral via the Kent Integrated Children's Services Portal <i>If you need clarification on whether to make a LADO referral, need general education safeguarding or online safety advice, or would like to enquiry about training or other safeguarding products:</i> Please use the LESAS enquiry form Please view the LESAS Access to Support Flowchart (PDF, 122.9 KB)
FGM The Diversity Crime Unit	01622 690 690 National FGM helpline on 0800 028 3550.	https://www.kent.police.uk/advice/advice-and-information/fgm/how-to-report-fgm/
LA Prevent Lead	Sally Green: Prevent Education Officer for Medway, North and West Kent Contact the police on 101 or 0800 789 321	Prevent Education Officer: Sally Green 03000 41 34 39 sally.Green2@kent.gov.uk Kent and Medway Prevent: prevent@kent.gov.uk Prevent and Channel manager: Jess Harman. Jess.harman@kent.gov.uk
Police (non-emergency)	01622 690 690	https://www.kent.police.uk/contact/af/contact-us/
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
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1. Purpose

At OSGUK Maidstone 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.

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 2025 Statutory Framework.

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.

The school always considers ‘the best interests of the child’

2. Scope

This policy and the associated statutory procedures apply to all staff, Board of Trustees of the proprietor, local governance CA team, 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.

The policy and procedures are consistent with the locally agreed inter-agency procedure for Kent Local Safeguarding Partners.

The policy is available on the school website and is made available to all staff, Board of Trustees of the proprietor, Local Governance CA team, volunteers, parents, both current and prospective, and visitors to the school.

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
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.
DOFA	Designated Officer for Allegations - 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
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
PSHEE	Personal, Social, Health and Economic Education
RTL	Regional Team Leader
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

SIMS	School Information Management System
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"**

4.2. INTRODUCTION

- 4.1.1 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' 2023, 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.
- 4.1.2 The policy also reflects, both statutory guidance KCSIE 2025 and LSP Procedures.
- 4.1.3 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.
- 4.1.4 This policy is reviewed annually with input from staff, students, parents, and governors.
- 4.1.5 COVID 19: Post pandemic, in the event of lockdowns and remote learning, the DSL and DDSL cover will remain the same. Any alterations to contact details will be shared with parents via newsletter and the website.

4.3. POLICY PRINCIPLES

- 4.3.1. The welfare and needs of the child are paramount.
- 4.3.2. At the Campus we maintain an attitude of 'It could happen here'.
- 4.3.3. Children have a right to feel safe and secure, they cannot learn effectively unless they do so.
- 4.3.4. All children have a right to be protected from harm and abuse.
- 4.3.5. 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.

- 4.3.6. 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.
- 4.1.6 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.
- 4.1.7 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.
- 4.1.8 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.
- 4.1.9 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.

5. POLICY AIMS

- 5.1. Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
- Providing help and support to meet the needs of children as soon as problems emerge
 - protecting children from maltreatment, whether that is within or outside the home, including online
 - preventing the impairment of children's mental and physical health or development
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - taking action to enable all children to have the best outcomes
- 5.2. As part of our Safeguarding Policy the Campus will:
- 5.2.1. Demonstrate the Campus' commitment with regard to safeguarding and child protection to students, parents and other external partners
- 5.2.2. Promote and prioritise the safety and wellbeing of children and young people
- 5.2.3. Promote a culture of listening to 'the child' and act in their best interest
- 5.2.4. At the Campus pupils will have the following opportunities to be listened to:



At Maidstone Campus:

- We hold OSG Aware Workshops and follow up PSHE lessons which allow student voice to be expressed on topics covered from Year 7 through to Year 13. The PSHE curriculum within Primary years also allows this opportunity.
- We have a 'Student Leadership Team' which has a wellbeing sub-committee.
- Within the Primary Department, there is a student 'worry box' for students to express concerns.
- In Secondary, there is a 'worry box' in each of the girls and boys toilets.
- We aim to facilitate a student safeguarding focus assembly every per half term. Students are reminded about the importance of reporting.
- We aim to conduct Safeguarding Quality Assurance (QA) with students at least twice per half-term.
- We have a Primary and Senior School Council where student elected representatives communicate the feedback of their peers for consideration be the campus' 'Senior Leadership Team' and the Campus Administration Team (Trustees).

This is not an exhaustive list, and elements may evolve during the academic year.

- 5.2.5. Provide a safe environment for all children especially those who are considered vulnerable
- 5.2.6. Ensure robust safeguarding arrangements and procedures are in operation
- 5.2.7. Enable the Campus to effectively identify children who may benefit from Early Help.
- 5.2.8. Enable the Campus to contribute to Early Help assessments of need and provide support for those children
- 5.2.9. 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)
- 5.2.10. Ensure that all staff understand the policy and procedures to deal with Child-on-Child abuse
- 5.2.11. 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
- 5.2.12. Ensure that confidential, detailed and accurate records of all safeguarding concerns are maintained and securely stored
- 5.2.13. Prevent the employment/deployment of unsuitable individuals

6. WHOLE SCHOOL APPROACH TO SAFEGUARDING

6.1.1. 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

6.1.2. 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

6.2. Human rights act

6.2.1. 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.

6.2.2. 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:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: all of the rights and freedoms set out in the Act must be protected and applied without discrimination, 25 and
- Protocol 1, Article 2: protects the right to education.

6.3. Equality act

6.3.1. 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).

6.3.2. 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.

6.3.3. 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

7. TYPES OF ABUSE

7.1. Abuse may fall into the categories of physical, emotional (including regular exposure to domestic violence, including where they see, hear or experience its effects), sexual, neglect and exploitation. 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

7.2. Abuse:

7.2.1. 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.

Abuse is often categorized into four broad categories:

7.3. Physical

7.3.1. 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

7.4. Emotional (including regular exposure to domestic violence)

7.4.1. 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 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.

7.5. Sexual

7.5.1. involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or

grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education

7.6. Neglect

7.6.1. 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

Further examples of abuse which fit into these four categories of abuse are set out in appendix 1

7.7. Recognising signs of abuse

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

- the student says that they have been abused or asks a question which gives rise to that inference
- 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
- 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
- the student does not want to change clothes in front of others or participate in physical activities
- the student is having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry
- the student talks about being left home alone, with carers that appear to be inappropriate or with strangers
- the student is regularly missing from school or education
- the student asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons
- the student's development is delayed in terms of emotional progress
- the student suddenly loses or gains weight
- the student drinks alcohol regularly from an early age
- the student is concerned for younger siblings without explaining why
- the student talks about running away
- the student shies away from being touched or flinches at sudden movements

- the student demonstrates undue anxiety, over-reacts to problems and demonstrates an excessive fear of making mistakes
- the student appears neglected, e.g. dirty, hungry or inadequately clothed
- the student is reluctant to go home or has been openly rejected by his parents or carers.

7.8. Signs of grooming:

7.8.1. 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:

- meeting students secretly, or without seeking authorisation from the Head Teacher
- 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

7.8.2. Students who are being groomed at school or elsewhere may:

- be very secretive, including about what they are doing online
- have unexplained absences
- have older pupil friends or girlfriends
- go to unusual places to meet friends
- have new belongings such as clothes or mobile phones that they can't or won't explain
- have access to drugs and alcohol

7.8.3. 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

7.8.4. 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)

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

5 ROLES & RESPONSIBILITIES

5.1 The Board of Trustees (The proprietor):

- 5.1.1 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 2025 - Part 2 - The Management of Safeguarding
- 5.1.2 Governing bodies and proprietors 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

- 5.1.3 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
- 5.1.4 Will ensure that children are taught about safeguarding, including online safety
- 5.1.5 Will appoint a member of the National leadership team with governance oversight of safeguarding nationally, a professional lead for safeguarding nationally and a safeguarding CA to oversee local safeguarding governance at each campus
- 5.1.6 The National Leadership Team member responsible for Governance of Safeguarding on behalf of the board is: Greg Paterson Contact: Greg.Paterson@uk.oneschoolglobal.com
- 5.1.7 The Regional Director for Safeguarding is Tracy Greer Contact: tracy.greer@uk.oneschoolglobal.com
- 5.1.8 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
- 5.1.9 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) 2025
- 5.1.10 Delegate to the Regional Team Leader the responsibility to ensure that all CA's, Campus Principal(s), members of the Campus Leadership Team and middle leaders will be subject to s128 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, the Regional Team Leader is responsible to ensure that safeguarding is a standing agenda item at all CA team meetings, and the School Improvement Plan (SIP) includes a section on safeguarding
- 5.1.11 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)

5.2 The Regional Executive Committee:

The Regional Executive Committee will:

- 5.2.1 Appoint a Safeguarding CA (Member of local governing body)
- 5.2.2 Ensure that a comprehensive annual safeguarding audit is undertaken and that all action points are recorded on the School Improvement Plan and remedied. Ensure that the safeguarding half termly reports are completed, their outcomes discussed, and any learning actioned on the School Improvement Plan
- 5.2.3 Ensure that safeguarding arrangements take into account policies and procedures of the LSP

- 5.2.4 Have procedures in place to handle allegations against other children (Child on Child); s and semi-nudes and how to handle allegations about staff members, including allegations against the Campus principal and CAs, volunteers or visitors to the school
- 5.2.5 Ensure the Campus' Safeguarding and Child Protection Policy is available publicly and on the Campus website
- 5.2.6 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
- 5.2.7 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
- 5.2.8 Ensure that new staff members taking on a DSL and DDSL role are appropriately trained by the LSP
- 5.2.9 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
- 5.2.10 Liaise with the LA on child protection allegations against staff, including the Campus Principal, DSL or supply staff
- 5.2.11 Be aware of and follow the Campus's 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

5.3 Regional Safeguarding Committee:

The Regional Safeguarding Committee will:

- Ensure that Safeguarding has the appropriate importance and organisational priority.
- Ensure that OSGUK and all Campuses comply with their safeguarding obligations as set out in relevant legislation, regulations and guidance and any rules issued by OSGUK.
- Review national trends in safeguarding and child protection, in order to advise on improvements to policy and procedure for all Campuses; make recommendations on safeguarding strategy, policies and practice, including lessons learnt from ineffective practice, in order to ensure that OSGUK and Campus' fulfilment with their safeguarding obligations.
- Identify and assess the safeguarding risks faced by OSGUK and Campuses and to recommend measures to mitigate those risks including the maintenance of a safeguarding risk register.
- Hold line management (Regional Principals, Campus Principals and DSLs) to account on implementation of safeguarding policies in schools.

- Identify and reflect on issues and patterns of concerns which may require a revision of safeguarding policies or practice.
- Ensure that every campus receives a focussed safeguarding visit annually. The Regional Safeguarding Committee will analyse results of the committee to inform the strategic plan for OSGUK

5.4 Regional Director of Safeguarding

The Regional Safeguarding Coordinator will:

- Provide guidance to all Campuses on policy and procedures related to Safeguarding
- 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

5.5 Regional Director of Education and Regional Director of Safeguarding will:

The Regional Director of Education and Regional Director of Safeguarding will

1. Be DSL trained with their LSP every two years
2. Be Safer Recruitment Trained every two years
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
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 DSL's and CPs.
5. Provide professional support in the event of disciplinary procedures against students or adults at the Campus.
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

5.6 Safeguarding CA (governor):

The Safeguarding CA (governor) will:

- take a lead in monitoring that the statutory requirements and procedures set out in this policy are adhered to
- Take lead governance responsibility on ensuring the campus has appropriate monitoring and filtering systems in place on all IT devices in the campus
- 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.
- Contribute to the Campus Quality Rubric action planning and consequent Campus Improvement Plan development relating to safeguarding provision at the Campus.

- Be trained in child protection and inter-agency working. This training will be updated every two years or in line with the LSP requirements.
- Attend the half termly Campus Safeguarding Committee.
- 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.

5.7 HR CA (Governor):

The HR CA (Governor) will:

- Ensure that the statutory responsibilities for safer recruitment are followed, preventing people who pose a risk of harm from working with children.
- Ensure that the Safer Recruitment Policy is kept up to date and properly implemented
- 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
- Ensure that at least one person on a recruitment panel has undertaken safer recruitment training within the last two years
- 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 are carried out
- Ensure that no barred person is allowed to work in any regulated activity
- Have procedures 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

5.8 The Campus Principal:

The Campus Principal will:

- Ensure that the Safeguarding Policy and its procedures are implemented and followed by all staff
- Ensure the Campus is compliant with all Safer Recruitment statutory legislation as well as the OSGUK Safer Recruitment policy
- 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
- 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
- Undertake the LSP DSL Training every two years
- Undergo PREVENT training every two years

- 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
- Will take lead responsibility to ensure the Campus has appropriate measures in place for monitoring and filtering of all IT devices in school.
- Ensure that students are able to identify a trusted adult to listen to their concerns
- 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
- Ensure Safeguarding Notices are displayed around the school, at reception and in all communal areas
- Ensure all visitors are presented with an OSG visitor booklet which details the Safeguarding personnel and processes for the Campus
- Ensure all visitors receive a Safeguarding briefing upon visiting the school
- 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
- Meet with the DSL to be kept informed of on-going investigations
- Be the appointed member of staff to promote the achievement of looked after children
- Be alert to children who go missing and put in place the appropriate safeguarding response
- Ensure that any near misses are correctly investigated and recorded, all near misses must be reported to the RP, LCA and RTL. A full lessons learned review must be held and documented to allow the national leadership team / governance to challenge steps taken and next steps identified.
- 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.

5.9 Campus Leaders:

- In addition to the expectations of staff, Campus Leaders are expected to read, understand and adhere to the full KCSIE 2025 guidance

5.10 Designated Safeguarding Lead

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

- Take lead responsibility for safeguarding and child protection (including online safety) whether in school or at home
- Manage referrals to other services
- 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.
- 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
- Be trained in child protection and inter-agency working. This training will be updated every two years or in line with the LSP requirements.
- Be trained in PREVENT awareness and CHANEL every two years
- Be involved in local networking events with the Local authority to undergo informal updates
- Raise awareness of child protection procedures within the Campus
- 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.
- Ensure that either the DSL or DDSL are available at all times during school hours

5.10.2 In addition to the Job Description the DSL will:

- 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
- Be contactable and available between the hours of 8am and 4pm during term time
- Be trained in institutional grooming and E-Safety; ensure knowledge and skills are kept up to date
- Take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place)
- 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
- Organise relevant training for all staff, volunteers and governance members to ensure they are kept up to date and able to effectively safeguard students.
- Ensure staff are kept up to date on trends in relation to context of campus and local area
- 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

- Oversee recording and reporting accordingly and monitoring regularly using CPOMS
- Review records regularly so that concerning patterns of behaviour can be identified.
- Ensure the safeguarding local arrangements form is up to date and displayed in Reception and all staff working areas in school
- Ensure the Safeguarding display poster is up to date and displayed in reception and key student areas in school
- Complete the LSP Annual Audit for Child Protection / Safeguarding
- 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
- 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
- Ensure all teachers are trained to manage a report of child-on-child sexual violence and sexual harassment
- 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 \(www.gov.uk\)](#)
- 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.
-
- 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)

5.11 Deputy Designated Safeguarding Lead:

The Deputy Designated Safeguarding Lead will:

- Be a member of the Campus staff (Teaching or Support staff). This may also be the Campus Principal.
- Be given the authority, responsibility, time and resources to carry out the DDSL's role
- Have DDSL role defined as an appendix to their main job description
- Act in the absence of the DSL fulfilling their duties and responsibilities

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

5.12 Campus staff, including supply staff and volunteers:

All Campus staff, including supply staff and volunteers will:

- Know who holds the DSL and Deputy roles within the Campus
- 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
- Be issued with a copy of the KCSIE Part 1 and Annex B at the start of the Autumn Term or upon their appointment. This will form part of the training for Safeguarding and Child Protection
- Volunteers will receive Part 1 of KCSIE
- School Staff and those who work directly with children will also receive Part 1 of KCSIE
- 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
- Adhere to the Staff Code of Conduct
- 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)

5.13 Campus Safeguarding Committee will:

The Campus Safeguarding Committee will:

- Comprise of the full campus governance team and board.
- Ensure that the Campus complies with its safeguarding obligations set out in relevant legislation, regulations and guidance and any rules issued by OSG UK
- Review safeguarding practice, in order to ensure the campus' fulfilment of its safeguarding obligations
- Work in partnership to ensure that the Campus Safeguarding Committee is properly informed by appropriate information sharing (on a no names basis only).
- Develop a holistic view of the safeguarding arrangements in place for individual students on a no names basis only
- Identify and reflect on issues and patterns of concerns which may require a revision of safeguarding practice

6 TRAINING AND INDUCTION

- 6.1 OSG UK (NAME) 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.
- 6.2 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.
- 6.3 We will ensure that all staff working directly with children read and understand at least Part one of 'Keeping Children Safe in Education' (2025), or Annex A of that document for certain staff not working directly with children.
- 6.4 All staff will be required to complete a quiz on KCSIE part one and the Safeguarding & Child Protection Policy to demonstrate understanding annually.
- 6.5 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.
- 6.6 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.
- 6.7 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.

7 DSL SUPERVISION AND SUPPORT

- 7.1 Designated Safeguarding Leads (DSLs), and other safeguarding professionals receive supervision to support their wellbeing and effectiveness in the role.
- 4.1 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	Assistant Regional Director Safeguarding
Deputy DSL	50mins per half term	Group	Assistant 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

- 4.2 Supervision is provided but the Regional Director Safeguarding, their assistants or delegates.

- 4.3 Models of Supervision at OneSchool Global UK include:

- Group of DSL's/Deputies meet across a cluster or region
- Mixture of group and 1:1 supervision
- 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

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

5 WHISTLEBLOWING

- 5.1 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.
- 5.2 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.
- 5.3 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

6 SOCIAL MEDIA

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

7 COMPLAINTS AND ALLEGATIONS ABOUT STAFF

7.1 ALLEGATIONS

- 7.1.1 OneSchool Global Maidstone 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 supply teachers, volunteers and contractors) are dealt with promptly and appropriately.
- 7.2 Despite all efforts to recruit safely, there may be occasions when allegations of abuse against children are reported to have been committed by staff, supply staff, practitioners, other outsider organisations and/or volunteers, who work with pupils in our school.
- 7.3 An allegation is any information which indicates that a member of staff, supply staff or volunteer or other outsider organisations may have:
- 7.3.1 Behaved in a way that has harmed a child or may have harmed a child.
 - 7.3.2 Possibly committed a criminal offence against or related to a child.

- 7.3.3 Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.
- 7.3.4 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)
- 7.3.5 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)
- 7.3.6 If the allegation made to a member of staff concerns the Campus Principal, the person receiving the allegation will immediately inform the Regional Team Lead who will consult the LADO as above, without notifying the Campus Principal first.
- 7.3.7 Our Campus will follow the guidance detailed in Keeping Children Safe in Education 2025 for managing allegations against staff.

7.4 LOW LEVEL CONCERNS

- 7.4.1 All low-level concerns are reported to the Campus Principal, who keeps a record of the concern and actions taken on the SCR tracker.
- 7.4.2 These records are reviewed in each half termly report to monitor patterns of behaviour over time.
- 7.4.3 The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not 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;
- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
 - does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO, examples of such behaviour could include, but are not limited to;
 - being over friendly with children
 - having favourites
 - taking photographs of children on their mobile phone
 - engaging with a child on a one-to-one basis in a secluded area or behind a closed door
 - using inappropriate sexualised, intimidating or offensive language.
- 7.5 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.

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

7.7 COMPLAINTS

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

8 EARLY HELP, CHILD IN NEED, CHILD AT RISK OF SIGNIFICANT HARM

8.1 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.

8.2 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.

8.3 EARLY HELP

- 8.3.1 If early 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 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.
- 8.3.2 The Campus will be prepared to identify children who may benefit from early 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 and support the assessment process. Staff are encouraged to discuss any early help requirements with the DSL.
- 8.3.3 The DSL will liaise with parents early on to ensure that early help will be effective. If the child or parents refuse consent to an Early Help Assessment, then further advice will be taken from the Local Authority.
- 8.3.4 There may be a requirement to support other agencies and professionals in an early help assessment.

8.4 CHILD IN NEED (S17)

8.5 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.

8.6 CHILD SUFFERING OR LIKELY TO SUFFER SIGNIFICANT HARM (S47)

8.7 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.

9 EXTREMISM, RADICALISATION AND TERRORISM (THE PREVENT DUTY)

9.1 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.

9.2 All DSL's, Campus Principals, CA Team 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 \(www.gov.uk\)](https://www.gov.uk/government/publications/prevent-duty-an-introduction-for-those-with-safeguarding-responsibilities)

9.3 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

9.4 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.

9.5 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.

9.6 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.

9.7 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

9.8 All campuses will have in place a Prevent Risk Assessment

9.9 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 \(www.gov.uk\)](https://www.gov.uk/government/publications/prevent-duty-self-assessment-tool-for-schools)

10 CHILDREN ABSCONDING OR GOING MISSING FROM AN EDUCATIONAL SETTING

- 10.1 Should a child abscond 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 to ensure the safeguarding of a child going missing, particularly on repeat occasions.
- 10.2 The campus will follow the guidance set out in KCSIE 2025, 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
- 10.3 Additional information is available in KCSIE 2025 and the DFE guidance on school attendance [Working together to improve school attendance](#) which sets out how the campus will work with local authority children's services where school absence indicates safeguarding concerns.

11 CHILD ON CHILD ABUSE

- 11.1 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
- 11.2 All staff are able to identify signs and indicators of Child-on-Child abuse and know how to identify it and respond to reports.
- 11.3 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.
- 11.4 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.
- 11.5 and boys more likely to be perpetrators in child-on-child abuse cases
- 11.6 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, 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.
- 11.7 Child on Child abuse is most likely to include, but may not be limited to:
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
 - Abuse in intimate personal relationships between peers.
 - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
 - Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence); For further information about sexual violence see Annex B of KCSIE.

- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
 - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
 - Consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery).
 - Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
 - Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- 11.8 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.
- 11.9 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.
- 11.10 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.
- 11.11 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.
- 11.12 Both the alleged Victim and alleged perpetrator will be provided with appropriate support

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

- 12.1 Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline.
- 12.2 Additional barriers can exist when recognising abuse, neglect and exploitation in this group of children.
- 12.3 These can include:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
 - these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children

- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs,
- communication barriers and difficulties in managing or reporting these challenges.
- 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.

13 ONLINE SAFETY

13.1 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.

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

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

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

13.5 Where children are learning online at home the Campus follows advice from the DfE on safeguarding and remote education (DfE 2021b).

13.6 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 indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content.

13.7 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

13.7.1 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.

13.8 Online bullying and sharing nudes and semi-nudes by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures

13.9 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.

13.10 FILTERING AND MONITORING (ONLINE SAFETY)

- 13.10.1 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.
- 13.10.2 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.
- 13.10.3 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.
- 13.10.4 Filtering and monitoring applies to all devices connected to the school network, including those used by staff, students, and visitors.
- 13.10.5 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.
- 13.10.6 All staff receive training on the expectations and responsibilities related to online safety, including how to report concerns identified through monitoring.
- 13.10.7 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.
- 13.10.8 This approach ensures that the Campus maintains a safe digital environment while supporting the educational use of technology.

13.11 EMERGING TECHNOLOGIES AND AI RISKS

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

14 CHILD EXPLOITATION (Including Child Sexual Exploitation, Child Criminal Exploitation, County Lines, Modern Day Slavery and Trafficking)

- 14.1 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.
- 14.2 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.

14.3 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.

14.4 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 \(publishing.service.gov.uk\)](#)

15 CHILDREN WITH SEXUALLY HARMFUL BEHAVIOUR

15.1 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

16 DOMESTIC ABUSE

16.1 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.

16.2 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.

16.3 That abuse can be, but is not limited to,

- psychological,
- physical,
- sexual,
- financial
- emotional
- controlling or coercive behaviour

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

16.3.2 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.

16.3.3 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)

- 16.3.4 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.
- 16.3.5 Maidstone campus has signed up to the police initiative Operation Encompass that helps the school to provide support to children. 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.

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

- 17.1 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.](#)
- 17.2 Female Genital Mutilation – Kent Police: [How to report FGM | Kent Police](#)
- 17.3 [Multi-agency statutory guidance for dealing with forced marriage and multi-agency practice guidelines: Handling cases of forced marriage \(accessible version\) - GOV.UK \(www.gov.uk\)](#)

18 MENTAL HEALTH

- 18.1 Mental health issues affect at least 1 in 10 children and young people and 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.
- 18.2 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.
- 18.3 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.
- 18.4 The Campus has a Senior Mental Health Lead, who is named at the start of this policy.
- 18.5 We will also ensure that staff, pupils and parents are made aware of the support available in school and in the local community.

19 HOMELESSNESS

- 19.1 Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.
- 19.2 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.
- 19.3 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.](#)

20 CHILDREN WITH FAMILY MEMBERS IN PRISON

- 20.1 Approximately 200,000 children in England and Wales have a parent sent to prison each year. OSG Maidstone Campus recognises that these children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.
- 20.2 The Campus will work with will work with Early Help, other agencies and resources such as [NICCO](#) to help mitigate negative consequences for those children.

21 PRIVATE FOSTERING AND LOOKED AFTER CHILDREN

- 21.1 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.
- 21.2 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.
- 21.3 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.
- 21.4 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.
- 21.5 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. The DSL will make contact as necessary with the Local Authority personal advisor when individuals leave care.

22 ALTERNATIVE PROVISION

- 22.1 Where students attend alternative provision, the Campus ensures that safeguarding arrangements are robust. 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. Arrangements will be regularly reviewed and in the event any safeguarding concern arises, an immediate review will be undertaken and arrangements will be terminated if necessary.

23 SUPPORT IN CAMPUS

- 23.1 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.
- 23.2 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 make themselves familiar with the background of the children in their care in order to avoid distress.

24 PHYSICAL CONTACT WITH STUDENTS

- 24.1 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.

25 RECORD KEEPING

- 25.1 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.

26 PARTNERSHIP WITH PARENTS

- 26.1 The Campus has an established approach to working with parents – for parents' training and for liaison in the event of a child protection concern.
- 26.2 Key to this is the cultural tone set by the Campus Principal and CA team in terms of what good safeguarding practice looks like and what can be expected.
- 26.3 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.

- 26.4 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.

27 SAFEGUARDING STUDENTS ON WORK EXPERIENCE

- 27.1 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. Campuses cannot obtain a barred list check where the student is aged 16 or 17.

28 ONE-TO-ONE TEACHING, EXTENDED SCHOOL AND OFF-SITE-ARRANGEMENTS

- 28.1 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.
- 28.2 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.
- 28.3 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.
- 28.4 The Campus Principal will check the appropriateness of any visitor to the school (e.g. by open-source internet searches).
- 28.5 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.

29 VIDEO CONFERENCING AND OFF-SITE ARRANGEMENTS

- 29.1 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.

30 IMAGES AND PHOTOGRAPHY

- 30.1 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)

- 30.2 The Campus ICT and E-Safety Policy and procedures will be followed. In summary the Campus will:
- 30.3 use only the student's first name with an image
- 30.4 ensure that students are appropriately dressed
- 30.5 encourage students to tell if they are worried about any photographs that are being taken of them.
- 30.6 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.
- 30.7 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.
- 30.8 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 'What's App' would be acceptable.
- 30.9 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.

31 VISITORS TO THE CAMPUS

- 31.1 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, and KCSIE requires campus principals to use their professional judgment about the need to escort or supervise visitors.

32 SITE SECURITY

- 32.1 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.
- 32.2 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.
- 32.3 Green lanyards denote those who are security cleared such as staff.
- 32.4 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

- 32.5 All visitors are expected to observe the Campus' safeguarding and health and safety requirements to ensure children in Campus are kept safe.
- 32.6 The Campus Principal will ensure supervision is in place for any visitor that does not have the appropriate checks
- 32.7 The Campus will comply with the CCTV Policy in line with the GDPR 2018 and supporting policy.

33 USE OF CAMPUS PREMISES FOR NON SCHOOL ACTIVITIES

- 33.1 Where a campus hires out or rents out facilities or premises to organisations or individuals, The Campus Principal and CA team will ensure that appropriate arrangements are in place to keep children safe.
- 33.2 When the services or activities are provided by the proprietor under the direct supervision or management of the campus staff, the campus child protection arrangements will apply.
- 33.3 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.
- 33.4 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.
- 33.5 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 \(www.gov.uk\)](https://www.gov.uk/government/consultations/keeping-children-safe-in-out-of-school-settings)

34 LESSONS LEARNED AND CSPRS

- 34.1 The Campus Principal will ensure that all safeguarding near misses are fully investigated and recorded.
- 34.2 All near misses are reported to the RP, LCA and RTL. A full lessons learned review is held and documented to allow the regional leadership team / governance to challenge steps taken and next steps identified.
- 34.3 Learning is disseminated to staff in staff briefings and incorporated into policy updates and training
- 34.4 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](#)

Working together to safeguard children (WTSC)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

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_guidance_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
- Children Act 1989

Guidance both statutory and non-statutory

- Keeping Children Safe in Education 2025
- Advice on drugs in schools – 2012
- Child Sexual Exploitation; definition and guide for practitioners - Feb 2017
- Contextual safeguarding – University of Bedfordshire – 2018
- Data protection: toolkit for schools 2018
- DfE Children Missing in Education - September 2016
- Information Sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers - July 2018
- Mental health and behaviour in schools 2018
- 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 2020
- 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 – December 2023

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

VERSION CONTROL

Policy 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	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	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.
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			- Legacy references to pandemic-related safeguarding arrangements have been removed. - Some illustrative examples of low-level concerns have been reduced or relocated/

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-excitabile

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)

NEGLECT

Physical signs	Behavioural signs
Height and weight significantly below 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

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

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](#)

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 Safeguarding CA's

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

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/CAs.

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 National Support Office (NSO), 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 Administrator (LCA).
 - 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
 - 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
- 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)
- 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*)
- 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 SDM's Only)

12. Safeguarding CA

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

Appendix 3: DSL JOB DESCRIPTION & PERSON SPECIFICATION (2025)

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

This must be explicit in the role holder's job description. This appendix will be printed and signed by the DSL and DDSLs to go in their personnel file.

The designated safeguarding lead must 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 must be trained to the same standard as the designated safeguarding lead, and the role must 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 must 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, or via the centrally provided out-of-hours contact details.

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.

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 must 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
- 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.

Raising Awareness

The designated safeguarding lead must:

- 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) must undergo training to provide them with the knowledge and skills required to carry out the role.

This training must 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 must 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 must 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) must 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 must 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.

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. Information must be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome.
- They must ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of KCSIE.
- Where children leave the campus (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 must 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 (SENCO's) 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 must also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving 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 and have that support in place for when the child arrives

Reporting To

- Reporting to Campus Principal and Regional Director Safeguarding
- Safeguarding CA

SUPPORT FOR THE ROLE

The role is supported on occasion by the RSO and the CP

OneSchool Global UK provides a range of support services in areas such as ICT, recruitment, HR, policies, resources and compliance.

Employee Signature:

Line Manager Signature:

Date:

ISSUED BY

OneSchool Global UK

Issue date: September 2025

Designated Safeguarding Lead/Deputy Safeguarding Lead

Person Specification

Specification	Essential	Desirable
Experience and Knowledge	- Up to date DSL training, dated within 2 years provided by the campuses LSP - Member of the Campus Leadership Team	
Education and Qualifications	- Appropriate teaching qualification, or equivalent qualification, appropriate to role in school and to the role of DSL. - Safer Recruitment trained - E-Safety trained, in a course that is recognized by the local safeguarding authority where the school is based - Trained in the PREVENT Duty	
Skills and Abilities	- Good communication skills written and verbal - Good organisational skills - Good record keeping skills - A positive role model of professional practice and conduct of others - Able to communicate with a range of stakeholders with calmness, reflection and professionalism	
Training	- Willingness to undertake relevant training to the role, ongoing, and identify own development needs - Committed to ongoing CPD and Professional development	
Attributes and Attitudes	- Flexible approach and positive attitude towards work - Punctual and reliable - Ability to adapt to changes in the workplace - Ability to remain focused and calm even with dealing with challenging and complex circumstances, some of which will be upsetting - Ability to work as part of a team - Ability to reflect on decisions and next steps, with the premise of 'what if I'm right'	
Equality, diversity and inclusion	Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application	
Safeguarding	Knowledge, understanding and commitment to safeguarding and promoting the welfare of students	

	Ability to form and maintain appropriate relationships and personal boundaries with students	
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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, 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.