STONAR

Safeguarding & Child Protection Policy

Stonar fully recognises its responsibilities for

Safeguarding and Child Protection.

Policy agreed by the Advisory Board:	November 2025
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Policy owner:	Deputy Head, Pastoral

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1. The Stonar Safeguarding Team

Role	Name	Telephone	Email
Head	Aaron King	01225 701740	head@stonarschool.com
Designated Safeguarding Lead (DSL)	Tina Tilley *(Deputy Head Pastoral)*	01225 701776	t.tilley@stonarschool.com
Deputy DSL(s) (DDSL)	Branwen Russell (*Pastoral Lead*)	01225 701745	b.russell@stonarschool.com
Deputy DSL(s) (DDSL)	Rob Cunningham *(Head of Prep & EYFS Lead)*	01225 701761	r.cunningham@stonarschool.com
Deputy DSL(s) (DDSL)	Jessica Carter *(Head of KS3 & KS4 Pastoral)*	01225 701740	j.carter@stonarschool.com
Deputy DSL(s) (DDSL)	Debbie Flower *(Head of Operations, Equestrian)*	01225 701748	d.flower@stonarschool.com
Deputy DSL(s) (DDSL)	Lorraine Tovey Cooke *(Head of Learning Support – Senior School)*	01225 701745	L.ToveyCooke@stonarschool.com
Deputy DSL(s) (DDSL)	Jo Birkett Wendes *(Head of Learning Support – Prep School & Nursery)*	01225 701782	J.Birkett-Wendes@stonarschool.com
Nominated Director	Daniel Jones *(CEO, Globeducate)*	+34 60 88 01427	Daniel.jones@globeducate.com
Globeducate Safeguarding Lead	Kath Tyler *(Safeguarding & Welfare Officer, Globeducate)*	020 7298 9273	Katherine.Tyler@globeducate.com
Designated Teacher for Looked After Children	Jo Birkett Wendes *(Head of Learning Support – Prep School & Nursery)* Lorraine Tovey Cooke *(Head of Learning Support – Senior School)*	01225 701782 01225 701745	J.Birkett-Wendes@stonarschool.com L.ToveyCooke@stonarschool.com
The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2023)			

Wiltshire Early Help - single point of entry:	01225 718230
Wiltshire Children's Social Care referrals:	
Multi-Agency Safeguarding Hub (MASH):	0300 456 0108
Out of hours:	0300 456 0100

If you believe a child is **at immediate risk** of significant harm or injury,
Dial 999 and ask for police assistance

2. Acronyms used in this Policy

CCE	Child Criminal Exploitation
CSE	Child Sexual Exploitation
DBS	Disclosure and Barring Service: *Helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. It replaces the Criminal Records Bureau (CRB) and Independent Safeguarding Authority*
DfE	Department for Education
DSL	Designated Safeguarding Lead
DDSL	Deputy Designated Safeguarding Lead
DOFA	Designated Officer for Allegations: *The current term for the Local Authorities member of staff who has the management and oversight of allegations against people that work with children. (See LADO)*
EAL	English as an additional Language
EHE	Elective Home Education
EOI	Everyone's Invited
ESA	Early Support assessments/ Early Help ESA (previous known as CAF's) A *national, standard approach to assessing any additional/unmet needs a child or young person may have and for deciding how any such needs can be identified and should be met effectively*
EYFS	Early Years Foundation Stage: *The set of Welfare, Learning and Development Requirements, which has to be followed by providers of care for children aged from birth to 5 years old*
FGM	Female Genital Mutilation
HBA	Honour based abuse
ISI	The Independent Schools Inspectorate: *The agency responsible for the inspection of the majority of Independent schools. ISI is a Government approved*

	inspectorate and the quality of its service is monitored by Ofsted on behalf of the DfE
KCSIE	Keeping Children Safe in Education: *A government publication*
CLA	Child Looked After: *A child in the care of the local authority*
LADO	Local Authority Designated Officer: *Historical term for the Local Authorities member of staff who deals with allegations made against staff, (See DOFA)*
MASH	Multi Agency Safeguarding Hub: *A county's first point of contact for new safeguarding concerns. (Note for Wiltshire they have formally moved from MASH to The Wiltshire Council Integrated Front Door (IFD). IFD is the central point of contact for reporting child safeguarding concerns, providing advice, and accessing children's social care services)*
Ofsted	Office for Standards in Education, Children's Services and Skills: *Inspect and regulate services that care for children and young people*
PCLA	Previously Child Looked After: *A child in the care of the local authority*
PSHE	Personal, Social, Health and Economic Education
RSE	Relationship and Sex Education
SEND	Special educational needs and disabilities
SCR	Single Central Record: *a record of check taken during the recruitment of staff*
TAC	Team around the Child
TRA	Teaching Regulation Authority: *responsible for investigating allegations of serious misconduct against teachers in England*
VAWG	Violence against women and girls
SVPP	Wiltshire Safeguarding Vulnerable People Partnership: comprising Wiltshire Police, Wiltshire Council and NHS Wiltshire Clinical Commissioning Group

3. Introduction

'Safeguarding and promoting the welfare of children is everyone's responsibility' (KCSiE September 2026).

Stonar School is committed to safeguarding and promoting the welfare of children and we aim to create a culture of vigilance. We will fulfil our local and national responsibilities as laid out in the following key documents:

i. Working Together to Safeguard Children (2026)
ii. Keeping Children Safe in Education (2026)
iii. What to do if you're worried a child is being abused, advice for practitioners (March 2015)
iv. The Human Rights Act 1998
v. The Equality Act 2010
vi. Prevent Duty Guidance: England and Wales 2023
vii. The Procedures of Wiltshire Safeguarding Vulnerable People Partnership (WSVPP)
viii. NSPCC – When to call the Police
ix. Information sharing: statutory guidance for people who provide safeguarding services to children, young people, parents and carers (2026).

See Appendix 1 for further relevant guidance documents & legislation.

3.1 Aim of this Policy

The aim of this policy is to ensure that:

i. all our pupils are safe and protected from harm, and that their welfare is promoted in accordance with the school's safeguarding responsibilities;
ii. effective safeguarding and child protection procedures are in place to help pupils feel safe, understand how to protect themselves and others, and know how and where to seek help if they have concerns;iii. all adults within the school community understand the expected standards of behaviour and their individual responsibilities in relation to safeguarding and child protection;
iii. iv. all staff understand their responsibility to listen to, reassure and support children who raise concerns or disclose abuse, and to ensure that children are taken seriously and treated with dignity and respect;
iv. v. safeguarding and child protection are embedded throughout the school's culture, curriculum, policies, procedures and decision-making, with the welfare of children at the centre of our practice; and
v. vi. children are supported to have their voices heard, and their views, wishes and feelings are taken into account when decisions are made about their safety and wellbeing, in accordance with their age and understanding.

4. Scope

4.1 Safeguarding

Safeguarding and promoting the welfare of children is defined as:

i. Providing help and support to meet the needs of children as soon as problems emerge
ii. Protecting children from maltreatment, whether that is within or outside the home, including online
iii. Preventing the impairment of children's mental and physical health or development
iv. Ensuring that children grow up in circumstances consistent with the provisions of safe and effective care
v. Taking action to enable all children to have the best outcomes.

The term 'safeguarding children' encompasses a range of measures to promote the welfare of children and protect them from harm, including child protection procedures.

At Stonar, safeguarding encompasses a preventative and proactive approach to keeping children safe. It includes, but is not limited to, child protection; pupil health and safety; positive behaviour and preventing bullying; promoting equality and preventing discrimination, including discrimination on the grounds of religion or belief;; supporting pupils with medical conditions and additional needs; Personal, Social, Health and Economic (PSHE) education; online safety; promoting positive mental health and wellbeing; providing first aid; and maintaining a safe and secure school environment.

4.2 Child Protection

Child Protection is one element of safeguarding. It refers to those actions that are taken to protect specific children who may be suffering, or at risk of suffering, significant harm. This includes child protection procedures which detail how to respond to concerns about a child.

Consequently, this policy should be read in alongside the following policies relevant to the safety and welfare of our pupils:

i. Safer Recruitment Policy
ii. Whole school policy for dealing with conflict (& counter bullying strategy)
iii. Prevent Policy
iv. First Aid Policy
v. Mental Health Policy
vi. Missing Pupil procedures
vii. Induction of new staff
viii. PSHE & SRE Policies

ix. Staff code of conduct
x. Behaviour and Discipline Policy
xi. Educational and welfare provision for SEND and EAL pupils
xii. Health and Safety Policy
xiii. Restrictive interventions, including use of reasonable force, in schools Policy
xiv. Whistleblowing Policy
xv. Online Safety Policy
xvi. Attendance and Registration policy

4.3 Other Definitions

i. Staff - refers to all those working for or on behalf of the School, full time or part time, in a paid or regular voluntary capacity and including Senior Leadership Team members.
ii. Volunteer - is a person who performs an activity that involves spending time, unpaid in school (except for approved expenses).
iii. Parent - refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
iv. Child - refers to all children on our school roll and any child under the age of 18 who comes into contact with our school. Safeguarding responsibilities may also extend to concerns relating to an unborn child, where appropriate.

Where these terms are used in this policy in relation to statutory guidance, they should be understood in accordance with the terminology used within that guidance. 'Must' indicates a requirement that applies to the School, while 'should' indicates a course of action that is expected to be followed unless there is a good reason not to.

Any safeguarding concern, allegation or disclosure relating to a child, whether arising during the school day, outside school hours or in an online environment, falls within the scope of this policy. The School will respond in accordance with this policy, relevant statutory guidance and local safeguarding procedures.

5. Expectations

In line with KCSiE September 2026, safeguarding is the responsibility of everyone in the organisation and we should always act in the best interests of the child. We endeavour to ensure safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development at Stonar. We aim for all systems to operate with the best interests of the child at their heart.

All staff at Stonar, whether Teaching or Non-teaching, Volunteers or Directors, play an important part in safeguarding for children, and to this effect they are required to ensure that the correct procedures are followed, in order to protect children from abuse or further abuse.

All members of staff are advised to maintain an attitude of 'it could happen here', where safeguarding is concerned and should understand they have a responsibility to take appropriate action and report concerns or allegations of risk of harm to pupils, working with other services, as needed. To this effect:All staff:

i. should be familiar with and understand this safeguarding policy
ii. should be alert to signs and indicators of possible abuse
iii. should be able to record and report concerns as set out in this policy
iv. should be able to deal with a disclosure of abuse from a pupil
v. all staff, including those who do not work directly with children, are required by the Directors to read Part One of KCSIE 2026 in full staff who work directly with children are additionally required to read Annex A of KCSIE 2026, which contains important additional information about specific forms of abuse and safeguarding issues and links to additional advice and guidance
all members of SELT, SSLT and PSLT are additionally required to read Part Five of KCSIE 2026, in addition to Part One and Annex A.

Additionally, teaching staff are involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required.

If staff have any concerns about a child's welfare, they should act on them immediately and, if they are unsure, they should always speak to the designated safeguarding lead (or deputy).

6. Mandatory Procedures

6.1 Staff Behaviour Policy (for safer working practice)

Stonar School is committed to positive academic, social and emotional outcomes for our pupils underpinned by a strong safeguarding ethos. All staff have a responsibility to provide a safe environment in which children can learn. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour and maintain appropriate professional boundaries with pupils.

The Staff Code of Conduct sets out staff behaviours that should be avoided as well as those that constitute safe practice and support our commitment to safeguarding children. All staff are expected to familiarise themselves with and follow the Staff Code of Conduct.

Teaching staff are additionally expected to act within the guidance of the Teachers' Standards, including the requirements relating to personal and professional conduct. New staff induction and safeguarding training includes guidance on building trusted relationships with young people, active listening, the importance of professional curiosity

when staff have concerns regarding a pupil's welfare. Staff should maintain appropriate professional boundaries and recognise that safeguarding concerns may arise from the behaviour of adults towards pupils as well as from concerns about pupils themselves.

All staff are required to wear Stonar Navy Lanyards or Stonar branded clothing when working on site and/or when working directly with pupils, in accordance with the School's identification and safeguarding arrangements.

6.2 Visitors

All visitors complete a signing in/out form, wear a school Visitor ID red lanyards and are provided with key safeguarding information including the contact details of safeguarding personnel in school.

Scheduled visitors in a professional role (eg fire officer) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school. Scheduled visits should be approved by Head or Deputy Head using the appropriate visitor form on Evolve (e.g. speakers, staff appointed but not yet in post).

If the visit is unscheduled and the visitor is unknown to the school, we will contact the relevant organisation to verify the individual's identity, if necessary. Visitors should not be given unsupervised access to pupils unless the appropriate safeguarding checks have been completed and the School is satisfied that this is appropriate.

Contractors working on the school site are required to sign in and out and wear a yellow contractor lanyard while on site. The School will ensure that the appropriate safeguarding and identity checks, including DBS checks where required, have been completed in accordance with KCSIE 2026 and the nature of the contractor's role before they are permitted to work unsupervised in areas where pupils may be present. Where the appropriate checks have been completed and the School has determined that unsupervised working is appropriate, contractors may work unsupervised within their designated area of work. Contractors must remain within their designated area and comply with the School's safeguarding procedures and Staff Code of Conduct whilst on site.

Where contractors have not undergone the appropriate checks, or where the nature of their role means that the required checks have not been completed, they must be appropriately supervised and must not have unsupervised access to pupils.

Events (for speakers) forms require information on an assessment of the educational value, consideration of the age appropriateness of what is going to be delivered and whether relevant checks will be required on the visitor.

Where external speakers or organisations are invited to Stonar, appropriate due diligence will be undertaken to ensure that the speaker or organisation is suitable and

that the proposed activity is appropriate for the pupils involved. Consideration will be given to any safeguarding risks associated with the speaker, organisation or content, including the potential for inappropriate, extremist or radicalising material or views to be presented.

Where relevant, the School will consider the requirements of the 'Prevent' duty, including the risk that an event, speaker or external organisation could expose pupils to extremist narratives or facilitate radicalisation. Appropriate measures will be put in place to mitigate identified risks, including supervision, content review, further due diligence or other safeguards as appropriate. External speakers and events must not be used as a platform for views or activity that encourage terrorism or support terrorist organisations.

All visitors and contractors are expected to comply with the School's safeguarding arrangements and should report any safeguarding concerns immediately to the Designated Safeguarding Lead or Deputy.

6.3 Use of Stonar Site for Non-School Activities

The Head of Operations oversees Stonar's facility management and the letting of any facilities to external organisations or individuals. The School seeks assurance from the 'Lets' that they have appropriate arrangements in place to keep children safe.

The 'Letting' arrangements in place require the 'Lets' to liaise with the school on Safeguarding matters where appropriate. Stonar also ensures safeguarding requirements are included in the lease or hire agreements, as a condition of use and occupation of the premises. Failure to comply with this would lead to termination of the agreement.

Where a safeguarding concern or allegation arises in relation to an organisation or individual using the School's facilities, Stonar will take appropriate action in accordance with its own safeguarding procedures and relevant statutory guidance. This may include informing the Local Authority Designated Officer (LADO) where the concern relates to an allegation about an adult who works with children, and/or making a referral to other relevant agencies, where appropriate.

Stonar will work with external organisations and individuals using its facilities to ensure that safeguarding concerns are responded to appropriately and that information is shared where necessary to protect children.

Further information and guidance can be found in the Government guidance on keeping children safe in out-of-school settings:

https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice/keeping-children-safe-during-community-activities-after-school-clubs-and-tuition-non-statutory-guidance-for-providers-running-out-of-school-settings

6.4 Curriculum – Teaching about Safeguarding

Our pupils access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHE and RSE curriculum specifically includes the following objectives:

i. Developing pupil emotional and mental resilience, self-esteem and communication skills
ii. Developing strategies for self-protection including online safety safety and awareness of online risks
iii. Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships, respect, consent and recognising and responding to sexual harassment and sexual violence)
iv. Recognising when they are at risk of harm, abuse, neglect or exploitation and knowing how to get help when they need it
v. Understanding how to recognise and respond to unsafe situations, including situations involving peer-on-peer abuse, bullying, harmful behaviours online
vi. vi. Developing an understanding of how and when to seek help from trusted adults and appropriate sources of support

The Heads of Department are required to ensure that content and themes of all assessed literature, texts, plays and material used with or performed to pupils is suitable for the age group of the pupils involved. Consideration should also be given to the potential safeguarding impact of material and whether it may contain themes or content that could cause distress or expose pupils to inappropriate or harmful material.
Any queries should be raised with the Head, Senior Deputy Head or Deputy Head Pastoral (DSL).

6.5 Online Safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material. Safeguarding including online safety and cyber safety will be referred to by staff when appropriate as part of a broad and balanced curriculum and is taught within the context of Computer Science, PSHE and RSE lessons.

The four key areas of risk (known as the four Cs) pertaining to online safety are:

i. **Content**: being exposed to illegal, inappropriate or harmful content (eg: pornography, fake news, racism, misogyny, misandry, self-harm, suicide, anti-Semitism, radicalisation and extremism, extreme sexual or physical violence misinformation, disinformation, including fake news and conspiracy theories).

ii. **Contact**: being subjected to harmful online interaction with other users or generative AI applications that stimulate this (Eg: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes').
iii. **Conduct**: personal online behaviour that increases the likelihood of, or causes, harm, (Eg: making, sending and receiving explicit images, including those generated using AI online bullying).
iv. **Commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Generative artificial intelligence can present risks across all four areas. Depending on how it is used, generative AI may expose pupils to inappropriate or harmful content, facilitate harmful contact or interactions, contribute to harmful conduct or create financial and commercial risks. Staff should remain alert to emerging online risks associated with generative AI and should report safeguarding concerns in accordance with this policy.

If staff or pupils identify a suspected online safeguarding concern, including online abuse, grooming, exploitation, harmful content, cyber-enabled abuse or other online risks, this should be reported through the School's safeguarding procedures to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL). Where appropriate, concerns may also be reported to the relevant external agency or platform in accordance with the School's procedures. (For example, if you feel your pupils or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/). At school, pupils are safeguarded from potentially harmful and inappropriate online material by appropriate filters and monitoring systems, however, we are mindful to ensure that we do not 'Over-block' to ensure there are not unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

We work with parents to help keep children safe online, including when they are at home. Stonar currently uses Fortigate Net Filtering software and daily reports are provided to the DSL and Online Safety Officer, with any concerns being followed up and parents informed, as appropriate. The DSL takes lead responsibility for understanding the filtering and monitoring systems and is supported by the School's Online Safety Officers, who also provide support for whole school online safety.

The School's filtering and monitoring systems are reviewed regularly to ensure that they remain appropriate and effective in protecting pupils from harmful and inappropriate online material. The Directors review internet filtering effectiveness at The Advisory Board meetings. Staff training will include understanding of roles and responsibilities in relation to filtering and monitoring.

Further information and guidance about online safety and filtering and monitoring can be found in KCSIE 2026, including the relevant sections on online safety, filtering and

monitoring, and in the Department for Education filtering and monitoring standards. Further guidance is also available from the UK Council for Internet Safety (UKCIS).

6.6 Safer Recruitment

Stonar has a safer recruitment policy (available in the staff handbook), detailing the procedures followed for the recruitment of all staff, including volunteers. We are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.

All staff are subject to safer recruitment processes and appropriate pre-employment checks, including online searches for shortlisted candidates. Candidates will be informed that online searches may be undertaken as part of the School's due diligence checks. We follow the safer recruitment guidance set out in Part Three of KCSIE 2026.

Online Searches are recorded on an interview pro forma and retained in staff files for six months, if not appointed, or for six years following the departure from the school of an appointed staff member.All interviews include at least one member of the panel who is trained in safer recruitment.

At Stonar School, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). Anyone who is appointed to carry out teaching work will have an additional check to ensure they are not prohibited from teaching. Where relevant, appropriate checks will also be undertaken in relation to individuals working in regulated activity with children and other roles where specific safeguarding checks are required.

We maintain a single central record (SCR) of the essential checks as set out in KCSIE Sept. 2026, that have been carried out. The SCR applies to:

i. all staff (including supply staff, and teacher trainees on salaried routes) who work at the school.
ii. all Directors / members of the proprietor body

The School ensures that the appropriate checks are completed before individuals commence work, or that the necessary safeguards are in place where a check is permitted to be completed after appointment, in accordance with KCSIE 2026 and relevant legislation.

The School will ensure that safer recruitment procedures are kept under review and updated in line with changes to statutory guidance and legislation.

6.7 Early Support Assessments/Family Help

Early support means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. All children and families should be able to access help at the point it is needed, through universal services and community-based early help. Where children and families have more significant or complex needs, support may be provided through **Family Help**, which brings together targeted early help and support provided under Section 17 of the Children Act 1989.

At Stonar School, any member of staff should be prepared to identify a child who may benefit from early support or Family Help; they should discuss their concerns with the DSL/DDSL and report them via the 'my Concern System'.

The School will:

i. Provide school based early help services e.g. school nurse, pastoral support worker, SENCO as appropriate
ii. Refer to appropriate services e.g. CAMHS etc.
iii. Use the guidance on the Wiltshire Pathways website and the appropriate Wiltshire assessment and referral processes as part of a holistic assessment of the child's needs. This may include an Early Support Assessment (ESA). While Wiltshire transitions to its new Family Help and All Together Journey arrangements, use the Multi-Agency Thresholds for Safeguarding Children on the SVPP website to inform decisions about the appropriate action to take, including referral to statutory services, when a pupil has been identified as having an unmet need or where there are concerns about their welfare.
iv. Work with the child, their parents or carers and relevant agencies to identify needs and agree appropriate support where early support or Family Help is appropriate.
v. Contribute to Family Help arrangements, including assessment, planning and review, where requested by the relevant local authority or other lead practitioner.
vi. Share information appropriately with relevant agencies where this is necessary to safeguard and promote the welfare of the child, in accordance with the School's information-sharing procedures and relevant statutory guidance.

If early support of Family help is appropriate, the DSL/DDSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Where a Family Help arrangement is established by the local authority, Stonar will contribute to the assessment, planning and review process and work with the identified lead practitioner as appropriate.Any member of staff may be required to support other agencies and professionals in an early support or Family Help assessment and in some cases acting as the lead professional in undertaking or coordinating support.

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, or where the child's needs require a statutory response.

Early support or Family Help should not delay or replace a referral to children's social care where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. In such circumstances, the School's child protection procedures must be followed immediately.

6.7.1 Children who may be particularly in need of early support or Family Help

Any child may benefit from early support or Family Help, but all school staff should be particularly alert to the potential need for additional support for a child who:

i. is disabled and has specific additional needs
ii. is a young carer
iii. is frequently missing/goes missing from care or from home
iv. is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
v. has returned home to their family from care
vi. is misusing drugs or alcohol themselves
vii. is at risk of modern slavery, trafficking or exploitation
viii. has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
ix. is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
x. is showing early signs of abuse and/or neglect
xi. is at risk of being radicalised or exploited
xii. is a privately fostered child
xiii. has a mental health need
xiv. has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
xv. has a parent or carer in custody, or is affected by parental offending
xvi. is at risk of so called 'honour'-based abuse such as FGM or Forced marriage.
xvii. is experiencing, or is at risk of, discrimination, including discrimination relating to race, religion or belief
xviii. is experiencing multiple or overlapping safeguarding concerns or vulnerabilities which may require support from more than one service.

6.8 Children who are Absent from Education

The Directors and School put in place appropriate safeguarding responses to children being absent from education for prolonged periods and/or on repeat occasions. Absence can be a warning sign of safeguarding concerns, including abuse and neglect,

child sexual and child criminal exploitation, particularly county lines, and other risks outside the home. The school's response to persistent and severe absence and children missing education (CME) helps to identify safeguarding concerns and, where appropriate, prevent children from becoming missing from education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a child looked after), where being absent from education may increase known safeguarding risks within the family or in the community.

The school takes a child-centred approach and recognises that attendance difficulties may be an indicator of wider needs or safeguarding concerns. Staff exercise professional curiosity and report concerns about a child's welfare or safety to the DSL in accordance with the school's safeguarding procedures. Where appropriate, the DSL considers whether the child and family may benefit from Family Help or whether a referral to local authority children's social care is required. Safeguarding concerns are acted upon without delay and are not dependent upon attendance procedures being completed first.

As part of our admissions process we request where reasonably possible, more than one emergency contact number for each pupil or student to ensure the school can make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern. Further information for schools can be found in the Department for Education's statutory guidance Working together to improve school attendance.

Staff follow our procedures for reporting and tracking pupil attendance and absence, further information can be found in the attendance and registration policy. Where there are no known welfare concerns about a pupil, we follow our procedures for unauthorised absence, working with families to increase attendance rates. We will involve the Local Authorities' Education Welfare Service if required.

Where an absence is unexpected and unexplained, the school makes prompt enquiries to establish the child's whereabouts. Where there are concerns that a child may be at risk of harm, the school follows safeguarding procedures and the DSL considers immediately whether a referral to local authority children's social care and/or the police is required.

We notify the local authority when removing a child from the school roll at standard and non-standard transition points in line with statutory.The school follows the statutory criteria for removing a pupil from the admission register and works with the local authority where reasonable enquiries are required to establish a child's whereabouts or education provision. Children Missing Education: statutory guidance for local authorities and schools

The school continues to support and participate in joint reasonable enquiries with the local authority where a child is suspected of being, or has been identified as, a child missing education. We continue to share relevant information and updates with the local authority until enquiries have concluded or it is agreed that there are no further actions the school can take. Further information can be found at: https://www.gov.uk/government/publications/missing-children-and-adults-strategy.

Staff who become aware of a child of compulsory school age who is not receiving suitable education, has no school place and is not known to be electively home educated should report this to the DSL. The DSL will consider the appropriate safeguarding response and, where appropriate, ensure the matter is referred to the relevant local authority Children Missing Education process.

For CLA children the designated teacher for CLA discusses any unauthorised/unexplained absence of with Virtual School and Social Care when required. It is recognised that children who do not attend school regularly can be at increased risk of abuse, neglect and exploitation. Where there is unauthorised /unexplained absence, the DSL considers the child's individual circumstances and existing safeguarding information and takes action without delay where there are concerns about the child's welfare or safety. Where a referral to children's social care is required, this is made through the Wiltshire Children's Integrated Front Door (IFD) in accordance with local safeguarding procedures.

The school recognises that children may be at increased risk where absence is associated with other vulnerabilities, including exploitation, criminal or sexual exploitation, county lines, mental health difficulties, SEND, domestic abuse, parental difficulties or other family or community circumstances. These factors are considered as part of the school's safeguarding response and information is shared with relevant agencies where this is necessary to safeguard the child.

6.9 Elective Home Education (EHE)

Should a parent expressed their intention to remove a child from Stonar with a view to educating at home, Stonar will notify the Local Authority in accordance with statutory guidance and will provide relevant information to support the Local Authority in fulfilling its responsibilities.

Stonar will work with the Local Authority to ensure that appropriate enquiries are made regarding the child's proposed education and welfare. Where there are safeguarding concerns, these will be shared with the Local Authority and appropriate safeguarding procedures will be followed.

The school recognises that parents have a right to electively home educate their child. However, where there are safeguarding concerns, or where the child is subject to a child

protection plan or is otherwise known to children's social care, the school will ensure that relevant information is shared promptly with the appropriate agencies.

6.10 Children with Special Education Needs and Disabilities (SEND)

Pupils with additional needs (including certain medical or health conditions) face an increased risk of abuse, neglect and exploitation. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the pupil's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in pupils with SEND, including communication barriers,cognitive understanding and difficulties in recognising, understanding or communicating that what is happening to them may be abuse.Staff recognise that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying. To address those additional challenges, extra pastoral support is considered for children with SEND and they are also encouraged to discuss their concerns. The DSL/DDSL works with the Pastoral Care team and specifically the Pastoral Lead and Head of Learning Support (SENCo) to identify pupils with additional communication needs and whenever possible, these pupils are given the chance to express themselves to a member of staff with appropriate communication skills.

Staff are particularly alert to the possibility that children with SEND may be more vulnerable to abuse, neglect and exploitation where they have difficulties communicating or are dependent on adults for care or support.

6.11 Children with Medical Conditions and Allergies

Having a medical condition, including an allergy, does not in itself indicate that a child is at greater risk of safeguarding harm. Stonar has separate arrangements for supporting pupils with medical conditions and allergies, including individual healthcare and allergy safety arrangements. Where concerns about the management of a child's medical condition or allergy indicate that the child may be at increased risk of neglect, abuse or exploitation, these will be considered and responded to in accordance with the School's safeguarding procedures.

6.12 Children who are Lesbian, Gay, Bisexual & children who are questioning their Gender

A child or young person being lesbian, gay or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay or bisexual (but is, in fact, not) can be just as vulnerable as children who are. The school takes a strong stand against all forms of bullying and responds at the earliest opportunity.

Children are able to talk to any teacher about worries or concerns, and the Safeguarding Team and school nurses are the nominated trusted adults for Lesbian, Gay,

Bisexual, or gender questioning with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

When supporting a gender questioning child, we should take a cautious and individualised approach, Staff take time to understand the child's thoughts and feelings and remain professionally curious about their wider experiences and vulnerabilities, including mental health and psychosocial needs, relationships with family and peers, and the risk of discriminatory bullying. The school works in partnership with the child's parents or carers, except in the exceptionally rare circumstances where involving them would constitute a significant risk of harm to the child, and considers any relevant clinical advice available. Decisions are made in the best interests of the child and with regard to the safeguarding and wellbeing of all children.

As a boarding school, Stonar also considers the implications for boarding and residential accommodation when supporting a child who is questioning their gender. Decisions about sleeping arrangements, changing facilities, toilets and other shared residential spaces are considered on an individual basis, taking account of the child's welfare, safeguarding needs and the privacy and dignity of all pupils. The school does not make assumptions based solely on a child's gender identity and seeks to manage any arrangements sensitively, consistently with the school's safeguarding duties and relevant guidance.

The school does not initiate action regarding social transition. Where a child or parent requests support relating to social transition, including changes to names, pronouns or uniform, the school considers the request carefully in accordance with its safeguarding duties and relevant school policies. Staff do not make changes relating to social transition unless a decision has been made by the school in consultation with the child's parents or carers, subject to the exceptional safeguarding circumstances described above. The school avoids rigid rules based on gender stereotypes and ensures that any decisions consider the individual circumstances and needs of the child.

6.13 Alternative Provision

The supervision of any pupils who may attend alternative provision settings is coordinated by the Head of Learning Support (SENCo). As a school, we retain responsibility for the safeguarding of pupils attending alternative provision and ensure that appropriate safeguarding arrangements are in place. We must be satisfied that the alternative provision meets the pupil's needs and that appropriate safeguarding checks and arrangements are in place.

The Safeguarding Team is aware that pupils accessing alternative provision may have additional or complex needs and considers these as part of the pupil's safeguarding arrangements. The school maintains appropriate communication with families, carers and

alternative provision providers and shares relevant safeguarding information where necessary to protect the pupil.

6.14 Children Looked After (CLA) / Previously Looked After Children (PLAC)

When dealing with children looked after and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group. The nominated DSL or DDSL ensures Local Authority, Virtual School and appropriate staff have all the information they need about the child's status, contact arrangements with parents, care arrangements. This also includes their looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility, any delegated authority to carers as well as details of the child's social worker and Virtual School Head. The nominated DSL or DDSL, Local Authority, Head of the Virtual School and any other appropriate staff (eg SENCo), named adults or agencies work together to meet the needs identified in the child's personal education plan (PEP).

The safeguarding team are aware that a previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe.

The nominated DSL or DDSL also has responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. Further details can be found:
https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children.

Designated safeguarding leads should hold the details of the local authority Personal Advisor appointed to guide and support and pupils who are care leavers, and should liaise with them as necessary regarding any issues of concern affecting the care leaver and engagement with their pathway plan.

6.15 Visits: School Trips and Exchanges

We carry out risk assessments prior to any off-site visit and school documentation on trips, designates the specific roles and responsibilities of each adult, whether employed or volunteers. Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described within this policy in line with KCSIE (2026). We use the Globeducate School's code of conduct for host families and work with the Globeducate 'Sister' schools abroad to ensure that similar assurances are undertaken prior to any overseas visit by our pupils.

6.16 Mobile Devices & Communication with Pupils

Stonar operates a mobile phone-free environment throughout the teaching day. Pupils are not permitted to use mobile phones or other smart technology with similar functionality during lessons, between lessons, breaktimes or lunchtime, except where an agreed exception applies, such as for a medical need.

As a boarding school, appropriate arrangements are in place for boarders to use mobile phones outside the teaching day, including to maintain appropriate private contact with parents and families. Sixth-form pupils may have access to mobile phones at limited times. Further details regarding the use of mobile phones and other devices are set out in the school's Online Safety Policy and Acceptable Use Agreement (AUA).

Other than in a medical emergency or where specifically authorised, staff and pupils are not permitted to use mobile phones or other mobile/recording devices in areas where pupils are changing.

Mobile phones and non-school mobile devices, such as non-school tablets, cameras or other devices with image-sharing or recording capabilities, are not permitted in the EYFS setting.

Staff should avoid unnecessary contact with pupils outside school and must use school-approved communication systems and accounts when communicating with pupils. Staff must not share personal contact details or use personal accounts or devices to communicate with pupils, except where specifically authorised for an appropriate professional or safeguarding purpose. Staff and pupils are expected to comply with the school's Online Safety Policy and Acceptable Use Agreement (AUA).

7. Types of Abuse & Specific Safeguarding Issues

All staff should be alert to the signs of neglect, abuse and exploitation and be aware of, and know how to respond to, the following specific safeguarding issues. (See appendices 3 and 4 for further detail.)

i. Allegations of sexual impropriety
ii. Child abduction and community Safety
iii. Child criminal exploitation
iv. Child sexual exploitation
v. Children and the court system
vi. Child on child abuse
vii. Children with family in prison
viii. County lines
ix. Cyber crime
x. Domestic abuse (Domestic Violence)
xi. Faith (and Spiritual) abuse

xii. Female genital mutilation (FGM)
xiii. Forced marriage
xiv. Gangs and youth violence
xv. Homelessness
xvi. 'Honour-based' abuse (HBA)
xvii. Mental health
xviii. Modern slavery
xix. Private fostering
xx. Radicalisation
xxi. Reasonable force
xxii. Serious violence
xxiii. Sexual harassment and violence
xxiv. Trafficking
xxv. Upskirting
xxvi. Youth produced sexual imagery

8. Mental Health

All staff should be aware that mental health problems can, in some cases, develop into safeguarding concerns, including self-harm, suicidal ideation or risk of suicide. Mental health problems can also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Concerns regarding self-harm, eating disorders, suicidal thoughts or ideation, or a child making plans to end their life, should be raised with the Safeguarding Team or school nurses immediately.

Where it is suspected that a pupil's behaviour may be related to an on-going or emerging mental health problem the Safeguarding Team and the school nurses will make a professional judgement about how best the pupil can be supported; this may include a 'Escalating Emotional Health Risk Assessment' and consultation with parents, the school doctors (for registered pupils) or referral to other outside agencies. Staff should not attempt to diagnose a mental health problem but should report concerns promptly to the Safeguarding Team.

If there are concerns that the concern raised is malicious this will be passed to Deputy Head and managed in line with behaviour and discipline policy. Pupils who raise concerns about another child should be dealt with sensitively to minimise potential distress, however, staff cannot promise confidentiality regarding the source of the concern particularly if there the concern is raised in isolation and there are no other concerns regarding a pupil's wellbeing.

9. Reporting & Responding to Concerns, Disclosures or Allegations

9.1 Pupils

Pupils are directed to the, 'Who can I Talk to?' posters, displayed around the school. They can share worries or concerns by approaching any member of staff. Pupils are also able to report concerns using the email: stopbullying@stonarschool.com and they can report using MyVoice where the concern can be anonymous.

9.2 Staff

Staff must not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and the provision of appropriate support for our pupils.

If in any doubt about sharing information, staff should speak to the DSL/DDSL. Data protection should not prevent the sharing of information where this is necessary to safeguard a child. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

Staff must act immediately on any safeguarding concern and report it to the DSL/DDSL without delay. The Safeguarding Team will advise on the appropriate response and next steps.

In line with Wiltshire Safeguarding Vulnerable People Partnership procedures and policy (see Appendix 1 and safety boards around the School), all staff should record and report any concern or disclosure immediately to the Safeguarding Team.

Stonar uses the My Concern System for recording safeguarding concerns and all staff have access to this, however, in the following instances, staff should, as a matter of urgency, find a member of the Safeguarding Team (or the School Nurse for mental health concerns) and share the concerns with them directly:

i. Disclosures of abuse (including child on child allegations)
ii. Mental health concerns
iii. disclosures of self-harm
iv. suicidal thoughts

During term time, the DSL and/or a DDSL is always available during school hours for staff to discuss any safeguarding concerns. In the absence of a member of the Safeguarding team, staff may contact the Head or the Multi Agency Safeguarding Hub (MASH) directly (see appendix 2).

9.3 Case Management by Staff members

In addition to the Safeguarding team and DSL oversight, individual staff may be allocated as Case Owners to specific individual My Concern cases.

Individual Case Owners have the responsibility to manage the updates for this case. The DSL may delegate day-to-day management of a concern to a named member of staff; however, overall safeguarding responsibility and oversight remains with the DSL.

Case Owners must proactively update and manage the concern, including weekly updates, or more frequently as necessary. Updates should include relevant communication from parents and the pupil's voice.

Staff and Case Owners should include relevant support or mentoring notes from meetings or sessions with the young person.

The Case Owner should liaise with the DSL when they consider that a case can be closed. The DSL retains oversight of the decision to close the safeguarding concern.

10. The Voice of the Child

The voice of the child is central to our safeguarding practice and pupils are encouraged to express and have their wishes and feelings taken into account when determining what actions to take and what services to provide.

Children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. They may feel embarrassed, humiliated, or being threatened. All staff should determine how best to build trusted relationships with children and young people which facilitate communication. Children should know their concerns will be treated seriously, and knowing they can safely express their views and give feedback

Where a child is suffering, or likely to suffer, significant harm, the DSL/DDSL will consider further actions required, including consultation with and referral to children's social care, (in line with the Children Act 1989, especially sections 17 and 47.
Staff involved in supporting a child or following disclosure will be expected to play a part in any referrals/assessments.

The support available for the child will be considered on an individual basis and may include:

i. managing any support via Stonar's own pastoral support processes;
ii. support through Family Help / Early Help, where appropriate, working with the child and family and relevant agencies to identify and address emerging needs; or.

referral to statutory services where the child is, or is likely to be, in need of statutory support, or is suffering or likely to suffer significant harm.

11. Contextual Safeguarding

All staff should be aware that Safeguarding incidents and/or behaviours can be associated with factors outside of Stonar and/or can occur between children outside a school environment. All staff, but especially the DSL/DDSL should be considering the context within which such incidents and/or behaviours occur. This includes considering wider environmental factors and the risk of extra-familial harm that may affect a child's safety and welfare, including risks within peer groups, the community and online.

Children may experience harm outside the home from adults and/or other children. This can include child criminal exploitation, serious violence, sexual exploitation, online harm, harmful sexual behaviour, teenage relationship abuse, modern slavery and human trafficking, and influences that may lead to radicalisation. Where concerns arise, staff should provide as much relevant contextual information as possible to support assessment and safeguarding responses.

Children's social care assessments should consider such factors and staff should provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse including contexts outside of the home.

Staff should ensure contextual detail is included on any 'My Concern' record. Additional information regarding contextual safeguarding is available at https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding.

All staff should be able to reassure a child that they are being taken seriously and that they will be supported and kept safe.

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

Staff adhere to the Dos and Do Nots (see Appendix 10) when concerned about the welfare of a pupil or are responding to disclosures.

12. The Role of the Local Authority

Within one working day of a referral being made, a Local Authority Social Worker should acknowledge receipt to the DSL/DDSL and make a decision about the next steps and the type of response that is required. This will include determining whether:

i. the child requires immediate protection and urgent action is required

ii. the child is in need, and should be assessed under Section 17 of the Children Act 1989.
iii. there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under Section 47 of the Children Act 1989.
iv. any services are required by the child and family and what type of services or further specialist assessments are required to help decide what further action to take
v. to see the child as soon as possible, if the decision is taken that the referral requires further assessment.

The DSL/DDSL will follow up if this information is not forthcoming. If, following a referral, the child's situation does not appear to be improving, the DSL/DDSL will consider the appropriate local escalation procedures to ensure that the concerns have been addressed and, most importantly, that the child's situation improves.

13. Multi Agency Working

The Directors and the school will contribute to multi-agency working in line with statutory guidance in Working Together to Safeguard Children (2026). As a school, Stonar has a pivotal role to play in multi-agency safeguarding arrangements. The three safeguarding partners (the local authority; integrated Care boards for an area within the local authority; and the chief officer of police for a police area in the local authority area).

The DSL/DDSL will liaise with safeguarding partners and work with other agencies in line with Working Together 2026) and will refer to National Police Chief's Council guidance for schools to understand when they should consider calling the police (npcc.police.uk). Stonar will work together and with any relevant agencies as required (and if named as a relevant agency, under a statutory duty) to safeguard and promote the welfare of children with regard to local need in line with any arrangements published by the three safeguarding partners.

The School is aware of the requirements relating to an appropriate adult when children are involved in police investigations and will have regard to the relevant provisions of PACE Code C. Further information regarding the role of the appropriate adult can be found in the relevant annex of KCSIE 2026.

14. Record Keeping, Escalation and Whistleblowing Procedures

14.1 Record Keeping and Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect.

The School liaises with partner organisations to ensure that relevant safeguarding records for learners are shared securely on transition by the setting/school/ organisation previously attended by the child and by our DSL when the child leaves our school.

For any child dual-registered with another school/setting/organisation, the DSL liaises regularly with the DSL at that base to ensure information is shared in the child's best interests. This includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

Use the My Concern system to keep clear written records of all pupil safeguarding and child protection concerns. These records should include:

i. a clear and comprehensive summary of the concern
ii. details of how the concern was followed up and resolved
iii. a note of any action taken, decisions reached the reasons for those decisions and the outcome.
iv. incorporate the wishes and feelings of the pupil

The DSL/DDSL acts in accordance with accordance with the current Department for Education statutory guidance on information sharing and in line with the Wiltshire Council Record Keeping Guidance which includes details about file retention. The Data Protection Act 2018 and UK GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe where there is a lawful basis for sharing. This includes allowing practitioners to share information without consent where consent is not required and there is an appropriate lawful basis.

Safeguarding Files are considered 'special category personal data' and must be handled in accordance with applicable data protection legislation and the School's information governance arrangements.

Where appropriate, in addition to the child protection file, the DSL/DDSL will also consider if it would be appropriate to share any information with the new school / college in advance of a child leaving; where this information that would allow the new school / college to continue supporting victims of abuse and have that support in place for when the child arrives. Information will be shared with safeguarding partners, other organisations, agencies and practitioners as required. The DSL/DDSL makes a judgement in each case, taking account of the child's safety and welfare and the lawful basis for sharing.

14.2 Working in Partnership with Parents & Carers

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the DSL/DDSL will not share information where there are concerns that if so doing would:

i. place a child at increased risk of significant harm
ii. place an adult at increased risk of serious harm
iii. prejudice the prevention, detection or prosecution of a serious crime
iv. lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

14.3 Escalating Concerns / Re-Consideration

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff should be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. If, after a referral, the child's situation does not appear to be improving, the DSL/DDSL and any staff involved should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

In such cases the SVPP Case Resolution Protocol and escalation policy is used if necessary. If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

14.4 Whistleblowing

All staff can raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. Our whistleblowing procedures, which are reflected in staff training and our Code of Conduct, are in place for such concerns to be raised with the Head,Deputy Head, DSL or DDSL.

Whistleblowing does not replace the requirement to report an immediate safeguarding concern through the School's normal safeguarding procedures. Staff should report concerns about the welfare or safety of a child without delay in accordance with the procedures set out in this policy.

If a staff member feels unable to raise an issue with the Head or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

i. Staff can call The NSPCC Whistleblowing Advice Line: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, and 9.00am to 6.00pm at weekends or e.mail help@nspcc.org.uk.
ii. Contact Daniel Jones the Director with responsibility for Safeguarding (contact details available from the school office).

15. Managing Allegations Against Staff

This includes supply teachers, trainee teachers peripatetic staff & volunteers.

Stonar School utilises Guidance from KCSIE (September 2026) and follows the procedure set out by the SVPP 'Allegations Against Adults' flowchart (Appendix 2) displayed in the staff room and on notice boards around the school for easy reference.

15.1 Allegations that meet the harms threshold

Allegations that meet the harms threshold include those of abuse, sexual impropriety or concerns that anyone working at Stonar, including supply teachers, volunteers and contractors has:

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

15.2 Reporting Concerns or Allegations

All concerns or allegations must be reported to the Head immediately, who will ensure that the matter is referred to the Local Authority Designated Officer (LADO) in accordance with local procedures.

Any concern or allegation against the Head should be reported to the Chair of Directors without informing the Head *(contact details available from the school secretaries)* who will refer to DOFA.

Staff will be passed the appropriate paperwork to share these concerns following meeting with Head or Chair of Directors and staff **should not** use the 'My Concern' system to report concerns about members of staff.

All staff should remember that the welfare of a child is paramount and should not delay raising concerns because a report could jeopardise their colleague's career. Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

The circumstances should be kept strictly confidential and the school / parents / carers should make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

Where a crime may have been committed the Police will be informed immediately. In borderline cases discussion will be held with the DOFA without naming the school or individual, as appropriate.

In situations where the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence the school will want to involve the police immediately. Where there is no such evidence, the school will discuss the allegations with the designated officer(s) in order to help determine whether police involvement is necessary.

Historical allegations and allegations concerning a person who is no longer working at the School will be considered in accordance with the relevant safeguarding procedures and referred to the police and/or LADO where appropriate
Stonar School has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

i. the harm test is satisfied in respect of that individual
ii. the individual has received a caution or conviction for a relevant offence
iii. or if there is reason to believe that the individual has committed a listed relevant offence
iv. and the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

The referrals are made by contacting the DBS referrals helpline: telephone: 01325 953795 further details are found on the DBS section of the Gov.uk website. Further information can also be found in KCSiE September 2026and from: https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs).

In line with KCSiE 2026, if our setting receives an allegation relating to an incident at an out of school setting that was using our premises, **our** policies and procedures should be followed as well, which may include informing the LADO.

15.3 Teacher Misconduct

For all cases involving serious professional misconduct or if a safeguarding issue also involves misconduct by a teacher, The Directors and The Head at Stonar have a have a statutory duty to make a referral to both the DBS and the Teaching Regulation Authority (TRA). This will include situations where the School ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first. **This is a legal duty and failure to refer when the criteria are met is a criminal offence.**

Referrals will be made using the following form:
https://www.gov.uk/government/publications/teacher-misconduct-referral-form.

Questions about referring a case can be directed to:

misconduct.teacher@education.gov.uk Telephone: 0207 593 5393

15.4 Concerns that do not Meet the Harm Threshold

Stonar has in place policies and processes to manage and record concerns (including allegations) which do not meet the harm threshold set out above. Stonar aims to facilitate an open and transparent culture in which all concerns about all adults working in or on behalf of the school are dealt with promptly and appropriately, to enable the identification of concerning, problematic or inappropriate behaviour early; there by minimising the risk of abuse; and ensuring that adults working at Stonar are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the School.

Reporting low level concerns should also protect staff working at Stonar from potential false allegations or misunderstandings. In line with the Staff Code of Conduct, staff should 'self-refer' and report when they may have found themselves in a situation that could be misinterpreted, might appear compromising to others and / or on reflection they have behaved in such a way that they consider falls below the expected professional standards.

A low level concern, is not to be considered insignificant, it is means the behaviour does not meet the harm thresholds outlined above, however, should an individual have a concern, no matter how small, even a sense of unease or 'nagging doubt' that an adult working in or on behalf of Stonar has acted in a way that:

i. is inconsistent with the staff code of conduct*, including inappropriate conduct outside of work
ii. does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the DOFA /LADO.

Individuals must report their concerns to the Head or, in Head's absence, the DSL.

* Examples include:

a) being over friendly with children
b) having favourites
c) taking photographs of children on their (Staff's own) mobile phone
d) inappropriate engagement with a child on a one-to-one basis, eg, in a secluded area
e) using inappropriate sexualised, intimidating or offensive language.

15.4.1 Records of Low Level Concerns

Records of these concerns should be kept confidential and include:

i. Details of the concern
ii. Context
iii. Action taken
iv. Name of the individual sharing their concern if they consent.

Records should be reviewed so that potential patterns can be identified and the school can:

v. Consider disciplinary procedures or
vi. Refer to Designated Officer for Allegations (DOFA / LADO) if the harms threshold is met and
vii. Whether wider cultural issues within the school ought to be addressed
viii. In the case of contractors and supply staff notify their employers so that any potential patterns of inappropriate behaviour can be identified.

16. Directors: Monitoring and Review

As key strategic decision makers and vision setters for the school, the Directors ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. These policies and procedures are in line with national and local safeguarding requirements. There is a nominated Director for safeguarding. The Safeguarding Director ensures that protection files are maintained as set out in KCSIE.

Directors ensure that safeguarding is an agenda item for every full governing body meeting.

The Head ensures that safeguarding is an agenda item for every Leadership and Management team meetings.

The Directors ensure that this policy is reviewed annually or earlier as required by changes to legislation or statutory guidance. Our Directors monitor the school's safer recruitment practice. The nominated Director for Safeguarding meets the DSL every term.

Directors will work with the senior leaders to make sure the following safeguarding essentials are in place:

Training/Teaching	Policy/Procedures	Staffing
Online safety training pupils DSL/DDSL training Staff training on key safeguarding areas including: KCSiE (Sept. 2026). Online safety (including filtering and monitoring systems) Staff code of conduct & behaviour expectations Children Looked After (CLA) / Previously Looked After Children (PLAC) Preventing Radicalisation Whistleblowing	Children Missing Education (CME) Codes of Conduct Concerns about Staff Conduct Dealing with a Child at Immediate Risk Early help Female Genital Mutilation (FGM) Honour-Based Abuse (HBA) Child-on-Child Abuse Reporting Abuse / SVPP Procedures SEND and Safeguarding Staff Contribution to Policy Safeguarding Policy Review	Designated Safeguarding Lead (DSL) Deputy Designated Safeguarding lead (DDSL) Designated LAC teacher (even if there are no LAC on roll)

Our chair of Directors is responsible for liaising with the local authority Designated Officer for Allegations (DOFA / LADO) and other partner agencies in the event of an allegation of abuse being made against the Head.

16.1 Audits and Reports

The nominated Director for safeguarding liaises with the Head and the DSL/DDSL to complete an annual safeguarding audit return to the local authority and the Globeducate Board.

The Board of Directors receive a safeguarding and child protection report annually. This is based on the annual review and the efficiency with which the related duties have been discharged.

17. Training

17.1 New Staff

All staff including volunteers, trainee teachers, temporary staff and contractors are informed of our safeguarding procedures including online safety (includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring), at induction. All staff and any temporary staff, contractors and volunteers who work with children:

i. Meet the Designated Safeguarding Lead
ii. Receive a letter from the DSL, containing photographs of the safeguarding team members (to aid identification) along with a copy of the following documents (see below), which staff are required to read, and return signed documentation attesting to this:
    a) The school's child protection policy (including the safeguarding response to children who go missing from education)
    b) The staff code of conduct
    c) The school's behaviour policy (for pupils)
    d) A copy of Part One of KCSIE Sept. 2026
    e) The Stonar child protection prompt card
    f) A copy of the school's whistle blowing policy
    g) A copy of the school's Prevent Policy
    h) Online Safety Policy/AUA

17.2 All Staff

Whole school safeguarding training occurs every September and hole school online safety training occurs every January. A certificated course is available through the Educare for education training system. In addition, all staff members receive safeguarding and child protection updates (via email & staff meetings) as necessary and at least annually.

17.3 Advanced Training

The DSL & DDSLs and The Head all have additional multi agency training which is updated every two years as a minimum. Their knowledge and skills are refreshed at least annually e.g. via e-bulletins or safeguarding networking events with other DSL/DDSLs.

17.4 Safeguarding Training for Pupils

Safeguarding training is provided by the DSL or Deputy DSL to all school and House prefects. This includes appropriate action to take should they receive any allegations of abuse or have concerns about the safety and welfare of pupils.

17.5 Safer Recruitment

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every three years as a minimum.

17.6 Preventing Radicalisation

All staff undertake Prevent training. A certificated course is available through the Educare for education training system.

17.7 Staff Support

Due to the demanding, often distressing nature of child protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate. All staff have access to an Employee Assistance Programme (EAP) with Health Assured, as part of their employment package with the school. The school nurses receive clinical supervision with Heida. The DSL and DDSl receive safeguarding supervision form Brightcore consultancy.

17.8 Directors

All Stonar's Directors undertake a safeguarding induction provided by the DSL.
All Directors undertake appropriate safeguarding and child protection training, including online safety, as soon as practicable after their appointment and receive regular safeguarding and child protection updates thereafter.

Directors may also undertake face-to-face training for Governors provided by Wiltshire Council or an equivalent body. The Director with responsibility for safeguarding undertakes face-to-face training with an external provider as soon as practicable after their appointment to the post and receives regular updates thereafter.

18. The Role of the Designated Safeguarding Lead

The Directors of Stonar have designated the Deputy Head (Pastoral) to have lead responsibility for Safeguarding and child protection. This Designated Safeguarding Lead) is required to carry out the duties of the post including having sufficient time, resources and, where appropriate, supporting and directing other staff. It is the responsibility of the Designated Safeguarding Lead to ensure that any deficiencies or weaknesses in Safeguarding and Child Protection arrangements are remedied without delay. Further details about the role of and the responsibilities of the designated safeguarding lead can be found in Appendix 5 of this policy.

19. The EYFS (Early Years Foundation Stage) Setting

The Child Protection Policy also applies to the EYFS but the following additional requirements apply: Ofsted are to be informed as soon as is reasonably practicable, but at the latest within 14 days, of any allegations of harm by any person living, working or looking after children at the premises or older boarders in positions of responsibility (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. The Deputy Head (Pastoral) is the lead practitioner for safeguarding throughout the School. The Head of the Prep School (DDSL) takes the lead responsibility for safeguarding those children in the EYFS and is the EYFS Safeguarding Lead. The Nursery Manager works closely with the Head

of Prep in and plays a substantial role in training of staff and oversee regulatory compliance in this area.

We notify Ofsted of significant events and any changes to our arrangements where notification is required under the EYFS statutory framework, as soon as is reasonably practicable and within the required timescales.

Arrangements for alternative accommodation away from children will be made in cases where a member of boarding or residential staff is suspended pending an investigation child protection /safeguarding concerns.

20. Exceptional Operating Circumstances

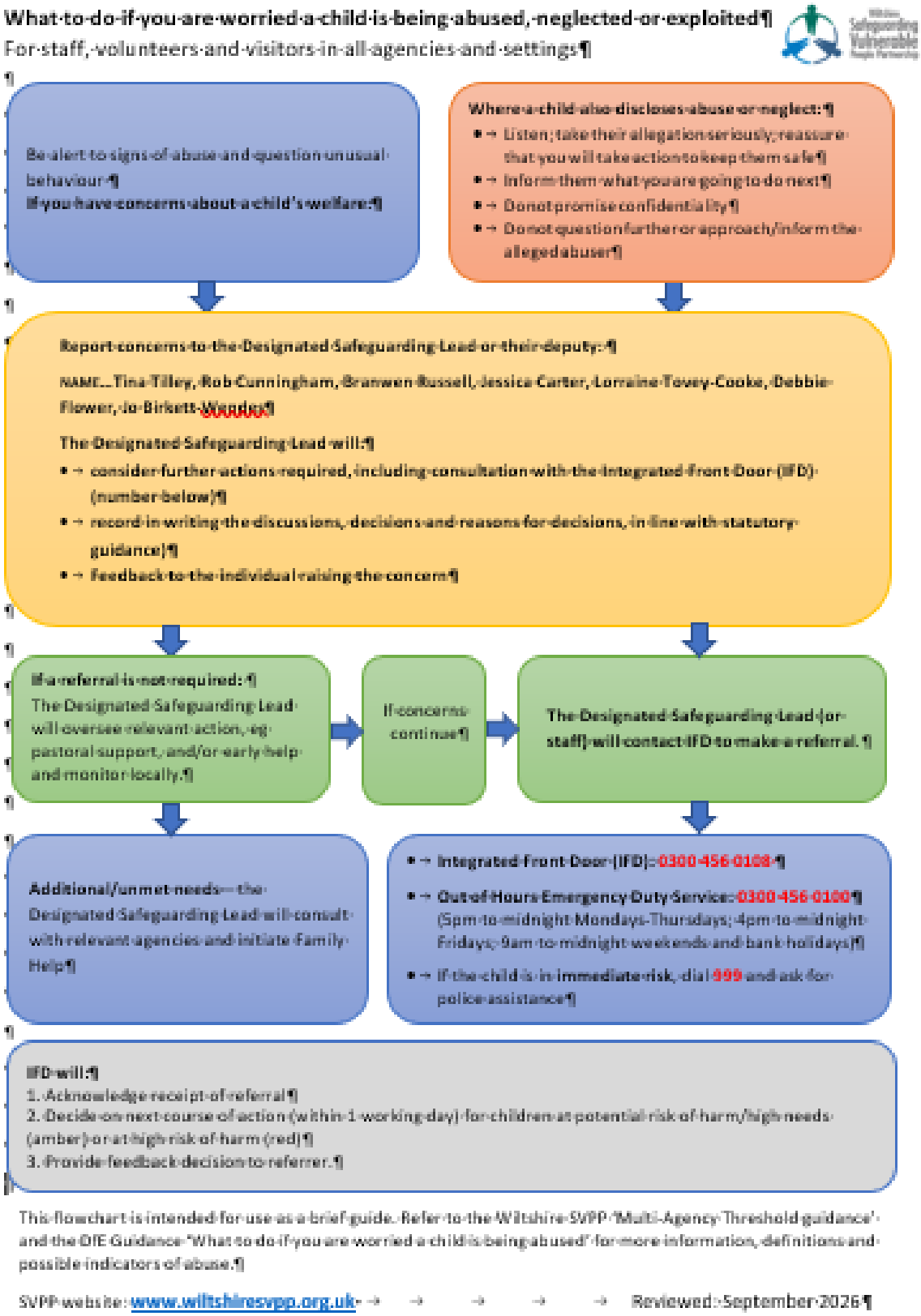
If the school is required to change the way we offer our provision to children due to exceptional circumstances, staff responsibilities to remain alert to the signs and risks of abuse to children will continue to apply. In such circumstances:

The DSL will:

i. work closely with social care and partner agencies to support children in these circumstances and to identify children who may be at risk for the first time and/or benefit from additional support
ii. use specific local and national guidance about safeguarding in such circumstances to inform practice and will ensure staff, children, and families are provided with written:
    a) amended DSL arrangements as required (names, location and contact details)
    b) temporary changes to procedures for working with children e.g. online.
    c) amended procedures for reporting concerns
    d) safeguarding training arrangements
e) timescales for such changes so that all children, families and staff understand when such arrangements will end, and arrangements revert to those in place prior to the events leading to the need for the temporary changes.

We will ensure the curriculum we offer during such circumstances, continues to promote learners' spiritual, moral, cultural, mental and physical development.

Appendix 1: If you are concerned about a child



Appendix 2: Allegations & Concerns against anyone 16 years and over who is Working or Volunteering.

STONAR

Appendix 2

Allegations and concerns against anyone 16 years or over who is working or volunteering in a position of trust – September 2026 (including schools, colleges, early years and alternative provision settings)

If you have 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 (if in doubt, refer to LADO)**

Examples of such behaviour could include, but are not limited to:

- Being over friendly with children
- Having favourites

* Please refer to LADO if a pattern or multiple low level concerns are identified for an individual. Professional curiosity and understanding context should be given to any behaviour or conduct to ensure we are considering potential risk and harm to children.

(Staff should self-refer to the Headteacher, or whoever is named within their setting, where they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in a such a way that consider it falls below the expected professional standards)i

The LADO HARM TEST/THRESHOLD.

If you become aware that a member of staff/volunteer/supply/contractor/ bank staff and those from organisations or individuals using the school premises, MAY have:

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

Where a child discloses abuse or neglect by a member of staff/volunteer/supply/ contractor/bank staff and those from organisations or individuals in a position of trust:

- Listen; take their allegation seriously; reassure that you will take action to keep them safe
- Inform them what you are going to do next
- Do not promise confidentiality
- Do not question further or approach/inform the person/ alleged abuser

Report immediately to the person in charge (Eg headteacher, principal, manager)

(INSERT NAME): Aaron King

Any concern or allegation against the person in charge will be reported to (Eg chair of governor, owner, chair of committee, nominated trustee)

(INSERT NAME): Daniel Jones

Unless there is clear evidence to prove that the allegation is incorrect, the person in charge **will decide on the nature of the allegation/concern. (If the individual is employed by another agency and not the setting, the employer must be informed).**

Allegations that may meet the harm threshold

KCSIE 2026 Part 4 Section 1 Guidance for persons in charge

If the behaviour towards the child may have met the harm threshold (KCSiE 2026, p.104) report the allegation ***within one working day*** to the Local Authority Designated Officer (LADO) and your HR provider

- Email the referral to LADOservice@wiltshire.gov.uk

- LADO training is available on Wiltshire Safeguarding Vulnerable People Partnership (SVPP) - Booking Training

Under *Working Together to Safeguard Children* and *Keeping Children Safe in Education*, there is a statutory duty to assess concerns that may affect an individual's suitability to work with children, regardless of whether the behaviour occurred in a professional or personal context. Suitability and transferable risk refers to behaviour outside of the workplace and if there is a likelihood that the behaviours could be repeated in the workplace and might the behaviour present a risk of harm to children in your setting.

The LADO will:

1. Consider the relevant facts and concerns regarding the individual and child or children, including any previous history and whether the individual holds any other positions of trust.
2. Decide on next course of action - usually straight away. This may be a **Consultation** (not part of the formal LADO process) or an **IEM (Initial Evaluation Meeting)** which starts the formal LADO process.

Consultation and IEM:

- **Consultation** meeting – The LADO will meet with the employer to share information to safeguard children, evaluate any concerns and risk in relation to the person of concern, consider the harm test and agree on any action needed to address the issues.
- **IEM** – This a **multi-agency initial evaluation meeting** to share information to safeguard children, evaluate any concerns and risk in relation to the person of concern, consider the harm test (including transferable risk) and agree on any action needed to address the issues.
- A record of the meeting will be made, and regular reviews will take place until a LADO outcome is reached.
- A disciplinary process can run alongside the LADO process – it is not one or the other. This will be discussed during the Consultation and formal LADO process.

If the allegation threshold is NOT met:

The LADO will agree an appropriate response, eg for the setting to undertake further enquiries or an internal investigation.

Refer to the low-level concerns procedures below.

Allegations/concerns that do not meet the LADO harm threshold or are low-level concerns

KCSIE 2026 Part 4 Section 2 Guidance for persons in charge

**** The disciplinary process may still continue (with HR advice) even if the LADO threshold is not met****

The person in charge will take the following actions:

- Will seek advice from HR adviser.
- Fact find to determine what further action may need to be taken.
- If the concern has been raised via a third party, the person in charge (or a nominated deputy) should collect as much evidence as possible by speaking:

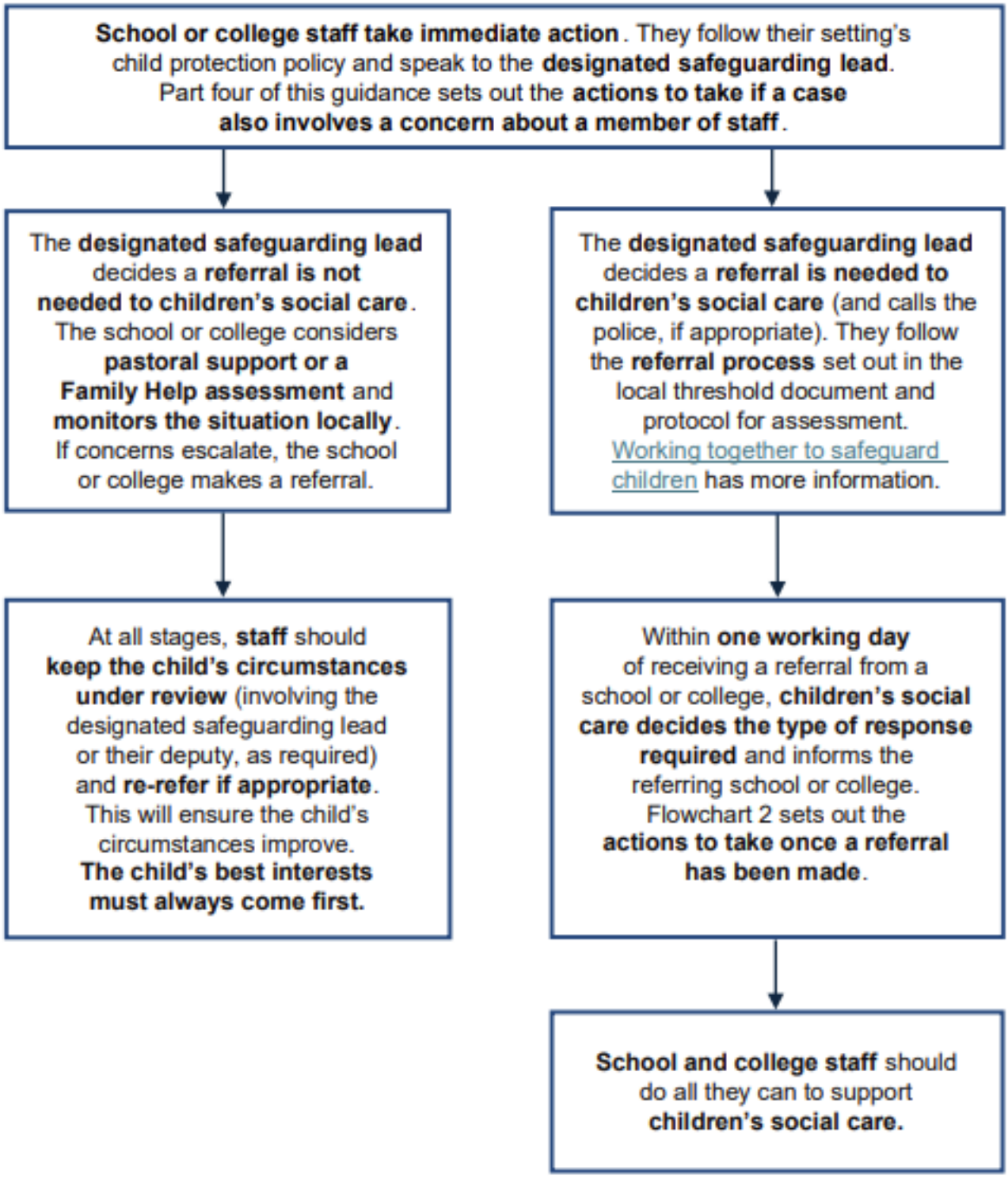
  - directly to the person who raised the concern, unless it has been raised anonymously, and

  - to the individual involved and any witnesses.
- All low-level concerns will be recorded in writing and will include details of the concern, the impact on the child and the context in which the concern arose along with the rationale for decisions and action taken.
- Records will be kept confidential and held securely; it is recommended that it is retained at least until the individual leaves their employment.
- Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.
- Where a pattern of such behaviour is identified, the EY setting, school or college should decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a low-level concern to meeting the harm threshold, in which case it should be referred to the LADO (as per Part 4, Section 1).
- Consideration should also be given to whether there are wider cultural issues within the school or college that enabled the behaviour to occur and where appropriate policies could be revised, or extra training delivered to minimise the risk of it happening again.

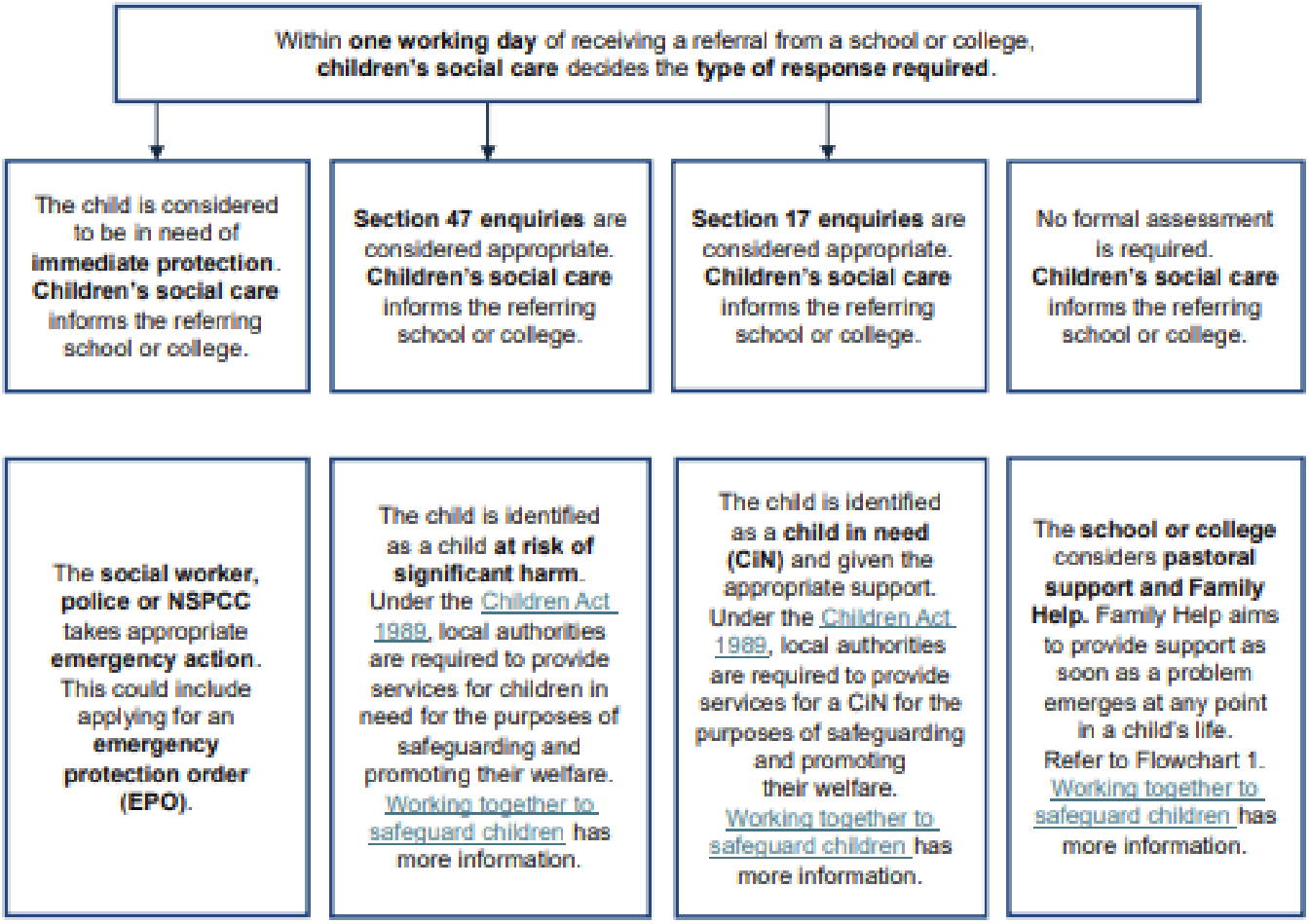
Appendix 2a: Actions where there are Concerns about a Child (KCSiE Sept 2026)

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Flowchart 1: actions taken by a school or college when there are concerns about a child



Flowchart 2: actions taken once a referral has been made to children's social care



Appendix 3: Types of Abuse and Neglect and Possible Indicators/Signs

Abuse and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Children may show no signs at all or they may show some of the following signs. If staff members are unsure they should always speak to a member of the safeguarding team; **excellent on line resources and guidance are also available from the NSPCC http://www.nspcc.org.uk/**

Abuse:

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

Physical Abuse (including Fabricated or induced illness):

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. Indicators of physical abuse include:

Unexplained injuries or burns, particularly if they are recurrent	Improbable reasons given for injuries either by the child or the parent
Refusal to discuss injuries	Admission of punishment that appears excessive
Arms and legs kept covered in hot weather	Self-destructive tendencies
Fear of returning home	Fear of medical help
Aggression towards others	Chronic running away
Fear of parents being contacted	Withdrawal from physical contact

Neglect:

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

Constant hunger	Untreated medical problems
Poor personal hygiene	Destructive tendencies
Constant tiredness	Low self esteem
Poor state of clothing	Neurotic behaviour *(e.g. rocking, hair twisting, thumb sucking)*
Emaciation	No social relationships
Frequent lateness or non attendance at school	Chronic running away
Untreated medical problems	Compulsive stealing or scavenging

The NSPCC briefing paper (March 2026) states that around 1 in 10 children in the UK have experienced neglect; concerns around neglect have been identified for around half of children who are the subject of a

child protection plan or on a child protection register in the UK; and neglect remains the most commonly identified form of abuse. In England in 2025, neglect was the initial category of abuse for 50% of children subject to a child protection plan. **Emotional Abuse:**
The persistent emotional maltreatment of a child, such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child 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. Indicators of emotional abuse include:

Physical, mental and emotional development lags	Neurotic behaviour
Admission of punishment that appears excessive	Self-mutilation
Overreaction to mistakes	Fear of parents being contacted
Sudden speech disorders	Drug/solvent abuse
fear of new situations	Chronic running away
Inappropriate emotional responses to painful situations	Compulsive stealing/scavenging

Sexual Abuse:
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, such as acts of penetration, whether that is with part of a person's body or an object (e.g. rape or assault by penetration) , and 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. *(The sexual abuse of children by other children is a specific safeguarding issue in education)*

Stop enjoying previously liked activities such as music, sports, art, gym, uniformed organisations	Develop eating disorders, such as anorexia or bulimia
Become fearful or refuse to see certain adults for no apparent reason; dislike a baby sitter, relative or other adult	Regress to younger behaviour such as thumb sucking, surrounding themselves with previously discarded toys
Act in a sexual way inappropriate for their age	Have a poor self image, self mutilate
Draw sexually explicit pictures depicting some act of abuse	Continually running away
Seem to be keeping secret something that is worrying them	Become severely depressed and even attempt suicide
Have frequent urinary infections, bleeding in the genital or anal areas	Show discomfort when walking
Have soreness or bleeding in the throat	Say they are no good, dirty rotten

Have chronic ailments, such as stomach pains or headaches	Be wary, watchful
Repeat obscene words or phrases which may have been said during the abuse	Find excuses for not going home or to a friend's house after school (where abuse may be happening)
Attempt to sexually abuse another younger child	Talk or write about sexual matters

Reactions to Abuse:

A child may experience a range of reactions to abuse, including some or all of the following

A feeling of shame or guilt. "It must have been my fault". I'm bad	A feeling that they are dirty – spoilt – degraded	Embarrassment "I'm sure everyone knows"	A desire to continually talk about the abuse and to gain reassurance
Dislike of being touched and touching others	Loss of confidence	Trouble sleeping, nightmares	Inability to relate to other children or adults
Hatred of self and of their body	Destructive behaviour	Inability to complete school work	

Many of the behaviours indicated are an attempt by the child to express feelings that she cannot express in words and are a response/reaction to abuse. Difficulties may continue for a long time after the abuse and the child may need specialist support.

Appendix 4: Specific Safeguarding Issues

Any concerns regarding any of the following issues should be discussed with a member of the School Safeguarding Team and reported using the My Concern system. Further information can be found in KCSIE September 2026. Including links to guidance and advice on specific safeguarding issues.

Allegations involving Sexual Impropriety

It is important to recognise that children do engage in sexual play and experimenting, which is usually age appropriate. It is important not to criminalise behaviour that is a perfectly normal and healthy part of growing up, however, children can abuse others. The presence of one or more of the following points in situations where there has been sexual activity between children should always trigger some concern:

- There is an age difference of two years or more between the children
- One of the children is significantly more dominant than the other
- One of the children is significantly more vulnerable than the other eg.in terms of disability, confidence, physical strength
- There has been some use of threats, bribes or coercion to secure compliance or to maintain
- secrecy

Child Abduction and Community Safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. At Stonar, pupils are given practical advice on how to keep themselves safe through PSHE and Tutor sessions. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Child Sexual Exploitation (CSE) & Child criminal exploitation (CCE):

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. Children may experience multiple forms of harm at the same time.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others.

As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. A child cannot give informed consent to being exploited, abused or trafficked, and they may not recognise that it is happening to them and these children should be treated as victims.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however, professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

More information is available in KSCIE September 2026 and from the Wiltshire Safeguarding Vulnerable People Partnership.

Children and the Court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. This can be stressful for children. Children need support in this instances and further information can be found in KCSiE (September 2026).

Children with Family Members in Prison

These children are at risk of poor outcomes including poverty, stigma, isolation, poor mental health.

Staff should be aware that children who experience parental imprisonment are more likely to be absent (or excluded) than their peers, to experience mental ill health and drug and alcohol misuse.Staff should understand the need for tailored, traumainformed and sensitive support that can help mitigate potential harm and help encourage stability.

The Prisoner Families Helpline is a source of support and advice for families.

County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. County Lines Toolkit For Professionals can be accessed via KCSIE 202.

Cyber Crime

Cybercrime is criminal activity committed using computers and/or the internet.
It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources;
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. Should there be concerns about a child in this area the Safeguarding team may consider referring the young person into the Cyber Choices programme. Further advice can be found at: https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices and https://www.ncsc.gov.uk/

Domestic Abuse (Domestic Violence)

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. t aAbuse can be, but is not limited to, psychological, physical, sexual, financial or emotional abuse and coercive or controlling behaviour.. Children can be victims of domestic abuse in their own right where they see, hear, or experience the effects of domestic abuse. This can also include abuse in their own intimate relationships (teenage relationship abuse).

The DSL liaises with partner agencies as part of 'Encompass' in Wiltshire. When police attend a domestic abuse incident involving a child's household, the school will receive relevant information through Operation Encompass and the DSL will ensure that appropriate staff are informed and that the child receives support according to their individual needs. Operation Encompass notifications apply to all children connected to the household, whether or not they were present at the incident.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- SafeLives: young people and domestic abuse.

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247
https://www.gov.uk/government/publications/domestic-abuse-get-help-for-specific-needs-or-situations
https://learning.nspcc.org.uk/child-abuse-and-neglect/domestic-abuse

Faith and Spiritual Abuse

Faith or Spiritual abuse is Child abuse linked to faith or belief and includes; belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or multi murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

Female Genital Mutilation (FGM)

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. As KCSIE September 2026, there is a mandatory (legal) reporting duty for all teachers to report to police where they discover FGM appears to have been carried out on a girl under 18. Staff must inform the DSL/DDSL immediately if they suspect a girl is at risk of FGM and they must report to the police any 'known' cases of FGM as required by law.
Warning signs that FGM may be about to take place, or may have already taken place, can be found here:

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Stonar recognises that Schools can play an important role in safeguarding children from forced marriage. Multi-agency statutory guidance for dealing with forced marriage can be found via links embedded in KCSIE 2026.

Gangs and Youth Violence

Young people in gangs are often vulnerable individuals who can be both perpetrators and victims of harm. Most children are never involved in gangs, and not all groups of children should be viewed or labelled as gangs. Staff who are concerned about children who may be at risk of activity through participation in gangs or as victims of gang violence should contact a member of the school Safeguarding Team**.**

Harmful Online Challenges

We teach our pupils about online safety, in a way that is appropriate for their age and stage of development. This includes advice on recognising and responding to harmful online challenges, trends and hoaxes.

We endeavour to allow our pupils to learn to critically identify and respond to dangerous or harmful content; we are aware that some of our pupils will struggle to identify harmful online challenges, trends or online hoaxes, and we will engage in 1:1 support with individual pupils as necessary.

Stonar aims to create an atmosphere of where pupils are able to ask questions and share concerns about what they experience online without being made to feel foolish or blamed. Children are encouraged to approach any member of staff for further advice and staff will signpost to resources or the correct staff who can help them. Stonar share information with parents and carers about where to get help and support. We hold parental online safety training events for staff and parents.

Harmful Sexual Behaviour (HSB)

- HSB is a term used to describe sexual behaviour that is developmentally inappropriate, harmful or abusive. It can include behaviour that harms a child or young person themselves, or another person, and may occur online or offline.It can include:using inappropriate language
- frequently and intentionally accessing age-inappropriate sexual material online
- engaging in sexual activity that a child or young person is not ready for
- undertaking mutual sexual activity they are not ready for with peers
- sending, requesting or receiving illegal sexual images sexual interactions where there are significant power differences, lack of consent, or through force or coercion or threats
- engaging in abusive or sexually violent sexual behaviour online or offline.

Any concern about harmful sexual behaviour will be treated as a safeguarding concern and considered in the context of the individual child, including their age, developmental stage, circumstances and the nature and context of the behaviour. Further information available from:

https://www.stopitnow.org.uk/concerned-about-a-child-or-young-persons-sexual-behaviour/preventing-harmful-sexual-behaviour/?utm_campaign=1540968_HSB%20Toolkit%20email_SOCIAL%20MEDIA&utm_medium=email&utm_source=Lucy%20Faithfull%20Foundation&dm_i=48W7,X10O,38NO7C,43A9L,1

See also appendix 8 & 9 guidance from the Brook traffic light tool and Hackett's continuum of behaviours.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. In most cases school staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it is recognised that in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home. The Safeguarding Team would liaise with Children's services to ensure appropriate referrals are made based on the child's circumstances.

'Honour'-Based Abuse (HBA)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial `marriages' as well as legal marriages.

Mental Health

Mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff understand that:

- abuse and neglect, or other potentially traumatic adverse childhood experiences can have a lasting impact throughout childhood, adolescence and into adulthood.

Staff are aware of how

- these experiences can impact on children's mental health, behaviour and education.
- they have a duty to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, they will report this concern using the My Concern Reporting system and speaking to the safeguarding team and the School Nurses. More information is also available at https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

Modern Slavery

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

Child-on-Child Abuse

All children have a right to attend school and learn in a safe environment. Children can abuse other children, this can happen both inside and outside of school and online. This is generally referred to as child on child abuse. All child on child abuse is unacceptable and will be taken seriously. Child on child abuse, sexual violence or sexual harassment is not tolerated. All staff have an important role to play in preventing it and responding where they believe a child may be at risk from it. All staff must report any concerns. A lack of reports about Child on child abuse does not mean it is not happening.

It is likely to include, but not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment (see Sexual violence section for more details)
- causing someone to engage in sexual activity without consent, (eg. forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party)
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm *(The Voyeurism (Offences) Act, aka the Upskirting Act, came into force on 12 April 2019)*
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- initiation/hazing type violence and rituals
- abuse in intimate personal relationships between children (sometimes known as `teenage relationship abuse')

Consequently, child on child abuse is dealt with as a safeguarding concern and recorded (using the My Concern System) and managed as such. Victims, perpetrators and any other child affected by child on child abuse will be supported through the school's pastoral system and the support will be regularly reviewed.

We minimise the risk of child on child abuse by:

- Challenging inappropriate behaviours between children, that are abusive in nature. Staff should not downplay certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" as this 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.

- Providing a relevant curriculum and PSHE lessons that help children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe.
- Having established / publicised systems for children to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.
- The pastoral team working with other professionals to develop robust risk assessments and appropriate specialist targeted work for children that are identified as posing a potential risk to other children.
- Supporting victims and perpetrators of child on child abuse by named of the pastoral team, the HWBC and Pastoral Intervention Practitioner (PIP) as appropriate and ensuring parents are involved in this process.

Support and advice for children and adults who are the victims of sexual abuse in schools is available from the NSPCC helpline 0800 136 663 or by emailing email help@nspcc.org.uk

See also appendix 8 & 9 guidance from the Brook traffic light tool and Hackett's continuum of behaviours.

Private Fostering

When we become aware that a pupil is being privately fostered, we remind the carer/parent of their legal duty to notify Wiltshire Safeguarding Vulnerable People Partnership. We follow this up by contacting Wiltshire Safeguarding Vulnerable People Partnership directly.

Private fostering criteria:

- a child is under 16 (or 18 years of age if they have a disability)
- the arrangement is for 28 days or longer
- the child's new carer does not have parental responsibility for the child and is not a close relative.

(Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts - whether of full blood, half blood or marriage/affinity).

Radicalisation: (Vulnerability to radicalisation or extreme view points)

As part of Stonar School's ongoing safeguarding and child protection duties we are fully behind the government's *Prevent Strategy*. Every member of staff should recognise that safeguarding against radicalisation and extremism (both violent and non-violent) and terrorism is no different to safeguarding against any other vulnerability in today's society. Stonar has a duty to protect its students from indoctrination into any form of extreme ideology, which may lead to the harm of self or others. Further information can be found in the School's Prevent Policy and KCSIE (September 2024).

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation. The DSL/DDSL will always act proportionately and this may include making a referral to the Channel programme or to the MASH. Further guidance is available from https://www.gov.uk/government/publications/channel-guidance

Reasonable Force

There are circumstances when it is appropriate for staff in schools and colleges to use restrictive intervention to safeguard children and young people. Restrictive intervention includes a range of actions, including the use of reasonable force, that involve physical contact or restriction of a child's movement to prevent harm or maintain safety. This can range from guiding a child to safety, to more serious circumstances such as breaking up a fight or restraining a young person to prevent violence or injury. Any restrictive intervention must be necessary, proportionate and use no more force than is required in the circumstances. Further details on the use of restrictive intervention, including reasonable force, can be found in the staff handbook.

Serious Violence

We are committed to success in learning for all our pupils as one of the most powerful indicators in the prevention of youth crime. Our curriculum includes teaching conflict resolution skills and understanding risky situations to help our children develop the social and emotional skills they need to thrive.

All staff should be aware of the following indicators that children have been approached by, or are involved with, individuals associated with criminal gangs or networks:

Indicators may include:

- increased absence from school
- a change in friendships
- relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm
- a significant change in well-being
- signs of assault or unexplained injuries
- unexplained gifts or new possessions

Risk factors that might increase the likelihood of involvement in serious violence include:

- being male
- having been suspended, spent time in Alternative Provision or permanently excluded from school
- having experienced child maltreatment
- having been involved in offending, such as theft or robbery.
- having used drugs or alcohol in early adolescence, and
- having previously been a victim or previously perpetrated violence

Staff should also be alert to concerns relating to knife crime and the carrying of weapons. A child carrying a knife or other weapon may be at risk of serious violence, exploitation or harm from others, as well as presenting a risk to others. Any concerns that a child may be involved in, at risk of, or affected by serious violence or knife crime should be treated as a safeguarding concern and reported in accordance with the School's safeguarding procedures.

Sexual Violence and Sexual Harassment between Children – a form of Child-on-Child Abuse.

When referring to sexual violence we are referring to sexual offences (Rape, Assault by Penetration, Sexual Assault, causing someone to engage in sexual activity without consent). When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) in school and out of school. It is never acceptable. It is important that all victims are taken seriously and offered appropriate support and kept safe. Evidence shows girls, children with SEND and LGBT children can be particularly vulnerable to sexual violence and sexual harassment.In light of the Everyone's invited movement and the school has conducted its own review and in response to our own findings we have reviewed and updated:

- school polices (eg: Code of conduct, Conflict Management and Safeguarding),
- staff training
- PSHE/RSE policies and teaching material
- Reporting arrangements and recording methodologies.

Any response to reports of sexual violence and sexual harassment will be made on a case-by-case basis, in line with KCSIE 2026. The DSL/DDSL will take a leading role, using their professional judgement and seeking support from other agencies, such as children's social care and the police, as required. Staff are encouraged to act as though sexual harassment and online sexual abuse are happening, even where there are no specific report

Staff are expected to make clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. All pupils who share concerns regarding sexual violence or harassment must be be taken seriously reassured that their report will be will be listened to and acted upon, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. Individuals should never be given the impression that they are creating a problem; nor should a victim ever be made to feel ashamed for making a report. Staff supporting children reporting concerns and educating pupils within PSHE/ SRE lessons must explain that the law is in place to protect children and young people rather than criminalise them.Any reports of sexual violence or harassment should be handled in line with effective safeguarding practice as detailed in this policy and the DSL/DDSL will underatke an immediate risk and needs assessment. Every report will be considered on a case by case basis taking into account:

- the victim, especially their protection and support
- the alleged perpetrator
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them

Options for managing reports of sexual violence and sexual harassment between children include:

- Internal management of the incident
- An 'Early Help' Assessment
- Referral to children's social care
- Reporting to the Police

However, whatever the response, it should be under-pinned by the principle that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated. This does not mean that every incident will receive the same response; each case will be considered individually and the response will be appropriate and proportionate to the circumstances.

Support and advice for children and adults who are the victims of sexual abuse in schools is available from the NSPCC helpline 0800 136 663 or by emailing email help@nspcc.org.uk Where a report includes an online element, staff should be aware of searching screening and confiscation advice (https://www.gov.uk/government/publications/searching-screening-and-confiscation and also act in accordance with school search policy.)

In addition UKCIS sexting advice should be utilised. **The key consideration is for staff not to view or forward illegal images of a child**. The advice within these linked documents provides more details on what to do when viewing an image is unavoidable.

At Stonar:

- We do not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys";
- We challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts.
- Understand that dismissing or tolerating such behaviours risks normalising them.

At Stonar we consider sexual harassment to be:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (*n.b this could cross a line into sexual violence - it is important to talk to and consider the experience of the victim*)
- displaying pictures, photos or drawings of a sexual nature, including the non-consensual sharing of sexual images and videos
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media
- sexual exploitation, coercion and threats

School staff should understand consent as this will be especially important if a child is reporting they have been raped. At Stonar in PSHEE and RSE lessons we teach about consent and how consent to sexual activity may be given to one sort of sexual activity but not another and that consent can be withdrawn. Following reports of Sexual violence and/or sexual harassment the Safeguarding team will give consideration possible intra familial harms and any necessary support for siblings following incidents.

Sharing of Nude and Semi-Nude Images and/or Videos (Sexting)
The term 'sexting' is commonly used to describe the sending or sharing of nude or semi-nude images, videos or messages between children and young people using digital devices or online platforms. Stonar recognises that such behaviour can place children at risk of harm, including exploitation, coercion, bullying, harassment, humiliation and the further distribution of images beyond the control of the child.

Sharing of nude or semi-nude images and/or videos can occur voluntarily between children and young people, but may also involve pressure, coercion, manipulation or exploitation. A child who has created or shared an image should not automatically be treated as responsible for any subsequent harm or distribution of that image. The school will respond in a way that prioritises the safety and wellbeing of the children involved.

Responding to the Sharing of Nude and Semi-Nude Images and/or Videos
Where there is a suspicion or report that a child has shared or received a nude or semi-nude image or video, staff must report the concern to the DSL/DDSL immediately.

Staff must not view, copy, save, print, forward or share the image or video. Staff should not ask a child to send or show them the image. Where an image has been reported or discovered, staff should preserve relevant information and follow the School's safeguarding, searching and confiscation procedures, seeking advice from the DSL/DDSL.
The DSL/DDSL will consider each incident on a case-by-case basis, taking into account:

• the age and developmental stage of the children involved;
• any significant age, power or developmental differences;
• whether the image or video was created or shared voluntarily or whether there was pressure, coercion, manipulation or exploitation;
• the vulnerability and individual circumstances of the children involved;
• the nature of the image or video;
• whether the image or video has been shared or distributed further, including online;
• whether there are concerns about grooming, abuse, exploitation or other safeguarding risks;
• whether the incident is part of a wider pattern of behaviour; and
• any other relevant safeguarding concerns.

The DSL/DDSL will determine the appropriate response, which may include support and intervention within school, an Early Help assessment, referral to children's social care and/or involvement of the police where required. Parents and carers will be involved where appropriate and where doing so is consistent with the safety and best interests of the child.

Stonar will provide age-appropriate education to pupils about the risks associated with sharing nude and semi-nude images and/or videos, including consent, pressure, coercion, exploitation, the permanence and potential further distribution of digital content, and how to seek help.
Further information can be found in current government and UKCIS guidance on responding to the sharing of nude and semi-nude images and/or videos.

Trafficking

Child trafficking is child abuse, an abuse of human rights and illegal in the UK. Staff should inform the DSL/DDSL immediately if they have concerns or suspicions regards Child Trafficking

Upskirting

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

Appendix 5: The Role of the Designated Safeguarding Lead (DSL)

DSL is appointed by the Directors and is a member of the School Leadership Team and takes lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). The DSL has the appropriate status, authority, skills and experience to carry out the responsibilities of the role and is provided with the time, resources, training and support required to do so effectively.

The DSL supports to provide advice to other staff on childwelfare and child protection matters.

The broad areas of responsibility for the designated safeguarding lead are:

Managing Referrals and working with others:

- Acting as a point of contact with the three safeguarding partners and other relevant agencies.
- Making referrals promptly to local authority children's social care where there are concerns that a child may be in need of help or protection, and liaising with relevant agencies when deciding the appropriate response.
- To take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children
- Refer cases to the Channel programme where there is a radicalisation concern as requiredTo liaise with Mental health teamsLiaising with the police where a crime may have been committed and being aware of the requirement for an Appropriate Adult where relevant.
- *Supporting children and families who are in receipt of multi-agency support to include Early Support assessments and TAC.*
- *To act as the point of contact for discussion with the virtual school head for CLA and be the named teachers for CLA and those children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales*
- Liaise with the Head to inform them of any issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- To act as a source of support, advice and expertise to staff on matters of safety and safeguarding; prior to and following referrals to local authority children's social care or the Channel Programme
- Referring cases involving concerns or allegations about staff to the Local Authority Designated Officer (LADO) in accordance with the School's procedures and making referrals to the Disclosure and Barring Service (DBS) and the Teaching Regulation Agency (TRA) where the relevant statutory criteria are met.liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in the school) on matters of safety and safeguarding (including online and digital safety)
- act as a source of support, advice and expertise for all staff

Management of Child Protection files

- Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible and within five days for an in year transfer or within the first five days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained if sent electronically. Where appropriate, in addition to the child protection file, the DSL/DDSL will also consider if it would be appropriate to share any information with the new school / college in advance of a child leaving; where this information that would allow the new school / college to continue supporting victims of abuse and have that support in place for when the child arrives.
- Overseeing the storage and updating of all child welfare and child protection records and ensuring these are kept securely *(in a locked location if in paper format)*
- 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..

In addition, the Designated Safeguarding Lead will raise awareness of safeguarding issues by:

- Ensure the school policies are known, understood and used appropriately:
- Ensure the school's Safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with Directors regarding this.
- Ensure the Safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Update and distribute the Child Protection prompt card to all staff, volunteers & Directors.

In addition:

- Links with the Wiltshire Safeguarding Vulnerable People Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Ensure that all staff receive appropriate safeguarding and child protection training and regular safeguarding updates in accordance with the School's safeguarding training arrangements, and have access to relevant safeguarding updates from partner organisations and other appropriate sources.Update the Safeguarding and child protections notice boards around the school and disseminate current flowcharts for referrals to key locations around the school

Availability of the DSL

During term time the DSL (or a DDSL) is available during school hours for staff to discuss safeguarding concerns. The School maintains robust arrangements to ensure that safeguarding concerns are received, monitored and acted upon without delay when the DSL is unavailable, including during periods of illness, leave and other absence. A confidential shared mailbox is used to ensure that concerns are not missed, alongside DDSLs receiving and monitoring MyConcern entries.

During evenings, weekends and out-of-term activities, one of the DSL, the Head or the Senior Deputy Head (who is Level 3 safeguarding trained) is on call and can be contacted to manage any safeguarding concerns arising in the absence of the DSL. Those providing safeguarding cover are appropriately trained and have the knowledge and authority to respond to and manage safeguarding concerns and make referrals to external agencies where required.
All DDSLs are trained to the same standard as the DSL. While safeguarding activities may be delegated to appropriately trained deputies, ultimate lead responsibility for safeguarding and child protection remains with the DSL.

DSL training and skill updates to act as a source of advice to staff

The DSL will provide support, advice and expertise to staff on safeguarding, child welfare and child protection matters and will promote a culture in which staff feel confident to raise and act on safeguarding concerns. The DSL will ensure that staff are listened to and supported when raising safeguarding concerns and, where appropriate and without compromising confidentiality, will provide feedback on the outcome of concerns or referrals.

- In addition to the formal training refresh their knowledge and skills and understanding via e-bulletins, meeting other designated safeguarding leads and reading safeguarding developments, at regular intervals to understand and keep up with any developments relevant to the role
- So the DSL can
    - understand the assessment process for providing Family 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
    - ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part time staff;
    - are alert to the specific needs of children in need, those with special educational needs and young carers

- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation. The DfE data protection guidance for schools helps school staff, governors and trustees understand how to comply with data protection law.
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
- are able to keep detailed, accurate, secure written records of concerns and referrals
- understand and support the school 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 SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- obtain access to resources and attend any relevant or refresher training courses
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

Appendix 6: Information and Support regarding Online Safety

Support for Children

https://www.childline.org.uk	Childline for free and confidential advice
https://reportharmfulcontent.com	UK Safer Internet Centre to report and remove harmful online content
https://www.ceop.police.uk/safety-centre	CEOP for advice on making a report about online abuse

Parental Support

https://www.childnet.com/parents-and-carers/parent-and-carer-toolkit	Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
https://undressed.lgfl.net/	LGFL 'Undressed' provided advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders.
http://www.commonsensemedia.org	Common sense media provide independent reviews, age ratings, & other information about all types of media for children and their parents
https://www.internetmatters.org	Internet Matters provide age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
https://www.ltai.info/staying-safe-online/	Let's Talk About It provides advice for parents and carers to keep children safe from online radicalisation
https://parentsafe.lgfl.net/	London Grid for Learning provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
https://www.stopitnow.org.uk/ https://www.lucyfaithfull.org.uk/	Stop it now resource from The Lucy Faithfull Foundation can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)
http://www.thinkuknow.co.uk/	National Crime Agency/CEOP Think u know provides support for parents and carers to keep their children safe online
https://www.net-aware.org.uk/	Net-aware provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games

https://parentzone.org.uk/	Parentzone provides help for parents and carers on how to keep their children safe online
https://parentinfo.org/	Parent info from Parentzone and the National Crime Agency provides support and guidance for parents from leading experts and organisations
https://www.saferinternet.org.uk/advice-centre/parents-and-carers	UK Safer Internet Centre provide tips, advice, guides and other resources to help keep children safe online
https://www.policedsc.com/security-advice/safeguarding	Police Crime Prevention Initiatives Limited, advice and infographics, social media guides posters, and cyber advice.

Appendix 7: Related Legislation and Key Documents

Children Act 1989 (and 2004 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on a number of agencies, including schools, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).

Education Act 2002 - This requires schools to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.

Sexual Offences Act 2003 - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.

Information Sharing Duty Statutory guidance for safeguarding organisations and their practitioners (2026) This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.

Counter-Terrorism and Security Act 2015 (the CTSA 2015), section 26 requires all schools, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

Mental health and behaviour in schools (2018) advice to help schools to support pupils whose mental health problems manifest themselves in behaviour.

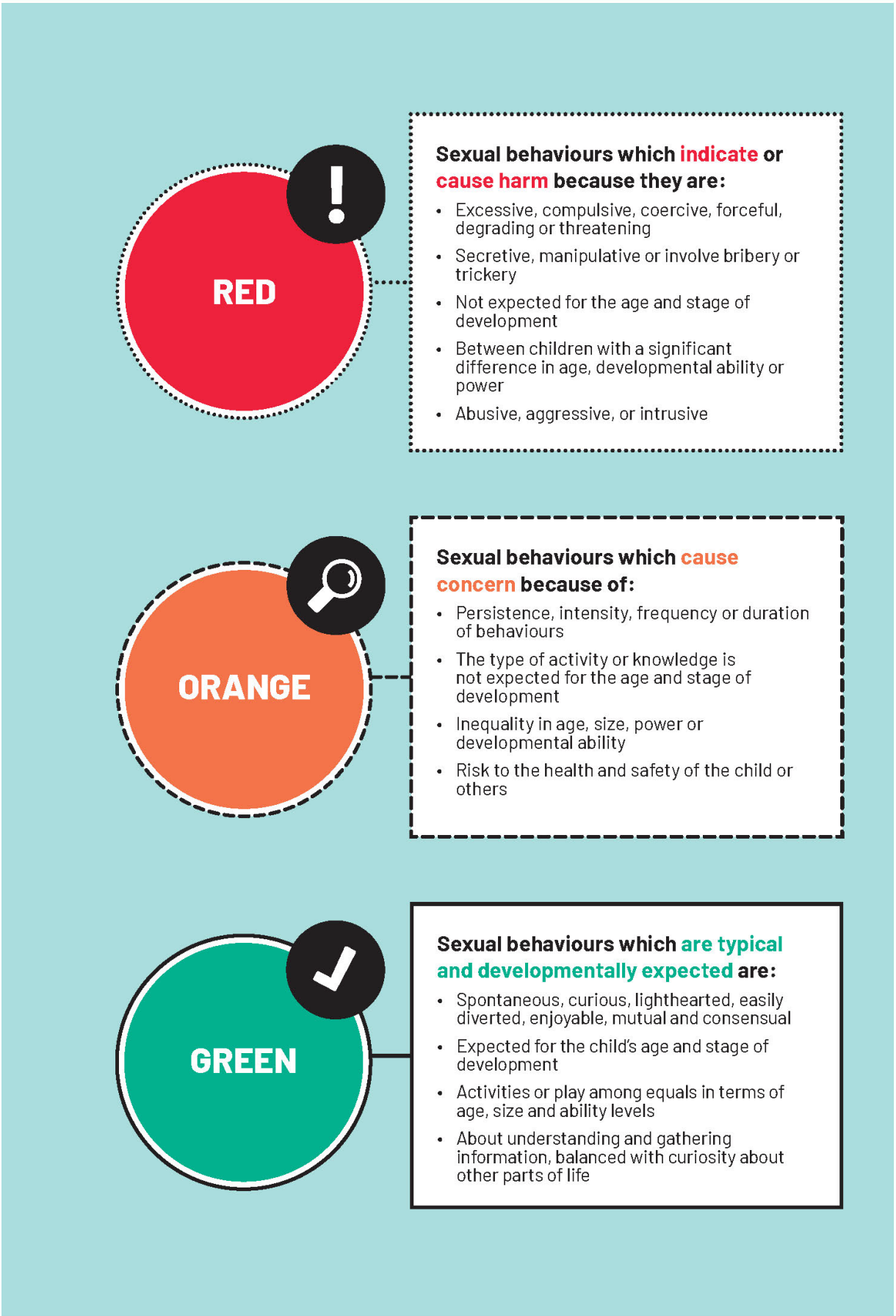
The Safeguarding Vulnerable Groups Act (2006) Section 53(3) and (4) of this applies to schools if they broker student accommodation with host families for which the host family receives a payment from a third party, such as a language school. At a future date, the regulated activity provider will have a duty to carry out a barred list check on any new carer – section 34ZA Safeguarding Vulnerable Groups Act 2006.

The Teachers' Standards (2013) set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.

Children Missing Education (2024) Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.

Children and Social Work Act (2017) Statutory guidance for local authorities on supporting children and young people leaving care.

Appendix 8:
Sexual Behaviours in Children & Young People. Brooks Traffic Light Framework.



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Identify: Examples by age

The following charts list specific examples of green, orange and red light behaviours at various ages. Take into account the age and ability level of the child or young person and others involved as well as the location, frequency and nature of the behaviour.

All behaviour must be considered in context.

0-4 years

• Comfortable being nude	• Touching, holding or fondling own genitals in preference to other activities	• Touching, holding or fondling own genitals of a persistent or compulsive nature or duration, which may also cause self-injury/harm
• Touching, holding or fondling own genitals	• Explicit sexual themes in talk, art or play	• Persistent and excessive explicit sexual themes in talk, art or play
• Growing awareness of own gender and gender of others, evidenced in language, art and play	• Continued interest in watching or following others into private spaces e.g. toilets, bathrooms to look at them or touch them, after redirection	• Persistently/compulsively touching the genitals/private parts of others
• Interest in body parts and functions	• Continued attempts to touch adults on the breasts, bottom, or genitals after redirection	• Forcing other children to play sexual games/engage in sexual activity
• Asking about or wanting to touch the breasts, bottoms or genitals of familiar adults e.g. when in the bath or shower	• Touching or wanting to touch the genitals/private parts of other children in preference to other activities	• Simulation of sexual touch or sexual activity
• Wanting to touch familiar children's genitals during play, toilet or bath times	• Pulling other children's pants down or skirts up against their will	• Sexual behaviour between young children involving penetration with objects, masturbation of others, oral sex
• Participation in games involving looking at and/or touching the bodies of familiar children e.g. "show me yours and I'll show you mine"	• Sudden increased interest in sexual behaviours	
	• Touching the genitals/private parts of animals after redirection	

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5-7 years

- Increased sense of privacy about bodies
- Asserting boundaries around physical affection/touch with family members and peers
- Touching, holding or fondling own genitals
- Telling stories or asking questions, using 'toilet' words or names for private parts
- Curiosity about sexuality e.g., questions about babies, gender, relationships, and sexual activity
- Interest in bodies, private body parts and functions that is curious and light-hearted
- Curiosity about other children's genitals e.g. playing games such as "show me yours and I'll show you mine"
- Mimicking or acting out adult relationships/observed behaviours in play e.g. pretending to have a boyfriend, girlfriend, or partner
- Mutual and enjoyable kissing or holding hands with *known* peers

- Persistent nudity and/or exposing private parts in public places
- Touching or fondling own genitals after redirection or in preference to other activities – that may be in public, with others, and/or causing self-injury/harm
- Explicit sexual themes in talk, art or play
- Persistent questions about sexuality despite being answered
- Continued interest in touching or viewing other people's private body parts/private activities after redirection
- Touching or wanting to touch the genitals/private parts of other children in preference to other activities
- Playing or attempting to play "show me yours and I'll show you mine" games with significantly older or younger children
- Touching genitals/private parts of animals after redirection

- Rubbing own genitals on other people
- Touching, holding or fondling own genitals of a persistent or compulsive nature or duration e.g. to the exclusion of usual activities – that may be in public, seeking an audience, with others, and/or causing self-injury/harm
- Persistent and excessive explicit sexual themes in talk, art or play
- Sexual knowledge beyond that expected for age or stage of development
- Persistently/compulsively touching the genitals/private parts of others
- Forcing others to engage in sexual activity/play sexual games
- Forcing or coercing other children or young people to keep sexual activity secret, e.g. statements like "I won't be your friend if you tell"
- Simulation of sexual touch or sexual activity

8-12 years

- Growing need for privacy
- Asserting boundaries around physical affection/touch with family members and peers
- Exhibitionism amongst same age peers within the context of play e.g. occasional flashing or mooning
- Masturbation, with increasing awareness of privacy
- Use of sexual language that is playful and light-hearted
- Curiosity and seeking information about sexuality
- Interest in bodies, private parts and functions that is curious and light-hearted and respects the privacy of others
- Mutual and enjoyable hugging, kissing, touching, and flirting with *known* peers
- Interest and/or participation in a relationship with a peer of any gender

- Masturbation in preference to other activities – that may be in public, with others and/or causing self-injury/harm
- Persistent explicit talk, art or play which is sexual or sexually intimidating
- Accessing age restricted materials e.g. movies, games, internet with sexually explicit content
- Intentional viewing of other people's private body parts/private activities
- Mutual/self-masturbation with *known* and *unknown* peers
- Marked changes to behaviour e.g. mimicking older or adult flirting behaviours, seeking relationships with older children or adults in preference to peers
- Sudden increased interest in sexual behaviours
- Simulation of sexual activities e.g. oral sex and sexual intercourse with clothes on
- Hugging, kissing, touching, and flirting with *unknown* peers
- Playing games, online or in person, that have themes of sexual dominance or violence
- Using insults or name-calling related to a peer's sexuality or body

- Masturbation of a persistent or compulsive nature or duration e.g. to the exclusion of usual activities – that may be in public, seeking an audience, with others, and/or causing self-injury/harm
- Persistently/compulsively touching the genitals/private parts of others
- Forcing or coercing others into sexual activity
- Sexual activity obtained in exchange for material items or privileges
- Forcing or coercing other children or young people to keep sexual activity secret, e.g. statements like "I won't be your friend if you tell"
- Participating in or simulating intercourse and/or oral sex with *known* or *unknown* peers with clothes off
- Sexual contact and activities with animals
- Sexual contact with others with a significant difference in age and/or developmental ability
- Degrading or humiliating self or others using sexual themes, either face-to face or online
- Ongoing sexual bullying e.g. removing clothing, explicit notes or messages
- Sharing or posting sexual images/videos with *known* or *unknown* people online

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13-15 years

- Need for privacy
- Asserting boundaries around physical affection/touch with family members and peers
- Masturbation in private
- Sexually explicit, mutual conversations and use of humour with peers that is light-hearted
- Curiosity and seeking information about sexuality
- Searching for sexual health information online using age appropriate language (e.g. "what is safe sex?")
- Viewing age and developmentally appropriate materials for sexual arousal e.g. music videos and movies
- Mutually consenting sexual activity for pleasure, in private, with a partner of similar age/developmental ability
- Interest and/or participation in a romantic relationship with a person of any gender
- Flirting with peers, in person or online, in a way that respects personal boundaries and/or body language
- Mutually consenting sending of text-based (words) sexual messages for pleasure with someone of similar age/developmental ability
- Talking with friends about sexuality - e.g. crushes, dating, and sexual orientation - in a respectful and curious way

- Repeated exposure of private parts in a public place e.g. flashing
- Masturbation in preference to other activities – that may be in public, with others and/or causing self-injury/harm
- Posting or sharing sexual memes or jokes online with explicit or degrading themes
- Explicit communications, art or actions which are obscene or sexually intimidating
- Showing adult pornography to another child or young person
- Viewing age and developmentally inappropriate materials for sexual arousal e.g. those rated R 18+, and RX 18+.
- Sexual activity with a person of more than two years age difference, or with a significant difference in developmental ability
- Playing games, online or in person, that have themes of sexual dominance and/or violence
- Using body shaming or sexualised insults to assert power over peers
- Sexualised comments about others' bodies that are objectifying

- Masturbation of a persistent or compulsive nature or duration e.g. to the exclusion of usual activities – that may be in public, seeking an audience, with others, and/ or causing self-injury/harm
- Preoccupation with sexually aggressive and/or illegal pornography
- Non-consensual viewing of others while they are engaged in sexual activity or nudity
- Forcing or coercing others into sexual activity
- Sexual activity obtained in exchange for material items or privileges
- Forcing or coercing other children or young people to keep sexual activity secret
- Sexual preoccupation which interferes with daily function
- Sexual contact and activities with animals
- Manipulating a partner into believing their sexual consent was implied or unnecessary
- Preoccupation with sexual activity that makes self and/or others feel ashamed or degraded
- Sexual harassment or bullying either in person or online e.g using sexual insults or threats
- Engaging others, online or in person, in a process to gain sexual gratification by using grooming techniques e.g. gifts, manipulation, lies
- Harassing or coercing others to take or send sexual images, videos or audio
- Deliberately sending or publishing sexual images, videos or audio of another person without their consent
- Creating, possessing, accessing or sending child sexual abuse materials

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16–18 years

- Need for privacy
- Asserting boundaries around physical affection/touch with family members and peers
- Masturbation in private
- Sexually explicit, mutual conversations and/or use of humour and obscenities with peers
- Curiosity and seeking information about sexuality
- Searching for sexual health information online, using age appropriate language (e.g. "what is safe sex?")
- Viewing materials for sexual arousal e.g. music videos, magazines, movies Viewing materials for sexual arousal e.g. music videos, magazines, movies
- Mutually consenting sexual activity for pleasure, in private, with a partner of similar developmental ability
- Interest and/or participation in a romantic relationship with a person of any gender
- Mutually consenting sending of text-based (words) sexual messages for pleasure with someone of similar developmental ability
- Flirting with peers, in person or online, in a way that respects personal boundaries and/or body language
- Talking with friends about sexuality - e.g. crushes, dating, and sexual orientation - in a respectful and curious way

- Repeated exposure of private parts in a public place with peers e.g. flashing
- Masturbation in preference to other activities – that may be in public, with others and/ or causing self-injury/harm
- Posting or sharing sexual memes or jokes online with explicit or degrading themes
- Explicit communications, art or actions which are obscene or sexually intimidating
- Using body shaming or sexualised insults to assert power over peers
- Sexualised comments about others' bodies that are objectifying

- Masturbation of a persistent or compulsive nature or duration e.g. to the exclusion of usual activities – that may be in public, seeking an audience, with others, and/ or causing self-injury/harm
- Preoccupation with sexually aggressive and/or illegal pornography
- Preoccupation with sexual activity that makes self and/or others feel ashamed or degraded
- Sexual activity obtained in exchange for material items or privileges
- Sexual contact and activities with animals
- Non-consensual viewing of others while they are engaged in sexual activity or nudity
- Sexual preoccupation which interferes with daily function
- Forcing or manipulating others into sexual activity
- Engaging others in a process to gain sexual gratification by using grooming techniques e.g. gifts, manipulation, lies
- Creating, possessing, accessing or sending child sexual abuse materials
- Harassing or coercing others to take or send sexual images, videos or audio
- Deliberately sending or publishing sexual images, videos or audio of another person without their consent

Green light behaviours provide opportunities to:



Talk, explain and provide support.

Orange light behaviours signal the need to:



Monitor and provide targeted support.

Red light behaviours signal the need to:



Provide immediate protection, and follow up support.

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Appendix 9: Child-on-Child Abuse STONAR **Resources. Hackett's Continuum of Behaviours (2010)**

A continuum of behaviours

It is vital for professionals to distinguish normal from abnormal sexual behaviours. Chaffin et al (2002, p208) suggest a child's sexual behaviour should be considered abnormal if it:

- occurs at a frequency greater than would be developmentally expected
- interferes with the child's development
- occurs with coercion, intimidation, or force
- is associated with emotional distress
- occurs between children of divergent ages or developmental abilities
- repeatedly recurs in secrecy after intervention by caregivers.

Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant:

Normal

- Developmentally expected
- Socially acceptable
- Consensual, mutual, reciprocal
- Shared decision making

Inappropriate

- Single instances of inappropriate sexual behaviour
- Socially acceptable behaviour within peer group
- Context for behaviour may be inappropriate
- Generally consensual and reciprocal

Problematic

- Problematic and concerning behaviours
- Developmentally unusual and socially unexpected
- No overt elements of victimisation
- Consent issues may be unclear
- May lack reciprocity or equal power
- May include levels of compulsivity

Abusive

- Victimising intent or outcome
- Includes misuse of power
- Coercion and force to ensure victim compliance
- Intrusive
- Informed consent lacking, or not able to be freely given by victim
- May include elements of expressive violence

Violent

- Physically violent sexual abuse
- Highly intrusive
- Instrumental violence which is physiologically and/or sexually arousing to the perpetrator
- Sadism

Appendix 10: Dos and Do Nots when Concerned about the Welfare of a Pupil

Responding to a child when abuse is disclosed

DO NOT

- Do not promise anything you can't deliver, including keeping secrets / confidentiality
- Do not ask leading questions (avoid 'who, what, when, where' questions)
- Do not ask the person to repeat the disclosure over and over
- Discuss with friends / colleagues
- Do not make false promises or be judgemental
- Confront, question or inform an alleged abuser
- Ask the child to tell someone else instead or delay
- Take photos of injuries



DO

- **Receive**: listen carefully & stay calm
- **Respond**: Where necessary clarify, Explain what happens next
- **Reassure**: Be sympathetic & acknowledge courage to disclose & remind them they are taken seriously
- **Record**: via 'My Concern' as soon as possible, using the child's words

  Report: Tell only the D/DSL
- **Keep the child with you and contact a member of the Safeguarding Team immediately if they are / could be at immediate risk**

Remember: talk to TED

T: Tell

E: Explain

D: Describe

Further information can be found in the school safeguarding policy in the online staff handbook