STRATFORD GIRLS' GRAMMAR SCHOOL

STRATFORD-UPON-AVON

Child Protection and Safeguarding Policy

Disclosable under Freedom of Information Act		Yes
To be published on website?	Non-statutory	Yes

Policy ownership	
Governor committee:	Progress & Well-being
Department responsible:	Pastoral
Post-holder: (title and name)	Gurd Ubhie, Assistant Headteacher, Senior Designated Safeguarding Lead
Linked policies/procedures	▪ Staff Code of Conduct / Staff Protection Policy ▪ Low-Level Concerns / Allegations Against Staff procedure ▪ Whistleblowing Policy ▪ Behaviour Policy including Anti-Bullying ▪ Attendance Policy ▪ Online Safety / ICT E-Safety Policy ▪ Filtering and Monitoring procedures ▪ Use of ICT Policies ▪ Safer Recruitment Policy ▪ Single Central Record procedure ▪ Data Protection Policy ▪ Records Management / Retention Policy ▪ Educational Visits Policy ▪ SEND Policy ▪ RSHE Policy ▪ PSHE Policy ▪ Lettings Policy
Responsible person:	Gurd Ubhie, Assistant Headteacher, Senior Designated Safeguarding Lead
Planned review interval:	Annual
Planned next review date:	September 2027

Stratford Girls' Grammar School is a standalone academy. The terms Trustees and Governors are used interchangeably. The Trust Board is referred to as the Governing Body. Within policies, any reference to Governors and/or Trustees or the Governing body or Trustees Board encompasses the same function.

Contents

1. Glossary
2. Policy Statement and principles
3. Legislation and statutory guidance
4. Key Staff and Contacts
5. Safeguarding information for all staff
6. Responsibilities to implement policy
7. Recognising and responding to abuse
8. Responding to safeguarding issues
9. Sexual Violence, Sexual Harassment in school
10. Children with increased risk factors
11. Recognising abuse: Training
12. Recruitment
13. Supervision
14. Safer Working Practice
15. Single Central Record
16. Confidentiality and consent
17. Records and transferring files
18. School Lettings
19. Monitoring and Review

1. Glossary

For this document the following terminology should be considered:

Safeguarding is the overarching term for everything done to support children and young people, keep them safe, and promote their welfare. It encompasses the full spectrum of measures to prevent harm, promote wellbeing, and ensure children are able to achieve their best outcomes.

Keeping Children Safe in Education 2026 defines safeguarding and promoting the welfare of children as:

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

Child protection, as defined in 'Working Together to Safeguard Children (2026)', refers to the activity undertaken to protect individual children who are suffering, or are likely to suffer, significant harm. This includes timely assessment, intervention, and referral to statutory services where necessary.
Safeguarding extends beyond child protection and includes:

- promoting children's health and wellbeing, including mental health;
- preventing harm from all forms of abuse, neglect, exploitation, or radicalisation;
- ensuring online safety and protection from digital risks;
- early identification and support for children with additional needs (early help);
- addressing risks in the wider environment (contextual safeguarding); and
- listening to children's voices and involving them in decisions affecting their welfare.

Staff refers to all those working for or on behalf of the school/setting, full time or part-time, temporary or permanent, in either a paid or voluntary capacity.

DSL refers to the Designated Safeguarding Lead at the school/setting

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example, stepparents, foster carers and adoptive parents.

Extra Familial Harm - Extra-familial harm refers to abuse or exploitation occurring outside the family environment. **Contextual safeguarding** refers to the approach used to understand and respond to the wider relationships, environments and circumstances in which such harm occurs.

Early Help is increasingly used in national policy to describe support provided to children and families as soon as needs or problems emerge. In Warwickshire, early intervention is referred to as **Early Support**, which may increase to **Targeted Early Support** where additional coordinated support is needed. Where statutory intervention is required, children may receive **Family Help** support as **children in need under section 17 of the Children Act 1989**, or the local authority may make **section 47 enquiries** where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Please refer to **The Spectrum of Support** for details.

2. Policy Statement and Principles

The aim of the policy is to:

- To provide all staff with the necessary information and standards to enable them to meet their safeguarding and child protection responsibilities.
- To effectively apply consistent good practice, through training, auditing, and development.
- To demonstrate the school's commitment with regard to safeguarding and child protection to students, parents, and other partners.
- To contribute to the school's safeguarding portfolio.

School will therefore ensure the following arrangements are in place to safeguard and promote the welfare of children.

Students are taught about safeguarding through the wider curriculum, including PSHE/RSE, assemblies, tutor time, online safety education, personal development, enrichment and pastoral work. This includes age-appropriate teaching about healthy relationships, consent, respectful behaviour, online harms, misogyny and harmful sexual behaviour, reporting routes, trusted adults and how to seek help for themselves or others. Curriculum content and pastoral work will be informed by pupil voice, local context and emerging safeguarding trends.

Prevention: school will create an ethos and culture where all students feel secure and able to build trusted relationships with staff. Children will be encouraged to talk and feel confident that they will be listened to. Staff and volunteers will be trained regularly to understand their responsibilities to recognise and report safeguarding or child protection concerns. This includes maintaining professional curiosity and understanding that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected and/or may not recognise their experiences as harmful. Students are taught about safeguarding, including online, through various teaching and learning opportunities as part of a broad and balanced curriculum.

Protection: school will ensure that each member of staff, governor and other visitor involved in regulated activity with students has undergone a thorough safer recruitment process and is sufficiently trained and supported to respond appropriately and sensitively to safeguarding and child protection concerns.

Support: Schools will provide structured systems of support for all students and appoint appropriately qualified and experienced staff (DSLs and DDSLs) to provide advice, training and support around safeguarding concerns.

Working with parents and external agencies: The school will work closely with parents and external agencies to ensure appropriate communications and actions are undertaken. The school will develop and maintain links with relevant external agencies in all matters relating to safeguarding and child protection. All schools assess the risks and issues in the wider community as part of the safeguarding curriculum.

Commitment: schools expect everyone to share this commitment, creating a culture of vigilance.

School commits to acting in accordance with Keeping Children Safe in Education. This policy does not aim to replicate the guidance in full. Therefore, the policy should be read in conjunction with at least Part One and Annex B of Keeping Children Safe in Education (2026).

Whilst the policy primarily focusses on the safeguarding of children, it also references the action to be taken if any member of the school community becomes concerned about the safety or welfare of an adult at risk, aged 18 or over.

Principles the policy is based on

School recognises that:

- the safety and welfare of a student is always of paramount consideration and will work together with parents and other agencies to safeguard and promote the welfare of the child;
- all children regardless of age, special needs or disability, racial or cultural heritage, religious belief, gender or sexual orientation have the right to be protected from ill treatment and neglect and to experience a good standard of care;
- all children have the right to be heard, and that the wishes and feelings of the child should be sought and influence the decision making;
- all incidents and allegations of suspicious or poor practice or abuse will be taken seriously, listened to and responded to appropriately. This includes allegations raised through the whistleblowing procedures.
- there is a consistent understanding of acceptable behaviour of young people towards other young people and staff within the school
- safeguarding is everyone's responsibility.

School expects:

- Everyone to be alert to signs of abuse, neglect and exploitation and to follow procedures to ensure that children receive effective support, and protection;
- Everyone know the safeguarding partnership to whom they should report any concerns or suspicions;
- Everyone to be committed to creating a culture of safety that minimises the opportunity for any kind of abuse (including all forms of child-on-child abuse) through training, education and robust response procedures;
- School has procedures (of which all staff and visitors are aware) for handling suspected abuse of students, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse;
- A Designated Safeguarding Lead (DSL) and any Deputy Designated Safeguarding Leads (DDSLs) to have responsibility for coordinating action within the school and liaising with other agencies. They must develop expertise and skills to be the most appropriate person to advise on the response to safeguarding concerns.

School commits to work in partnership with the Warwickshire County Council Safeguarding Partnership (The Safeguarding Partnership) and will follow their guidance and implement their systems and protocols for referring families for Early Support and reporting child protection concerns. The school is committed to developing effective working practice with locality support networks and agencies. DSLs will ensure that all staff and governors are aware of issues and systems for reporting and will provide local safeguarding updates, as signposted by Warwickshire Safeguarding and partners.

This policy is applicable to all on- and off-site activities undertaken by students whilst they are the responsibility of the school.

Stratford Girls' Grammar School is committed to anti-discriminatory practice and recognises children's diverse circumstances. Some children are at an increased risk of abuse, and additional barriers can exist for some children to recognising or disclosing abuse. We ensure that all children have the same protection, regardless of any barriers they may face.

3. Legislation and Statutory Guidance

Statutory Guidance

- Keeping Children Safe in Education (KCSIE) (2026)
- Working Together to Safeguard Children (2026)
- Multi-agency statutory guidance on female genital mutilation (2020)
- Teachers' Standards July (2021)

Legislation

- The Children Act 1989 and The Children Act (2004)
- Section 5B (11) of the Female Genital Mutilation Act (2003), as inserted by section 74 of the Serious Crime Act (2015)
- The Rehabilitation of Offenders Act (1974)
- Safeguarding Vulnerable Groups Act (2006)
- Counterterrorism and Security Act (2015) (and the Prevent Duty guidance)
- The Education Act (2002)
- Education (Independent Academy Standards) (England) Regulations (2014)
- The Academy Staffing (England) Regulations (2009)
- Part 1 of the schedule to the Non-Maintained Special Academies (England) Regulations (2015)
- The Equality Act (2010)
- The Childcare (Disqualification) Regulations 2009 (and 2018 amendment)
- The Childcare (Act 2006)
- Public Sector Equality Duty (2012)
- Care Act (2014)
- Mental Capacity Act (2005)

The school has regard to the following guidance and the safeguarding partnership relating to safeguarding. This policy has been devised in accordance with the following legislation and guidance:

- Working Together to Safeguard Children DfE (March 2026)
- Keeping Children Safe in Education DfE (2026)
- Working Together to Improve School Attendance, DfE (2024)
- Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings (Feb 2022)
- What to do if you're worried a child is being abused DfE (March 2015)
- Information sharing: advice for practitioners providing safeguarding services DfE (May 2024)
- The Prevent duty: Departmental advice for schools and childcare providers DfE (September 2023)
- Prevent Duty Guidance: England and Wales (2023)
- Mandatory Reporting of Female Genital Mutilation- procedural information Home Office (January 2020)
- Multi-agency practice principles for responding to child exploitation and extra-familial harm (2025)
- Child sexual exploitation: guide for practitioners DFE (February 2017)
- Teaching online safety in school DfE (January 2023)
- Mental Health and Behaviour in Schools DfE (November 2018)
- Data protection in schools, updated 17 June 2026.
- Promoting the education of children with a social worker (March 2024)
- Preventing youth violence and gang involvement
- Criminal exploitation of children and vulnerable adults: county lines

- Relationships Education, Relationships and Sex Education (RSE) and Health Education
- Domestic Abuse Act 2021 Statutory Guidance (Home Office April 2023)
- Guidance from the Warwickshire Safeguarding (THE SAFEGUARDING PARTNERSHIP):
- https://www.safeguardingwarwickshire.co.uk/
- https://www.warwickshire.gov.uk/children-families/early-help-warwickshire/3

4. Key Staff and Contacts

Role	Contact details
Headteacher	Jacqui Cornell
Designated Safeguarding Lead	Gurdeep Ubhie
Deputy Designated Safeguarding Lead(s)	Jacqui Cornell, Jon Blackwall, Suzanne Griffiths, Aby El-Bekai, Emily Dent, Dom Giles, Nathan Flaherty, Natasha Henderson
eSafety Lead	Gurdeep Ubhie
Prevent Duty Lead	Gurdeep Ubhie
Attendance Champion	Jacqui Cornell
Mental Health / Self Harm Lead	Susan Frater
Designated Teacher for Looked After and Previously Looked After Children	Gurdeep Ubhie
Designated Teacher with responsibility for Young Carers	Susan Frater
Designated Security Lead (Martyn's Law)	Clare Webster
Nominated Safeguarding Governor	Paul McAnaney
The above can be contacted via the school's office on 01789 293759	

Other useful contacts

Agency / Contact	Contact Details
Children's Social Care: **FAMILY CONNECT**	PHONE: **01926 414144**
Emergency Duty Team (OUT OF OFFICE HOURS)	PHONE: **01926 745376**
The Local Authority Designated Officer (LADO)	EMAIL lado@warwickshire.gov.uk CONTACT NUMBER: **01926 745376** Position of Trust MARF (DOCX, 1.53 MB)

NSPCC Whistleblowing Advice Line	Call 0800 028 0285

5. Safeguarding information for all staff

The definitions of safeguarding, child protection and related terminology are set out in the Glossary at the start of this policy. This section focuses on what all staff need to understand and do in practice.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment on others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. 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 online and in person, please be aware that they are not mutually exclusive, and children can experience these types of abuse simultaneously. Children may be abused by an adult or adults or by another child or children.

Neglect is a form of abuse and is 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.

Child on child abuse refers to the abuse of a child or children perpetrated by another child or children. Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children also known as teenage relationship abuse;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- up skirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Keeping Children Safe in Education (2026)

Keeping Children Safe in Education (February 2026) may be abbreviated to 'KCSiE'.

All staff must remain alert to signs that a child may be at risk of harm, abuse, neglect or exploitation. Staff do not need to determine whether abuse has occurred; their responsibility is to recognise and report concerns without delay.

6. Responsibilities to implement policy

Safeguarding and promoting the welfare of children is everyone's responsibility. It is the duty of all staff, trustees, governors, volunteers, and visitors to Stratford Girls' Grammar School to accept and understand their responsibilities for safeguarding and to follow the agreed principles and procedures outlined in this policy read in conjunction with KCSiE 2026. The Governing Body will ensure that the school's safeguarding arrangements are effective, understood and implemented in practice.

The Governing Body

- determine and keep under review the school's Safeguarding Policy;
- ensure that an effective organisation is created for the management of safeguarding and child protection concerns;
- ensure that the school promotes the correct attitude towards safeguarding and child protection with staff, volunteers and visitors; and
- monitor and evaluate the effectiveness of the school's safeguarding practices and procedures.
- nominate a Safeguarding Governor. The named Governor will maintain regular contact with the DSL and will ensure that governors receive appropriate assurance about safeguarding activity, policy implementation, training, safer recruitment, filtering and monitoring, and the management of allegations and low-level concerns.

All those involved in governance must attend relevant induction and annual safeguarding training. Trustees and governors are responsible for ensuring that they have read and understood KCSIE, including at least Part 1, Part 2 and Annex B, and this policy. They must confirm this on appointment and each time the policy or KCSIE is updated.

Part 2 of KCSIE sets out the responsibilities of governing bodies. Governors will maintain strategic oversight of safeguarding and ensure that safeguarding and child protection underpin relevant aspects of policy and practice.

- working to facilitate a whole school approach to safeguarding, including child on child abuse, by ensuring that safeguarding and child protection underpin all relevant aspects of policy and process;
- ensuring that policies, procedures, and training are effective and comply with the law at all times
- they allow concerns to be responded to in a timely manner;
- ensuring that the school has systems in place that allow children to raise concerns, and that these systems are well promoted, well understood and easily accessible.

Governors

Governors have strategic responsibility for standards, including the quality and effectiveness of safeguarding provision. They will:

- ensure that suitable arrangements are in place within the school to meet the duties set out in this policy, including appropriate staffing, time, funding, resources and support;
- ensure, in coordination with the Headteacher, that all relevant Senior Managers are capable and competent in their given roles and provided with suitable and sufficient information and instruction;

- maintain strategic oversight of the effectiveness of safeguarding;
- respond to low level concerns or allegations of abuse against Headteacher in line with the Low-Level Concerns and Dealing with Allegations Against Staff in Part 4 of KCSiE 2026.

The Headteacher

The Headteacher is accountable for the effective safeguarding of children in the school and will:

- ensure that this policy and associated procedures, including the use of the relevant safeguarding software are adhered to by all staff and take action as necessary if not;
- ensure that staff (including temporary staff) and volunteers are informed of systems and trained in using such systems, that support safeguarding, including this policy, as part of their induction.

In addition, the Headteacher:

- ensures that the Child Protection and Safeguarding Policy and procedures are understood and implemented by all staff;
- allocates sufficient time, training, support, and resources, including cover arrangements, when necessary, to enable the DSL and deputy/s to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings;
- supports the designated teacher for children in care to promote the educational achievement of any students who are children in care of the Local Authority or who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England and Wales;
- ensures that all staff have the skills, knowledge and understanding necessary to keep children in care and previously children in care safe;
- ensures that all staff feel able to raise concerns about poor or unsafe practice, and that such concerns are handled sensitively and in accordance with the whistleblowing procedure;
- ensures that the culture of the school supports the provision of effective pastoral care and Early Support;
- ensures that staff do everything they can to support social workers when Children's Social Care become involved;
- ensures that students are provided with opportunities throughout the curriculum to learn about safeguarding and how to keep themselves safe at all times, including when online, as part of a broad and balanced curriculum;
- refers all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the LADO within one working day prior to any internal investigation;
- ensures that anyone who has harmed or may pose a risk of harm to a child is referred to the Disclosure and Barring Service, as advised by the LADO;
- appoints a case officer who will be the Headteacher, to investigate allegations concerning members of staff and volunteers and/or act as a point of contact for the member of staff/volunteer against whom the allegation is made;
- ensures that all staff are made aware of the named Governor for safeguarding and the DSL promotes an environment and culture of safety where students feel safe and listened to; this includes ensuring that the curriculum includes safeguarding and how to keep safe;
- ensures that the role of 'DSL' is explicit in the role-holder's job description, that they have appropriate time, funding, training and resources and that there is always adequate cover if the DSL is absent;

- decides whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the DSL;
- organises appropriate cover for the role of DSL for any out of hours/out of term activities;
- appoints a 'Designated Teacher for Looked After and Previously Looked After Children' to promote the educational achievement of children looked after and previously looked after;
- ensures the Whistle Blowing Policy and procedures have been disseminated to all staff and that any allegations against staff are responded to appropriately;
- ensures that all recruitment follows the safer recruitment guidance detailed in Part 3 of KCSIE and that the Single Central Record is maintained with details of all members of staff who are in contact with children;
- responds to allegations of abuse/concerns against all other members of staff and acts as the 'case manager' in the event of an allegation of abuse/concerns made against another member of staff or volunteer, implementing the appropriate disciplinary and appeals procedures as required;
- refers cases to the Disclosure and Barring Service where a person is dismissed or has left due to risk of harm to a child; ensures that school staff work with children's social care, the police, health services and other services to promote the welfare of children; supports a coordinated offer of Early Support where need is identified; contributes to inter-agency plans for children subject to child protection plans; maintains public trust in the teaching profession in line with the Teachers' Standards; ensures that children's social care has access to the DSL where section 17 or section 47 assessment is being considered; and contributes to safeguarding quality assurance activities.

The Headteacher retains accountability for all safeguarding-related matters within the school.

The Designated Safeguarding Lead

The DSL is a member of the Senior Leadership Team. The DSL takes lead responsibility for child protection and wider safeguarding. This includes online safety and an understanding of the filtering and monitoring systems in place. The school's DSL and their deputies are named on Page 1. The full responsibilities of the DSL are set out in Annex C, KCSiE (2026).

When the DSL is absent, the Headteacher or one of the Deputy DSLs will cover. Any deputies will be trained to the same standard as the DSL. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the DSL; this lead responsibility should not be delegated.

Stratford Girls' Grammar School recognises the pressures inherent within the role of DSLs and DDSLs, and the demands placed upon them. To preserve staff wellbeing, the school does not expect DSLs or DDSLs to monitor emails, phonelines or our child protection recording software outside of working hours, except during periods of planned school trips or activities. All members of the school community (staff, parents, and students) will be made aware of this expectation. Where staff are not contracted to work outside of term time, an emergency rota will be in place covering normal working hours during holiday periods but excluding bank holidays and weekends. To promote the safety of children during these times, the school will regularly share contact details for statutory and non-statutory support services, including police and children social care, with all members of the school community, including via the school's website.

The DSL will:

- act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- provide oversight, support and challenge to DDSLs;
- act as a point of contact with the safeguarding partners and engage fully with requests for information (e.g., Section 175 audit);
- perform the role of Online Safety Lead;
- be aware of and up to date with latest national and local guidance and requirements, ensuring this is shared with all key personnel.
- advise on the response to safeguarding concerns, ensuring that all safeguarding concerns raised by staff are properly assessed, categorised, actioned and resolved, and ensuring that decisions and rationales are clearly recorded;
- liaise with the Local Authority and other relevant agencies when necessary and work with partners in line with Working Together to Safeguard Children;
- be aware of the requirement for children to have an Appropriate Adult and follow the procedures outlined in searching screening and confiscation 2022;
- identify if children may benefit from Early Support
- refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly;
- make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- support the Headteacher with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation; refer cases to the police where a crime may have been committed with reference to When to call the police NPCC;
- be available during school hours for staff to discuss any safeguarding concerns. In the event that they are not available, a deputy will be made available;
- undertake training to equip them with the skills to carry out the role and update these every two years;
- maintain a forensic understanding of safeguarding data, including data relating to child-on-child abuse;
- ensure all staff that work directly with children have read and understood Part 1 and Annex B of KCSiE (September 2026);
- ensure all staff that do not work directly with children have read either Part 1 or Annex A (as appropriate) of KCSiE (2026);
- update their knowledge and skills regularly and keep up with any developments relevant to their role;
- provide staff in the school with the knowledge, skills and support required to safeguard children;
- ensure that all school staff and those working with the school receive initial training and appropriate regular update training via whole staff training or bulletins on safeguarding, including how to recognise the signs and symptoms of abuse. This includes provision of training on how to report a safeguarding concern.
- ensure that all staff can demonstrate an understanding of child abuse, neglect and exploitation and their main indicators, including for children in care (looked after children). Staff can also demonstrate an understand of wider safeguarding issues (details in Annex B of KCSiE) and the additional vulnerabilities of children with special educational needs and disabilities or those who identify as gender questioning.
- take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- take responsibility for the transfer of safeguarding files when a child leaves their school adhering to KCSiE's five school day transfer limit;

- monitor school mobility, and in particular take responsibility for ensuring that those children removed from the school are removed in adherence with LA guidance, ensuring that all reasonable steps are taken to ensure that the child is safe;
- attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- ensure that parents are informed of the safeguarding procedures by having access to the policy on the school website;
- work closely with other relevant education professionals (e.g., SENCO, Virtual Schools Head) to ensure children with additional vulnerabilities are safeguarded;
- help to promote educational outcomes of children who have experienced or are experiencing safeguarding or child protection issues by sharing relevant information with teachers and the school's leadership team;
- work with pastoral, attendance, SEND and teaching staff to promote the educational outcomes of children who have, or have previously had, a social worker. This will include considering the impact of adverse experiences on attendance, engagement, behaviour, progress and achievement, while maintaining high expectations and providing appropriate academic and pastoral support.
- promote a 'culture of safeguarding', in which every member of the school community acts in the best interests of the child;
- meet regularly with the safeguarding Link Governor to review safeguarding at the school;
- meet regularly with relevant Curriculum Leads to share information about emerging trends and ensure that the safeguarding curriculum is meeting the needs of students;
- meet regularly with the school Business Manager to ensure that safe recruitment practices are in place and effective, including checking that the School's Single Central Record is maintained in line with statutory guidance;
- contribute to safeguarding quality assurance activities;
- Liaise with the Headteacher regarding safeguarding cases and issues.

During term time, the DSL or an appropriately trained Deputy DSL will be available during school hours for staff to discuss safeguarding concerns. Appropriate cover arrangements will also be in place for school activities taking place outside normal school hours or off site, including educational visits and residential activities. Deputy DSLs are trained to the same standard as the DSL and have access to the safeguarding systems and information necessary to discharge their responsibilities effectively.

All staff

All staff play an important role because they are well placed to identify concerns and provide help for children.

All staff:

- have a responsibility to provide a safe environment, where children can learn;
- will be made aware of and should be clear on the school's policy and procedures with regards to safeguarding and child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it;
- will complete mandatory training provided by the school so that they know and understand:
- how to identify indicators of neglect, harm and abuse and the behaviours associated with these risks;
- what to do if a child discloses information which is a safeguarding concern (including FGM);
- what safeguarding systems are in place within the school, including the recording of concerns decisions, actions, and outcomes;

- must be aware of who the safeguarding team are;
- are responsible for ensuring that they have read and understood Part 1 in full and Annex B of KCSiE 2026 in conjunction with this policy. They must also regularly familiarise themselves with the key policies and information contained in this policy, Part 1 and Annex B of KCSiE 2026.
- should be prepared to make referrals to the Front Door if they are concerned that a child is suffering, or likely to suffer, significant harm and understand the role that they may be expected to play in social care assessments;
- will be encouraged to contribute to the development of safeguarding policy and practice.

All staff who work directly with children will be provided with a copy of, and must read, Part 1 and Annex B of KCSIE annually. Staff who do not work directly with children will be provided with a copy of Part 1 of KCSIE and must read this document. All members of staff must sign a declaration confirming that they have done this. The school will use a variety of methods to assess staff understanding.

Although there are extensive mechanisms in place to support staff understanding of safeguarding and child protection, staff must speak to the DSL or Headteacher immediately if they are unclear about any aspect of the school's safeguarding policy or practice, so that additional guidance or training can be arranged.

Strategic safeguarding oversight

The DSL will set the strategic safeguarding direction for the school, working in an advisory capacity to provide support and guidance to the Headteacher and Deputy DSLs on all safeguarding-related matters.

- Strategic oversight of developing safeguarding and child protection ensuring statutory compliance and development of this area;
- Developing, implementing, and evaluating the impact of an annual safeguarding action plan to promote effective quality assurance and practice improvement;
- Representing the school within strategic multi-agency partnerships;
- implementing the safeguarding policy and other relevant policies, including attendance;
- implementing the safeguarding action plan to help the school identify and respond to statutory and emerging training needs;
- Providing or facilitating the provision of advice, guidance and coaching support to DDSLs on complex safeguarding cases.
- ensuring that participation in sport, the use of toilets, changing rooms and showers, and sleeping arrangements for residential activities are managed in a way that protects the safety, privacy, dignity and welfare of all students. Where single-sex provision is necessary for safety, privacy or statutory compliance, this will be maintained. Any individual arrangements will be considered carefully, recorded, communicated to staff on a need-to-know basis and reviewed regularly.

7. Recognising and responding to abuse

If a member of staff, parent or member of the public is concerned about the safety or welfare of a child, they should report it to the DSL as soon as possible. If the DSL is not available, it should be reported to the deputy safeguarding lead/s immediately. If in exceptional circumstances, the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care, Front Door.

Although any member of staff can make a referral to children's social care, Front Door, where possible there should be a conversation with the DSL. All staff must follow the procedures set out below in the event of a safeguarding issue.

All staff will be alert to indicators of abuse (including child on child, online abuse, and exploitation) and will report any of the following to the Designated Safeguarding Lead immediately;

- any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;
- any concerning behaviours exhibited by children that may indicate that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories;
- any significant changes in attendance or punctuality;
- any significant changes in a child's presentation;
- any indicators that a child may be experiencing child on child abuse;
- any concerns relating to people who may pose a risk of harm to a child; and/or
- any disclosures of abuse that children have made.

Neglect may present through persistent or cumulative unmet need rather than a single incident. Staff should remain alert to the child's lived experience and consider the cumulative impact of chronic low-level concerns, persistent absence, barriers to suitable education, inadequate supervision, unmet medical needs, emotional unresponsiveness or repeated missed opportunities for care. Poverty or parental challenges should not prevent staff from considering the impact of neglect on the child.

The school recognises that harmful sexual behaviour should never be dismissed as mutual or consensual without full assessment.

Serious violence and weapons
Serious violence is a safeguarding concern. Staff must remain alert to indicators that a student may be at risk of, or involved in, serious violence, including unexplained absence, changes in peer groups, unexplained injuries, significant changes in behaviour, unexplained gifts or money, involvement in peer conflict, or concerns about carrying or threatening to use a weapon. Any concern that a child is carrying, using or intending to use a weapon must be reported immediately to the DSL or a Deputy DSL. Where a child is in immediate danger or a weapon is present, staff will contact the police without delay.

Responding to a Disclosure
When responding to a disclosure from a child, staff will:

- make a written record, informing the child that you are doing so;
- pass the information to the DSL or DDSL, in their absence, pass the information to the Headteacher, without delay, either in person (for immediate, priority cases) or through the online system (for lower-level concerns) depending on the nature of the concern. All reports to the DSL must be followed up in writing on the online system.

Reporting and Recording a Concern
All staff and volunteers receive guidance on the procedures to report safeguarding concerns upon induction and receive regular updates. All concerns should be reported in writing, using the correct school process. Records should be created as soon as possible, on the same day and during working hours. Staff must never wait until the next day to complete a safeguarding concern report.

The DSL/DDSL will then

- keep a confidential record of all comments, actions, and observations. These records will be filed, kept securely and access will be restricted to only staff authorised by the DSL;
- seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSL or the DDSL will contact the parents in the event of a concern, suspicion or disclosure. However, if the DSL or the DDSL believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from Front Door
- if the DSL or the DDSL believes that "a child is experiencing or may have already experienced abuse or neglect" or "is at risk of suffering significant harm" either now or in the future, then the school will comply with the procedures of the Local Safeguarding Partnership.

Concerns About Significant Harm or Imminent Danger: Any member of staff that suspects or has evidence of child abuse or is concerned that a child may be at risk of imminent danger, must notify the DSL or a DDSL immediately and in person. A referral must be made if a child may be suffering or at risk of suffering harm. Whilst the DSL or a DDSL should ideally make the referral, anyone can make a referral to children's social care, Front Door. If anyone other than the DSL makes a referral to children's social care or to the police, they should inform the DSL as soon as possible.

Where there are concerns that a young person may be experiencing an acute physical or mental health crisis, or where urgent professional assessment is required to safeguard their welfare, the DSL may seek advice from or contact relevant health professionals. This may include the young person's GP surgery, safeguarding practitioner, school nursing service, mental health services, NHS 111, emergency services, or other appropriate healthcare providers.

Any contact with health professionals must be recorded in accordance with the school's safeguarding procedures and shared with the DSL as soon as possible if they are not directly involved. Seeking urgent health advice does not replace the requirement to make a referral to Children's Social Care (Front Door), the police, or other statutory agencies where a child is suffering, or is at risk of suffering, significant harm. Staff must continue to follow the school's procedures for concerns about significant harm or imminent danger.

Concerns Below the Threshold for Significant Harm and No Imminent Danger: Where a concern does not meet the threshold for significant harm, the DSL will consider appropriate next steps, which may include managing support internally, initiating an Early Support Pathway, or making a referral to the Front Door. All decisions will be guided by the Spectrum of Support and recorded clearly.

Staff should log concerns on the school's online system, at the earliest opportunity, providing sufficient information and context for the DSL/DDSL to assess the information.

The DSL will decide on the most appropriate course of action and whether the concerns should be referred to Front Door, using the thresholds guidance Spectrum of Support, published by the local safeguarding partnership. If it is decided to make a referral to children's social care, the parent will be informed, unless to do so would place the child at further risk or undermine the collection of evidence.

All concerns, discussions and decisions will be recorded in writing. The DSL will provide guidance on the appropriate action. Options will include:

- managing any support for the child internally via the school's own pastoral support processes.

- an Early Support Pathway Assessment; or
- a referral for statutory services where the child is, or might be, in need or suffering or likely to suffer significant harm.

Early Support (Warwickshire) is aligned with the national Early Support framework referenced in KCSiE.

Early Support and Vulnerable Children: All staff should be prepared to identify children who may benefit from Early Support. Early Support means providing support as soon as a problem emerges at any point in a child's life. If Early Support is appropriate, the DSL or DDSL will generally lead on liaising with other agencies and setting up an interagency assessment as appropriate. Staff may be required to support, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse. Timelines of interventions will be monitored and reviewed by the DSL.

All staff will be made aware of the Early Support process, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the DSL or DDSL any ongoing/escalating concerns so that consideration can be given to a referral to children's social care if the child's situation does not appear to be improving. We recognise that any child can be the victim of abuse and may benefit from Early Support. However, we will be particularly vigilant to potential need for Early Support if a child;

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan (EHCP));
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Student Referral Unit.
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and
- is persistently absent from education.

The DSL will maintain a list of students who the school has identified to be at potential risk, including those with a social worker, and ensure that relevant staff are aware and that these students are monitored closely and supported to achieve the best possible outcomes. This will include children in care (Looked After Children, or Previously Looked After Children), or those who have special educational needs or disabilities.

Referrals: If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so. If you make a referral directly, you must tell the DSL as soon as possible.

Children's social care assessments should consider where children are being harmed in contexts outside the home, so the school will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

The school will be guided by Front Door as to the appropriate outcome e.g., complete an Early Support Pathway Assessment or refer to a relevant specialist agency. All Child Protection records, including referrals, will be maintained in a confidential file at the school. The protocols as outlined in the Data Protection Policy must be followed.

The local authority will decide within one working day of a referral about what course of action to take and will inform the referrer of the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded. If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves. All escalations must be recorded on the online system.

The DSL should refer all cases of suspected abuse or neglect to the Front Door, police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern. Consent will be required before support can be delivered to any individual through the Channel programme. Contact details for the Front Door can be found in Section 1 of this policy.

Trigger Points and Escalation: In the event of serious incidents, the Headteacher should be notified by the DSL. The Chair of Governors will also be informed.

8. Responding to safeguarding issues

The following overview details how Stratford Girls' Grammar School will respond to specific safeguarding issues. The list is not exhaustive and is designed to complement the contents of Keeping Children Safe in Education (2026). Staff should follow the procedures outlined above when responding to, recording, and reporting the specific safeguarding issues detailed below. The response of DSLs and DDSLs will always be guided by KSCIE (2026) and multi-agency policies and procedures implemented by the safeguarding partnership.

Where police wish to speak to a student about an offence they may suspect, the DSL or Deputy DSL will consider whether any known vulnerabilities should be communicated to the police and whether the student requires an appropriate adult. Where staff are concerned that police contact is not proceeding in accordance with PACE Code C, the matter will be escalated appropriately.

Female Genital Mutilation: FGM is a collective term for all procedures involving the partial or total removal of external female genitalia for cultural or other nontherapeutic reasons. Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), the Female Genital Mutilation Act 2003 (as amended by the Serious Crime Act 2015) places a statutory duty upon teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Forced Marriage: A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. A marriage must be entered into with the free and full consent of both parties, there must be a choice. Forced marriage is a crime. Since 2023, it has also been a crime for a person to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

When responding to concerns regarding Forced Marriage, advice can be sought from the Forced Marriage Unit:

Telephone - (0) 20 7008 0151

Email - fmu@fcdo.gov.uk

Breast Ironing/Flattening: Breast ironing or flattening is the process during which young pubescent girls' breasts are ironed, massaged, flattened and/or pounded down over a period of time (sometimes years) in order for the breasts to disappear or delay the development of the breasts entirely. Girls' aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of known cases breast ironing is carried out by mothers or grandmothers, and the men in the family are unaware. Breast ironing is a form of physical abuse. Staff or volunteers worried about the risk of breast ironing should report their concerns to the DSL immediately, who will make a referral to the Front Door.

Staff must:

- Report concerns immediately to the DSL.
- Ensure a referral is made to children's social care where appropriate.
- Treat all concerns with urgency due to the risk of harm.

The DSL will contact the Foreign and Commonwealth Office if the student has been taken abroad: Telephone – 020 7008 1500

Radicalisation and Extremism: Stratford Girls' Grammar School has a statutory duty under Section 26 of The Counter-Terrorism and Security Act 2015 and the statutory Prevent Guidance 2015 to have due regard to the need to prevent people from being drawn into terrorism.

The Prevent Duty Guidance requires school to:

a. Assess the local risk of extremism – School should assess the risk of children being drawn into terrorism. This assessment should be carried out alongside key partners of the school, based on the local environment and informed by the Counter Terrorism Local Profile. The risk assessment will inform the school's strategic approach to the prevention of radicalisation and extremism, including training and online filtering and monitoring.
b. Work in partnership – Stratford Girls' Grammar School will ensure that they follow the policies and procedures of the local safeguarding partnership. Staff will work closely with the police and local Prevent coordinator.
c. Train Staff – all staff will complete Prevent training at least every three years. This will ensure that staff have the confidence to identify children susceptible to and at risk, to extremist ideas and should know where and how to refer children and for further help. DSLs will also complete training on the Channel process.

d. Implement ICT Policies – Stratford Girls' Grammar School will take steps to protect children online by ensuring appropriate levels of filtering and monitoring. More information can be found in the ICT E-Safety Policy.

Stratford Girls' Grammar School is committed to ensuring that all students benefit from a broad and balanced curriculum that prepares them for life in modern Britain. Fundamental British Values underpin all aspects of the education and curriculum offered to students. More information on the Channel process can be found on the Safe in Warwickshire website and through contacting Geoff Thomas – WCC Prevent Officer

The school will:

- Assess and monitor local risks of extremism.
- Work in partnership with safeguarding agencies and the police.
- Ensure all staff receive Prevent training at least every three years.
- Ensure DSLs are trained in referral processes, including Channel.
- Maintain appropriate online filtering and monitoring systems.

Staff must:

- Be aware of indicators that a child may be vulnerable to radicalisation.
- Report concerns immediately to the DSL.

Child on Child Abuse: All staff should be aware that children can abuse other children either inside or outside of the school and respond to any concerns with the same rigour as they would for those involving adults. Stratford Girls' Grammar School does not accept and will not tolerate child on child abuse of any kind. Measures to minimise these risks are included in the Behaviour policy, which should be applied in conjunction with the Safeguarding and Child Protection policy.

The school recognises that children can abuse other children and will respond to such incidents with the same rigour as adult-led abuse.

Child-on-child abuse may include:

- Bullying, including cyberbullying and discriminatory bullying.
- Physical abuse.
- Sexual violence and sexual harassment.
- Abuse in intimate relationships.
- Sharing of explicit images or coercion.
- Hazing, initiation or group-based abuse.

The school will:

- Not tolerate any form of child-on-child abuse.
- Ensure all concerns are recorded and addressed appropriately.
- Apply the Behaviour Policy alongside safeguarding procedures.

Online Safety: Online safety is an integral part of safeguarding and requires a whole school, cross-curricular approach and collaboration between key school leads. This includes meeting the DfE's Filtering and Monitoring and Digital and Technology Standards, including cyber security. Accordingly, the ICT E-Safety Policy is written in line with these standards, in addition to KCSIE (2026) 'Teaching Online Safety in Schools' 2019, statutory RSHE guidance 2019 and other relevant statutory and non-statutory guidance.

Technology, and the risk and harms associated with it, evolves and change rapidly. The school will carry out an annual review of their approach to online safety, overseen by the DSL. The Online Safety Lead will work with relevant Curriculum Leads to ensure that online safety is embedded within the curriculum. This will include ensuring that the curriculum is inclusive and accessible and reflects the heightened vulnerability of some students online (e.g., students with SEND).

SGGS will maintain appropriate filtering and monitoring systems to reduce students' exposure to harmful and inappropriate online content when using school systems. Clear roles and responsibilities will be assigned to the DSL, Online Safety Lead and IT support. The effectiveness of filtering and monitoring will be reviewed at least annually, with records kept of checks, findings and actions. Staff must report any safeguarding concern arising from technology use, including concerns linked to AI-generated sexual imagery, deepfakes, harmful content, extremist material, self-harm, abuse or exploitation.

The school makes use of filtering and monitoring to block inappropriate content and monitor student internet on school-owned devices, or any other student device accessing the school network. Concerns are logged directly on to the online recording system and brought to the attention of the DSL. Monitoring does not apply when students access the internet via their own devices.

The school will teach students about the acceptable use of technology, recognising online risk and ways to stay safe online, including when using personal devices. The school will encourage students to report any incidents relating to harmful content, conduct or contact. Where such incidents are caused by the behaviour of another student, the Behaviour Policy will be applied. Policies in relation to the use of mobile phones and wearable devices by students and staff will be available on the school website.

Stratford Girls' Grammar School will take all reasonable action to limit children's exposure to online risks from when accessing the IT system. This includes ensuring that school has appropriate filtering and monitoring systems in place and ensuring that their effectiveness is reviewed regularly. This will include considering the number and age range of children, those who are potentially at greater risk of harm and how often they access the IT, along with the proportionality of costs versus safeguarding risks. The appropriateness of filtering and monitoring systems is managed by the school, including risk assessments for individuals where necessary.

Where a safeguarding concern for a student relates to online safety, usual safeguarding procedures in relation to responding, recording and reporting will apply. This may lead to the provision of school-based interventions, Early Support, or referral to the police or Front Door. The response will be overseen by the DSL.

Online safety is an integral part of safeguarding and requires a whole-school approach.
The school will:

- Deliver education on safe use of technology.
- Ensure appropriate filtering and monitoring systems are in place.
- Regularly review the effectiveness of these systems.
- Ensure that safeguarding procedures are followed for online concerns.

The school will remain vigilant to emerging online risks, including:

- AI-generated imagery, including deepfakes.

- Digital coercion and manipulation.
- Online blackmail and sextortion.

Where concerns arise:

- They must be recorded and managed through safeguarding procedures.
- The DSL will oversee the response and determine next steps.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE): CSE and CCE occur when a child is exploited through coercion, manipulation or deception. Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in 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.

Stratford Girls' Grammar School recognises that regardless of gender, children can be victims of criminal exploitation, and that as children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised. The school adopts a child-centred approach when responding to any concerns relating to child criminal exploitation and will always consider child criminal exploitation when responding to reports of suspected offending by students.

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative 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.

The school will raise awareness of CSE and CCE when appropriate through the safeguarding curriculum, guided by the age and stage of children and safeguarding priorities within the local area. The school recognises that some children may not realise they are being exploited and may believe that they are in a genuine, romantic relationship. The school will be particularly mindful of this when responding to reports involving 16- and 17-year-olds who, whilst above the legal age of consent, may have been coerced into engaging in sexual activity. The school will follow procedures outlined by the LA when responding to concerns about child exploitation. This will include making use of available screening tools to identify and respond to potential risks.

Staff must:

- Recognise indicators of exploitation, including significant changes in behaviour or relationships.
- Understand that victims may not recognise that they are being exploited.
- Respond to all concerns using safeguarding procedures.

The school will:

- Work with partner agencies to support affected children.
- Treat all children involved as victims first.

- Consider exploitation when responding to suspected offending by students.

Domestic Abuse: Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional.

Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. Domestic abuse can also include child/adolescent to parent violence. More information on this hidden form of domestic abuse including coercive and controlling behaviours can be found in the Domestic Abuse act 2021.

SGGS recognises that domestic abuse can have a serious and lasting impact on children, including where they see, hear or experience the effects of abuse at home or within their own relationships. Operation Encompass notifications will be received by the DSL or nominated safeguarding staff, recorded securely, and used to offer proportionate support. Staff will not automatically question the child about the incident; support will be offered with sensitivity and on a need-to-know basis.

Students will be encouraged to report incidents of domestic abuse, by raising awareness of healthy relationships through the curriculum and regularly reminding students of sources of help and support available. Staff will also be mindful that the behavioural response of children who witness domestic abuse may include acting out, withdrawal or anxiousness to please. They may exhibit signs of anxiety, or may use violence, aggression, or self-injury to express themselves.

Staff must:

- Record and report all concerns immediately.
- Be aware that children may be affected by witnessing abuse.
- Monitor behaviour, attendance and wellbeing closely.

The school will:

- Provide support to affected students.
- Liaise with external agencies where appropriate.
- Participate in Operation Encompass and respond appropriately to notifications.

Mental Health: All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. including significant changes in mood, behaviour, presentation, sleep, eating, personal care, engagement, friendships, self-harm, disordered eating or suicidal thoughts. Whilst only appropriately trained professionals should attempt to make a diagnosis of a mental health problem, staff are well placed to observe children and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where there is immediate risk of serious harm, staff will contact emergency services by calling 999 or seek urgent medical assistance. Urgent non-emergency mental health advice may be sought through NHS 111 and local crisis services. Concerns will be recorded and shared with the DSL without delay.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences (ACEs), this can have a lasting impact throughout childhood,

adolescence and into adulthood. All staff should be aware of how these experiences can impact on their mental health, behaviour, attendance and progress at school. Stratford Girls' Grammar School will seek to embed positive mental health and mental health awareness by creating a culture where students can self-identify, signpost peers and seek support themselves. Key staff will complete mental health training will promote positive mental health and wellbeing through the curriculum. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken in line with the procedures outlined above.

Staff must:

- Observe and report changes in behaviour or presentation.
- Recognise links between trauma and mental health.
- Follow safeguarding procedures where concerns arise.

The school will:

- Promote positive mental health through the curriculum.
- Provide access to support and specialist services where required.

Private Fostering: A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and steps; it does not include great-aunts or uncles, great grands or cousins.

Staff must report any private fostering arrangements to the DSL.

The school will:

- Inform the local authority of any such arrangements.
- Ensure that families are aware of their legal responsibilities.

Children Not Collected from School: On rare occasions, instances occur where children of school age are left uncollected for over an hour. As a school, we will respond sensitively, yet consistently, to ensure the safety and welfare of all children. On admission to a school, parents should provide accurate information about who holds parental responsibility for their children i.e. names, addresses and telephone numbers, names and telephone numbers of at least two emergency contact persons and any information if anyone other than the parent/carer is to collect a child from school. Parents must also provide updated contact details when these are changed. Schools will ensure that parents are provided with information about the times of the school day and the expectation regarding the delivery and collection of children, where appropriate.

If a child is not collected from school 30 minutes after the end of the school day,

- The school will contact parents and emergency contacts.
- The DSL will be informed.
- If no contact is made after a reasonable period, consideration will be given to contacting the police or children's social care.
- A full written record of all actions will be maintained.

Relationship, Sex Education curriculum: Through the curriculum, staff will ensure that children receive a preventative education that teaches them how to keep themselves and others safe, including online, and prepares them for life in modern Britain. This includes creating a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence and harassment.

Through regularly timetabled lessons, students receive an inclusive, age and stage appropriate Health Education, in addition to Relationships Education for primary students and Relationships and Sex Education for secondary students. Key messages are reinforced throughout the curriculum and staff will receive training to support them in the delivery of the curriculum. Schools will use a variety of methods to meet the needs of vulnerable children, including children who are victims of abuse, and children with special educational needs or disabilities.

The curriculum will explore issues such as:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- How to recognise an abusive relationship, including coercive and controlling behaviour
- The concepts of, and the safeguarding partnership relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and what constitutes sexual harassment and sexual violence and why these are always unacceptable.

More information can be found in the Part five, KSCiE 2026 and school's Behaviour Policy.

Children questioning their gender and requests for social transition
Stratford Girls' Grammar School will provide a respectful and supportive environment for children who are questioning their gender. Bullying, harassment and discrimination will not be tolerated. Individual members of staff must not independently agree changes relating to names, pronouns, uniform, facilities, sport or other arrangements. Requests for support involving social transition will be referred to the Headteacher and DSL and considered through a careful, documented, case-by-case process. Parents or carers will normally be involved unless doing so may place the child at increased risk or compromise safeguarding action. Decisions will take account of the welfare and best interests of the child and other children, relevant safeguarding information, equality duties, safety, privacy, dignity and the school's single-sex context.

Alternative provision and off-site arrangements
Where the school places or directs a student to attend alternative or off-site provision, the school remains responsible for safeguarding. The school will undertake and record safeguarding due diligence, including the provider's address, any subcontracted or satellite provision, safeguarding policies, safer recruitment assurance, communication arrangements and review arrangements. Placements will be reviewed regularly and immediately where a safeguarding concern arises. If safeguarding arrangements are not satisfactory, the school will take appropriate action, which may include suspending or ending the placement.

9. Sexual Violence, Sexual Harassment in school

As outlined in Sections 5 and 6, Stratford Girls' Grammar School recognises that children can abuse children. This may involve harmful sexual behaviour, including sexual harassment and sexual violence.

Sexualised Behaviour: Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate and problematic (problematic sexual behaviour) or abusive and violent (harmful sexual behaviour). Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. It can occur online and/or face-to-face and can also occur simultaneously between the two.

Sexual violence and sexual harassment are examples of harmful sexual behaviour and can occur between two or more children of any age and sex and may occur through a group of children sexually assaulting or sexually harassing a single child or group of children. We adopt a zero-tolerance approach to sexual violence and sexual harassment.

All incidents involving the making, requesting, viewing or sharing of nudes or semi-nudes require a safeguarding response, whether apparently consensual or non-consensual. This includes photographs, videos, livestreams, digitally altered images and content generated using artificial intelligence, including deepfakes and "deep nudes". Staff must report concerns to the DSL without delay and must not view, copy, print, share or forward imagery except where this is clearly necessary and in accordance with safeguarding procedures.

Staff will not dismiss incidents as "banter", "just having a laugh" or "part of growing up", as this could lead to a culture of unacceptable behaviour, an unsafe environment, or a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it. Staff are expected to challenge and report all forms of sexual violence and sexual harassment. All staff must adopt an attitude of "it could happen here" and understand that even if there are no reports coming through, this does not mean it is not happening and may indicate that incidents are not being reported. All staff will receive training on harmful sexual behaviour, including sexual violence and sexual harassment.

Sexual Violence: When referring to sexual violence, the school is referring to sexual offences under the Sexual Offences Act 2003, as described below:

- Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)
- Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents (this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).

Sexual Harassment: Sexual Harassment may include:

- Sexual comments
- Sexual "jokes" or taunting
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes

- Displaying pictures, photos or drawings of a sexual nature
- Up skirting
- Online sexual harassment, which may include:
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (Online Safety Policy for more information)
- Sharing unwanted explicit content
- Sexualised online bullying
- Unwanted sexual comments and messages, including, on social media
- Sexual exploitation; coercion and threats, and
- Coercing others in to sharing images of themselves of performing acts they're not comfortable with online

Child-on-child sexual harassment, sexual violence and abuse: Stratford Girls' Grammar School recognises that child-on-child abuse may be occurring even where no reports have been made. Staff must not wait for a direct disclosure and must act immediately where they have concerns about a child's welfare. All concerns and reports must be shared with the DSL without delay and recorded in accordance with safeguarding procedures. Staff should ask only limited, open questions necessary to clarify what has been reported and must not undertake an investigation. The DSL will consider immediate safety, risk assessment, support for the child who may have experienced harm, support and safeguarding intervention for the child alleged to have displayed harmful behaviour, communication with parents where safe, and whether advice from children's social care, the police or other agencies is required.

Consent: Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g., to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if they agree by choice to that penetration and have the freedom and capacity to make that choice.

- The legal age of consent is 16, so long as both parties have the choice, freedom, and capacity to consent.
- Many young people will develop a healthy and developmentally appropriate interest in sexual relationships whilst they are still children, and some will do this before they reach the age of consent
- However, the law states that a child under-13 does not, under any circumstances, have the legal capacity to consent to any form of sexual activity (Section 5 Sexual Offences Act 2003).
- Any sexual intercourse without consent is a sexual offence.
- Children will be taught about consent through the safeguarding curriculum.
- All staff are expected to understand the meaning of consent. Please see Information Sharing 2025

Preventing Harmful Sexual Behaviour: Stratford Girls' Grammar School adopts a whole school approach to safeguarding, creating a culture that makes clear that there is a zero-tolerance approach to sexual violence and sexual harassment.

All students will receive a strong preventative education programme that will help to create an environment in which all children are supportive and respectful of their peers when reports of sexual violence and sexual harassment are made. The DSL will work with local partner agencies, including police and social care, to ensure that they have a proactive understanding of local protocols for harmful sexual behaviour. The DSL and DDSLs will map out, and know how to access, local specialist support that is available to children who are victims or those displaying harmful sexual behaviour. The DSL will regularly analyse reports of harmful sexual behaviour, to identify and respond to emerging trends at the student or cohort level. This may

involve working with relevant curriculum leads to respond proactively to emerging themes. The DSL will make use of a range of quantitative and qualitative student voice information to understand the lived realities of students within school.

Initial Response to Reports of Sexualised Behaviour: All incidents of sexualised behaviour should be reported and recorded in line with any safeguarding concern for a child, for which all staff are trained. When responding to a report of harmful sexual behaviour, staff will:

- Aim to have two members of staff present, including a DSL or DDSL, where behaviours are problematic, or harmful (violent or abusive);
- Reassure victims that they will be taken seriously, irrespective of whether the abuse has occurred inside or outside of school;
- Not promise confidentiality;
- Recognise that the initial disclosure may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse;
- Consider that certain children may face additional barriers to reporting;
- Listen carefully to the child, reflect back, using the child's language, be non-judgemental, be clear about boundaries and how the report will be progress and, not ask leading questions;
- Notify the DSL or a DDSL who will request that a safeguarding alert is submitted on Bromcom (the school's information system). A Green Form will be required if access to Bromcom is not possible. Records should include the facts as the child presents them and free from opinion;
- Have due regard for the Screening Searching and Confiscation Guidance, and the UKCIS Sharing nudes and semi-nudes: Advice for education settings working with children and young people, when responding to incidents involving online sexual abuse. Staff will not view or forward illegal images of children, under any circumstances. All DSLs and DDSLs will understand local referral processes to police and social care.

DSL or DDSL Response to Harmful Sexual Behaviour

When responding to a report of harmful sexual behaviour, DSLs and DDSLs will:

- Take immediate action to safeguarding and protect the victim, the child displaying harmful sexual behaviour and any other children or staff who may be at risk. Triage the incident using the Brook Traffic Light Tool (trained staff only), guided by the Hackett Continuum of Harmful Sexual Behaviour
- Inform the victim's parents (unless doing so would place the victim at risk)
- Inform the parents of the child who is alleged to have displayed harmful sexual behaviour (in consultation with police, if necessary);
- Consider whether the report will be managed internally, via Early Support (e.g., for non-violent cases of harmful sexual behaviour), via referral to children social care or to police, ensuring that the response is proportionate;
- Make a referral to children's social care if a child has suffered, or is at risk of suffering, significant harm or is in imminent danger;
- Report incidents of rape, sexual assault by penetration and sexual assault to the police;
- Balance the victim's wishes against their duty to protect the victim and other children;
- Offer appropriate specialist support for the victim and the child displaying harmful sexual behaviour;
- Do all they reasonably can to protect the anonymity and ongoing safety of all children involved;
- Complete a risk and needs assessment for all cases of sexual violence, taking in to account all victims, all children displaying harmful sexual behaviour, the time and location of the incident and any action required to make the location safer. Risk

assessments will be recorded, kept under review at all times and shared with staff on a need-to-know basis in order to keep children safe.

In addition to the above, DSLs will consider and record the incident on the school system. The DSL will maintain an understanding of intra-familial harms and any necessary support for siblings following incidents. DSLs and DDSLs will record the decisions and rationale on the system. Where a DSL/DDSL makes a referral to police or social care against the victim's wishes, this will be handled carefully and sensitively, with adequate time given to explaining the decision and rationale to the victim. In cases which are found to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child who has made the allegation is in need of help and/or may have been abused by someone else. Where this is the case, consideration will be given to referring to children's social care. In cases which are shown to be deliberately invented or malicious, the school will consider taking action in line with the Behaviour Policy.

Temporary separation for safeguarding purposes
In rare circumstances, it may be necessary to temporarily separate students for safeguarding purposes. This is not a suspension or permanent exclusion on disciplinary grounds and must not be used as an informal or precautionary exclusion. Any decision will be made on a case-by-case basis where there is an identified safeguarding risk and separation is necessary to protect one or more children. Education, pastoral support, regular review and reintegration planning will be maintained throughout.

Restorative work and closure of child-on-child concerns
Mediation, restorative work or direct contact between children will not be used where this may place pressure on, blame or retraumatise a child. Any such work will only be considered following a careful assessment of risk, suitability and the wishes and welfare of the child who may have experienced harm. Safety and support arrangements will be reviewed for as long as safeguarding risks or support needs remain. Closure of a safeguarding concern will be based on professional assessment of risk, evidence and the effectiveness of support, not on both children agreeing that the matter has been resolved.

Managing Police Involvement in Case of Harmful Sexual Behaviour
When a report has been made to police, the DSL will:

- Consult with police and agree what information can be disclosed to staff and others, including the parents of the child who is alleged to have displayed harmful sexual behaviour, and how to protect the victim and their anonymity;
- Work closely with the police to ensure that any actions taken by school do not jeopardise the police investigation, but will not wait for an outcome before taking steps to protect all children involved and in the wider school community;
- Carefully consider the balance between managing risk and the rights of an unconvicted person, particularly when the police make use of bail conditions;
- Continue to offer support to the child who has allegedly displayed harmful sexual behaviour;
- Update the risk assessment in cases where the police find a child guilty of an offence, to ensure relevant protections are in place, and consider any suitable action in line with the Behaviour Policy;
- Continue to support all children involved for as long as is necessary in cases where the police outcome is "no further action". Disciplinary action can be taken by the school whilst other investigations by children's social care or police are ongoing. The school will seek to form a conclusion, on the balance of probabilities, about what happened and impose a penalty accordingly. The school will work with partner agencies to avoid prejudicing an investigation and/or subsequent prosecution by the action taken.

Ongoing Management and Support for Children
When safeguarding and supporting the victim, the DSL will:

- empower the victim to retain as much control of the process as possible
- enable the victim, if they wish, to continue their normal routine
- explore and offer a range of internal and external specialist support, if required
- ensure that staff are sensitive to the potential needs of the victim
- avoid taking action to isolate the victim, in particularly from supportive peer groups, but work with victims to consider adaptations to the school timetable if this is in line with their wishes
- provide all necessary support to the victim to remain in the school, but support the wishes of the victim and their family if their preference is to consider alternative provision or alternative schools.

When safeguarding and supporting the child who has allegedly displayed harmful sexual behaviour, the DSL will:

- seek to identify and respond to any unmet needs
- consider and manage any risks posed to other children
- support the child to prevent re-offending and address ay underlying trauma that may be causing their behaviour
- implement a comprehensive safeguarding management plan to support the child to have continued access to education. This may involve working with other schools or providers of alternative provision.

Monitoring Harmful Sexual Behaviour
The DSL will regularly review records of harmful sexual behaviour as part of safeguarding quality assurance. This will ensure that incidents have been recorded accurately, responded to appropriately, and that all children involved have received suitable support.

10. Children with increased risk factors

Stratford Girls' Grammar School recognises that whilst all children should be protected, some groups of children are potentially at greater risk of harm than others (both on and offline). All staff will be made aware of the potentially heightened vulnerability of the following student groups. Key staff will be made aware of potentially vulnerable students, on a need-to-know basis. DSLs will put in place mechanisms to facilitate additional monitoring of students identified as vulnerable. This may include implementing additional school-level interventions, working with partner agencies to provide Early Support, or referring to statutory or specialist services, if required.

Special Educational Needs and Disabilities: Stratford Girls' Grammar School fully recognises the importance of awareness around additional vulnerabilities of children with special educational needs (SEN) and disabilities, or certain medical or physical health conditions and the additional safeguarding challenges children can face both on and offline. All staff will be made aware of the additional barriers that can exist when recognising abuse and neglect in this group, including:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- students being more vulnerable to peer group isolation/ social thinning than other students;
- the potential for students with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; communication barriers and difficulties in overcoming these barriers;
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in or the

consequences of doing so. The DSL will liaise closely with the SENDCO following any reports of abuse relating to children with SEND and consider extra pastoral support. These will be dealt with on a case by case basis.

Children who are LGBTIQA+: Children who are, or are perceived to be, LGBTIQA+ can be targeted by other children. Risks can be compounded when children who are LGBTIQA+ lack a trusted adult with whom they can be open. Staff will be mindful of the additional barriers that may face children who are LGBTIQA+ and will seek to build trusted relationships with students and provide a safe space for them to speak out or share their concerns.

Children with a social worker and those who previously needed a social worker: Students may need a social worker due to safeguarding or welfare needs. This may be due to abuse and/or neglect and/or complex family circumstances. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and positive mental health. We will work with the appropriate local authority and external agencies to ensure there is effective support for this group of children. Local authorities should share the fact that a child has a social worker, and the DSL will hold and use this information to ensure that decisions can be made in the best interest of the child's safety, welfare and educational outcomes. This information will inform decisions about safeguarding and promoting welfare (including the provision of school and/or pastoral support) and will be taken into account when making decisions which may increase the level of risk to a child (e.g., suspensions or permanent exclusions). In such circumstances, school will work with partner agencies to identify and mitigate risks, wherever possible.

Children in Care (Looked After Children and Previously Looked After Children): All staff must be aware of the issues regarding safeguarding for children in care or those previously in care. The school will ensure that staff have the skills, knowledge and understanding to keep children in care and children previously in care safe. In particular, they will ensure that:

- appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements;
- the DSL has details of social workers and relevant virtual school heads;
- the school has a Designated Teacher, who is responsible for promoting the educational achievement of children in care, or those previously in care in line with statutory guidance;
- the designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- work closely with the DSL to ensure that any safeguarding concerns regarding children in care previously in care are quickly and effectively responded to; and
- work with virtual school heads to promote the educational achievement of children in care previously in care, including discussing how student premium plus funding can be best used to support children in care, or those previously in care and to meet the needs identified in their personal education plans.

Young carers: Young carers may experience additional pressures that affect attendance, punctuality, attainment, behaviour, emotional wellbeing and participation in school life. Stratford Girls' Grammar School will seek to identify young carers at an early stage and will consider appropriate pastoral support, reasonable adjustments, monitoring and referral or signposting to local support services where needed.

Elective Home Education (EHE): Whilst Stratford Girls' Grammar School recognises that many home educated children have an overwhelmingly positive learning experience, this is not the case for all. This can mean some children are less visible to services that are there to keep them safe and supported in line with their needs. All staff will encourage parents to send their children to school to embrace the benefits of being a part of the school community, particularly those who are vulnerable.
Under no circumstances will school attempt to pressure or encourage a parent to home educate.

Where an application for EHE is made, the school will seek to meet with parents to determine whether the decision to home educate is in the best interests of the child. The school will also look to engage the Local Authority and other relevant agencies at the earliest opportunity to ensure that parents have considered what is in the best interests of their child. This is particularly important where a child has SEND and/or a social worker and/or is otherwise vulnerable. Where a child has an EHCP, the local authority will need to review the plan, working closely with parents. If at any stage safeguarding concerns are identified, these will be referred to the Front Door without delay, in line with the procedures outlined above. In any event, the Local Authority will be informed of a parental request for EHE. If a parent wants to admit their child to a school, the normal processes for in-year admissions applications will be followed.

Children Requiring Mental Health Support: All staff must be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. This can have a lasting impact throughout childhood, adolescence and into adulthood. Staff should be aware that these experiences can impact on children's mental health, behaviour, attendance and progress at school.

Stratford Girls' Grammar School has a nominated member of SLT as Mental Health Lead, who will implement a range of systems and processes to facilitate the identification of possible mental health problems. Any concerns relating to mental health and wellbeing, including referrals and escalation to specialist services including Child and Adolescent Mental Health Services, will be recorded on the school system. We will also make use of a range of internal and external interventions to support students experiencing mental health problems.

Children with medical conditions and allergies: A concern relating to the management of a student's medical condition will not automatically be treated as safeguarding. However, staff must report the matter to the DSL where the circumstances may indicate abuse, neglect or exploitation. This may include repeated failure to provide essential medication or equipment, persistent failure to attend necessary appointments, withholding necessary treatment, or concerns that symptoms may be fabricated or deliberately induced. The school will cross-reference its medical conditions and allergy arrangements where relevant.

Children Absent from Education: All staff should be aware that children being absent from education for prolonged periods of time and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues. This may include abuse and neglect, which may include child sexual and child criminal exploitation, particularly county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child becoming persistently absent or becoming a child missing in the future. Staff should be aware of the school's Attendance Policy, which provides details on the procedures for addressing persistent and severe absence from school.

Repeated or prolonged absence from education may be a safeguarding indicator, including in relation to neglect, exploitation, trafficking, serious violence, forced marriage or female genital

mutilation. Stratford Girls' Grammar School will monitor absence carefully and will consider safeguarding risk where students are repeatedly absent, absent for part of the school day, subject to repeated classroom removal, multiple suspensions, part-time timetables, at risk of permanent exclusion, or fail to take up an allocated place. Concerns will be escalated in line with the Attendance Policy and safeguarding procedures.

Child abduction: This may involve the unauthorised removal or retention of a child by a parent, family member, person known to the child or stranger. Indicators may include threats to remove a child from the area or country, parental disputes, a child expressing fear of being taken away, missing episodes, unexplained absence or information suggesting grooming, exploitation or coercion. Where there is an immediate risk to a child, staff must contact the police without delay and inform the DSL as soon as possible.

11. Recognising abuse: Training

The school is committed to continuous professional development and all staff undergo rigorous and ongoing safeguarding training. Stratford Girls' Grammar School strives to ensure that staff fully understand their safeguarding responsibilities, that training promotes a culture of safeguarding and equips staff with the skills to identify any signs of abuse, neglect, harm and exploitation.

All staff, but especially the DSL (and DDSLs), should have the awareness to consider whether children are at risk of abuse or exploitation in situations outside of their families. Extra-familial (also known as contextual safeguarding) harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious violence, county lines, and radicalisation.

Stratford Girls' Grammar School will consider the risks and protective factors in students' wider environments as part of its safeguarding practice. This includes peer groups, online environments, transport routes, local town-centre locations, social events, parties and other contexts where harm or exploitation may occur. These risks will inform staff training, curriculum content, supervision, partnership work and safeguarding responses.

All staff:

- will receive safeguarding and child protection training at induction and regular updates thereafter, including at least annual safeguarding training. Training will include online safety, filtering and monitoring, harmful sexual behaviour, child-on-child abuse, misogyny and misandry where relevant to safeguarding, serious violence, exploitation, Prevent, information sharing, mental health and self-harm, generative AI, deepfakes and AI-generated explicit imagery, and local Early Support, Targeted Early Support and Family Help arrangements.
- must undertake safeguarding and child protection training at induction (including online safety and whistleblowing procedures) to ensure they understand the school's safeguarding systems, their responsibilities and can identify signs of possible abuse, neglect, and exploitation. The training must also include, amongst other things, an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. This training will be regularly updated and will be in line with advice from Warwickshire Safeguarding.
- Safeguarding concerns involving mobile phones, personal devices, mobile data, messaging applications, image sharing, online harassment, harmful content or generative artificial intelligence must be reported to the DSL. Staff and students must not enter confidential or identifiable information about a child into any generative AI system unless its use has been expressly authorised and the school is satisfied that

appropriate data-protection safeguards are in place. Concerns about harmful interactions with AI applications, deepfakes, AI-generated explicit imagery, manipulation, bullying or exploitation will be managed as safeguarding concerns.

- will have training on the government's anti-radicalisation strategy Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. This should be renewed every three years, or more frequently depending on the school's Prevent Risk Assessment.
- will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually. Staff will also receive appropriate levels of training and/or information on a range of thematic safeguarding issues, as referenced below. Further information about all of these concerns is available in Annex B of KCSiE (2026)

Teachers and Associate staff as relevant to their role will receive training to ensure that they can manage behaviour effectively to ensure a good and safe educational environment and they should have a clear understanding of the needs of all students.

Contractors and volunteers will receive appropriate training, as applicable. The DSL will verify the quality of the training and if necessary, reinforce messages through sharing resources with individuals.

The DSL and Deputy DSLs
The DSL and Deputy DSLs will undertake Designated Safeguarding Lead training at least every two years. In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments). They will also undertake Prevent awareness training and online safety training.

The governing body will receive regular reports on the effectiveness of filtering and monitoring systems and will provide strategic challenge to ensure these remain effective.

Governors and Trustees
All governors and trustees receive safeguarding and child protection (including online safety) training at induction. This includes, amongst other things, an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. Training is regularly updated. Training is focused on equipping them with the knowledge to provide strategic challenge to test and assure themselves that safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding.

In the event that a governor has been unable to attend the annual safeguarding training sessions by the specified date for completion, their position as a governor will be reviewed by the Chair of Governors in discussion with the Headteacher.

An annual record of training will be maintained by the DSL.

12. Recruitment

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, KCSiE (2026), and will be in line with local safeguarding procedures.

13. Supervision

The DSL and Deputy DSLs who have contact with children and families will have the option of supervision which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

14. Safer working practice

All staff work to create and embed a culture of openness, trust and transparency, in which the values and expected behaviour (as set out in the Staff Code of Conduct Policy) are constantly lived, monitored and reinforced by all staff.

All staff must act with professionalism at all times. To reduce the risk of unsafe or harmful practice, safer working practice training should be included in annual training days and staff should be familiar with the Staff Code of Conduct Policy and Safer Recruitment Consortium Document Guidance for safer working practice for those working with children and young people in education settings (February 2022).

The Governors and senior leaders will ensure that this policy is adhered to by:

- ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others through effective training;
- empowering staff to share any low-level safeguarding concerns;
- addressing unprofessional behaviour and supporting the individual to correct it at an early stage;
- providing a responsive, sensitive and proportionate handling of such concerns when they are raised;
- helping to identify any weakness in the school's safeguarding system.

Staff must adhere to the Staff Code of Conduct/ Behaviour Policy at all times. Concerns or allegations about staff, supply teachers, trainee teachers, volunteers, contractors or any adult working in or on behalf of the school will be reported and managed in accordance with this policy, the Staff Code of Conduct and the Low-Level Concerns / Allegations Against Staff procedure. Where a concern may meet the harm threshold, advice will be sought from the LADO before any substantive internal investigation begins. Behaviour outside school may also be relevant where it indicates transferable risk or possible unsuitability to work with children. The school will not cease to use the services of a supply teacher, trainee teacher or contractor as an alternative to properly considering and managing a safeguarding concern or allegation.

Staff use of personal mobile phones and wearable device

- Staff will adhere to conditions within the Staff use of ICT policy
- The General Data Protection Regulation and Data Protection Act 2018 will be adhered to when taking and storing photos and recordings for use in the school.
- Schools will have additional guidance for mobile phone and wearable devices within the Code of Conduct including reference to visits/trips. This is to be followed and staff should familiarise themselves with this. If in any doubt then clarity can be sought from the Headteacher.

Safeguarding concerns that do not meet the harm threshold (low level concerns): In the event that there is a safeguarding concern about a member of staff, guidance outlined in Part 4, Section 2 of KCSiE (February 2026) will be adhered to. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms threshold.

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

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

It is essential that low level concerns are reported. Such behaviours can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse. School will act quickly, proportionately and appropriately in the event of a low-level concern, to prevent abuse or harm of a child and to promote a culture of safeguarding. Dealing with low level concerns also protects those working in or on behalf of the school from potential false allegations or misunderstandings. Staff will receive training about what may constitute a low-level concern. More information can be found in Part four of KCSiE (February 2026).

Reporting low level concerns: Low-level concerns should be reported to the Headteacher in line with the Staff Protection Policy – Code of Conduct. All low-level concerns should be recorded in writing on a yellow form. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible. These records will be kept by the Head.

The Headteacher may:

- Speak directly to the person who raised the concern (unless it has been raised anonymously).
- Speak to the individual involved and/or witnesses. The Headteacher will then categorise the type of behaviour and decide on an appropriate course of action. This will be recorded, along with rationale for any decisions made and details of action taken.

Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. In the event that patterns and/or wider cultural issues within the school are identified, the school will either:

- take action through our disciplinary procedures;
- refer behaviour to the Local Authority Designated Officer/s (LADO) where a pattern of behaviour moves from a concern to meeting the harms threshold;
- revise policies or implement extra training as appropriate, to minimise the risk of behaviour happening again. The school will retain information about low-level concerns until the member of staff is no longer employed by the school.

Inappropriate behaviour by staff towards students is unacceptable: Under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of staff and a student under 18 may be a criminal offence, even if that student is over the age of consent. Other examples of inappropriate behaviour can be found in the Staff Code of Conduct Policy. Such offences will be handled in line with the KCSiE Part four.

Records may be retained beyond employment where necessary to fulfil safeguarding responsibilities or identify patterns.

Adults working or volunteering for, or on behalf of, the school must not have sexual relationships, or engage in any form of communication which could be interpreted as sexual, with any child or student (including those aged 18 or over). More information can be found in the Staff Protection Policy - Code of Conduct.

The School recognises the possibility that adults working in the organisation may harm children, including governors, volunteers, supply teachers, agency staff and contractors.

In the event of this happening we will follow the guidance in KCSiE Part four.

Allegations that may meet the harms threshold, guidance in KCSiE (Part four) should be followed where it is alleged that anyone working in the school that provides education for children under 18 years of age, including supply teachers and volunteers has:

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

This includes behaviour or incidents that have occurred in and outside of the school. There are limited circumstances in which staff may use reasonable force to safeguard a child or another person. Any force used must be no more than is necessary, proportionate to the circumstances and used for the shortest time possible. Stratford Girls' Grammar School does not operate a blanket "no contact" policy, as this could prevent staff from appropriately supporting or protecting students. Additional care will be taken where a student has SEND, a mental health need or a medical condition. Any use of reasonable force or restrictive intervention will be recorded and reviewed in accordance with the Behaviour Policy.

Staff who are concerned about the conduct of a colleague towards a student may worry that they have misunderstood the situation and may wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's Whistleblowing Policy and Staff Code of Conduct enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

If a concern or allegation of abuse arises against any person working or volunteering on the school site (other than the Headteacher), this must be reported to the Headteacher immediately and not discussed directly with the person involved. This includes supply staff, volunteers and anyone working in or on behalf of the school, whether paid or unpaid. Alternatively, staff are able to report the concern through the Whistleblowing Procedure or directly to the LADO. Further detail is provided on the Warwickshire Safeguarding Website.

The Headteacher should consider if the concern or allegation meets the threshold for LADO intervention. Allegations against staff relating to a position of trust issue will be referred to the LADO within 24 hours. If a child has suffered or may have suffered abuse or harm, a Front Door referral will also be made, and the police will be contacted if necessary. A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns or would have been removed had they not resigned.

If an allegation is made relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children, the school will follow the same safeguarding policies and procedures, including informing the LADO.

Allegations against the Headteacher must be reported to the Governors. The contact information for reporting is made clearly visible to all professional working in the school. The Headteacher reinforces accountability and transparency through induction, ongoing training and effectively modelling the application of professional standards.

15. Single Central Record

The SCR will be overseen and directly managed by the Business Manager, with the support of the Headteacher and DSL who are responsible for safeguarding in the school. It is the responsibility of the HR administration team within the school to maintain the information on the single central record.

Audits will be conducted half-termly by the governor responsible for Safeguarding

The details of an individual should be removed from the SCR once they no longer work for the school, this is in line with the GDPR retention policy.

For further information about DBS checks, please refer to Part Three, KCSiE 2026 and Safer Recruitment training resources.

16. Confidentiality and consent

Information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation, and in promoting children's welfare, including their educational outcomes. Stratford Girls' Grammar School has clear powers to share, hold and use information for these purposes. The General Data Protection Regulation (GDPR) does not prevent, or limit, the sharing of information for the purposes of keeping children safe. Lawful and secure information sharing between the school, Children's Social Care, and other local agencies is essential for keeping children safe and ensuring they get the support they need. If staff are unsure whether information should be provided, advice should be sought from the guidance Information Sharing 2024 and the school's Data Protection Officer.

Schools adhere to the Data Protection Act (2018) and the General Data Protection Regulation (2018).

Safeguarding information will be shared lawfully, necessarily, proportionately and securely with those who need it to safeguard and promote the welfare of a child. Data protection law does not prevent the sharing of information for safeguarding purposes. Decisions to share or withhold information will be recorded, including what was shared or withheld, with whom, the reason for the decision, the lawful basis where relevant, and the outcome. This includes recording the rationale where a referral to another agency was considered but not made.

Sharing information with parent/carers:
Stratford Girls' Grammar School will ensure their Safeguarding and Child Protection Policy is available publicly on the school's website. Where appropriate, staff will discuss any concerns about a child with the child's parents/carers. The DSL will normally do this in the event of a concern, suspicion or disclosure. Other staff will only talk to parents about any such concerns following consultation with the DSL.

If the school believes that notifying the parents/carers would increase the risk to the child, it will be discussed with the child's local authority children's social care team through Front Door before doing so. In the case of allegations of abuse made against other children, the school will normally notify the parents/carer of all the children involved.

Consent: The Data Protection Act 2018 introduced 'safeguarding' as a reason to be able to process sensitive, personal information, even without consent (DPA, Part 2, 18; Schedule 8, 4). All relevant information can be shared without consent if to gain consent would place a child at risk, or where it is not possible to gain consent. Fears about sharing information must not be allowed to stand in the way of promoting the welfare and protecting the safety of children. All professionals responsible for children should not assume that someone else will pass on information that they think may be critical to keeping a child safe.

As with all data sharing, appropriate organisational and technical safeguards are in place and will be adhered to when processing safeguarding and child protection information.

When considering whether, or not, to share safeguarding information (especially with other agencies), staff will record who they are sharing that information with and for what reason. If the school decides not to seek consent from the data subject and/or parent that should also be recorded within the safeguarding file.

All staff in school will be made aware of their duties in relation to Data Protection and safeguarding, particularly in respect of confidentiality. This includes the following:

- Staff should never promise a child that they will not tell anyone about an allegation, as this may not be in the child's best interests.
- Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.
- Timely information sharing is essential to effective safeguarding.
- Information must only be shared on a 'need-to-know' basis, but consent is not required to share information if a child is suffering, or at risk of, serious harm

17. Records and transferring files

When a student leaves the school, their child protection file will be transferred securely, separately from the main pupil file, within five school days of an in-year transfer or within the first five days of the start of a new term. Where relevant safeguarding information is needed by the receiving school to assess risk or put support in place, Stratford Girls' Grammar School may share this information in advance on a need-to-know basis. Confirmation of receipt will be obtained. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child. All safeguarding concerns, discussions and decisions made and the reasons for those decisions must be recorded in writing. If in doubt about recording requirements, staff should discuss this with the DSL.

The DSL will ensure that all safeguarding records are managed in accordance with the Education (Student Information) (England) Regulations 2005.

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely.

Records will 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.

Confidential information and records will be held securely and only available to those who have a right or professional need to see them. The school holds records in line with the records retention schedule.

When receiving child protection files for new students, the DSL will ensure that key staff are aware, as required.

The General Data Protection Regulation (GDPR) and the Data Protection Act 2018 is in place to protect the personal information of individuals. It does not prohibit information about children being shared with specific authorities if it is for the purposes of safeguarding children and individuals at risk. Information that could be relevant to keeping a child safe should be shared so that informed decisions can be made about a child's welfare. We have a duty of care for our students and safeguarding is of upmost importance to us.

GDPR does not 'trump' safeguarding. Processing safeguarding data is necessary for compliance with our legal obligation to which the school is subject. Therefore, consent is not needed for the effective sharing of safeguarding information between the school and relevant authorities.

Upon receipt of any request regarding direct access to school documentation on a Child Protection file, the Headteacher and DSL will be informed, and a decision taken on the appropriate way forward in accordance with the Data Protection Policy.

Any external individual or organisation contracted by the school to work with students must report any child protection incidents or disclosures from students to the Headteacher or DSL at the earliest opportunity. Such bodies will, as part of their contractual arrangements with the school, be required to work in accordance with the school's child protection and safeguarding policy.

18. School Lettings

All lettings are managed by Stratford Girls' Grammar School. We ensure that all providers renting or hiring school facilities have appropriate arrangements in place to keep children safe.

When services are provided under the direct management of the school, the school's safeguarding and child protection procedures apply. If this is not the case, the school will seek assurances that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as required) and ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll. Providers will be asked to adhere to the requirements of Keeping Children Safe in Out of-School Settings.

Safeguarding arrangements must be included in any transfer of control agreement (such as letting or hire agreement). Failure to comply with this would lead to termination of the agreement.

19. Monitoring and Review

This policy will be monitored by the Designated Safeguarding Lead and Headteacher, and reviewed annually by governors, or sooner if required by changes to statutory guidance, local safeguarding procedures or school practice. The review will take account of Warwickshire safeguarding guidance, relevant training requirements and updates from Warwickshire Safeguarding and partner agencies, to ensure that the policy remains current, compliant and effective.