



HOPEBRIGHT
S C H O O L

Child Protection Policy

Publication Date: September 2026

Review Date: September 2027



Child Protection And Safeguarding Policy

1. STATEMENT OF INTENT

Hopebright School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors, volunteers, contractors and visitors to share this commitment.

The welfare of the child is paramount.

This policy applies to all adults working in or on behalf of Hopebright School, including:

- teachers
- support staff
- agency staff
- volunteers
- governors
- contractors
- visitors
- alternative provision staff
- peripatetic staff
- external providers

Hopebright School recognises its statutory responsibilities under:

- Keeping Children Safe in Education 2025
- Working Together to Safeguard Children 2023
- The Children Act 1989 and 2004
- The Education Act 2002
- The Equality Act 2010
- Human Rights Act 1998
- Data Protection Act 2018
- UK GDPR
- Prevent Duty Guidance
- The Education (Independent School Standards) Regulations 2014

Safeguarding is everyone's responsibility.

The school maintains a whole-school safeguarding culture in which:

- children feel safe
- children are listened to
- concerns are acted upon immediately
- adults maintain professional curiosity
- safeguarding concerns are reported without delay

- all staff understand that “it could happen here”

2. DESIGNATED SAFEGUARDING LEADERSHIP

Designated Safeguarding Lead (DSL)

Sakriye Moallim

Deputy Designated Safeguarding Leads (DDSLs)

Arshad Ashraf – Headteacher / SENCO

All safeguarding leads are appropriately trained and authorised to act in the absence of the DSL.

3. DEFINITIONS

Safeguarding and Promoting the Welfare of Children

Safeguarding and promoting the welfare of children refers to the collective responsibility of all adults working with children to ensure that every child is protected from harm, supported appropriately, and provided with opportunities to achieve safe and positive outcomes. Safeguarding is proactive as well as reactive and includes prevention, early intervention, protection, and support.

This means:

- **Protecting children from maltreatment**
Ensuring that children are protected from all forms of abuse, neglect, exploitation, and harm, whether physical, emotional, sexual, online, or contextual. Maltreatment may occur within the home, school, community, or online environments.
- **Preventing impairment of mental and physical health or development**
Taking appropriate action to support children’s emotional wellbeing, mental health, physical safety, and developmental needs. This includes recognising early signs of distress, trauma, neglect, or behavioural concerns and ensuring children receive timely support.
- **Ensuring that children grow up in circumstances consistent with the provision of safe and effective care**
Creating and maintaining environments where children feel safe, respected, valued, and listened to. This includes promoting stability, appropriate supervision, positive relationships, and access to suitable education and support services.
- **Taking action to enable all children to have the best outcomes**
Supporting children to achieve their full potential academically, socially, emotionally, and physically. Safeguarding practice should remove barriers to learning, development, and wellbeing wherever possible.
- **Providing help and support as soon as problems emerge**
Recognising the importance of early help and intervention to prevent concerns from escalating. Staff

should identify emerging issues promptly and work with families, external agencies, and safeguarding professionals to provide appropriate support at the earliest opportunity.

Safeguarding is everyone's responsibility, and all staff have a duty to remain vigilant, professionally curious, and responsive to concerns.

Child Protection

Child protection is a specific part of safeguarding and refers to the processes and actions undertaken to protect individual children who are suffering, or are likely to suffer, significant harm.

Child protection concerns may arise from abuse, neglect, exploitation, violence, or other serious risks to a child's safety and wellbeing. Child protection work involves:

- identifying children at risk
- making referrals to appropriate safeguarding agencies
- sharing information appropriately
- working with statutory services such as Children's Social Care and the Police
- supporting children throughout safeguarding processes
- taking immediate action where a child may be in danger

All child protection concerns must be treated seriously and acted upon without delay.

Child

For the purposes of this policy, a child is defined as anyone under the age of 18 years, in accordance with the Children Act 1989 and subsequent legislation.

This definition applies regardless of:

- gender
- ethnicity
- disability
- sexuality
- religion or belief
- immigration status
- living arrangements
- level of independence

All children have an equal right to protection from harm and abuse.

4. ROLES AND RESPONSIBILITIES

Safeguarding is everyone's responsibility. All staff, volunteers, governors, contractors, and adults working on behalf of the school have a duty to safeguard and promote the welfare of children.

All staff must maintain an attitude that "it could happen here" and always act in the best interests of the child.

All Staff Must

Read and Understand Part One of KCSIE 2025

All staff must read, understand, and comply with Part One (or Annex A where appropriate) of *Keeping Children Safe in Education (KCSIE) 2025*. Staff must understand their safeguarding responsibilities, legal duties, and the school's safeguarding procedures.

Report Safeguarding Concerns Immediately

Any concern about a child's welfare, safety, behaviour, presentation, attendance, or wellbeing must be reported immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL. Staff must never delay reporting concerns or assume someone else will take action.

Maintain Professional Curiosity

Staff should remain professionally curious and be prepared to respectfully question explanations, behaviours, injuries, or patterns that may indicate a child is at risk. Staff should recognise that children may not always disclose abuse directly.

Understand Indicators of Abuse and Neglect

All staff must be able to recognise potential signs and indicators of:

- physical abuse
- emotional abuse
- sexual abuse
- neglect
- exploitation
- domestic abuse
- online abuse
- contextual safeguarding concerns

Staff should understand that safeguarding concerns may present through behaviour, attendance, emotional wellbeing, appearance, communication, or changes in presentation.

Understand Child-on-Child Abuse

Staff must recognise that children can abuse other children and that such abuse can happen both inside and outside school, including online. All concerns must be taken seriously and addressed appropriately.

Understand Online Safeguarding Risks

Staff must understand the risks children may face online, including grooming, exploitation, cyberbullying, harmful content, misinformation, online radicalisation, and AI-generated abuse. Staff should actively promote safe online behaviours and report concerns appropriately.

Maintain Appropriate Professional Boundaries

All staff must maintain clear and appropriate professional boundaries with children at all times, including:

- appropriate communication
- safe use of technology and social media
- professional conduct
- avoiding behaviour that could be misinterpreted

Understand Whistleblowing Procedures

Staff must understand how to raise concerns about:

- unsafe practice
- poor safeguarding culture
- misconduct
- failures in leadership or safeguarding arrangements

Concerns should be raised without fear of reprisal in accordance with the school's whistleblowing procedures.

Act in the Best Interests of the Child

The child's welfare is paramount. All decisions, actions, and interventions must prioritise the safety, wellbeing, and rights of the child.

Staff must never assume another professional has taken action and should always follow up concerns if they believe appropriate action has not been taken.

5. RECOGNITION OF ABUSE

All staff should be aware that abuse, neglect, exploitation, and safeguarding concerns are rarely standalone events and may occur alongside other vulnerabilities or risks.

Children may:

- be afraid to disclose abuse
- not recognise they are being abused
- communicate concerns indirectly
- display behavioural or emotional indicators rather than verbal disclosures

Abuse can be perpetrated by:

- adults
- other children
- family members
- peers
- individuals online
- organised groups

Forms of Abuse

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Emotional Abuse

Emotional abuse involves the persistent emotional maltreatment of a child which adversely affects their emotional development, self-esteem, confidence, or mental wellbeing.

Sexual Abuse

Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child understands what is happening. This includes both contact and non-contact abuse, including online sexual abuse.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of health or development.

Online Abuse

Online abuse may involve grooming, exploitation, coercion, cyberbullying, sexual abuse, exposure to harmful content, or manipulation through digital platforms.

Contextual Safeguarding Concerns

Children may experience abuse or exploitation outside the home, including within peer groups, schools, communities, public spaces, or online environments.

Child-on-Child Abuse

Children may abuse other children physically, emotionally, sexually, or online.

Exploitation

Children may be vulnerable to:

- child sexual exploitation (CSE)
- child criminal exploitation (CCE)
- county lines activity
- trafficking
- forced criminality

Abuse Can Occur

Abuse and safeguarding concerns can occur:

- inside or outside the home
- online
- within the community
- within intimate relationships
- within peer groups
- during extracurricular activities
- through social media or gaming platforms

Staff should remain vigilant to changes in behaviour, appearance, attendance, emotional wellbeing, or peer relationships.

6. CHILD-ON-CHILD ABUSE

Hopebright School recognises that children are capable of abusing other children and that child-on-child abuse can cause serious emotional, psychological, and physical harm.



Child-on-child abuse may occur:

- inside or outside school
- face-to-face
- online
- within friendships
- within intimate relationships
- within social groups

This Includes

- bullying
- cyberbullying
- sexual harassment
- sexual violence
- harmful sexual behaviour
- upskirting
- abuse in intimate relationships
- sexting or sharing nudes/semi-nudes
- initiation or hazing behaviour
- coercive or controlling behaviour
- discriminatory abuse
- physical violence

The school adopts a zero-tolerance approach to abuse of any kind.

Child-on-child abuse will never be dismissed as:

- banter
- horseplay
- part of growing up
- boys being boys
- harmless teasing

Responding to Reports

All reports of child-on-child abuse will be:

- taken seriously
- listened to carefully
- risk assessed
- investigated proportionately
- recorded accurately
- responded to promptly

- managed sensitively and fairly

The school will ensure that:

- victims are supported and protected
- alleged perpetrators receive an appropriate response
- safeguarding procedures are followed
- external agencies are involved where necessary

Victims will never be blamed for abuse that has occurred.

7. ONLINE SAFETY

Online safety is an integral part of safeguarding and child protection.

Technology presents many positive opportunities for learning and communication; however, it can also expose children to significant safeguarding risks.

Children may be exposed to:

- grooming
- online exploitation
- cyberbullying
- extremist or radicalising material
- pornography
- fraud and scams
- AI-generated abuse or imagery
- misinformation and disinformation
- harmful online challenges
- coercion or manipulation
- online sexual harassment
- exposure to violent or harmful content
- inappropriate contact from adults or peers

Online risks may arise through:

- social media
- gaming platforms
- messaging apps
- livestreaming
- video-sharing platforms
- AI tools and chat platforms
- mobile devices

The School Will Ensure

Effective Filtering and Monitoring Systems

Appropriate filtering and monitoring systems will be in place to help protect children from harmful or inappropriate online material while using school devices and networks.

Regular Review of Filtering Systems

Filtering and monitoring arrangements will be regularly reviewed to ensure they remain effective, proportionate, and responsive to emerging technologies and risks.

Appropriate Online Safety Education

Children will receive age-appropriate online safety education which teaches them:

- how to stay safe online
- how to report concerns
- healthy online behaviours
- digital resilience
- critical evaluation of online content

Staff Training

Staff will receive regular training on:

- emerging online risks
- online safeguarding procedures
- AI-related safeguarding concerns
- filtering and monitoring responsibilities

Robust Reporting Systems

Children, staff, and parents will be able to report online safety concerns easily and safely. All concerns will be taken seriously and addressed promptly.

8. CHILDREN WHO MAY BE PARTICULARLY VULNERABLE

Some children may be at increased risk of abuse, neglect, exploitation, or safeguarding concerns due to additional vulnerabilities, barriers, or circumstances.

Staff should be particularly vigilant in recognising concerns involving children who:

- have Special Educational Needs and Disabilities (SEND)
- are looked after or previously looked after
- are young carers
- are persistently absent from education
- are missing education
- experience domestic abuse
- have mental health difficulties
- are vulnerable to exploitation
- are at risk of radicalisation

- have communication difficulties
- are LGBTQ+
- are affected by poverty, homelessness, or family instability
- have experienced trauma or adverse childhood experiences
- misuse drugs or alcohol
- are privately fostered
- are asylum seekers or refugees

Children with SEND

Staff must recognise that children with SEND can face additional safeguarding challenges.

Additional barriers may include:

- difficulties communicating abuse or distress
- assumptions that behaviours are related to disability
- increased dependency on adults
- social isolation
- reduced understanding of healthy relationships or boundaries

Children with SEND are statistically more vulnerable to abuse and neglect and may require additional support, communication strategies, or safeguarding interventions.

Staff should ensure that safeguarding arrangements are inclusive, accessible, and responsive to individual needs.

9. MENTAL HEALTH

Hopebright School recognises that positive mental health and emotional wellbeing are fundamental to a child's overall welfare, development, and ability to learn effectively.

All staff should understand that mental health concerns may, in some cases, be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect, exploitation, trauma, or other adverse experiences.

Staff should recognise that safeguarding and mental health are closely linked and that children's emotional wellbeing can be affected by:

- abuse or neglect
- domestic abuse
- bereavement or loss
- bullying or discrimination
- trauma
- online abuse
- exploitation
- family difficulties
- poverty or instability
- social isolation
- unmet additional needs

All staff should be alert to indicators which may suggest a child is experiencing mental health difficulties or emotional distress, including:

- self-harm
- suicidal ideation
- anxiety
- panic attacks
- trauma responses
- emotionally based school avoidance
- depression
- low mood
- withdrawal from peers or activities
- sudden or unexplained behaviour changes
- aggression or emotional dysregulation
- changes in eating or sleeping patterns
- risk-taking behaviours
- excessive worrying
- persistent sadness

- low self-esteem

Staff should understand that these indicators do not automatically mean a child is at risk of harm; however, they may signal that additional support, assessment, or safeguarding intervention is needed.

Children may communicate distress through:

- behaviour
- attendance patterns
- physical symptoms
- emotional responses
- changes in presentation
- online activity
- peer relationships

All concerns regarding a child's mental health or emotional wellbeing must be taken seriously and shared with the Designated Safeguarding Lead (DSL) or appropriate pastoral staff in accordance with school procedures.

The school adopts a trauma-informed approach to safeguarding and behaviour management. This means staff will seek to:

- understand the impact of trauma and adverse experiences
- build safe and supportive relationships
- respond calmly and consistently
- avoid practices which may re-traumatise children
- promote emotional safety and regulation
- provide appropriate support and intervention

The school will work with:

- parents and carers
- mental health professionals
- health services
- Children's Social Care
- external support agencies

where appropriate to ensure children receive timely and effective support.

Staff should also understand the importance of maintaining their own wellbeing and seeking support where safeguarding concerns or traumatic incidents impact their emotional health.

10. ATTENDANCE AND CHILDREN MISSING EDUCATION

Hopebright School recognises that good attendance is an important safeguarding measure and that children missing education are at increased risk of:

- abuse
- neglect
- exploitation
- radicalisation
- child criminal exploitation
- child sexual exploitation
- forced marriage
- serious violence
- mental health difficulties

The school recognises that persistent absence, unexplained absence, frequent lateness, and reduced timetables may indicate underlying safeguarding concerns or unmet needs.

Safeguarding concerns linked to attendance may include:

- domestic abuse
- neglect
- exploitation
- bullying
- mental health difficulties
- family instability
- substance misuse
- unmet SEND needs
- emotional trauma

Attendance data will be monitored regularly alongside safeguarding and pastoral information to identify patterns, trends, or emerging concerns.

The school will:

- maintain accurate attendance records
- follow up unexplained absences promptly
- contact parents or carers where appropriate
- undertake welfare checks where necessary
- carry out home visits where concerns arise
- work with external agencies to support attendance and welfare
- escalate concerns appropriately where a child may be at risk

Children who are persistently absent or missing from education will receive appropriate support and intervention to identify and address barriers to attendance.

The school will follow statutory guidance relating to:

- school attendance
- children missing education
- elective home education
- welfare checks
- information sharing
- safeguarding referrals

The school recognises that a child going missing from education, particularly repeatedly, can be a warning sign of abuse or exploitation.

Where a child leaves the school roll unexpectedly or without confirmed onward education, the school will:

- make reasonable enquiries to establish the child's whereabouts
- notify the Local Authority where required
- maintain appropriate records
- share safeguarding information appropriately

Part-time timetables will only be used where lawful, appropriate, and in the child's best interests. Such arrangements will:

- be time limited
- be formally recorded
- involve parents or carers
- include plans for reintegration where appropriate
- be regularly reviewed

The school will always seek to promote full-time education wherever possible.

11. CONTEXTUAL SAFEGUARDING

Hopebright School recognises that safeguarding risks and abuse can occur outside the home and may arise within peer groups, schools, communities, public spaces, and online environments.

Contextual safeguarding recognises that children may be vulnerable to abuse or exploitation in a range of social contexts beyond their family environment.

These risks may include:

- county lines activity
- child criminal exploitation (CCE)
- child sexual exploitation (CSE)
- serious violence
- gang involvement

- online exploitation
- radicalisation
- harmful peer groups
- trafficking
- weapon-related violence
- anti-social behaviour
- coercion or manipulation
- abuse within relationships

The school understands that children may be both victims and perpetrators of harm in different contexts and that safeguarding responses must consider the wider environment influencing the child's safety and wellbeing.

Staff should be aware of indicators that may suggest contextual safeguarding concerns, including:

- unexplained injuries
- missing episodes
- changes in behaviour or friendships
- possession of unexplained money or items
- increased secrecy
- fearfulness
- substance misuse
- decline in attendance or engagement
- association with older individuals or risky peer groups

All safeguarding assessments and interventions will consider:

- the child's home environment
- peer relationships
- online activity
- community influences
- social networks
- local safeguarding risks

The school will work in partnership with:

- parents and carers
- Children's Social Care
- the Police
- health professionals
- safeguarding partners
- youth services
- community organisations



to reduce risk and support children effectively.

Staff must report any concerns regarding exploitation, criminality, serious violence, or contextual safeguarding risks immediately to the DSL.

12. PREVENT DUTY

Hopebright School recognises its duties under the Counter-Terrorism and Security Act 2015 and the Prevent Duty Guidance to have due regard to the need to prevent people from being drawn into terrorism.

The school is committed to safeguarding children from radicalisation, extremism, and exposure to extremist ideologies.

Radicalisation refers to the process by which a person comes to support terrorism or extremist ideologies associated with terrorist groups.

Extremism is the vocal or active opposition to:

- fundamental British values
- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of different faiths and beliefs

The school recognises that children may be vulnerable to radicalisation through:

- online content
- social media
- peer influence
- extremist groups
- grooming
- isolation
- personal vulnerabilities
- exposure to hateful or divisive narratives

The school will:

- assess the risk of children being drawn into extremism
- provide appropriate Prevent training for staff
- promote British values throughout the curriculum and wider school life
- encourage critical thinking and respectful discussion
- challenge extremist views and misinformation
- maintain appropriate filtering and monitoring systems
- work with external agencies where appropriate
- refer concerns to relevant safeguarding partners when necessary

Staff should be alert to indicators which may suggest a child is vulnerable to radicalisation, including:

- expression of extremist views
- intolerance towards others

- fixation on extremist material
- sudden behavioural changes
- isolation from peers
- secretive online activity
- support for violence or extremist causes

Staff should understand that vulnerability to radicalisation does not mean a child has committed an offence or holds criminal intent.

Any concerns regarding radicalisation or extremism must be reported immediately to the DSL, who will consider appropriate safeguarding actions, including referral to the Channel programme where appropriate.

The school will ensure that safeguarding measures are proportionate and that children are supported in a safe, respectful, and non-discriminatory manner.

13. EARLY HELP

Hopebright School recognises the importance of identifying and providing support for children and families as soon as problems emerge.

Early help means taking action to provide support at the earliest possible stage to prevent concerns from escalating and to improve outcomes for children.

Any child may benefit from early help at any point in their life.

Early help may be appropriate where a child:

- displays emerging behavioural concerns
- experiences mental health difficulties
- has attendance concerns
- is affected by domestic abuse
- is vulnerable to exploitation
- has unmet additional needs
- experiences family difficulties
- is at risk of exclusion
- requires additional pastoral or emotional support

All staff should be prepared to identify children who may benefit from early help and should share concerns promptly with the DSL or appropriate safeguarding staff.

Early help is a collaborative approach and may involve:

- school staff
- parents or carers
- health professionals
- Children's Social Care
- early help services



- youth services
- mental health support services
- voluntary organisations

The DSL will coordinate early help referrals and work with external agencies where appropriate to ensure children and families receive suitable support.

The school will:

- identify concerns early
- listen to children and families
- provide appropriate support and intervention
- monitor progress and outcomes
- review support plans regularly
- escalate concerns where risks increase

Children and families should be supported in a respectful, strengths-based, and child-centred manner.

Where early help interventions are not sufficient to reduce risk or improve outcomes, the school will consider whether statutory safeguarding intervention is required.

14. REPORTING CONCERNS

Hopebright School recognises that prompt action is essential in protecting children from harm. All staff have a duty to report safeguarding concerns immediately, regardless of how minor the concern may appear.

Staff must never:

- ignore concerns
- delay taking action
- assume someone else has reported the issue
- investigate concerns themselves
- promise confidentiality to a child

Any member of staff who has a safeguarding concern about a child must:

- act immediately
- report concerns to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL)
- record concerns promptly and accurately on CPOMS
- maintain appropriate confidentiality
- remain professionally curious
- continue to monitor the child where appropriate

Concerns may arise from:

- disclosures made by a child
- observations of behaviour or presentation
- injuries
- attendance patterns
- online activity
- information shared by parents, peers, or external agencies
- worrying incidents or patterns

Staff should record:

- what was seen
- what was heard
- what was reported
- dates and times
- factual information only
- actions taken

Records should:

- be clear and accurate
- avoid assumptions or opinions

- use the child's own words where possible
- be completed as soon as possible after the concern arises

If a child makes a disclosure, staff should:

- listen carefully and calmly
- reassure the child they have done the right thing
- avoid asking leading questions
- avoid making promises of secrecy
- explain that information may need to be shared to keep them safe
- report the concern immediately

If a child is at immediate risk of harm, staff must contact:

- Children's Social Care
- the Police
- emergency services where necessary

without delay and inform the DSL as soon as possible.

The school recognises that safeguarding concerns may involve complex situations requiring multi-agency intervention. Staff should cooperate fully with safeguarding investigations and referrals.

All safeguarding concerns will be taken seriously and responded to in accordance with:

- statutory safeguarding guidance
- local safeguarding procedures
- school safeguarding policies

The welfare of the child will always remain the paramount consideration.

15. LOW-LEVEL CONCERNS

Hopebright School promotes a culture of openness, transparency, accountability, and professional vigilance in order to safeguard children effectively.

The school recognises the importance of identifying and responding to low-level concerns at an early stage to help maintain a safe culture and prevent escalation.

A low-level concern is any concern, no matter how small, regarding an adult working in or on behalf of the school that:

- causes a sense of unease or worry
- breaches the staff code of conduct
- appears inconsistent with professional standards
- may not meet the threshold for harm
- creates doubt regarding professional boundaries

Examples may include:

- inappropriate comments or jokes

- overly familiar behaviour
- inconsistent boundary management
- use of personal devices contrary to policy
- inappropriate communication
- favouritism
- isolated incidents of unprofessional conduct

Low-level concerns may arise from:

- staff observations
- disclosures
- behaviour patterns
- self-reporting
- complaints
- concerns raised by children, parents, or colleagues

All low-level concerns must be reported to the Headteacher or appropriate senior leader promptly.

The school encourages staff to:

- share concerns without fear of reprisal
- self-report where appropriate
- maintain professional accountability
- contribute to a strong safeguarding culture

All low-level concerns will be:

- recorded appropriately
- reviewed by leadership
- considered in context
- monitored for patterns or cumulative concerns
- addressed proportionately
- retained securely

The school recognises that repeated low-level concerns may indicate a more serious safeguarding issue and may require escalation.

Records relating to low-level concerns will be maintained separately from child protection records and handled in accordance with data protection and employment procedures.

The school will ensure that staff are supported to understand:

- professional boundaries
- safer working practice
- expected conduct
- safeguarding responsibilities

16. ALLEGATIONS AGAINST STAFF

Hopebright School recognises that allegations against adults working with children must be managed fairly, quickly, consistently, and in a way that protects both children and staff.

All allegations, concerns, or information suggesting that an adult working in or on behalf of the school may pose a risk to children must be taken seriously.

This applies to:

- teachers
- support staff
- volunteers
- supply staff
- contractors
- governors
- agency staff
- visitors

All allegations against adults working in school must be reported immediately to the Headteacher.

Where the allegation concerns the Headteacher, it must be reported to the Chair of Governors.

An allegation may meet the harms threshold where an adult has:

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child in a way that indicates they may pose a risk of harm to children
- behaved in a way that may make them unsuitable to work with children

Concerns may arise from:

- direct disclosures
- observations
- complaints
- online behaviour
- conduct inside or outside work

The school will:

- act immediately
- maintain confidentiality
- avoid unnecessary delay
- make accurate records
- protect all parties involved
- follow statutory guidance and local procedures

The school will contact the Local Authority Designated Officer (LADO) where appropriate and work in partnership with:

- the Local Authority
- the Police
- Children's Social Care
- regulatory bodies

No member of staff will investigate allegations themselves unless directed to do so by appropriate authorities.

The school recognises the importance of:

- fairness
- due process
- confidentiality
- staff wellbeing
- safeguarding children throughout investigations

Support will be provided for:

- the child or children involved
- the member of staff subject to the allegation
- staff affected by the situation

The school will consider whether wider safeguarding concerns, procedural failures, or cultural issues require further review following any allegation.

17. SAFER RECRUITMENT

Hopebright School is committed to ensuring that all recruitment and selection processes help deter, reject, or identify individuals who may pose a risk to children.

The school follows safer recruitment procedures in line with:

- Keeping Children Safe in Education (KCSIE) 2025
- relevant employment legislation
- safeguarding requirements

Safeguarding is embedded throughout all stages of recruitment, selection, and appointment processes.

The school will ensure that:

- safeguarding responsibilities are included in job descriptions
- safeguarding statements are included in advertisements
- applicants understand the school's commitment to safeguarding
- recruitment panels include appropriately trained staff
- gaps or concerns in employment history are explored
- references are scrutinised carefully
- concerns arising from online searches are considered appropriately

Pre-employment checks include:

- enhanced DBS checks

- barred list checks
- identity verification
- prohibition from teaching checks
- right to work checks
- qualification verification
- professional references
- online searches
- overseas checks where applicable

Additional checks may be undertaken depending on the role and level of contact with children.

The school maintains a compliant Single Central Record (SCR) containing all required recruitment and vetting information.

No individual will be permitted to begin regulated activity with children until all appropriate safeguarding checks have been completed or appropriate risk assessments are in place in accordance with statutory guidance.

The school recognises that safeguarding responsibilities continue after appointment and therefore ensures:

- appropriate induction
- safeguarding training
- supervision
- professional conduct expectations
- ongoing vigilance regarding staff behaviour

18. STAFF TRAINING

Hopebright School recognises that effective safeguarding training is essential to maintaining a strong safeguarding culture and ensuring all staff understand their responsibilities.

All staff will receive safeguarding and child protection training appropriate to their role.

Training will ensure staff understand:

- safeguarding procedures
- indicators of abuse and neglect
- reporting procedures
- professional boundaries
- emerging safeguarding risks
- statutory guidance requirements

All staff receive:

- safeguarding induction training
- annual safeguarding and child protection training
- online safety training



- regular safeguarding updates
- Prevent duty training
- child-on-child abuse training
- low-level concerns training
- behaviour and safeguarding guidance
- trauma-informed practice guidance

Safeguarding induction will include:

- the child protection policy
- staff code of conduct
- safeguarding procedures
- whistleblowing procedures
- behaviour policy
- identity of safeguarding leads
- use of CPOMS and reporting systems

Safeguarding updates may be provided through:

- staff meetings
- briefings
- email updates
- online modules
- external guidance
- safeguarding bulletins

The school recognises that safeguarding risks evolve over time and training will reflect:

- local safeguarding trends
- online safety developments
- emerging risks
- changes to statutory guidance
- learning from safeguarding reviews

Designated Safeguarding Leads (DSLs) and Deputy DSLs will receive enhanced multi-agency safeguarding training in accordance with statutory guidance and will undertake regular refresher training to maintain knowledge and skills.

Governors and trustees will receive safeguarding training appropriate to their strategic responsibilities.

The school will maintain records of safeguarding training and monitor compliance to ensure all staff remain up to date.

19. RECORD KEEPING

Hopebright School recognises that accurate, secure, and timely safeguarding record keeping is essential to protecting children and supporting effective safeguarding practice.

The school maintains secure safeguarding records using CPOMS and other approved systems where appropriate.

Safeguarding records may include:

- disclosures
- concerns
- referrals
- welfare information
- attendance concerns
- behavioural information
- risk assessments
- multi-agency communications
- safeguarding actions and outcomes

All safeguarding records will:

- be accurate
- be factual
- be clear and concise
- be completed promptly
- be confidential
- be stored securely
- be transferred securely when required
- be retained in accordance with statutory guidance and data protection requirements

Staff must ensure records:

- distinguish between fact, opinion, and professional judgement
- include dates, times, and actions taken
- use the child's own words where possible
- are written professionally and objectively

Child protection records will be stored separately from educational or academic files and access will be restricted to authorised safeguarding personnel.

The school recognises that effective safeguarding record keeping:

- supports early identification of risk
- enables patterns to be identified
- supports multi-agency working

- promotes continuity of care
- assists safeguarding decision-making

When a child transfers to another setting, safeguarding records will be transferred securely and promptly to the receiving school or appropriate agency.

The DSL will ensure that safeguarding files are:

- reviewed regularly
- updated appropriately
- quality assured
- managed in line with legal and safeguarding requirements

All staff must understand that safeguarding records are highly sensitive and must only be shared on a need-to-know basis.

20. INFORMATION SHARING

Hopebright School recognises that effective information sharing is essential for identifying, assessing, and responding to safeguarding concerns.

Timely and appropriate sharing of information can:

- protect children from harm
- support early intervention
- improve safeguarding outcomes
- assist multi-agency working
- reduce risk

The school understands that fears about sharing information must never stand in the way of protecting children.

Staff will:

- share information appropriately
- follow GDPR and data protection principles
- comply with safeguarding legislation and guidance
- prioritise the welfare and safety of the child
- seek advice where necessary
- maintain appropriate confidentiality

Information sharing decisions should be:

- necessary
- proportionate
- relevant
- accurate
- timely

- secure

The school recognises that consent is important; however, staff may share information without consent where:

- there is a safeguarding concern
- a child may be at risk of harm
- a criminal offence may have occurred
- seeking consent may place a child at greater risk

Staff should only share information with individuals who:

- need the information to safeguard the child
- are authorised to receive it
- are involved in providing support or protection

The school will work collaboratively with:

- Children's Social Care
- the Police
- health services
- safeguarding partners
- educational settings
- early help services
- other relevant agencies

to safeguard and promote the welfare of children.

All information sharing must be:

- recorded appropriately
- stored securely
- managed sensitively
- compliant with safeguarding and data protection requirements

Where staff are unsure whether information should be shared, they should seek advice from the DSL or relevant safeguarding professionals without delay.

21. WORKING WITH PARENTS AND EXTERNAL AGENCIES

Hopebright School recognises that safeguarding children is most effective when there is strong partnership working between the school, families, and external agencies.

The school is committed to working openly, honestly, and collaboratively with parents and carers wherever it is safe and appropriate to do so.

The school recognises that parents and carers play a vital role in:

- promoting children's wellbeing
- supporting attendance and engagement
- identifying emerging concerns
- contributing to safeguarding plans
- helping children feel safe and supported

The school will seek to:

- build positive relationships with families
- communicate concerns appropriately
- involve parents in decision-making where appropriate
- provide guidance and support
- signpost families to relevant services

However, the welfare and safety of the child will always remain the paramount consideration.

The school may decide not to discuss safeguarding concerns with parents were doing so may:

- place a child at increased risk of harm
- compromise a safeguarding investigation
- place another person at risk
- lead to evidence being destroyed
- increase the risk of exploitation or abuse

The school works in partnership with a range of external agencies and professionals, including:

- Children's Social Care
- the Police
- health services
- local authority services
- safeguarding partnerships
- early help services
- mental health services
- educational psychologists
- youth offending services
- alternative provision providers



- specialist safeguarding services

The school recognises that effective multi-agency working is essential to:

- safeguarding children
- sharing information appropriately
- identifying risk
- coordinating support
- improving outcomes

The school will contribute appropriately and professionally to:

- child protection conferences
- core group meetings
- child in need (CIN) meetings
- early help meetings
- professional strategy meetings
- safeguarding reviews
- multi-agency risk assessments

School representatives attending meetings will:

- provide accurate and relevant information
- contribute to safeguarding planning
- advocate for the child's best interests
- maintain confidentiality appropriately
- support agreed safeguarding actions

The school recognises the importance of maintaining effective communication and cooperative relationships with all agencies involved in safeguarding children.

22. GOVERNANCE

Hopebright School recognises that effective governance and leadership are essential in establishing and maintaining a strong safeguarding culture.

The proprietor and safeguarding governors have strategic responsibility for ensuring that safeguarding arrangements are:

- effective
- compliant
- child-centred
- regularly reviewed
- embedded throughout the school

The proprietor and safeguarding governors will ensure:

- safeguarding systems and procedures are effective

- safeguarding policies are reviewed at least annually
- safeguarding culture is actively monitored
- staff safeguarding training compliance is monitored
- filtering and monitoring systems are effective and regularly reviewed
- safeguarding trends, risks, and data are analysed
- safer recruitment procedures remain compliant
- safeguarding concerns are responded to appropriately
- statutory safeguarding duties are fulfilled

Governors and proprietors will ensure that:

- safeguarding remains a standing agenda item where appropriate
- the voice of the child is considered within safeguarding practice
- leadership promotes openness, transparency, and accountability
- appropriate safeguarding resources are available
- DSLs are supported in carrying out their role effectively

The safeguarding governor will provide appropriate challenge and oversight in relation to:

- safeguarding practice
- policy implementation
- training compliance
- safeguarding incidents and trends
- online safety arrangements
- attendance and children missing education
- safeguarding audits and reviews

The proprietor and governors will ensure that all safeguarding arrangements comply with:

- Keeping Children Safe in Education (KCSIE) 2025
- statutory safeguarding guidance
- local safeguarding procedures
- relevant legislation

The school recognises that safeguarding is an ongoing responsibility requiring continuous monitoring, evaluation, and improvement.

23. WHISTLEBLOWING

Hopebright School promotes a culture where all staff feel able and empowered to raise concerns about safeguarding practice, conduct, or failures without fear of victimisation, discrimination, or reprisal.

All staff have a professional and ethical duty to raise concerns regarding:

- unsafe practice
- safeguarding failures
- poor professional conduct
- breaches of policy
- concerns about leaders or managers
- failures to protect children
- inappropriate behaviour towards children
- attempts to conceal safeguarding concerns

The school recognises that children's safety must always take priority over organisational reputation or professional relationships.

Staff should report concerns promptly in accordance with the school's whistleblowing procedures.

Concerns may be raised:

- internally through school procedures
- directly with safeguarding leaders
- with the proprietor or governors
- externally to relevant safeguarding agencies where appropriate

The school will ensure that:

- whistleblowing concerns are taken seriously
- concerns are investigated appropriately
- confidentiality is maintained where possible
- staff are supported throughout the process
- no member of staff suffers detriment for raising genuine concerns

Where staff feel unable to raise concerns internally, or believe concerns have not been addressed appropriately, they may contact external agencies including:

- the Local Authority
- Ofsted
- the Local Authority Designated Officer (LADO)
- Children's Social Care
- the Police

The NSPCC whistleblowing helpline is available for staff who wish to seek advice or report concerns independently.

The school recognises that effective whistleblowing arrangements contribute to:

- safer organisational culture
- accountability
- transparency
- early identification of risk
- stronger safeguarding practice

24. COMPLAINTS

Hopebright School is committed to responding to concerns and complaints fairly, promptly, and transparently. All safeguarding complaints will be taken seriously and addressed in accordance with safeguarding procedures and statutory guidance.

Complaints relating to:

- child protection
- safeguarding practice
- staff conduct
- leadership failures
- online safety
- safer recruitment
- welfare concerns

will be managed with appropriate priority and sensitivity.

The school recognises that safeguarding complaints may be raised by:

- children
- parents or carers
- staff
- visitors
- external professionals
- members of the public

Children will be supported to:

- express concerns
- feel listened to
- understand how concerns will be addressed
- access support where required

Complaints relating to safeguarding will follow child protection procedures and may involve:

- the DSL
- senior leaders
- governors



- external safeguarding agencies
- the Local Authority
- the Police

The school will:

- maintain appropriate confidentiality
- keep accurate records
- respond proportionately
- prioritise the welfare of the child
- escalate concerns where necessary

Where complaints indicate that a child may be at risk of harm, safeguarding procedures will take precedence over standard complaints procedures.

The school will ensure that complainants are informed of:

- relevant procedures
- outcomes where appropriate
- escalation routes if concerns remain unresolved

The school recognises the importance of learning from complaints in order to strengthen safeguarding practice and improve organisational culture.

25. MONITORING AND REVIEW

Hopebright School recognises that safeguarding is a dynamic and evolving area of practice requiring continuous monitoring, evaluation, and improvement.

This safeguarding and child protection policy will be reviewed:

- annually
- following safeguarding incidents
- following legislative or statutory updates
- following local safeguarding partnership updates
- following significant safeguarding concerns
- following learning from safeguarding reviews
- following Ofsted recommendations where applicable

The review process will consider:

- changes to legislation and guidance
- emerging safeguarding risks
- local safeguarding priorities
- online safety developments
- school safeguarding data and trends
- staff feedback

- pupil voice where appropriate
- outcomes of safeguarding audits and inspections

The proprietor and safeguarding governors will ensure that safeguarding arrangements remain:

- compliant
- effective
- child-centred
- proportionate
- regularly scrutinised

The school will monitor:

- safeguarding referrals
- attendance patterns
- behavioural incidents
- child-on-child abuse concerns
- online safety incidents
- training compliance
- safer recruitment processes
- safeguarding record keeping
- filtering and monitoring effectiveness

Safeguarding systems and procedures will be evaluated regularly to ensure they:

- protect children effectively
- support staff appropriately
- promote a strong safeguarding culture
- respond to emerging risks
- reflect current statutory guidance

The school is committed to continuous improvement in safeguarding practice and will take appropriate action where reviews, audits, or incidents identify areas requiring development.

The welfare and safety of children will remain the central focus of all safeguarding monitoring and review processes.