CANBURY SCHOOL

SAFEGUARDING POLICY AND PROCEDURES

Last Review Date:	**September 2026**
Policy Owner:	**W Rush**
Approved By:	**Dr E Waites**
Next Review Date:	**September 2027**

Document Control and Approval

This policy is a statutory document defining the safeguarding and child protection operational frameworks of Canbury School. It is reviewed at least annually to ensure strict alignment with the latest Department for Education statutory guidance and local multi-agency arrangements.

School Setting	Canbury School, Kingston Hill
Policy Title	Safeguarding Policy and Procedures 2026/2027
Approved By	Governing Board / Dr Elyse Waites (Safeguarding Link Governor)
Operational Date	1 September 2026
Review Frequency	Annual Cycle (or sooner if regulatory amendments dictate)
Next Planned Review	September 2027

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1. Introduction and Policy Aims

Canbury School operates a child-centred approach to safeguarding and child protection. This means that we consider, at all times, what is in the best interests of the child. We recognise that safeguarding and promoting the welfare of children is everyone's responsibility. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action.

At Canbury School, children are at the absolute center of our education. We are committed to providing our pupils with a sense of belonging and an environment that is welcoming, safe, valuable, and deeply respectful. We are committed to anti-discriminatory practice and actively recognise children's diverse circumstances. All adults in our school understand that keeping children safe is a universal responsibility. Regardless of age, gender, culture, language, race, ability, sexual identity, religion, or home circumstances, every child has an equal right to protection and opportunities.

Policy Aims

- To ensure that Canbury School has robust, transparent, and effective processes in place that are understood and followed by all members of the school setting when a safeguarding concern arises.
- To provide high-quality induction and continuous training to all staff (including employed, temporary, supply, and volunteer personnel) so they are equipped to recognise signs of abuse, neglect, and exploitation, understand their statutory responsibilities, and respond with professional curiosity.
- To communicate transparently and honestly when there is a concern about a child with all relevant parties, including parents and carers, other setting staff, and external safeguarding partners, where it is safe and appropriate to do so.
- To coordinate and share information quickly and appropriately with statutory external agencies, such as children's services and the police, to ensure that children obtain the targeted help and protection they need without delay.
- To foster a setting-wide culture of safety and vigilance where children feel heard and validated, ensuring that systems for children to report concerns are prominent, easily accessible, and regularly reinforced.

2. Definitions and Key Terminology

To ensure setting-wide clarity and legal compliance, the following definitions are applied consistently across all setting policies, codes of conduct, and procedures:

Safeguarding: Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge (early intervention).
- Protecting children from maltreatment and abuse, whether that is within or outside the home, or in the online environment.
- 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.
- Taking proactive action to enable all children to have the best possible educational and life outcomes.

Child Protection: The processes and interventions carried out to protect children who have been identified as suffering, or being at risk of suffering, significant harm. It is a subset of safeguarding that focuses on statutory thresholds of protection.

Staff: Anyone working for or on behalf of Canbury School, full-time or part-time, temporary or permanent, and in either a paid or voluntary capacity. This includes, but is not limited to, employed staff, contractors, volunteers, governors, supply staff, and self-employed LSAs/therapists.

Child: Anyone under the age of 18 years, as defined under the Children Act 1989.

Parent: All birth parents and other adults who are in a parenting role, including guardians, step-parents, foster carers, kinship carers, and adoptive parents.

Statutory: Legally binding requirements. In this policy, 'must' indicates a legal or statutory obligation, whereas 'should' indicates a mandatory procedure that must be followed unless there is a documented, legally defensible reason not to do so.

Local Safeguarding Children Partnership: The three statutory safeguarding partners (the local authority children's services, the chief officer of police, and the Integrated Care Board). In Kingston and Richmond, the local safeguarding children partnership is the Kingston and Richmond Safeguarding Children's Partnership (KRSCP), which considers education settings as the fourth equal safeguarding partner. Setting arrangements align strictly with London Child Protection Procedures and KRSCP local agreements.

3. Key Personnel and Contact Details

The following individuals hold designated safeguarding and leadership responsibilities at Canbury School. Setting systems are structured to ensure that a trained member of the setting's safeguarding team is always available during setting hours for staff consultations and external agency coordination.

Role / Title	Name	Contact Details
Designated Safeguarding Lead (DSL)	Mr Will Rush	wrush@canburyschool.co.uk safeguarding@canburyschool.

		co.uk 020 8549 8622
Deputy Designated Safeguarding Lead	Ms Louise Boggi	lboggi@canburyschool.co.uk safeguarding@canburyschool.co.uk 020 8549 8622
Deputy Designated Safeguarding Lead	Ms Kirsty Lansdell	klansdell@canburyschool.co.uk safeguarding@canburyschool.co.uk 020 8549 8622
Co-Chairs of Governors	Rupert Marks & Louise Clancy	rmarks@canburyschool.co.uk lclancy@canburyschool.co.uk
Safeguarding Link Governor	Dr Elyse Waites	safeguardinggovernor@canburyschool.co.uk
SENDCo & Designated Teacher (CLA)	Ms Susie Ridley	sridley@canburyschool.co.uk 020 8549 8622
Dedicated setting Ward Officer	PC Simon Bennett	Simon.Bennett@met.police.uk Metropolitan Police Service

Statutory External Escalation and Support Contacts

All staff are empowered and legally entitled to contact children's services directly if they believe a child is in immediate danger or is suffering significant harm, and they must do so immediately if they are unable to contact the setting safeguarding team.

- **Achieving for children (AfC)**

Kingston and Richmond Single Point of Access (SPA):

Office Hours: 020 8547 5008
Out of Hours (Emergency Duty Team): 020 8770 5000
Online Referrals: https://kr.afcinfo.org.uk

- **Neighboring Borough Contacts (For Out-of-Borough Pupils):**

Hounslow MASH: 020 8583 3100 | Out of Hours: 020 8583 2222
Hammersmith & Fulham I CAT: 020 8753 6600 | Out of Hours: 020 8748 8588
Merton MASH: 020 8545 4226
Surrey C-SPA: 0300 470 9100
Sutton CFCS: 020 8770 6001 | Out of Hours: 020 8770 5000
Wandsworth MASH: 020 8871 7899 | Out of Hours: 020 8871 6000

- **Local Authority Designated Officer (LADO) -** Achieving for Children LADO Service:

LADO Email: LADO@achievingforchildren.org.uk
LADO Telephone Hotline: 07774 332675
Online LADO Referral: https://www.afcinfo.org.uk

- **Key Professional Helplines:**

National Domestic Abuse Helpline: 0808 2000 247 (Free, confidential, 24/7)
NSPCC Whistleblowing Helpline: 0800 028 0285
Kingston Prevent Lead (Stephanie Royston-Mitchell):
stephanie.royston-mitchell@kingston.gov.uk
Anti-Terrorist Hotline: 0800 789 321

4. Legislative and Statutory Framework

This policy is fully compliant with the legal duties placed on independent schools under the Education Act 2002 (Section 175) and the Education (Independent School Standards) Regulations 2014. It has been constructed in strict conformity with, and incorporates all changes from, the following key statutory instruments and guidance:

- Keeping Children Safe in Education (KCSIE) 2026 (statutory guidance coming into force 1 September 2026).
- Working Together to Safeguard Children 2026 (HM Government statutory guidance).
- The Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR), and the newly effective Data (Use and Access) Act 2025 (referred to collectively as 'data protection laws').
- The Crime and Policing Act 2026 (statutory amendments removing the 'supervision exemption' for setting volunteers).
- The Human Rights Act 1998, the Equality Act 2010 (incorporating the setting's statutory obligations under the Public Sector Equality Duty).
- The Children Act 1989 and the Children Act 2004 (foundational legislative child protection frameworks).
- The Prevent Duty Guidance (under the Counter-Terrorism and Security Act 2015).

5. Roles and setting Responsibilities

Safeguarding is a setting-wide responsibility that requires proactive collaboration at all levels. Specific roles and strategic duties are codified below:

The Governing Board

The Governing Board holds strategic leadership responsibility for Canbury School's safeguarding arrangements, ensuring complete compliance with the law at all times. The Board is responsible for:

- Ensuring that a whole-setting approach to safeguarding is actively facilitated, with child safety and the child's best interests placed at the forefront of setting life.
- Ensuring setting policies, operational procedures, and staff training fully align with the local multi-agency arrangements of the KRSCP.

- Holding the setting's Senior Leadership Team to account for the impact and operational success of the safeguarding arrangements.
- Appointing a Designated Safeguarding Lead (DSL) from the Senior Leadership Team with the appropriate status, authority, and skills, ensuring they are allocated additional time, funding, and resources to execute their duties.
- Maintaining clear strategic oversight of online safety, cyber security risk management, and the specific safeguarding provision for pupils with Special Educational Needs and Disabilities (SEND).
- Ensuring robust safer recruitment procedures are embedded, and that the single central record is strictly maintained.
- Monitoring the setting's support for pupils with protected characteristics (Equality Act 2010), ensuring no discriminatory practice is tolerated.

The Safeguarding Link Governor (Dr Elyse Waites)

The Safeguarding Link Governor acts as the Governing Board's safeguarding specialist. Responsibilities include:

- Regularly visiting the setting, meeting with the DSL, and gathering objective evidence to test and assure the Board that safeguarding policies are effectively implemented.
- Collaborating on the annual setting safeguarding self-audit led by the DSL and ensuring its timely submission to the KRSCP.
- Attending specialised governor training to identify potential areas of setting vulnerability and drive continuous improvement.

The Headteacher (Mrs Philippa Rich)

The Headteacher is responsible for the day-to-day management of the setting, including operational safeguarding. Duties include:

- Ensuring that all staff, temporary employees, and volunteers undergo a rigorous safeguarding induction and receive regular statutory updates.
- Fostering an open, transparent setting culture where pupils, parents, and staff can easily share views and raise concerns.
- Enforcing a pupil mobile phone-free environment by default across the entire setting day.
- Serving as the 'case manager' for any low-level concerns or allegations made against members of staff (excluding allegations concerning themselves).

The Designated Safeguarding Lead (Mr Will Rush)

The DSL takes ultimate setting-wide responsibility for safeguarding and child protection. Responsibilities include:

- Being available during setting hours for staff consultations, and arranging trained cover for any out-of-hours or holiday setting activities.

- Leading on setting referrals to children's services, the Prevent team (Channel), and the DBS, and supporting staff who make direct referrals.
- Maintaining secure, clear, and chronological child protection records on MyConcern, ensuring files are transferred separately from main pupil records within 5 days of transition.
- Maintaining setting-wide operational awareness of the statutory requirement to assign an Appropriate Adult to any setting child detained or questioned by the police, in strict conformity with PACE Code C 2019.
- Ensuring annual settings reviews of the filtering and monitoring systems are conducted and recorded with IT and DSL collaboration.

Deputy Designated Safeguarding Leads (Ms Louise Boggi & Ms Kirsty Lansdell)

Deputy DSLs are trained to the exact same statutory standard as the DSL and will support the DSL in their daily functions or deputise for them in their absence. While operational activities can be delegated, the ultimate strategic lead responsibility for safeguarding remains with the DSL.

All setting Staff

All members of the staff must maintain a proactive attitude of 'it could happen here.' All staff must:

- Attend core safeguarding training, complete required induction, and annually sign to confirm they have read and understood Part 1 of the latest version of KCSIE.
- Follow setting procedures for reporting and recording safeguarding concerns confidentially and without delay on MyConcern.
- Be prepared to share information to keep children safe, understanding that data protection laws are never a barrier to safeguarding.
- Actively challenge inappropriate, discriminatory, or sexualised peer behaviours immediately, rejecting any attempts to downplay abuse as 'banter'.

IT Manager

The IT Manager is responsible for maintaining the setting's filtering and monitoring systems, providing regular reports to the leadership team, and completing immediate actions in response to system alerts, security vulnerabilities, or checks.

6. Managing Safeguarding Concerns about a Child

Canbury School is committed to providing 'reachable moments' that encourage children to feel safe enough to open up about their concerns. We operate clear and multiple reporting pathways for children and staff.

Setting Systems for Pupils to Report Abuse

- Verbally directly to any safe, trusted adult in the setting.
- Confidential email directly to the setting safeguarding team at safeguarding@canburyschool.co.uk.
- The Anonymous setting Safeguarding Reporting Form, which is permanently pinned and easily accessed via the default landing page on all student Chromebooks.

Handling Disclosures

Setting staff are trained to handle pupil disclosures with empathy, patience, and professional curiosity. Staff must:

- Listen actively and non-judgmentally, allowing the child to tell their story in their own words.
- Reassure the child that they have done the right thing, but never promise confidentiality or secrets. Staff must explain that they must share this with those who can protect them.
- Ask only open-ended questions (Who, What, Where, When) to clarify, avoiding leading questions that could compromise future investigations.
- Adhere to the 'Two-Staff Rule' when receiving disclosures involving Harmful Sexual Behaviour (HSB), ensuring a second staff member is present as a witness and support whenever feasible, while avoiding any delay in capturing or escalating the pupil's report.
- Record the disclosure immediately using the child's exact words, without personal interpretation or opinion, and submit it on MyConcern without delay.

The Family Help Referral Pathway

In accordance with Working Together 2026 and KCSIE 2026, terminology and pathways have been fully updated. The setting acts proactively before statutory intervention is required, supporting children through local pathways:

- Universal Services and Community-Based Early Help: Accessed via voluntary systems, family hubs, and youth services, led by setting staff or partners.
- The Targeted Early Help level of Family Help: Coordinated early help assessments and targeted services under sections 10 and 11 of the Children Act 2004. These are voluntary and require parental consent. Qualified setting practitioners (non-social workers) are legally entitled to lead assessments and coordinate support up to and including section 17 support.
- Statutory children's social care referrals: Made immediately via the SPA under Section 17 (Child in Need) or Section 47 (Significant Harm / reasonable cause to suspect abuse or exploitation). In emergency situations, staff will bypass setting loops, contact the police on 999, and notify the DSL immediately.

Safeguarding Records and File Transfers

The DSL is responsible for keeping detailed, accurate, factual, and chronologically secure written records of all safeguarding concerns, discussions, and decisions (including setting rationales for not making referrals). Safeguarding files are maintained entirely separate from main setting pupil records on MyConcern.

Strict File Transfer Standards: Strict Child Protection File Transfer Standards are enforced:

- When a pupil transitions to a new setting or college, their safeguarding file must be securely transferred to the receiving setting separately from the main pupil file.
- The transfer must occur within a maximum of 5 working days for in-year transfers, or within the first 5 working days of the start of a new term.
- The exporting DSL must provide a clear, structured summary of current setting safeguarding concerns, actively distinguishing them from historical records, and ensure a written confirmation of receipt is obtained and stored securely.
- If Canbury School is the final known setting a child attends, we will securely retain their child protection file until their 26th birthday, after which it will be destroyed securely.
- For incoming pupils with known safeguarding or pastoral vulnerabilities, a pre-arrival risk assessment and/or support plan must be created in advance of their start date

7. Child-on-Child Abuse and Harmful Sexual Behaviour

Canbury School operates a strict zero-tolerance approach to child-on-child abuse, sexual harassment, and harmful sexual behaviour. Setting leadership rejects any downplaying of harmful behaviours. Abuse is never tolerated and will never be passed off as 'banter', 'just having a laugh', or 'boys being boys'.

Staff must challenge all inappropriate, misogynistic, or misandrist peer-on-peer behaviours immediately, including bottom-pinching, grabbing of clothing, flicking bras, lifting skirts, or name-calling. Setting data is reviewed by the DSL to identify trends and adapt the RSHE curriculum.

Hackett Continuum and setting Responses

Setting child protection responses to peer sexual behaviors are guided by the Hackett Continuum, aligning setting sanctions and support contextually:

- Hackett Inappropriate: Behaviors that are managed internally via the setting behavior policy, providing targeted pastoral support and education to both parties.
- Hackett Problematic: Early help responses, including community-based Family Help assessments, to address non-violent harmful sexual behavior and prevent escalation.
- Hackett Abusive: Immediate referral to children's services via the SPA. A setting safeguarding risk assessment and safety plan are put in place.

- Hackett Violent: Immediate report to the police in parallel with a children's services referral where a crime has been committed (e.g. rape, sexual assault). The setting will immediately separate the pupils, implementing classroom and transport proximity controls.

Pupil Proximity and Classroom Separation

Where a report of sexual violence or serious sexual harassment is made, the setting will implement immediate protective measures while facts are investigated:

- The victim and alleged perpetrator will be educated separately, and the alleged perpetrator will be immediately removed from any shared classes with the victim.
- The setting safeguarding team will implement strict proximity controls across setting premises, including during breaktimes, lunchtimes, off-site sports, and setting-managed transport.
- These protective measures are implemented solely to safeguard both children and preserve setting safety, and must never be interpreted as a pre-judgment of guilt.

Concerns about Nudes and Semi-Nudes (Sextortion & Gen AI)

All incidents involving the sharing or making of nudes or semi-nudes require a protective safeguarding response, regardless of consent. Staff must never view, download, forward, or store illegal images. If a pupil attempts to show an image, staff must report this to the DSL immediately.

The DSL will hold an urgent review meeting to assess the risk and will make an immediate referral to the police and children's services if the incident involves coercion, blackmail, or grooming, if a child in the image is under 13, or if the setting becomes aware of an AI-generated explicit image of a child ('deep fakes' or computer-generated nudes).

8. Setting Premises Safeguarding Regulations

In accordance with Part 2 of KCSIE 2026, Canbury School has established strict premises regulations and facility layouts to ensure the safety, comfort, privacy, and dignity of all boys and girls.

Toilets

- Pupils must not enter toilets designated for the opposite biological sex.
- Separate toilet facilities are provided and strictly designated for boys and girls aged 8 and over.
- For gender-questioning pupils, individual, self-contained, fully lockable cubicles are provided as alternative facilities, ensuring single-sex spaces are not compromised.

Changing Rooms and Showers (offsite)

- Pupils aged 11 or over must not undress or shower in front of children of the opposite biological sex.
- No gender-questioning pupil will be permitted to access changing rooms or shower facilities designated for the opposite biological sex.
- Alternative private, fully enclosed, single-occupancy changing cubicles or private spaces will be arranged for any gender-questioning pupil.

Overnightsetting Trips and Accommodation

Under no circumstances will shared overnight accommodation (rooms or tents) be permitted for pupils of the opposite biological sex. No exceptions are made to this statutory safety rule on any setting-managed off-site or overnight visits.

Physical Education and Sport

Pupils can be separated by biological sex for physical education, PE classes, and sports where physical strength, safety, or fairness dictates. The setting safeguarding team will ensure that PE layouts and sports activities are risk-assessed, balancing inclusive participation with physical safety and fair competition.

9. Specific Safeguarding Considerations

Certain groups of children are potentially at greater risk of harm or face additional barriers to reporting abuse. Canbury School applies focused pastoral and safeguarding measures to these groups:

Children who require a Social Worker

Setting staff recognise that children with a social worker have experienced trauma that can leave them vulnerable. The setting works closely with social workers to adjust settings responses, particularly when managing setting attendance, suspension risks, or behavioral concerns, ensuring the child's best interests are prioritised.

Children Looked After and Previously Looked After (CLA / PCLA)

These pupils are exceptionally vulnerable due to past experiences of abuse or neglect. The setting Designated Teacher (Susie Ridley) and Safeguarding Governor (Dr Elyse Waites) work closely with AfC's Virtual School Head to monitor their progress, manage pupil premium funding, and ensure their care arrangements, legal status, and parental contact limits are known to relevant staff.

Young Carers

Canbury School is alert to the unique vulnerabilities of young carers, recognising that intensive caring responsibilities at home can severely impact their setting attendance, educational progress, and emotional wellbeing. The setting Designated Teacher for Young Carers (Susie Ridley) works to ensure early identification and coordinates targeted support from local health and family networks.

Children with SEND or Medical Conditions

At Canbury School, a significant proportion of our pupils have special educational needs and disabilities. We recognise that pupils with SEND are three times more likely to experience abuse and face significant additional barriers:

- Staff making assumptions that indicators of abuse (e.g. self-harm, emotional withdrawal, aggression) are simply a manifestation of the pupil's SEND or medical condition.
- High rates of peer isolation, vulnerability to online grooming, and communication barriers that prevent children from disclosing harm.
- Issues over cognitive understanding, such as being unable to distinguish fact from fiction in online content.

Setting staff work in close liaison with the SENDCo and the DSL to ensure tailored communication tools and high-density pastoral support are provided. Medical condition incidents at the setting only warrant a safeguarding referral if setting neglect or abuse is suspected.

Gender Questioning Pupils & The Cass Review

In line with the final findings of the Cass Review (April 2024) and statutory guidance, Canbury School adopts a highly cautious, supportive, and clinical-focused approach to pupils questioning their gender:

- The setting recognises that social transition is an active psychological intervention that may have significant long-term effects on a child's developmental pathway.
- As a secondary setting, any requests for social transition (such as changes to preferred names, pronouns, or dress) must be documented carefully and proceed with a very careful approach. The setting will involve parents and carers as a matter of priority, unless doing so poses a direct, verified safeguarding threat to the child.
- Setting leadership will consult early with the DSL and, where appropriate, seek professional clinical advice. Staff without clinical training must never offer advice on the benefits or risks of social transition as an intervention.
- Special care is taken regarding children 'living in stealth' who may have socially transitioned at an early age, ensuring the DSL is fully involved to support their anxiety and puberty-related stress.

Specialised Safeguarding Categories

- National Crime Agency (NCA) Cyber Choices: Identifying and diverting pupils at risk of involvement in cybercrime or illegal hacking towards constructive digital opportunities.
- Children with Parents in Prison: Providing targeted emotional and pastoral support to mitigate the stigma and trauma associated with parental imprisonment.
- Family Separation and Court System Involvement: Managing complex parental disputes, private law proceedings, and court orders while maintaining neutrality and prioritizing child welfare.
- Child Abduction and Community Safety Threats: Responding swiftly to local risks including parental abduction, stranger danger, and wider community threats in coordination with local police.

10. Online Safety and Smart Devices

The breadth of online safety is categorised into the 4Cs of online risk: Content, Contact, Conduct, and Commerce. Technology and associated risks evolve rapidly, and our settings policies are updated dynamically.

Pupil Mobile-Phone Free setting Environment

To protect children from digital distractions, cyberbullying, online harassment, and peer pressure, Canbury School enforces a mobile phone-free pupil environment by default throughout the entire setting day. Pupils are not permitted access to mobile phones or smart devices during lessons, breaktimes, lunchtimes, or transitions between classes. Setting-approved medical exceptions are documented and monitored.

Filtering and Monitoring Compliance

- The setting maintains strong, multi-layered filtering and monitoring systems, strictly following DfE's Meeting Digital and Technology Standards.
- The effectiveness of our filtering and monitoring is subject to a formal settings annual review led by the Designated SLT Lead, with active support from the DSL and IT Manager.
- A comprehensive, dated record of filtering checks must be maintained by the DSL Manager, verifying that filtering works across all internet-connected devices in all setting locations.
- The governing body and leadership team ensure that blocking harmful content does not lead to 'over-blocking' that restricts educational access to online safety curricula.

Generative Artificial Intelligence (Gen AI)

The setting is aware of the massive benefits and risks of Generative AI. We integrate Gen AI tools safely with children's best interests at the center, strictly in line with DfE's guidance. Safeguarding concerns arising from Gen AI (e.g. AI-generated explicit images or grooming chatbots) are

treated as child protection concerns. Our online safety policy details specific standards regarding setting data protection and intellectual property when using AI tools.

11. Whistleblowing

All setting staff have an absolute professional duty to 'whistleblow' poor or unsafe safeguarding practices, settings child protection failures, or potential misconduct. Staff are encouraged to raise concerns first with the Headteacher or SLT, who will investigate them with the utmost seriousness. Canbury School maintains a dedicated, separate Whistleblowing Policy on the shared drive.

If a staff member feels unable to raise a concern internally, or believes that their genuine safeguarding concerns are not being addressed, they must utilise external whistleblowing channels immediately. Staff can contact the NSPCC Whistleblowing Helpline on 0800 028 0285 or email help@nspcc.org.uk.

12. Identified Areas of Risk for Canbury School

In accordance with our commitment to physical and contextual setting safety, settings leaders have identified the following physical areas of high risk across the Canbury School site. These areas are subject to strict staff duty schedules, CCTV monitoring, and restricted access controls:

- The back staircase near the fire exit (subject to heightened staff supervision between lessons).
- Setting changing rooms (strictly monitored for access rules).
- Off-site sports venues (detailed setting trip risk assessments required for all transit and venues).
- The busy main road outside the front of the school setting
- The side road next to the school setting at the start and end of the day (Warboys Approach - vehicle controls enforced).
- The secluded area behind the Sixth Form Block (access restricted to authorised personnel).
- The secure exit door out to the roof located in the Art prep room (strictly locked at all times, key access limited to authorised facilities staff).
- The main staircase at the front of the school setting.

13. Off-Site Arrangements

Alternative Provision and Off-Site Checks: Extended off-site safeguarding arrangements are strictly controlled:

- Canbury School remains ultimately responsible for the safety and welfare of any pupil placed in an Alternative Provision (AP). The setting will carry out its own rigorous due diligence and will never delegate this duty.

- The setting must obtain written confirmation from the AP provider that all appropriate safer recruitment checks (including enhanced DBS with barred list checks) have been executed on their staff.
- A formal written agreement must mandate that the AP provider informs Canbury School of any staff changes, pupil safety alerts, or absences immediately.
- The pupil's placement must be reviewed in person by setting staff to verify attendance and safety.

14. Setting Training Requirements

To maintain a highly vigilant setting, Canbury School enforces strict statutory training frequencies and standards:

- Designated Safeguarding Lead & Deputies: Must complete Level 3 Multi-Agency Safeguarding Training, Safer Recruitment Training, and Prevent Awareness Training. This formal training must be completed within 12 weeks of appointment and refreshed at a minimum every two years. In addition, their knowledge must be refreshed annually via briefings, forums, and local DSL networks.
- All Staff: Must undergo core safeguarding, child protection, and online safety training at induction, with formal setting-wide updates at a minimum every two years. Regular, at least annual, updates (via staff meetings, briefings, and e-bulletins) are mandatory. All staff must read and sign to confirm they have read Part 1 of the latest version of KCSIE annually.
- Governors: All members of the Governing Board receive comprehensive safeguarding and child protection training at induction, refreshed regularly. The Safeguarding Link Governor undergoes advanced training, such as Level 3 training.

15. Linked Policies

This policy forms the core of Canbury School's safeguarding framework and must be read in conjunction with the following linked policies available on the setting shared drive:

- Staff Behaviour Policy (Staff Code of Conduct)
- Pupil Behaviour Policy (including anti-bullying and cyberbullying procedures)
- Mobile Phones and Smart Devices Policy
- Online Safety Policy (including filtering/monitoring and Acceptable Use Agreements)
- Safer Recruitment Policy
- Attendance and Children Missing Education Policy
- Special Educational Needs and Disabilities (SEND) setting Policy
- Restrictive Interventions and Use of Reasonable Force Procedure

Appendix A: Referral and Notification Flowchart

The following sequence defines reporting loops for child concerns:

- Identify concern or receive child protection disclosure. Maintain an attitude of 'it could happen here'.
- Is the child in immediate danger? If YES → Call police on 999 immediately. Then inform the DSL. If NO → Proceed to the next step.
- Record the factual concern immediately on MyConcern and consult the setting DSL/Deputy DSL.
- DSL evaluates concern against KRSCP local threshold document and consults SPA if required.
- Select Referral Action:

  (1) Manage internally via setting pastoral support;

  (2) Initiate community-based Early Help or Family Help assessment;

  (3) Submit formal Section 17/47 referral to children's social care;

  (4) Contact PC Simon Bennett / Police.

Charity Commission Serious Incident Reporting

As a registered charity, Canbury School's Governing Board must ensure that any serious safeguarding incidents or allegations meeting the threshold are promptly reported to the Charity Commission in accordance with statutory guidelines.

New Statutory Setting Notification Duties

In addition to standard child protection referral loops, staff must support the following newly enacted statutory setting notifications:

Temporary Accommodation Notification Duty: Under the Children's Wellbeing and Schools Act, local housing authorities must notify the school when a pupil is placed in temporary accommodation (subject to parent/carer consent, or independent 16-17 year old consent). The DSL is responsible for receiving this notification and immediately coordinating pastoral support, attendance adjustments, and educational assistance.

Operation Encompass Statutory Notification: Effective from November 2025, police forces hold a statutory duty to notify the school (the DSL acting as the designated Key Adult) of any domestic abuse incident attended where a pupil resides in or is connected to the household, regardless of whether the pupil was physically present at the incident. The DSL must ensure that confidential records are updated and appropriate pastoral interventions are offered immediately.

Appendix B: Safer Recruitment and Single Central Record Requirements

Canbury School enforces strict pre-employment vetting procedures to deter, identify, and prevent individuals who are unsuitable to work with children from securing roles in our setting.

Mandatory Pre-Employment Checks

All appointments (including employees, salaried teacher trainees, governors, and regular volunteers) are strictly conditional upon the successful completion of the following vetting checks prior to starting work:

- Verification of identity, right to work in the UK, and required professional qualifications.
- An enhanced DBS check with children's barred list information (for those in regulated activity).
- Separate children's barred list check (conducted via Check a teacher's record if an individual begins work under supervision prior to the DBS certificate being received).
- A Prohibition from Teaching check (conducted via the DfE Check a teacher's record portal).
- A Section 128 check (mandatory for all setting governors, trustees, and individuals taking up senior management positions).
- Further checks on individuals who have lived or worked outside the UK (including overseas criminal records checks).
- Childcare Disqualification declaration (for staff working with pupils up to the age of 8 in reception or setting wraparound care).
- Online due diligence checks on shortlisted job candidates prior to interview, aimed at identifying any public content or online behaviour that may render the applicant unsuitable to work with children.

Volunteers & Removal of the Supervision Exemption

In strict accordance with the Crime and Policing Act 2026, the historical 'supervision exemption' for setting volunteers has been abolished. Vetting rules for setting volunteers are updated as follows:

- Any volunteer who is engaged in teaching, training, instructing, or supervising setting children frequently (more than 3 days in a 30-day period) or overnight is legally engaged in regulated activity.
- The setting must obtain a mandatory enhanced DBS check with children's barred list information for all such regular or overnight volunteers. Leaving regular volunteers unchecked under 'supervision' is strictly illegal.

- For existing volunteers who become engaged in regulated activity due to this legislative change on 1 September 2026, the setting must immediately obtain an enhanced DBS check with children's barred list information.
- Volunteers who do not volunteer frequently (3 days or fewer in a 30-day period) and are not overnight must be subject to a written safeguarding risk assessment, must remain supervised at all times by an authorized staff member, and must never engage in regulated activity.

The Single Central Record (SCR)

The setting maintains an electronic Single Central Record (the 'register') detailing the dates and outcomes of all pre-employment checks. The SCR strictly covers:

- All setting staff directly employed by Canbury School.
- All teacher trainees on salaried routes.
- All agency and third-party supply staff (including written confirmation from their agency that all statutory checks have been successfully completed).
- All members of the setting Governing Board, including associate members who engage in regulated activity.

Appendix C: Concerns and Allegations Against Adults

Canbury School operates a robust allegations management procedure to ensure that any concern regarding staff conduct is handled quickly, fairly, and with the utmost child protection focus. These procedures apply to all staff, supply teachers, contracted staff, volunteers, and trainee teachers.

Section 1: Concerns or Allegations that May Meet the Harm Threshold

The setting will immediately contact the LADO within 1 working day (and the police/social care where a crime is suspected) if it is alleged that any adult working in the setting 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 (including transferable risk taking place outside of the setting or online).

Key Case Management & Timeline Standards: Key Case Management & Timeline Standards are enforced:

- The Headteacher serves as the 'case manager'. If the allegation concerns the Headteacher, the Co-Chair of Governors serves as the case manager.
- If a staff member feels unable to report a concern internally, or if a conflict of interest exists, they hold an explicit professional duty to report directly to the LADO (LADO hotline: 07774 332675).
- Suspension must never be an automatic response. The case manager must document alternative arrangements considered (e.g. redeployment, chaperoned teaching) before choosing suspension.
- Trainee Teachers: Trainee teachers placed in the setting are fully integrated into these procedures. The setting shares safeguarding management with the teacher training provider, who must be notified immediately and invited to joint planning meetings.
- Strict Progress Review Timelines: To prevent stressful delays, the first LADO progress review must occur no later than 4 weeks after the initial assessment. Subsequent reviews must be scheduled at fortnightly (and maximum monthly) intervals.
- Supply Staff and Contractors: Allegations against supply staff and contractors must be managed through joint agency-school LADO procedures. The school will not unilaterally terminate an agency placement or contract without prior consultation with the LADO and the supplying agency.

Section 2: Concerns or Allegations that Do Not Meet the Harm Threshold (Low-Level Concerns)

A low-level concern is any concern – no matter how small, or if it is no more than a 'nagging doubt' – that an adult working in or on behalf of the setting may have acted in a way that is inconsistent with the Staff Code of Conduct (including conduct outside of work), but does not meet the harm threshold of a Section 1 allegation.

- Sharing Low-Level Concerns: Staff must share low-level concerns with the Headteacher/DSL as soon as possible and within 24 hours of becoming aware of the incident. Self-referrals are highly encouraged to support an open, transparent setting culture.
- Decision Maker: The Headteacher is the ultimate decision maker in respect of low-level concerns. They will speak to the individual about whom the concern was raised to, obtain their account, and determine appropriate support, retraining, or disciplinary action.
- Record-Keeping: All low-level concerns must be logged in writing in the setting's confidential low-level concerns log. Records must include the detail, context, actions taken, and the settings decision rationale. Records must be kept securely and reviewed periodically to identify potential patterns of concerning behaviour. Low-level concern records are retained until the individual's employment terminates.