Sutherland House School
Bath Street
Nottingham

Child Protection and Safeguarding Policy

Policy written by:	Gill Fotheringham Ben Pick Karen Reyes	Headteacher (SHS Braithwell) Headteacher (SHS Nottingham) Deputy Head (SHS Nottingham)
Policy ratified by:	Ann Stewart	Director of Children's Services
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1. Rationale

This policy has been developed in accordance with:

- The Children Act 1989 and 2004
- The Education Act 2002
- Working Together to Safeguard Children (latest version)
- Keeping Children Safe in Education 2026 (KCSIE) and
- Doncaster Children's Safeguarding Partnership (DSCP) local policy and procedures.

This policy will be updated to reflect any amendments made within the final statutory version of KCSIE 2026 and any subsequent updates issued by the Department for Education.

This policy reflects statutory safeguarding expectations and incorporates emerging risks, including:

- Artificial intelligence (AI), including deepfake imagery
- Financial exploitation and online scams
- Harmful online cultures, including misogyny
- Increasing complexity of safeguarding vulnerabilities

2. Aims

At Sutherland House School we aim to ensure:

- Safeguarding concerns are identified **early and acted on immediately**
- A **child-centred approach** is embedded
- Staff understand their safeguarding responsibilities
- Strong partnerships exist with families and agencies

3. Supporting Documents

This policy statement should be read alongside our organisational policies, procedures, guidance, and other related documents:

- Allergy policy
- Anti-Bullying and discrimination
- Attendance (including children missing in education)
- Behaviour
- Complaints
- Confidentiality
- Data Protection
- Equality and Diversity
- Esafety
- Health and Safety
- Intimate Personal Care
- Medication
- Mobile Phones
- PHSE
- Positive Behaviour Support

- Safer recruitment
- SEND
- Staff Conduct policy (Code of Conduct)
- Use of mobile phones and cameras
- Visitors
- Whistleblowing

This policy comes into force on 1st September 2026 in line with KCSIE regulations. All staff will read Part 1 of KCSIE 2026 in full as detailed within the policy.
Published guidance can be found at the link below:

Keeping children safe in education - GOV.UK

Important Safeguarding Contacts

	Name, email and contact no.
Designated Safeguarding Lead (DSL)	Karen Reyes Karen.Reyes@autismeastmidlands.onmicrosoft.com 0115 9609 263
Deputy Designated Safeguarding Lead (DDSL)	Ben Pick Benjamin.pick@aem.org.uk 0115 9609 263
Deputy Designated Safeguarding Lead (DDSL)	Eric Redknap Eric.Redknap@aem.org.uk 0115 9609 263
Designated Safeguarding Lead (DSL) SHS Braithwell	Gill Fotheringham Gill.fotheringham@aem.org.uk 01302203675
Safeguarding trustee	Dot Perkins enquiries@aem.org.uk Clerk to Trustees
Contact for Operation Encompass	Karen Reyes Karen.Reyes@autismeastmidlands.onmicrosoft.com 0115 9609 263
Online Safety Lead – Including responsibility for filtering and monitoring	Karen Reyes Karen.Reyes@autismeastmidlands.onmicrosoft.com 0115 9609 263
Mental Health Lead	Karen Reyes Karen.Reyes@autismeastmidlands.onmicrosoft.com 0115 9609 263
Prevent Lead	Karen Reyes Karen.Reyes@autismeastmidlands.onmicrosoft.com 0115 9609 263
Attendance Lead	Karen Reyes Karen.Reyes@autismeastmidlands.onmicrosoft.com 0115 9609 263
Safeguarding Adviser – Local Authority	Jo Howe Jo.howe@doncaster.gov.uk 01302 736975/07816353019
LADO Safeguarding Children in Education Officer	Caroline Hose Caroline.hose@nottinghamcity.gov.uk
LADO	Karen Shead

0-19 Safeguarding Co-ordinator	Karen.shead@nottinghamcity.gov.uk 0115 8764725
LADO Business Support	lado@nottinghamcity.gov.uk 0115 8763193
Derby City - Safeguarding Children Board	01332 642351
Derbyshire - Safeguarding Children Board	01332 642351
Doncaster - Safeguarding Children Board	01302 737777 dscb@doncaster.gov.uk
Leicester City - Safeguarding Children Board	0116 454 6520 / 0116 454 1004 lcityscb@leicester.gov.uk
Leicestershire - Safeguarding Children Board	0116 305 7130 lrsb.org.uk/contact
Rutland - Safeguarding Children Board	0116 305 7130 lrsb.org.uk/contact
Lincolnshire - Safeguarding Children Board	0152 2782111
Nottingham City - Children and Families Direct	0115 876 4800 candfdirect@nottinghamcity.gcsx.gov.uk
Nottinghamshire - MASH (Multi Agency Safeguarding Hub)	0300 5008090

4. Legislation and statutory guidance

This policy is based on the Department for Education's (DfE's) statutory guidance an Keeping children safe in education - GOV.UK (www.gov.uk) and Working together to safeguard children - GOV.UK (www.gov.uk)

This policy is also based on the following legislation:

Academies, including free schools, and independent schools to include:

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of children/young people at the school.

Non-maintained special schools to include:

- Part 1 of the schedule to the Non-Maintained Special Schools (England) Regulations 2015, which places a duty on non-maintained special schools to safeguard and promote the welfare of children/young people at the school.

All schools to include:

- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children/young people.
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.

- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children/young people.
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children/young people.
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR).
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting children/young people with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting children/young people (where we can show it's proportionate). This includes making reasonable adjustments for disabled children/young people. For example, it could include taking positive action to support girls where there's evidence that they are being disproportionately subjected to sexual violence or harassment.
- Public Sector Equality Duty: guidance for public authorities - GOV.UK (www.gov.uk), which explains that we must have due regard to eliminating unlawful discrimination, harassment, and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some children/young people may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination.
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children.

All early years providers to include:

- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

5. Definitions and Terminolgy

Safeguarding and promoting the welfare of children/young people means:

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

Doncaster's Inclusion Charter has adopted a definition of inclusion – Inclusion as belonging – "Belongingness" Text ©2023 The Belonging at School team. Natalia Zdorovtsova, Alyssa Alcorn and Duncan Astle assert their right to be identified as the authors of this resource.

1. Inclusion as personal experience: do learners feel included, and feel like they belong at school? Learners could be present and participating, but what is their subjective sense of whether or not they are part of their school community, and feel safe, and valued.

2. Inclusion-as-belonging emphasises the importance of school experiences and positions the people in the school community as choice-makers and change-makers.

Child protection is part of this definition and refers to activities undertaken to prevent children/young person suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child/young person and may involve inflicting harm or failing to act to prevent. ***See appendix 1: types of abuse.***

Child-to-parent abuse refers to abuse perpetrated by children against parents/carers as a safeguarding issue.

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

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children/young people share nude or semi-nude images, videos, or live streams.

Child/young person includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role – stepparents, foster parents, carer, and adoptive parents.

Staff refers to all those working for or on behalf of the school/setting in either a paid or voluntary capacity.

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with, this may include terms such as person who has been harmed, person who has experienced harm, person subject to abuse or survivor.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the alleged perpetrator too. Doncaster Local Authority recommend schools to develop consistency in terminology which is Trauma-informed. For e.g. by referring only to an alleged allegation when discussing children. We will, however, decide what is appropriate and which terms to use on a case-by-case basis. Language such as "the person who has harmed" should be considered as a more trauma-informed and relational term to avoid stigmitisation.

Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) - the named person for safeguarding in education establishments.

LADO – Local Authority Designated Officer – deals with any allegation against any member of staff in a public setting.

DSCP - Doncaster Safeguarding Children Partnership

HSB – Harmful Sexual Behaviour is sexual behaviour displayed by a child or young person that is inappropriate for their age or stage of development, and which may cause harm, distress, or risk to themselves or others.

6. Equality statement

We recognise that some children are more vulnerable to abuse and barriers to reporting may exist. We are committed to anti-discriminatory practice and ensure all children receive equal protection.

This includes children who:

- Have SEND or health conditions
- Are at risk of exploitation or abuse
- Are at risk due to either their own or a family member's mental health needs.
- Experience discrimination
- Are questioning their identity
- Are looked after or previously looked after
- Are missing or absent from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated.
- Are young carers.
- Have English as an additional language.
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence.
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation.
- Are asylum seekers.
- Pregnant pupils.
- Young Parents.
- Children displaying emerging harmful behaviour.
- Children impacted by child-to-parent abuse.
- Children affected by online exploitation networks.

We actively promote inclusion, belonging, and a safe environment for all.

7. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

All staff

All staff will:

- Read and understand **Part 1 of KCSIE 2026 in full** Keeping children safe in education - GOV.UK
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.
- Know the identity of the DSL/DDSL.
- Recognise signs of abuse, neglect and exploitation and act without delay.
- Provide a safe space and reassure children they are taken seriously.

All staff will be aware of:

- Our systems, which support safeguarding, including this child protection and safeguarding policy, the staff professional code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputy designated safeguarding lead (DDSL), the Positive Behaviour Support policy, the online safety policy, and the safeguarding response to children who go missing from education.
- The development of Family Help arrangements under the Families First Partnership Programme and will work with local safeguarding partners to ensure children and families receive the right support at the right time.
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- The recording system we use (My concern), how to appropriately record a safeguarding concern, expectations regarding timeliness (i.e. same day/within 24 hours) and how to form a chronology of events, including context, action taken and rationale. Staff also know to speak to the DSL/DDSL immediately if the child/young person is at risk of harm.
- What to do if they identify a safeguarding issue or a child/young person tells them they are being abused or neglected, including specific issues such as female genital mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- The signs of different types of abuse, neglect and exploitation, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines).
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.
- The fact that children/young people can be at risk of harm inside and outside of their home, at school and online.
- The fact that children/young people who are (or who are perceived to be) lesbian, gay, bi, or trans (LGBTQ+) can be targeted by other children/young people.
- What to look for to identify children/young people who need help or protection.

All staff must also recognise emerging risks including:

- AI-generated abuse (e.g. deepfakes)
- Online misogyny and harmful online cultures
- Financial exploitation and scams
- Serious violence and weapon-related risks.

The Designated Safeguarding Lead (DSL)

The DSL:

- Is a member of the senior leadership team.
- Takes lead responsibility for child protection and wider safeguarding in the school, including online safety and understanding our filtering and monitoring processes on school devices and school networks to keep children/young people safe online.
- Ensures the recording system (CPOMS or other) is used appropriately by all staff, providing refresher training where necessary and ensuring that clear chronologies are maintained.
- Ensures that safeguarding records are transferred securely when a child moves settings.
- Is supported by trained deputies (DDSL)
- Is available during school hours for staff to discuss any safeguarding concerns.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters.

- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of children/young people.
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
- Lead on Family Help and Multi-Agency working.
- Have a good understanding of harmful sexual behaviour.
- Have a good understanding of the filtering and monitoring systems and processes in place at our school.
- Promote a strong safeguarding culture

Sutherland House School ensures:

- There are always **robust DSL cover arrangements**, including absence
- There is DSL cover arrangements during school holidays
- The full responsibilities of the DSL and DDSL are set out in their job description.

This list is not exhaustive, please see KCSIE 2026 for more details Keeping children safe in education - GOV.UK

The Headteacher

The headteacher is responsible for the implementation of this policy and all linked policies, including:

- Ensuring that staff (including temporary staff) and volunteers:
  - Are informed of our systems which support safeguarding, including this policy, as part of their induction.
  - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.
- Communicating this policy to parents/carers when their child/young person joins the school and via the school website.
- Ensuring that the DSL has appropriate time, funding, training, and resources, and that there is always adequate cover if the DSL is absent.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this.
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person
- Overseeing the safe use of technology, mobile phones, and cameras in the setting
- Ensuring that Inclusion and Belongingness run through all whole school policies and will aim to remove barriers to attendance and inclusion for all learners.
- Regular evaluation of the impact on inclusion of whole school policies and initiatives through an Assess, Plan, Do, Review Cycle, including this in the S175 safeguarding return, and openly sharing findings from the evaluation for peer review.

The Children's Committee

The children's committee will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development.

- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation. ***(Yearly safeguarding procedure and file audit, yearly SCR audit)***
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements.
- Appoint a Safeguarding Trustee to monitor the effectiveness of this policy in conjunction with the Children's Committee. This is always a different person from the DSL.
- Ensure all staff, volunteers and trustees undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners.
- Ensure that safeguarding is a standing agenda item.
- Request termly DSL/Headteacher safeguarding reports.
- Undertake safeguarding visits.
- Monitor implementation of actions arising from audits.
- Review safeguarding trends and outcomes.
- Ensure that the school has appropriate filtering and monitoring systems in place and review their effectiveness. This includes:
    - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training.
    - Reviewing the DfE's filtering and monitoring standards and effectiveness annually and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards.
- Make sure:
    - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support.
    - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies.
    - The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place.
    - The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers, and contractors).
    - That this policy reflects that children/young people with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised.

- Where another body is providing services or activities (regardless of whether or not the children/young people who attend these services/activities are children/young people on the school roll):
    - Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place and inspect them if needed.
    - Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate.
    - Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply.

The Chair of the Children's Committee will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.

All trustees of the Children's Committee and SHS Nottingham Governors will read Keeping Children Safe in Education in its entirety.

8. Confidentiality

The school will ensure that:

- Timely information sharing is essential to effective safeguarding.
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children/young people.
- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children/young people safe.
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child/young person at risk.
- Staff should never promise a child/young person that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.
- If a child/young person asks the school not to tell anyone about the sexual violence or sexual harassment:
    - There is no definitive answer, because even if a child/young person does not consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies.
    - The DSL will have to balance the child/young person's wishes against their duty to protect them and other children/young people.
    - The DSL should consider that:
        - Parents or carers should normally be informed (unless this would put the child/young person at greater risk).
        - The basic safeguarding principle is: if a child/young person is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care.
        - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains.
- Regarding anonymity, all staff will:
    - Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system.
    - Do all they reasonably can to protect the anonymity of any children/young people involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children/young people involved.
    - Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information.

- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy).

9. Child protection procedures

Child protection procedures (including Early Help/Family Help Arrangements)

- If there are concerns that a child/young person has experienced or is at risk of suffering significant harm, the DSL/DDSL will consult with social care within the local authority in which they reside, making a telephone referral or in an emergency, reporting to the police.

- Parents/Carers can contact Children's Social Care on

Derby	01332 641172
Derbyshire	01629 533190
Nottingham	0115 876 4800
Nottinghamshire	0300 500 80 80
Leicestershire	0116 305 0005
Lincolnshire	01522 782111

- For advice relating specifically to concerns around the mental health of a child/young person, advice can be provided by ringing the Mental Health Specialist Advice Line

Area	Mental Health Crisis / CAMHS Contact
Derby City & South Derbyshire	NHS Mental Health Crisis Line: 111 (Option 2) or 0800 028 0077 (24/7).
Derby City & South Derbyshire (Professional CAMHS Urgent Advice)	01332 389215 (8am-11pm, 7 days).
North Derbyshire CAMHS Urgent Care	07901 330724 (10am-10pm, 7 days).
Nottingham City & Nottinghamshire CAMHS Crisis Team	0808 196 3779 (Option 1 for under-18s), 24/7.
Nottingham City & Nottinghamshire Crisis Support	111 (Option 2) Mental Health Crisis Line.
Leicestershire, Leicester & Rutland CAMHS	111 (Option 2) Mental Health Crisis Line (24/7)
Leicestershire Text Crisis Service	07480 635199

- All staff are aware of MASH (Multi-Agency Safeguarding Hub). The Early Help Enquiry through MASH has been established to improve communication, information sharing and to support more effective delivery of services where there is a need. All enquiries are triaged by a Social Worker, where threshold for Early Help is clear, contacts will be screened within the Early Help Hub, where threshold is unclear the MASH process will be used. Staff are aware of the threshold for Early Help which can be found here DES-1034-Early-Help-Strategy-v02.indd

- All staff are aware that Early Help is not a service, but a way of thinking and working. It is a collaborative approach between services and families that provides support as soon as a need is identified. When a child/young person or family is not achieving all outcomes within the Early Help Outcomes Framework, Early Help will be offered to support them to reach those outcomes.

- The school recognises the development of Family Help arrangements under the Families First Partnership Programme and will work with local safeguarding partners to ensure children and families receive the right support at the right time.

- All staff are clear of the expectation of 'professional curiosity' to enable them to identify safeguarding concerns. Staff will exercise 'professional curiosity', respectfully exploring inconsistencies and seeking further information where required to safeguard children.

- All staff are alert to the potential need for Early Help for pupils who have 'experienced multiple suspensions, are at risk of being permanently excluded from schools, colleges and in Alternative Provisions or a Pupil Referral Unit'.

- All staff acknowledge that Early Help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse.

- MASH is a multi-disciplinary team with two main functions:
    - Providing information, advice and guidance to professionals who have queries about children who may need a coordinated early help response or a social care response.
    - Screening all early help enquiries to ensure an appropriate level of response for the child/young person and family.

The team is available from 8.30am to 5.00pm, Monday to Friday, and telephone messages will be responded to within one working day.

Local Authority	Early Help enquiries	Children's Social Care enquiries
Doncaster	01302 734110	01302 737777
Nottinghamshire	0115 804 1248	0300 500 80 90
Rotherham	01709 330495	01709 336080

- The DSL/DDSL will act as Lead Professional where this is appropriate for the family.
- The school will ensure that an appropriate representative attends Child Protection Conferences, Core Groups and Child in Need meetings and where this is not possible, apologies given and a comprehensive report shared with the Chair or Social Worker using the appropriate format. Staff are aware of the expectations placed on them to contribute to the planning within child protection procedures.
- The school are aware of the process of escalation should there be differences of opinion regarding safeguarding concerns and will professionally challenge where appropriate.

Families First Partnership Programme (FFPP) & Doncaster Family Model

FFPP has been launched by the DfE, delivering the most significant reform in children's social care in the past 30 years. This will be a transformative year, and this policy will continue to be updated as and when changes are implemented.
This programme will take a family-focused approach involving family group decision-making and enhanced multi-agency collaboration. Families will be able to access the right help and support at the right time with early intervention being key to prevent problems from escalating.

To ensure all professionals working with children, young people and families in Doncaster are equipped to embrace and lead on this change, Doncaster is launching a clear practice framework – Doncaster Family Model.
At Sutherland House School we are committed to this way of working and will ensure that all staff are appropriately trained and equipped to work with all safeguarding partners.

Families First Partnership programme - GOV.UK



10. Safeguarding Issues – including local issues and guidance (in alphabetical order)

Allergy Policy

At Sutherland House School we have developed a standalone Allergy Policy under Benedict's Law. We will comply with the following statutory requirements:

- Dedicated Allergy Policy
- Spare Adrenaline Pens
- Mandatory staff training
- Individual Healthcare Plans
- Appointed oversight

We have a designated allergy lead who will oversee school-wide allergy safety, incident reporting and compliance. Allergy safety is core safeguarding duty, not optional practice.

Useful links:
Allergy safety in schools - GOV.UK
Welcome to Allergy School, Teaching Children About Food Allergies
For Schools and Childcare Settings | Allergy UK | National Charity
Safer Schools Programme for Allergy Management | Anaphylaxis UK
Schools Allergy Code | The Allergy Team

Anti-Bullying including Child-on-Child abuse, Child-to-parent abuse, Sexual Violence and Sexual Harassment

At Sutherland House School we maintain an attitude of 'it could happen here', that abuse is abuse and will never be tolerated or passed off as banter. Staff in our setting recognise that children and young people are capable of abusing other children and young people (including online). All our staff are clear about the policy and procedures regarding anti-bullying, child on child abuse, sexual violence, and sexual harassment.

Staff are aware of and follow the statutory guidance in KCSIE on how schools should respond to all signs, reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of the school or college premises, and/or online.

Staff will engage with all relevant agencies and professional assessments will be used to inform the approach to supporting and protecting children/young people.

The wishes of Children/young people affected by abuse will be considered and they will be given as much control as reasonably possible regarding how an investigation will be progressed and what support they are offered, balanced against the school's duty to protect others.

Where appropriate, explicit risk assessments of need will be developed and will be considered on a case-

by-case basis.

The school recognises that some children may cause harm to parents, carers or family members. This behaviour may indicate unmet safeguarding, mental health or contextual needs requiring assessment and intervention.

Relevant School Policies
Antibullying
Behaviour
Complaints
Positive Behaviour Support

Useful links
Keeping children safe in education - GOV.UK
What is sexual consent? | Rape Crisis England & Wales
Working together to safeguard children - GOV.UK (www.gov.uk)
What is harmful sexual behaviour - Lucy Faithfull Foundation
Home - Shore
Harmful sexual behaviour (HSB) or peer-on-peer sexual abuse | NSPCC Learning
HSB framework and audit | NSPCC Learning
Beyond Referrals | Contextual Safeguarding

Child Exploitation (CE) includes criminal and sexual exploitation

At Sutherland House School we recognise that child exploitation is a form of abuse and often involves an imbalance of power. We understand that children/young people often trust their abuser and do not know that what is happening is wrong, or they feel they are unable to tell anyone due to fear, intimidation, coercion and violence. We recognise that we all have a role to play to spot the signs and help keep children/young people safe. All our staff are clear about the policy and procedures with regards to child exploitation and will report concerns to social care within the local authority in which the child resides.

Child Criminal Exploitation (CCE)
This can include County Lines Activity, drug supply, thefts and other offending. It may include forced labour or children being used to facilitate fraud. This can happen both online and in local communities, or a combination of these.

Child Sexual Exploitation (CSE)
This can occur when children are sexually abused in exchange for something they need or want, or for the financial gain/status of another/others. Grooming of victims can take place online or in communities and may be perpetrated by individuals or groups.

Multi-Agency Child Exploitation (MACE) panel
Any child deemed to be at risk of/or currently subject to exploitation will be referred into the MACE process. A panel that consists of Specialist Exploitation staff, Police, Social Care, Health, Probation. Education and other partners, sits weekly to share information regarding those deemed at risk and an action plan will be developed and reviewed to manage the concerns.

We understand that the requirement to report child sexual abuse for anyone working in regulated activity with children/young people has now received Royal Assent and forms part of the Crime and Policing Act 2026. More guidance and training is expected from the government, however, It introduces a new statutory duty for individuals undertaking key roles with responsibility for children and young people in England to report sexual abuse when they are made aware of it. It also includes a new criminal offence of attempting to prevent someone reporting child sexual abuse.

Staff will report any concerns around child sexual abuse immediately to the police and children's social care.
Mandatory reporting of child sexual abuse in England: update on the Crime and Policing Act | NSPCC Learning
Crime and Policing Act 2026: Independent Inquiry into Child Sexual Abuse recommendations factsheet - GOV.UK

Com Networks
At Sutherland House School staff are aware of 'Com Networks' which can be defined as:
Transnational Virtual Networks (TVN) of criminal actors which engage in a variety of illegal acts or coerce others to do so in furtherance of their own personal gain, development of their infamy, or in furtherance of their ideologies.

The networks can broadly be broken down into three identifiable subgroups:

- A group operating online primarily involved in extorting minors to commit digital and real-world sex crimes, criminal acts against the person, property & animals; and the promotion of self-harm and suicide: (Sextortion Com)
- A group acting online who hold extremist mind-set who promote a violent Nihilistic worldview encourages damage to property, harm to individuals & potentially acts of terrorism. (Offline Com)
- A group who have a common purpose to conduct criminal activities that maliciously use digital technologies that target commerce/ infrastructure by means of Network Intrusions/ Ransomware etc. (Cyber Com)

Com Networks should be assessed as potential child criminal exploitation, and it is likely that the online nature of these crimes will involve multiple perpetrators and victims across a geographical span.

Where staff have concerns, referrals will be made in line with local procedures including sharing intelligence with the police.

Useful links:
Exploitation | Doncaster Safeguarding Children Partnership (dscp.org.uk)
Child Sexual Exploitation & How to Keep Your Child Safe | NSPCC
Child sexual exploitation - City of Doncaster Council
Child exploitation disruption toolkit - GOV.UK (www.gov.uk)
Encouraging Potential and Inspiring Change - supporting young people - City of Doncaster Council
Stop child exploitation - SYP (southyorks.police.uk)
Preventing Child Sexual Exploitation | The Children's Society
Modern slavery: how to identify and support victims - GOV.UK
The National Cyber Security Centre | National Cyber Security Centre

Third Party Intelligence
Any intelligence around actual or suspected criminal activity including child exploitation, concerning associations and notable changes can and should be shared with the police via Third Party Intelligence. This can often add a richer picture for the police and statutory partners, if sharing is appropriate in the circumstances. These particular pieces of information are often equally as important when assessing CE, CSE and other exploitative crimes which involve children. Information should be shared with the Police using the Third-Party Intelligence online portal (link below). The source of the information is always protected and not disclosed, even to other police officers.

https://www.college.police.uk/support-forces/practices/partnership-intelligence-portal-pip

Child Victims of Trafficking and/or Modern-Day Slavery

At Sutherland House School we recognise that 'Trafficking of persons' means the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.

'Modern slavery' is a form of organised crime in which individuals including children and young people are treated as commodities and exploited for criminal and financial gain. It encompasses human trafficking, slavery, servitude and forced labour.

Children of all ages are affected and can be trafficked into, within ('internal trafficking'), and out of the UK for many reasons and all forms of exploitation.

Parents, carers, or family members may exploit children and young people. Often the child or young person will not realise that family members are involved in the exploitation.

Modern slavery and trafficking are child abuse, and any potential victim of child trafficking or slavery, servitude, or forced or compulsory labour should immediately be referred to Children's Social Care, as they may be suffering significant harm.

Useful links:
Modern slavery: how to identify and support victims - GOV.UK

Children/young people missing

At Sutherland House School our procedures are designed to ensure that a missing child/young person is found and returned to effective supervision as soon as possible. If a child/young person goes missing, we will:

Emergency response:
Contingency plan in place in the event of pupil/s going missing to be discussed with SLT/EVC prior to visit commencing:
Response to missing child – IMMEDIATELY a pupil is missing:

- ✓ Staff member who was directly supervising the pupil to look for **no more than 5 minutes** before raising the alarm of a potentially missing child.
- ✓ Staff on site to speak to each other in person or by telephone and ascertain situation.
- ✓ Staff on site to cease existing activity and allocate ‘safe space’ for remaining pupils with appropriate supervision.
- ✓ Staff on site **to inform centre and school immediately** by telephone to main office.
- ✓ Staff on site to share locations on phones to enable immediate location response.
- ✓ Staff on site (not allocated to supervising remaining pupils) to initiate search with centre staff.

SLT to initiate school contact with police and parents.
SLT to attend site as required/advised by police.

If there are significant concerns for a child’s/young person’s safety, we will call the police using 101 or in an emergency 999. Children’s social care will also be informed.

A multi-agency meeting between SYP Missing/ SYP CE / MST/ CE and RHI teams takes place Monday-Friday each morning to discuss and share information around children currently Missing to assist in their Return.

All children reported missing from home or care will be referred for an Independent Return Review following their return. This is an opportunity for the child or young person to speak with an independent professional about the reasons they went missing, any experiences or risks encountered whilst away, and what support may help prevent future missing episodes. Information arising from the review will be shared, where appropriate, with relevant safeguarding professionals to inform ongoing risk assessment, planning and intervention. Where concerns are identified regarding exploitation, significant harm, or repeated missing incidents, multi-agency safeguarding procedures, including strategy discussions and risk management meetings, may be convened in accordance with local safeguarding arrangements

Children Missing Education (CME / children absent from education)

At Sutherland House School we recognise that all children/young people, regardless of their circumstances, are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude, and any special educational needs they may have.

We also recognise that being absent as well as missing from education can be a safeguarding indicator, including sexual abuse, sexual exploitation, or child criminal exploitation. Attendance is a key safeguarding priority. Persistent absence and severe absence will be treated as potential indicators of harm and responded to accordingly.

We will comply with our statutory duty to inform the Local Authority of any child/young person identified as CME or absent from education and this indicates safeguarding concerns. We will follow Working together to improve school attendance, DSCP procedures and statutory guidance outlined in children missing education – statutory guidance for local authorities.

Useful links:
Working together to improve school attendance - GOV.UK
Children missing education - GOV.UK
CME Policy- revised January 2024.docx
Children Missing Education and Children in Education...
Attendance Policy – insert link

Children in Care (CIC)

At Sutherland House School we recognise that children in care are likely to have experienced some form of abuse, neglect, or trauma prior to entering care and be living with those consequences.
Children in care are given the highest priority within school admission arrangements and we are guided by the requirements set out in the school admissions code School admissions code - GOV.UK (www.gov.uk)
Sutherland House School we have a Designated Teacher (DT) who is responsible for championing the needs of children in care in our school (Headteacher).

Children in Alternative Provision

At Sutherland House School we know that where we place a child/young person with an alternative provision provider, we continue to be responsible for the safeguarding of that child/young person and should be satisfied that the placement meets their needs. We will obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment. More information can be found in KCSIE 2026.

Useful links:
Alternative provision - GOV.UK
Education for children with health needs who cannot attend school - GOV.UK
Non-school alternative provision: voluntary national standards - GOV.UK

Dangerous Dogs

At Sutherland House School we are aware of the Dangerous Dogs Practice Guidance and the definition of dangerous dogs as follows:

The Dangerous Dogs Act (1991) prohibits persons from having in their possession or custody dogs belonging to types bred for fighting, enables restrictions to be imposed in relation to other types of dogs which present a serious danger to the public and makes further provision for securing that dogs are kept under proper control.
More information can be found here - https://dscp.org.uk/dscp_-_dangerous_dogs_practice_guidance_leaflet_-_pdf/

At Sutherland House School any member of staff who becomes aware of a dog that could be prohibited or considered dangerous will refer to the Police and/or the Children's Social Care without delay.

Where there is a report of a child/young person having been injured by a dog (or exposed to the risk of injury/significant harm either directly due to the dog's behaviour or indirectly due to the dog's impact on hygiene in the home) a referral to Children's Social Care will be considered. In deciding whether to make a referral, consideration will be given to:

- The nature of the injuries.
- The circumstances of the attack / incident.
- Whether the parents or dog owner sought medical advice.
- Whether the dog has previously shown any aggression; and
- What action the pet owner has taken to prevent a recurrence of any attack.

Useful links:

14865_proof_4LR_WEB.pdf (bluecross.org.uk)
Dog Help and Advice | Dogs Trust
Pet advice | Battersea Dogs & Cats Home
Safe and Sound Award Scheme | Dog training | The Kennel Club

Domestic Abuse

At Sutherland House School we recognise that prolonged or regular exposure to domestic abuse can have a serious impact on a child's/young person's development and emotional well-being, despite the best efforts of the non-abusing parent to protect the child. We recognise that witnessing ill treatment of others is harmful to children including where children can see, hear or experience its effects.

Domestic abuse impacts on children/young people in a number of ways. The impact of domestic abuse is likely to be exacerbated when combined with any form of substance misuse or mental ill health.

For children/young people living in situations of domestic abuse, the effects may also result in behavioural issues (including anti-social behaviour), absence from school, difficulties concentrating, lower school achievement, ill health, bullying, substance misuse, self-harm, running away, anti-social behaviour, depression and anxiety and physical injury.

At Sutherland House School if we become concerned that a child/young person is suffering or is at risk of suffering significant harm, we will make a referral to Children's Social Care. We will ensure that children/young people in our setting receive the appropriate support and will use the Domestic and Sexual

Abuse Toolkit for Education to identify abuse and teach about healthy relationships.

We are aware of the MARAC (Multi Agency Risk Assessment Conference) process and work with the Local Authority to ensure relevant information is shared in respect of children in our school who are linked to those being discussed at the MARAC panel due to domestic abuse.

At Sutherland House School appropriate staff understand Operation Encompass, have accessed the appropriate training, and signed the agreement in order to receive notifications of domestic abuse.

Nottingham City and Nottinghamshire have a range of specialist domestic abuse services that provide support to adults, children and families affected by domestic abuse. Children and young people can access specialist support to help them understand and recover from the impact of domestic abuse, whilst parents may receive support to strengthen family relationships and improve safety planning. Support may be delivered through one-to-one interventions, group programmes, advocacy and therapeutic services. Referrals can be made through Children's Social Care, Early Help, MARAC and other professional safeguarding pathways where appropriate.

Useful links:
https://www.nottinghamshire.gov.uk/global-content/one-minute-guides/domestic-abuse
https://nottswa.org/support/children-young-peoples-domestic-abuse-support-workers/

Educational Neglect

At Sutherland House School staff recognise the indicators of educational neglect which can include:

- **Persistent Absence**: Missing school regularly or for long periods without a substantiated reason. Falling below 90% attendance is a recognised academic risk, while severe absence (below 50%) is heavily linked to neglect.
- **No Alternative Provision**: A child is not registered at a school and is not receiving any other suitable education.
- **Lack of parental Engagement**: Caregivers refuse to engage with the school, the local council, or relevant support agencies to improves their child's attendance.
- **Developmental Delay**: Falling significantly behind age-related educational expectations and failing to reach academic potential.

Persistent and severe absence will be treated as potential indicators of harm and responded to accordingly.

We recognise the risks and impacts as:

- Becoming Not in Employment, Education or Training (NEET) in later life.
- Extra-familial harms, including criminal or sexual exploitation.
- Being victims of wider abuse or neglect.

Where we have concerns of educational neglect, appropriate referrals will be made.

Elective Home Education (EHE)

The overall aim is for all children and young people in Doncaster to have the opportunity to fulfil their potential through access to a suitable education appropriate to their age, ability, and aptitude (section 7, The Education Act, 1996)

At Sutherland House School we respect that parent's may decide to educate their children/young people at home. However, we recognise that home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

If we become concerned that a child/young person is suffering or is at risk of suffering significant harm, we will make a referral to Children's Social Care.

The Children's Wellbeing and Schools Bill was signed by the King on 29th April 2026, meaning that is it now an act of law. The Act will make important changes to protect children and improve education with work beginning from now to put these changes into place over the coming year, including:

- Local Authorities maintaining a 'Children Not in School' register.
- A new requirement for parents to obtain consent from the Local Authority to withdraw their child from school to home educate them if their child is:
  - Subject to an enquiry under Section 47 of the Children Act 1989.
  - On a Child Protection Plan
  - At a special school.

Useful links:
Children's Wellbeing and Schools Bill 2024: policy summary - GOV.UK
Children's Wellbeing and Schools Act 2026
Educating your child at home – Nottinghamshire County Council
https://www.derby.gov.uk/education-and-learning/schools-and-colleges/home-schooling/
https://www.derbyshire.gov.uk/education/attendance-missing-home-education/elective-home-education/elective-home-education.aspx
https://www.nottinghamcity.gov.uk/ehe
https://www.leicestershire.gov.uk/education-and-children/schools-colleges-and-academies/home-education
https://www.lincolnshire.gov.uk/school-attendance/home-education

Female Genital Mutilation (FGM) and Breast Ironing (or flattening)

At Sutherland House School we recognise that FGM is illegal in the UK and section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover FGM appears to have been carried out on a girl under 18. We also recognise that this does not replace safeguarding children actions, therefore a referral will also be made to Children's Social Care.

At Sutherland House School all staff have received FGM awareness training as part of the whole school safeguarding training.

We also recognise that Breast Flattening is child abuse, illegal and as with female genital mutilation it is pre-pubescent girls that are most at risk.

FGM%20Pathway%20Doncaster.docx

Useful links:
Female Genital Mutilation
Mandatory reporting of female genital mutilation: procedural information - GOV.UK (www.gov.uk)
Female Genital Mutilation - Prevent & Protect | NSPCC
Breast Flattening – National FGM Centre

Forced Marriage

At Sutherland House School we recognise that, in a forced marriage, one or both spouses do not consent to the arrangement of the marriage, and some elements of duress are involved. Duress can include physical, psychological, financial, sexual, and emotional pressure. Forced Marriage is an abuse of human rights and, where a child is involved, an abuse of the rights of the child.

Where there are concerns about the welfare or safety of a child/young person, we will report this immediately to Children's Social Care.

Useful links:
Forced Marriage
Forced marriage - GOV.UK

Harmful Sexual Behaviour (HSB)

At Sutherland House School the DSL and DDSL and other relevant safeguarding staff have a knowledge and understanding of HSB and are aware of support that is available for children/young people displaying harmful sexual behaviours, and know that the extent of these behaviours range between concerning internet usage and lower-level sexualised language all the way to allegations and convictions of rape or sexual assault.

Where there are concerns around HSB, staff will seek advice from the CYPF Psychology service and where appropriate report to Children's Social Care and the Police.

Useful links:
Lucy Faithfull Foundation - Preventing child sexual abuse
Stop It Now - Preventing child sexual abuse
Home - Shore
Eliminating Child Sexual Abuse Online | Internet Watch Foundation IWF

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's/young person's welfare.

At Sutherland House School the DSL is aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child/young person has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

Useful links:
St.Leger Homes | St.Leger Homes | Home Options (stlegerhomes.co.uk)
Ending Homelessness Together - Riverside
Housing other vulnerable groups - City of Doncaster Council
Housing - Nottinghamshire
Housing - Rotherham

Honour Based Abuse

At Sutherland House School we recognise that Honour based Abuse is a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious

beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and / or community by breaking their honour code.

For young victims it is a form of child abuse and a serious abuse of human rights.

Any suspicion or disclosure of violence or abuse against a child in the name of honour will be referred to Children's Social Care.

Useful links:
Tackling violence against women and girls strategy - GOV.UK (www.gov.uk)
So Called 'Honour-Based' Abuse

LADO (Local Authority Designated Officer) – Managing allegations against staff, carers, and volunteers.

At Sutherland House School we understand that relevant procedures should be applied when there is an allegation that a person who works with children has:

- Behaved in a way which 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 that they may pose a risk of harm to children.
- Behaved, or may have behaved, in a way towards a child or adult that indicates they may pose a risk of harm to children.

The issue could also be about the behaviour of an individual outside of their work environment, and which would raise concerns about their suitability to work with children. For example, where a domestic abuse incident has taken place or where there are concerns about the individual's own children.

We will follow DSCP procedures and where appropriate will make a referral to LADO within 24 hours/1 working day of the allegation being made. If the concerns are more urgent in regard to the safety of the child, a referral to the Police and/or Children's Social Care will be made.

Where there is uncertainty as to if LADO thresholds have been met, we will call the LADO for advice.

Appropriate staff in school will access Nottingham LADO training.

Useful links:

https://derbyshirescp.trixonline.co.uk/chapter/allegations-against-staff-carers-and-volunteers
https://www.derby.gov.uk/health-and-social-care/safeguarding-children/allegations-againststaffand-volunteers-who-work-with-children/
https://www.nottinghamcity.gov.uk/lado
https://www.lincolnshirescp.org.uk/lscp-safeguarding/report-concern-staff-member-volunteer
https://lrsb.org.uk/lado-local-authority-designated

LGBTQ+ support & Children/Young people who are gender questioning, requesting social transitioning

At Sutherland House School the DSL understands how to support children/young people and families to access LGBTQ+ support through family and Youth Hubs. Children/Young people requiring additional support may access CAMHS provision or School Nursing services.

For details of the Youth Group, please email:

LGBTQenquiries@doncaster.gov.uk

Sutherland House School plays a vital role in supporting LGBTQ+ children/young people, those who are gender questioning or requesting social transitioning. We create an inclusive environment where all learners feel welcome and valued.

- The fact that a child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm. However, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.
- However, the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism and/or attention deficit hyperactivity disorder.
- Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.
- The Cass review is clear that outcomes for children and adolescents are best if they have a supportive relationship with their families. Involving a child's/young person's parents/carers will enable school to promote a child's/young person's wellbeing and protect them from harm.
- LGBTQ+ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and our school/setting will access the range of support available to help counter homophobic, biphobic and transphobic bullying and abuse.

The school are aware that revised guidance has been released and is detailed in KCSIE 2026. Relationships Education, Relationships and Sex Education (RSE) and Health Education will become part of the school's curriculum from 1st September 2026. All staff will read the guidance and will continue to work in partnership with families and agencies to ensure all children and young people feel supported and our LGBTQ+ community feel safe. Staff will offer support within a clear decision-making framework which includes:

- Individual risk assessments
- Parental involvement presumption unless safeguarding risk exists
- DSL involvement in significant decisions affecting safeguarding
- Recording requirements
- Reference to school guidance/policies on gender-questioning children

Useful links:
Keeping children safe in education - GOV.UK
Schools & colleges | Stonewall
Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)

Low Level Concerns (concerns that do not meet the LADO harm threshold)

At Sutherland House School Braithwell we recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**

- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the Local Authority Designated Officer (LADO).

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

- Being overly friendly with children/young people
- Having favourites
- Taking photographs of children/young people on their mobile phone
- Engaging with a child/young person on a one-to-one basis in a secluded area or behind a closed door
- Humiliating children/young people

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children/young people.

All low-level concerns will be recorded on confide. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and actions taken.

Useful links:
Keeping children safe in education - GOV.UK
Developing and implementing a low-level concerns policy: a guide for organisations which work with children (farrer.co.uk)
Responding to low-level concerns in education | NSPCC Learning

Mandatory Reporting

The requirement to report any known or suspected child sexual abuse for anyone working in regulated activity with children/young people has now received Royal Assent and forms part of the Crime and Policing Act 2026. More guidance and training is expected from the government, however, It introduces a new statutory duty for individuals undertaking key roles with responsibility for children and young people in England to report sexual abuse when they are made aware of it and failure to do this may constitute a criminal offence. It also includes a new criminal offence of attempting to prevent someone reporting child sexual abuse.

The DSL will report any concerns around child sexual abuse immediately to the police and children's social care. Staff will not delay reporting for further evidence gathering.

Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover FGM appears to have been carried out on a girl under 18. We also recognise that this does not replace safeguarding children actions, therefore a referral will also be made to Children's Social Care.

Online Safety (including filtering & Monitoring, AI, and use of social media)

Online safety is a key safeguarding priority.

Risks include:

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

- **Contact:** being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of self-generated intimate images and/or videos including those generated using AI e.g. deepfakes, sharing other explicit images and online bullying, and
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. Report to https://apwg.org/

At Sutherland House School we will ensure that in accordance with KCSIE, appropriate filters and monitoring systems are in place and reviewed by Headteacher at least once every academic year to protect children/young people when they are online in school. We will follow the guidance in KCSIE and ensure that all staff will receive training on the expectations, applicable roles, and responsibilities in relation to filtering and monitoring on school devices and networks. With support from the Governors/Trustees and Senior Leadership Team, the DSL will take responsibility for understanding the filtering and monitoring systems and processes in place. We will adhere to the DfE guidance on 'Generative AI: Product Safety Expectations' to ensure that capabilities and features of generative AI products and systems are considered safe for users in schools. There will be governor oversight on this and they will seek evidence of the review cycle and assurances.
Generative AI: product safety expectations - GOV.UK
Keeping children safe in education - GOV.UK
Generative artificial intelligence (AI) in education - GOV.UK

At Sutherland House School we will adhere to the filtering and monitoring standards set by The Department for Education. Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK

- identify and assign roles and responsibilities to manage filtering and monitoring systems (smoothwall).
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet their safeguarding needs.
- Schools can use the DfE https://www.gov.uk/guidance/plan-technology-for-your-school to self-assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them.

If there are any immediate safeguarding concerns in respect of online usage, the DSL will follow the appropriate safeguarding procedures.
Risk assessments relating to online safety will include consideration of AI-enabled harms, including nudification apps, deepfakes, AI-generated intimate imagery, impersonation and AI-assisted grooming.

The DfE have issued guidance relating to the use of mobile phones in school and how schools should implement a policy that prohibits the use of mobile phones throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime. At Sutherland House School we have a mobile phone policy Pupil-Phone-and-Personal-Device-Policy-Nottingham_2026-03-25-151802_jpzc.pdf which all staff are aware of and will implement.

Please see other policies linked to Online Safety
Internet Safety
Antibullying

Useful links:
Using AI in education settings: support materials - GOV.UK

Appropriate Filtering and Monitoring - UK Safer Internet Centre
https://www.nen.gov.uk/
Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)
Cyber security training for school staff - NCSC.GOV.UK
Keeping children safe online | NSPCC
Mobile phones in schools - GOV.UK

At Sutherland House School staff are aware of the risks to children/young people when online and using social media. Education around this is included in our curriculum and information, guidance and advice shared with parents/carers.

Where incidents involving the misuse of social media are identified, whether at home or at school, these are taken seriously and appropriate actions taken including referrals to external agencies where required.

At Sutherland House School if staff are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery,' they will report it to the DSL immediately.

Staff will **not**:

- View, copy, print, share, store or save the imagery, or ask a child/young person to share or download it (if staff have already viewed the imagery by accident, they must report this to the DSL).
- Delete the imagery or ask the child/young person to delete it.
- Ask the child/young person(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility).
- Share information about the incident with other members of staff, the child/young person(s) it involves or their, or other, parents and/or carers.
- Say or do anything to blame or shame any children/young people involved.

Staff will explain that they need to report the incident and reassure the child/young person(s) that they will receive support and help from the DSL.

Useful links:
Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)
CEOP Safety Centre
Childnet — Online safety for young people
'Adolescence' The Netflix Series - What Does it Tell Us and How Can We Respond? - Services For Education

Operation to support Afghan and Ukrainian arrivals in the UK

DSLs will consult with appropriate professionals regarding Afghan and Ukrainian arrivals following guidance, which can be found at:
Education and childcare: Homes for Ukraine - GOV.UK (www.gov.uk)
For more information about supporting Ukrainian arrivals in the UK:
Situation in Ukraine: Information for guests, sponsors and families - City of Doncaster Council

Our school will:

- Provide bilingual support to enable children to access the full curriculum.
- Provide pastoral care for those children who need it.
- Provide a Key Person in school who will liaise with families and their sponsors as required.
- Be aware of vulnerabilities for the children and seek advice where needed.

Power to Search – searching, screening and confiscation

At Sutherland House School we recognise that children/young people may bring prohibited items onto the school site. To ensure the safety of all children/young people and staff on site, Headteachers and staff authorised by them, have a statutory power to search pupils and their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. School staff can also search a pupil for any item if the pupil agrees. Staff will always follow DfE guidance regarding searching, screening and confiscation.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that is suspected to have been used or is likely to be used to commit an offence, or to cause personal injury to or damage to the property of any person.
- banned items.

Key Rules and Procedures:

- **Reasonable Suspicion:** Staff must have reasonable grounds to believe a banned item is concealed before conducting a search without consent.
- **Consent:** Teachers can search students with their agreement (under common law), and schools can routinely search lockers or desks as a condition of use.
- **Witnesses:** A search must generally be carried out by a staff member of the same sex as the pupil, and another staff member should be present as a witness.
- **Strip Searches:** School staff cannot carry out strip searches. If a strip search is deemed necessary, the police must be called.
- **Force:** Staff may use reasonable force when conducting a search for prohibited items like weapons, alcohol, or drugs, but not for items solely banned under school rules.

Behaviour-Policy-2026-January.pdf
SHS-Exclusion-Policy-July-2026.pdf
26.-Anti-Bullying-Policy-July-2026.pdf

Useful Links:
Searching, screening and confiscation at school - GOV.UK (www.gov.uk)

Prevent

At Sutherland House School we recognise that all schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.
The school has a Prevent Risk Assessment in place which is reviewed and updated based on the current threat level.
All DSL/DDSL and Senior Leaders at Sutherland House School have familiarised themselves with

Prevent duty guidance: Guidance for specified authorities in England and Wales (publishing.service.gov.uk) and are aware of local procedures for making a referral.

From information provided through the annual Counter Terrorism Local Profile briefing, we recognise that there are some emerging issues that are particularly relevant to education settings:

- A rising number of young people becoming involved in terrorism-related offending.
- The impact of gore and exploitation content on young people's susceptibility to radicalisation.
- The role of online spaces, including platforms such as Terror-gram, gaming communities, and emerging technologies like 3D printed firearms.
- Risks related to Violence Fixated Individuals.

All staff and trustees of the Children's committee and SHS Nottingham governors have access to Prevent training and know how to recognise and respond to any behaviour that could link to radicalisation/extremism. Any concerns will be reported using the appropriate safeguarding procedures.
Useful links:
Prevent duty training: Learn how to support people susceptible to radicalisation | Prevent duty training
https://educateagainsthate.com/
Managing risk of radicalisation in your education setting - GOV.UK
The Prevent Duty | LGFL
Prevent duty: risk assessment templates - GOV.UK
Controlling access to school premises - GOV.UK
Designated Safeguarding Lead Handbook - Educate Against Hate
Home | Police.uk

Private Fostering

Private Fostering is when a child is cared by someone who isn't a close relative for 28 days or longer. A close relative means either, a stepparent, grandparent, brother, sister, aunt or uncle – either by blood or marriage. A child in this context is anyone under the age of 16 or a disabled young person under 18. All private fostering arrangements must be reported to the City of Doncaster Council. In principle this should be before the arrangement is made but if this has not happened the arrangement should be reported immediately.

At Sutherland House School staff recognise that they have a statutory duty to encourage parents to notify the Local Authority of a private fostering arrangement and to follow this up by reporting to the Local Authority.

Useful links:
Caring for Children you Already Know - City of Doncaster Council
Keeping children safe in education - GOV.UK

Reporting systems for our children/young people

Where there is a safeguarding concern, we will take the child's/young person's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring children/young people feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils

- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback
- Pupils build strong relationships with staff which fosters open communication regarding any safeguarding concerns
- Pupils are taught about how to report safeguarding concerns through assemblies, the RSHE curriculum and there are visible posters and displays round school to support this culture

All pupil concerns are treated with respect and staff ensure that pupils feel confident and comfortable sharing concerns at all times

Sutherland House School reporting system

If a child discloses a safeguarding issue to a staff member, we will:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and not show that you are shocked or upset
- Tell the child they have done the right thing in telling them.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to local authority children's social care and/or the police directly, and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process
- Use my concern to log the concern as soon as possible Bear in mind that some children may:
- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

Safer Recruitment

At Sutherland House School we are committed to safer recruitment, will ensure relevant staff are trained and follow our safer recruitment policy and KCSIE 2026 when recruiting all staff and volunteers. This includes the whole process from application stage through to pre-appointment vetting checks. The school will undertake online searches on shortlisted candidates in accordance with KCSIE requirements and maintain robust processes for recording and reviewing pre-employment checks.

At Sutherland House School we are aware that, as part of the Crime and Policing act 2026, the supervision exemption will be removed from 1.9.26, so any unpaid person who "teaches, trains, instructs, cares for, or supervises" children will be considered to be in "regulated activity" if it is carried out frequently, or if it meets the period condition.

The period condition means:
- on more than three days in a 30-day period
- overnight

All those who fall into this category must have undergone an enhanced DBS check with children's barred list information.

As per KCSIE, when asked to provide references, schools and colleges should ensure the information confirms whether they are satisfied with the applicant's suitability to work with children and provide the facts (not opinions) of any substantiated safeguarding concerns/allegations that meet the harm threshold.

The school will maintain a single central record (SCR) which will include all staff, including trainee teachers, agency and third-party supply staff. The SCR will document the statutory pre-appointment checks that have been carried out as follows:
- Identity check
- Right to Work
- Enhanced DBS Check
- Prohibition from Teaching
- Section 128 Check
- Overseas Checks
- Professional Qualifications

The SCR will be reviewed on a regular basis by the governors and any required amendments identified will be actioned immediately.

Useful links:
Keeping children safe in education - GOV.UK
Safer recruitment | NSPCC Learning

Suicide Prevention

At Sutherland House School staff are trauma informed and know where to signpost to support children/young people and families who are affected by suicide.

Useful Links:
Contacting Childline | Childline
Support After Suicide
Get help now. Free and confidential,for as long as you need it. (amparo.org.uk)

Supporting children/young people at risk

At Sutherland House School we recognise that both children's mental and physical health are relevant to safeguarding. Staff should consider when mental health issues might become a safeguarding concern.

We also recognise the additional safeguarding challenges children with SEND can face and the potential barriers to identifying abuse and neglect in this group of children. This might include:

- assumptions that indicators of abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- the potential for children with SEND being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Useful links:
Inclusion – Belonging in School – a school-level resource for developing inclusive policies
https://youtu.be/AHY_S8fFC3E?si=6rD4-jdQRmiWMYlm
Keeping children safe in education - GOV.UK

The use of 'reasonable force' in schools and colleges

At Sutherland House School we recognise that there are circumstances when it is appropriate for staff in schools and colleges to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

At Sutherland House School we will:

- Only use 'reasonable force' as a last resort, and the staff who are likely to use 'reasonable force' will be appropriately trained.
- Log all incidents where 'reasonable force' has been used on iplanit and inform parents/carers.
- Recognise the additional vulnerability of all our autistic pupils including those with mental health problems or medical conditions when using 'reasonable force.'

Linked Policies
Behaviour
Positive Behaviour Support

Useful links:
Use of reasonable force in schools - GOV.UK
Reducing the need for restraint and restrictive intervention - GOV.UK (www.gov.uk)

Visitors to the school

At Sutherland House School all visitors will be required to verify their identity to the satisfaction of staff. All visitors will be provided with safeguarding information on their arrival.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors to the school who are visiting for a professional purpose, will be asked to show photo ID and are expected to sign the visitor's book and wear a visitor's badge.

Visitors to Sutherland House School Procedure

- On arrival, ring the bell on the door, where a member of staff will come and greet you and ask for your details/identification
- Report to the main building, where you will be asked to sign in
- On arrival you will be given a red visitor lanyard and these identification badges must be worn visibly, unless a member of staff directs you otherwise
- Visitors must watch our sfaguarding video and sign to confirm
- Visitors will be accompanied, or supervised during the whole time of your visit
- Before leaving, remember to sign out in the main building

Guest Speakers

We encourage the use of guest speakers and external agencies to enrich the learning experience of our pupils. However, we actively scrutinise speakers and agencies to ensure that they do not contradict the ethos of our school or conflict with the legal framework outlined in the Prevent duty.

- Please send the content/transcript of your presentation/activity/speech to a member of our senior leadership team (SLT) at your earliest convenience, at least a week before your planned visit (email: shsadmin@aem.org.uk)
- All content must support British Values
- A member of SLT will then confirm your visit
- During your visit, please be aware your presentation, speech, activity may be recorded. They will not be made public unless you have given written permission
- Pupils may sometimes express views or ideas that are discriminatory, prejudiced or extremist. All members of staff have been trained to deal with these instances appropriately and proportionally

Contractors/Workmen

- You will be accompanied on site between the hours of 8.45 and 3.00 by a member of staff unless it is the school holidays
- If possible please plan your visit during the school holidays or before 8.45am or after 3pm

All visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise children/young people or staff.

Useful links:
School visitors and safeguarding | NSPCC Learning

Whistleblowing

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and know that such concerns will be taken seriously by the leadership team.

At Sutherland House School all staff are aware of the Whistleblowing policy Whistleblowing-Disclosures-in-the-Public-Interest-October-2025.pdf and know what to do if there are concerns about safeguarding practices within the setting.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them.

- Contact the Safeguarding Adviser or LADO.
- If the concerns relate to the Headteacher/Principal, these should be raised with the Chair of the Children's Committee.
- Ofsted may request that the Local Authority investigate any whistleblowing concerns.

Useful links
Whistleblowing Advice Line | NSPCC
Whistleblowing procedure for maintained schools - GOV.UK (www.gov.uk)

Young Carer's

At Sutherland House School we recognise that a young carer is a child or young person who provides regular and on-going care and emotional support to a family member with physical or mental health problems, has a disability, or misuses drugs or alcohol.
Staff understand that the key feature of being a 'young carer' is that caring responsibilities continue over time and can make a young carer vulnerable, when the level of care and their responsibility to the person

they look after, becomes excessive or inappropriate and risks impacting on emotional or physical wellbeing, educational achievement, and life chances.

Staff are aware that there are teams of workers who can support children who are identified as being Young Carers.

Useful links
https://www.derby.gov.uk/health-and-social-care/your-life-your-choice/information-for-carers/young-carers-support/
https://derbyshirecarers.co.uk/young-carers-service
Young carers | Barnardo's (barnardos.org.uk)
Young carers - Nottinghamshire
https://www.youngcarersnotts.co.uk/
https://www.familyhubsleicestershire.org.uk/young-people/im-young-care
https://www.lincolnshirecarersservice.org.uk/young-carers

Appendix 1: Types of Abuse

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

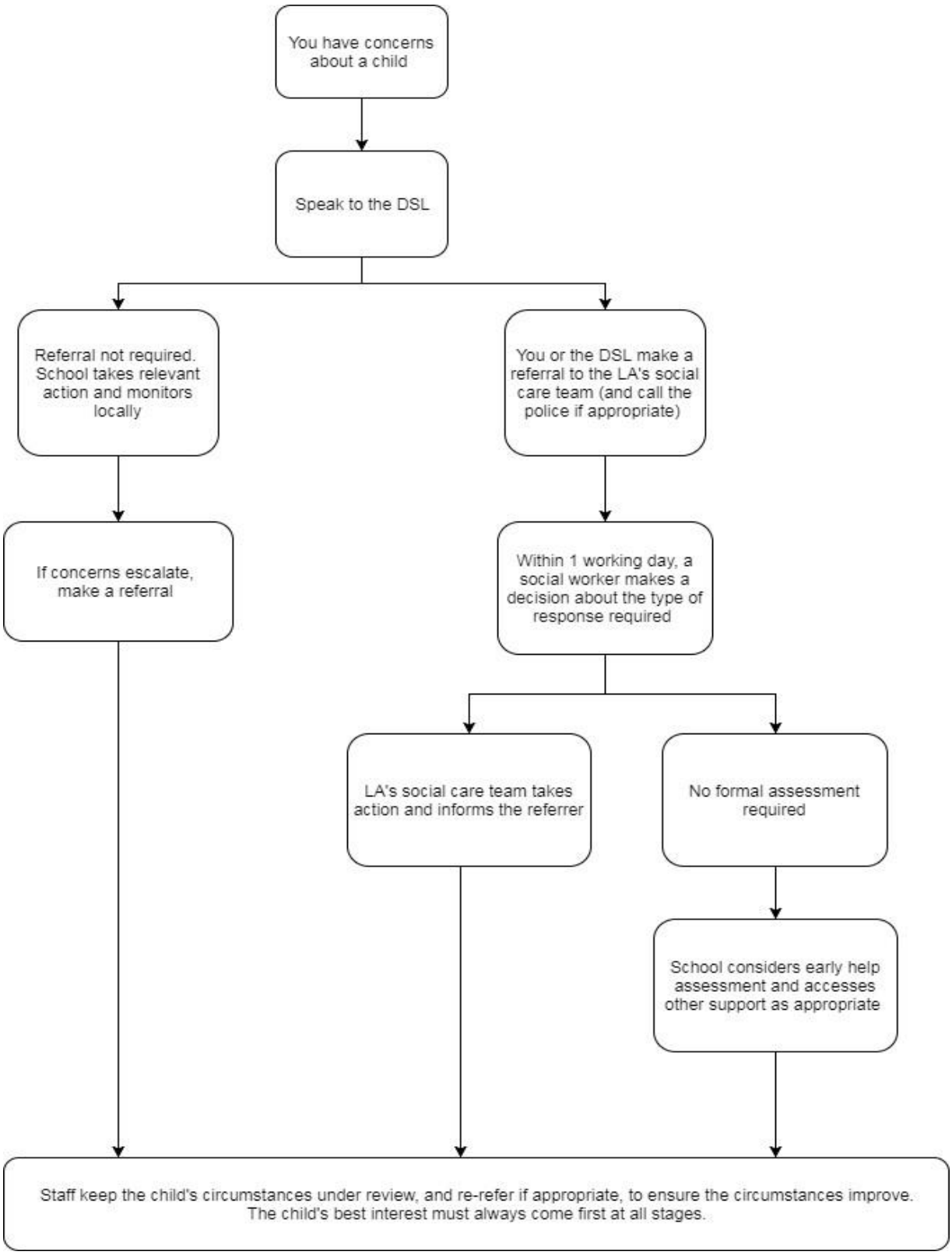
Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

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

Appendix 2: Procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note – if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)



AEM Sutherland House School

Safeguarding

Please report concerns to our team of Designated Safeguarding Leads:

					
Karen Reyes **Designated Safeguarding Lead**	**Margaret Dennis** Deputy Designated Safeguarding Lead	**Kirstie Brooks** Deputy Designated Safeguarding Lead	**Emma Foulkes** Deputy Designated Safeguarding Lead	**Eric Redknap** Deputy Designated Safeguarding Lead	**Ben Pick** Deputy Designated Safeguarding Lead

Chair of the Governing Body: George Smith
George.smith@aem.org.uk

LADO:
Caroline Hose – Safeguarding Children in Education Officer
Caroline.Hose@nottinghamcity.gov.uk 0115 8765501

Karen Shead – 0-19 Safeguarding Co-ordinator
Karen.shead@nottinghamcity.gov.uk 0115 8764725

LADO Business Support
lado@nottinghamcity.gov.uk 0115 8763193

Local Authority	Name	Contact Details
Derby City	Safeguarding Children Board	01332 642351
Derbyshire	Safeguarding Children Board	01332 642351
Doncaster	Safeguarding Children Board	01302 737777 dscb@doncaster.gov.uk
Leicester City	Safeguarding Children Board	0116 454 6520 / 0116 454 1004 lcityscb@leicester.gov.uk
Leicestershire	Safeguarding Children Board	0116 305 7130 lrsb.org.uk/contact
Rutland	Safeguarding Children Board	0116 305 7130 lrsb.org.uk/contact
Lincolnshire	Safeguarding Children Board	0152 2782111
Nottingham City	Children and Families Direct	0115 876 4800 candfdirect@nottinghamcity.gcsx.gov.uk
Nottinghamshire	MASH (Multi Agency Safeguarding Hub)	0300 5008090
Nottingham City Designated Officer	LADO	Caroline Hose

Appendix 3: Safer recruitment and DBS checks

Recruitment and selection process

Appendix 3: safer recruitment and DBS checks – policy and procedures

The recruitment steps outlined below are based on part 3 of Keeping Children Safe in Education 2026.

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising roles, we will make clear:

- Our school's commitment to safeguarding and promoting the welfare of children
- That safeguarding checks will be undertaken
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

Application forms

Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders

Shortlisting

Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns

Once we have shortlisted candidates, we will ask shortlisted candidates to:

- Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:
    - If they have a criminal history
    - Whether they are included on the barred list
    - Whether they are prohibited from teaching
    - Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
    - Any relevant overseas information
- Sign a declaration confirming the information they have provided is true

We will also consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online. Shortlisted candidates will be informed that we may carry out these checks as part of our due diligence process.

Seeking references and checking employment history

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references will:

Not accept open references

Liaise directly with referees and verify any information contained within references with the referees

- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- secure a reference from the relevant employer from the last time the applicant worked with children (if not currently working with children), if the applicant has never worked with children, then ensure a reference from their current employer
- always verify any information with the person who provided the reference
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- Establish the reason for the candidate leaving their current or most recent post
- Resolve any concerns before any appointment is confirmed

Interview and selection

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work with children
- Record all information considered and decisions made

Pre-appointment vetting checks

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken

- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. These could include, where available:
    - For all staff, including teaching positions: criminal records checks for overseas applicants
    - For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they have not imposed any sanctions or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to teach
    - Check that candidates taking up a management position* are not subject to a prohibition from management (section 128) direction made by the secretary of state

* Management positions are most likely to include, but are not limited to, headteachers, deputy/assistant headteachers.

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children, providing advice or guidance on physical, emotional or educational wellbeing; or
- Carrying out paid or unpaid work frequently (on more than 3 days in a 30-day period o in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or healthcare or any overnight activity, even if this happens only once.

We will also consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online. Shortlisted candidates will be informed that we may carry out these checks as part of our due diligence process.

Seeking references and checking employment history

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references we

- will: Not accept open
- references

  Liaise directly with referees and verify any information contained within references with the referees
- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- Resolve any concerns before any appointment is confirmed

Interview and selection

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work

with children • Record all information considered and decisions made

Pre-appointment vetting checks

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities

- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards

  Verify their professional qualifications, as appropriate

  Ensure they are not subject to a prohibition order if they are employed to be a teacher

- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. These could include, where available:
  - For all staff, including teaching positions: criminal records checks for overseas applicants
  - For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they have not imposed any sanctions or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to teach
  - Check that candidates taking up a management position* are not subject to a prohibition from management (section 128) direction made by the secretary of state

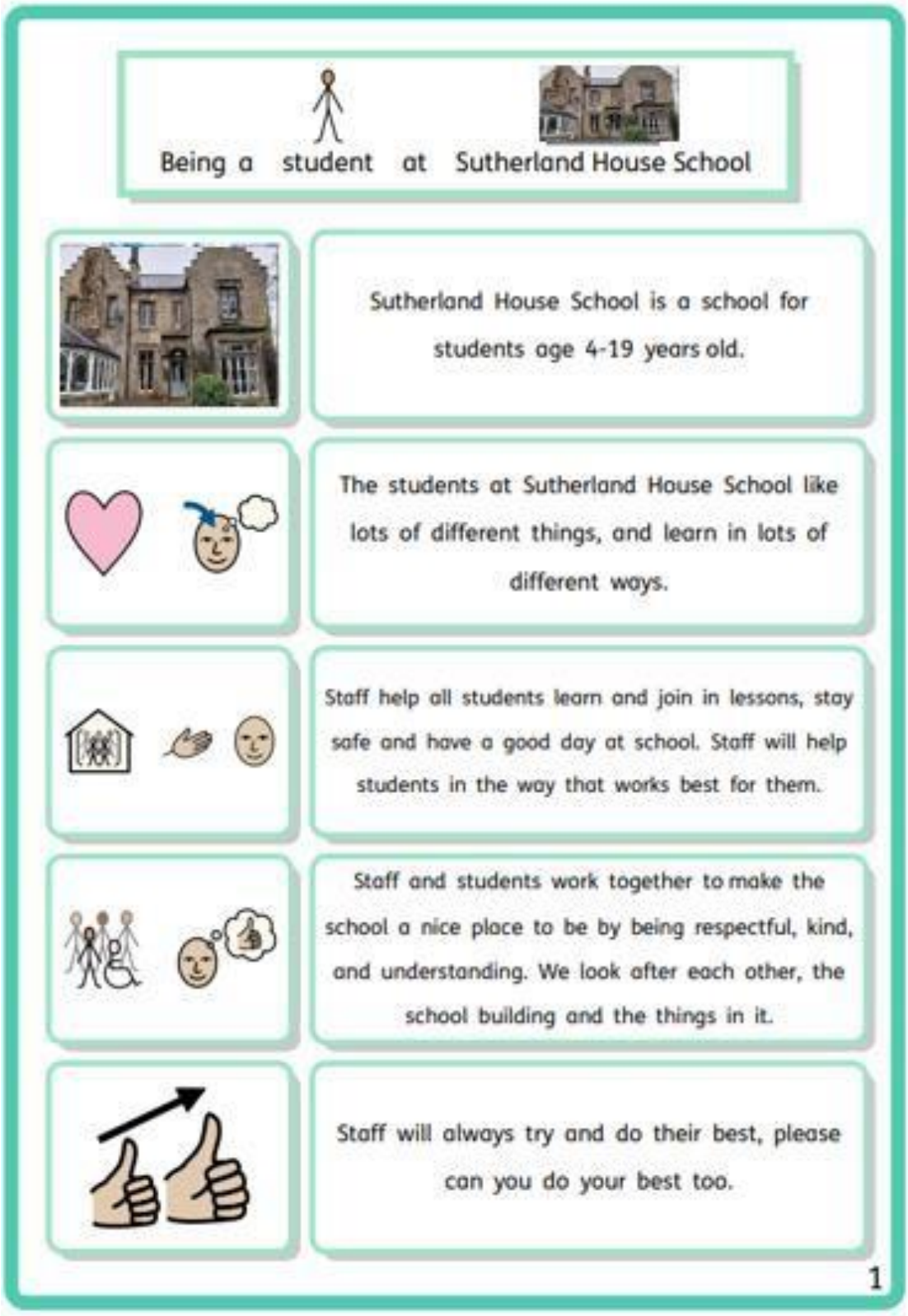
* Management positions are most likely to include, but are not limited to, headteachers, principals and deputy/assistant headteachers.

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless

Appendix 4: Pupil-School Agreement




I will do my best to
learn
Get ready for school on time and arrive being ready to learn.
Join in lessons and ask for help if needed.
Respect everyone at school and remember that everyone is different.
Be kind and understanding to students and staff.
Listen and do what the staff at school ask me to. They will help me remember what to do to learn and stay safe.
Look after the school building and the things that belong to the school.
2


Being a student at Sutherland House School
I will do my best to
I will do my best at Sutherland House School
Name
Sign
Date
3

This Safeguarding Policy will be reviewed and updated annually. Any important updates throughout the year will be added and the policy re-issued.

When reviewing all your policies, schools/settings need to refer to the latest DfE guidance on policies required by Law – see DfE website for full list of requirements and details.

Maintained schools governance guide - Guidance - GOV.UK (www.gov.uk)
Academy trust governance guide - Guidance - GOV.UK (www.gov.uk)