

The Guild Hall School

Safeguarding Policy

Pack 1

Child Protection Policy

2026 – 2027



Reference:	GHS CP V001 July26
Reviewed by:	Sariena Watkins
Review Date:	15.07.2026
Date of next review:	September 2027



Legal Status:

Compliance with the Independent School Standards (ISS).

This policy is written in accordance with the Independent School Standards (ISS) and forms part of The Guild Hall School's statutory safeguarding framework.

It should be read alongside:

- Keeping Children Safe in Education (KCSIE 2026)
- Working Together to Safeguard Children – updated 2026
- The Children Act 1989 and 2004
- The Education Act 2002
- The Equality Act 2010
- The Human Rights Act 1998
- Local Safeguarding Partnership procedures (Staffordshire)

The Guild Hall School meets its legal duty to safeguard and promote the welfare of children by ensuring that all staff understand their responsibilities, follow clear procedures, and work in partnership with families and external agencies.

Applies to:

- The whole school inclusive of activities outside of the normal school hours.
- All staff (teaching and support staff), the proprietor and volunteers working in the school.

Purpose:

The purpose of this policy is to:

- Protect every child at The Guild Hall School from harm, abuse, neglect, and exploitation.
- Ensure staff understand how to identify concerns early and respond promptly.
- Promote a culture where safeguarding is everyone's responsibility.
- Embed trauma-informed, SEND-sensitive practice across all safeguarding activity.
- Provide clarity on how concerns are recorded, shared, and escalated.
- Ensure compliance with statutory guidance and local safeguarding expectations.

At its heart, this policy exists to ensure that every learner feels safe, valued, and able to engage fully in their education.

Date: 15th July 2026

Date: 18th August 2026

Signed:

Sariena Watkins
Headteacher

Signed:

Kelly Pope
Director of Education

The Guild Hall School is committed to creating a safe, nurturing, and inclusive environment where all children — particularly those with SEND — are protected from harm. We recognise that our pupils may have additional vulnerabilities, communication differences, or past experiences that require sensitive, proactive safeguarding practice.

We operate a zero-tolerance approach to abuse, neglect, discrimination, and child-on-child harm. Safeguarding is embedded in our curriculum, our culture, and our daily interactions. All staff are trained to notice early signs of distress, respond with curiosity and care, and act in the best interests of the child at all times. Safeguarding is not a single action; it is a continuous commitment to safety, dignity, and trust.

Scope

This policy applies to:

- All staff (permanent, temporary, agency, volunteers)
- Governors and Directors
- Contractors and visitors
- Pupils and their families
- Any adult working on behalf of the school

It covers safeguarding concerns that occur:

- On school premises
- Off-site during trips or activities
- Online
- In the community
- Within the home or care setting

It also applies to concerns about children who are not currently on roll but who come to the attention of staff.

Principles

Our safeguarding practice is guided by the following principles:

- **Child-centred practice:** The needs, voice, and lived experience of the child are at the centre of every decision.
- **Trauma-informed and SEND-aware:** We recognise that behaviour is communication and respond with curiosity, not judgement.
- **Early intervention:** We act quickly to prevent concerns from escalating.
- **Partnership working:** We work closely with families, social care, health, and other agencies.
- **Transparency and accountability:** Staff understand their responsibilities and follow clear procedures.
- **Safe culture:** We promote openness, professional boundaries, and reflective practice.

Statutory Requirements

The Guild Hall School fulfils its statutory safeguarding duties by:

- Following KCSIE and ensuring all staff read and understand Part 1 in its entirety.
- Appointing a trained Designated Safeguarding Lead (DSL) and deputies.
- Ensuring all staff receive regular safeguarding and child protection training.
- Maintaining robust safer recruitment procedures.
- Keeping accurate, secure safeguarding records.
- Referring concerns to children's social care without delay.



- Working with the Local Safeguarding Partnership.
- Ensuring pupils receive high-quality safeguarding education.
- Reviewing safeguarding policies annually.

Equality Act 2010 Compliance

The Guild Hall School complies with the Equality Act 2010. Safeguarding processes are adapted to ensure children with disabilities or SEND are not disadvantaged. Reasonable adjustments are made in all safeguarding procedures, including communication, questioning, environment, and support.

Company Philosophy in Safeguarding

At Bayleaf Education, our safeguarding practice is rooted in our company philosophy: providing trauma-informed, therapeutic care where children and young people feel safe, valued and understood. We nurture trust, emotional growth and resilience through compassionate, consistent and relationship-led support.

These values sit alongside our CARE principles — Curiosity, Accountability, Respect and Engagement - which shape the professional conduct and relational practice of all staff.

C = Curiosity and a bias for action fuel our innovation.

A = Accountability to those we serve help us deliver results.

R = Respect and Integrity are demonstrated in our actions.

E = Engaged and Passionate Employees define our company

Our values guide every aspect of our safeguarding approach:

Value	How it is embedded in Safeguarding
Curiosity	We seek to understand the child's lived experience. Staff approach concerns with curiosity rather than assumption, recognising that behaviour is a form of communication. This helps us identify unmet needs early and respond in a way that protects, supports and empowers.
Courage	We act with moral courage to safeguard children. This means speaking up, challenging unsafe practice, and taking decisive action when a child may be at risk. We do not avoid difficult conversations; we prioritise the safety and wellbeing of every young person.
Community	Safeguarding is a shared responsibility. We work collaboratively with families, professionals and the wider community to create a protective network around each child. Our culture is one of connection, belonging and collective accountability.

Definitions:

To ensure clarity and consistency across our safeguarding practice, The Guild Hall School uses the following definitions, drawn from Keeping Children Safe in Education (KCSIE), Working Together to Safeguard Children, and relevant legislation. These definitions help staff recognise concerns early, understand the language used by partner agencies, and respond appropriately to the needs of our learners.

Safeguarding

Safeguarding is everyone's responsibility. Safeguarding is the action we take to promote the welfare of children and protect them from harm. It includes:

- Protecting children from abuse and maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring children grow up in safe and effective care
- Taking action to enable all children to have the best outcomes

Child Protection

Child protection procedures are activated when concerns meet statutory thresholds. Child protection is a specific aspect of safeguarding. It refers to the actions taken when a child is:

- Suffering harm
- At risk of suffering harm
- Likely to be harmed without intervention

Self-Harm and Suicide Prevention

Self-harm, suicidal ideation, or expressions of hopelessness are treated as safeguarding concerns. Staff respond immediately, ensuring the child's safety and escalating to the DSL.

The DSL works with mental health services, crisis teams, and families to ensure coordinated support.

SEND learners may express distress through behaviour rather than words; staff respond with curiosity and regulation support.

Abuse

Abuse is a form of maltreatment of a child. A child may be abused by an adult or adults, or by another child or children.

Physical Abuse

Causing physical harm to a child. Examples include hitting, shaking, burning, poisoning, or fabricating illness.

Emotional Abuse

Persistent emotional maltreatment that impacts a child's emotional development. Examples include humiliation, intimidation, rejection, or exposure to domestic abuse.

Sexual Abuse

Forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. Includes contact and non-contact abuse, grooming, and online sexual harm.

Neglect

Persistent failure to meet a child's basic physical or emotional needs. Includes inadequate supervision, lack of medical care, or failure to provide food, clothing, or shelter.

Domestic Abuse

Domestic abuse is any incident or pattern of controlling, coercive, threatening, violent or abusive behaviour between family members or intimate partners. Under UK law, children are recognised as victims in their own right if they see, hear or experience the effects of domestic abuse.

Coercive Control

Coercive control is a pattern of behaviour that seeks to dominate, isolate, intimidate or manipulate another person. Children may experience coercive control within family relationships or peer relationships.



Signs may include withdrawal, fearfulness, secrecy, sudden compliance, or changes in behaviour. Staff recognise that children with SEND may be particularly vulnerable to coercive control due to communication differences or reliance on peers.

Harm

Harm refers to the ill-treatment or impairment of a child's health or development.

This includes:

- Physical harm
- Emotional harm
- Sexual harm
- Neglect
- Exposure to domestic abuse
- Exposure to exploitation

Significant Harm

Significant harm is the threshold that justifies compulsory intervention by children's social care. It may result from a single traumatic event or a combination of long-term concerns.

Early Help

At The Guild Hall School, Early Help is proactive, relational, and tailored to the needs of children with SEND. Early Help refers to support provided as soon as a problem emerges, at any point in a child's life.

It aims to:

- Reduce escalation
- Strengthen family capacity
- Improve outcomes
- Prevent statutory intervention

Mental Health and Safeguarding

The Guild Hall School recognises mental health as a significant safeguarding factor. Children may experience emotional distress, dysregulation, trauma responses, or mental-health-related harm that places them at risk. Staff are trained to identify early indicators of mental health concerns, including changes in mood, withdrawal, heightened anxiety, self-harm behaviours, or expressions of hopelessness.

Mental health concerns are treated as safeguarding issues and are escalated to the DSL without delay. The DSL works closely with families, MHST, CAMHS, GPs, social care and other professionals to ensure coordinated support. For children with SEND, mental health presentations may be subtle or expressed through behaviour, sensory distress, or communication differences. Staff respond with curiosity, regulation support, and trauma-informed practice.

Prevent Duty

The Guild Hall School fulfils its Prevent Duty by identifying risks of radicalisation, extremism, and exploitation. Staff receive annual Prevent training, including SEND-specific vulnerabilities and online extremism.

Concerns are escalated to the DSL and may result in a Channel referral. Risk assessment is completed and in place.

Designated Safeguarding Lead (DSL)

The DSL is the senior member of staff responsible for:

- Managing safeguarding concerns
- Liaising with social care and external agencies
- Overseeing safeguarding training
- Maintaining safeguarding records

- Ensuring a strong safeguarding culture

Deputy DSLs support this role and are trained to the same standard.

Child-on-Child Abuse

Child-on-child abuse refers to any form of physical, emotional, sexual or online harm that is caused by another child or young person. It includes behaviours that are abusive, exploitative, coercive or harmful, whether occurring in person, online, or within peer groups. Child-on-child abuse can be a single incident or a pattern of behaviour and may involve harmful sexual behaviour, online abuse, coercive control, bullying, violence, or group-based harm. All forms of child-on-child abuse are taken seriously, recognised as safeguarding concerns, and responded to in line with statutory guidance, recognising the continuum from harmful sexual behaviour through to sexual violence.

This includes:

- Online abuse Image-based harm, grooming, coercion, threats, harassment, deepfake sexual imagery, and harmful digital communication.
- Harmful sexual behaviour (HSB) Sexualised behaviour that is inappropriate, abusive, coercive, or harmful, including peer-on-peer sexual harassment or sexual violence.
- Coercive control Patterns of controlling, manipulative or dominating behaviour between children, including emotional manipulation, intimidation, isolation, or threats.
- Group-based harm Abuse that occurs within peer groups or friendship circles, including group coercion, group sexual harm, exploitation, or coordinated bullying.

The Guild Hall School recognises that children with SEND may be disproportionately vulnerable to child-on-child abuse due to communication differences, social understanding, regulation needs or reliance on peers. Staff are trained to identify subtle indicators of harm, respond sensitively, and ensure that all disclosures are taken seriously and acted upon immediately.

Sexual Violence and Sexual Harassment, including Violence Against Women and Girls (VAWG)

Sexual violence refers to offences under the Sexual Offences Act 2003, including rape, assault by penetration, and sexual assault. Sexual harassment refers to unwanted conduct of a sexual nature that:

- Violates dignity
- Creates a hostile or sexualised environment
- Intimidates, humiliates, or degrades

This can occur online or offline.

Harmful Sexual Behaviour (HSB)

HSB can occur between children of any age and may be online or in person. HSB describes sexual behaviours that are:

- Developmentally inappropriate
- Problematic
- Abusive
- Violent

Child Sexual Exploitation (CSE)

A form of sexual abuse where children are manipulated or coerced into sexual activity in exchange for something (money, gifts, status, affection).

Child Criminal Exploitation (CCE)

Where children are coerced into criminal activity, including county lines, theft, or drug distribution.



Modern Slavery/trafficking

Children may be controlled through threats, violence, debt, or coercion. Any child who is trafficked or exploited is a victim of modern slavery. Modern slavery involves the exploitation of children through;

- forced labour
- domestic servitude
- criminal exploitation
- trafficking

Serious Violence

Serious violence includes offences such as

- knife crime,
- assault
- gang related violence
- county lines exploitation
- other behaviours that place children at risk of significant harm.

Warning signs may include;

- unexplained injuries
- changes in behaviour
- involvement with older peers
- increased absence.

Cybercrime

Cybercrime involves criminal activity carried out using computers or digital devices.

For children, this may include;

- hacking,
- illegal downloading
- cyber enabled fraud
- involvement in online criminal groups.

It also includes being groomed or exploited to commit cyber offences.

AI-Related Digital Harm

Children may be exposed to new forms of digital harm involving artificial intelligence, including deepfake imagery, AI-generated sexual content, impersonation, grooming via AI chatbots, and AI-enabled cybercrime. Staff are trained to recognise these risks and respond appropriately. Any AI-related harm is treated as a safeguarding concern and escalated to the DSL.

Honour Based Abuse

Honour based abuse is violence, threats or coercion committed to protect or defend perceived family or community “honour”. It includes forced marriage, honour-based violence, and female genital mutilation (FGM). These behaviours are illegal and place children at significant risk.

Children Missing from Education (CME)

CME is a significant safeguarding risk. A child is CME if they are:

- Of compulsory school age
- Not on a school roll
- Not receiving suitable education

Persistent absence can be a sign of neglect, exploitation, domestic abuse, mental health difficulties, or other safeguarding concerns. Schools must act quickly to identify and address unexplained absence.

Attendance and Safeguarding (2026 Update)

Persistent absence is a safeguarding concern. Attendance patterns may indicate neglect, exploitation, mental health difficulties, domestic abuse, or other risks.

The Guild Hall School monitors attendance daily, identifies patterns early, and escalates concerns to the DSL.

Low-Level Concern

Low-level concerns help identify patterns early and protect both children and staff. A low-level concern is any behaviour by an adult that:

- Is inconsistent with the staff code of conduct
- Causes unease or “nagging doubt”
- Does not meet the harm threshold

Monitoring Low-Level Concerns

All low-level concerns are recorded, reviewed, and monitored for emerging patterns. The DSL conducts regular audits of low-level concerns and escalates any pattern of behaviour that may indicate a risk. Low-level concerns are reviewed annually by the proprietor to ensure safe culture and compliance with KCSIE.

Whistleblowing

Whistleblowing is the act of reporting wrongdoing that is in the public interest.

Staff are protected when raising concerns about:

- Safeguarding failures
- Unsafe practice
- Misconduct
- Criminal behaviour

Contextual Safeguarding

We assess risks beyond the home and school environment. Contextual safeguarding recognises that harm can occur:

- In the community
- Online
- In peer groups
- In public spaces

Roles & Responsibilities

Safeguarding is a collective responsibility. Every adult at The Guild Hall School plays a vital role in creating a safe, nurturing environment where children feel protected, respected and able to thrive. The following outlines the responsibilities of all individuals and groups within our safeguarding system.

The Proprietor / Governance and Director of Education

The Proprietor is legally responsible for ensuring that The Guild Hall School meets all statutory safeguarding duties. Governance ensures that safeguarding is not only compliant, but embedded in the culture and values of the school.

PROPRIETOR

-  Bayleaf Care
-  7 Bankside, The Watermark,
Gateshead, Gateshead, Tyne & Wear,
England, NE11 9SY
-  0333 0387550

Together they will:

- Ensure the school has effective safeguarding policies and procedures in place
- Appoint a suitably qualified Designated Safeguarding Lead (DSL)
- Ensure safeguarding is prioritised in strategic decision-making
- Monitor safeguarding practice through regular reports from the DSL
- Ensure safer recruitment procedures are followed
- Oversee the school's response to allegations against staff
- Ensure staff receive appropriate training and supervision
- Review safeguarding policies annually

The Headteacher – Sariena Watkins

The Headteacher models the values of respect, kindness, and perseverance in all safeguarding work. The Headteacher holds overall operational responsibility for safeguarding and will:

- Ensure the implementation of this policy across the school
- Support the DSL and ensure they have sufficient time, training, and resources
- Ensure all staff understand their safeguarding duties
- Promote a culture of openness, professional curiosity, and reflective practice
- Ensure safer recruitment processes are followed
- Ensure concerns about staff are managed in line with Part 4 of KCSIE
- Ensure safeguarding is woven into curriculum, behaviour, and pastoral systems

The Designated Safeguarding Lead – Sariena Watkins (DSL)

The DSL is the senior lead for safeguarding and child protection. They are responsible for:

Managing Referrals

- Referring concerns to children's social care
- Liaising with the police where necessary
- Supporting staff who raise concerns
- Ensuring timely escalation when concerns persist

Record Keeping

- Maintaining accurate, secure safeguarding records
- Ensuring concerns are logged promptly and chronologically
- Monitoring patterns and emerging risks

Training & Supervision

- Ensuring all staff receive appropriate safeguarding training
- Providing safeguarding updates throughout the year
- Receiving regular supervision to support decision-making

Multi-Agency Working

- Attending strategy meetings, case conferences, and core groups
- Working collaboratively with social care, health, and other agencies
- Ensuring information is shared appropriately and lawfully

Mental Health Multi-Agency Pathways

The DSL works closely with mental health services including MHST, CAMHS, GPs, crisis teams, and social care. Mental health concerns are escalated through appropriate pathways, ensuring timely intervention and coordinated support.

Safeguarding Culture

- Leading on safeguarding audits and policy reviews
- Ensuring safeguarding is visible in daily practice
- Promoting trauma-informed, SEND-aware approaches

The DSL is supported by **Deputy DSLs (TBC)**, who are trained to the same standard and can act in their absence.

All Staff

Every member of staff has a duty to safeguard children. All staff will:

- Read and understand Part 1 of KCSIE
- Attend safeguarding and child protection training
- Maintain professional curiosity and notice early signs of concern
- Record and report concerns immediately to the DSL
- Understand the needs and vulnerabilities of children with SEND
- Promote a culture of respect, kindness, and safety
- Maintain professional boundaries at all times
- Challenge unsafe practice or behaviour

Staff do not investigate concerns — they report them.

Agency Staff, Contractors, and Visitors

Contractors working during school hours will be supervised unless they have appropriate checks. All adults working on site must:

- Follow the school's safeguarding procedures
- Wear identification at all times
- Report concerns immediately to the DSL
- Maintain professional boundaries

Parents and Carers

We recognise that families may need support, and we approach all conversations with empathy and respect. Parents and carers play a vital role in safeguarding. They are expected to:

- Share relevant information with the school
- Work collaboratively with staff and external agencies
- Support their child's wellbeing and attendance
- Inform the school of changes in circumstances

Pupils

We teach pupils that their voice matters — in whatever form it is expressed. Children at The Guild Hall School are encouraged to:

- Speak to trusted adults when they feel unsafe
- Use communication systems that work for them (speech, AAC, symbols, gesture)
- Treat others with respect and kindness
- Understand their rights and personal boundaries

Local Authority and External Agencies

These agencies provide specialist support, guidance, and intervention when needed. We work closely with:

- Children's Social Care
- Early Help Teams
- Police
- Health professionals

- CAMHS
- Virtual School Heads
- Local Safeguarding Partnership

SEND-Specific Responsibilities

Children with Special Educational Needs and Disabilities (SEND) may face additional barriers to recognising, understanding, or reporting abuse. At The Guild Hall School, we take proactive steps to ensure that safeguarding practice is fully accessible, responsive, and attuned to the needs of our learners. All staff have a responsibility to understand and respond to the unique vulnerabilities of children with SEND. This includes:

Understanding Vulnerability

Staff must recognise that children with SEND may be:

- Less able to recognise unsafe situations
- More reliant on adults for personal care
- More trusting of adults or peers
- More likely to experience communication barriers
- More likely to have experienced trauma or disrupted relationships
- At increased risk of bullying, exploitation, or child-on-child abuse

Staff respond with curiosity, patience, and sensitivity, avoiding assumptions about a child's understanding or intent.

Communication and Expression

Staff must ensure that safeguarding conversations and reporting routes are accessible to all pupils. This includes:

- Using AAC, PECS, Makaton, symbols, or visual supports
- Observing behaviour as communication
- Providing quiet, regulated spaces for disclosure
- Allowing additional processing time
- Using social stories or visual scripts to explain safety concepts

Staff understand that a disclosure may not be verbal — it may be shown through behaviour, avoidance, changes in mood or distress.

Trauma-Informed Practice

Staff must:

- Respond to behaviour with curiosity rather than judgement
- Do not use punitive responses that may retraumatise pupils
- Prioritise emotional regulation and relational safety
- Understand that past trauma may influence current behaviour

Safeguarding decisions always consider the child's developmental stage, sensory profile, and emotional needs.

Personal and Intimate Care

Staff providing personal care must:

- Follow the school's Intimate Care Policy
- Maintain professional boundaries
- Ensure dignity, privacy, and consent
- Report any concerns immediately
- Record any unexplained marks or injuries



Children are supported to develop independence wherever possible.

Multi-Agency Collaboration

Staff must work closely with:

- SENCO
- Therapists
- Social workers
- Health professionals
- Residential care teams (where applicable)

This ensures that safeguarding decisions are informed by a holistic understanding of the child.

Reasonable Adjustments in Safeguarding Processes

When responding to concerns, staff must consider:

- Adjusted questioning approaches
- Additional adult support
- Familiar communication tools
- Sensory needs during meetings
- The child's preferred method of expression

Safeguarding processes must never disadvantage a child because of their disability or communication style.

Promoting Independence and Protective Behaviours

Staff teach pupils:

- How to recognise safe and unsafe touch
- How to identify trusted adults
- How to say "no" in ways that work for them
- How to understand personal boundaries
- How to seek help

This is delivered through adapted PSHE, social stories, and visual resources.

SEND and Child-on-Child Abuse

Staff must be alert to:

- Subtle forms of bullying
- Mimicking stims or communication devices
- Coercion masked as "friendship"
- Power imbalances between pupils
- Changes in behaviour or routines

SEND-specific vulnerabilities are always considered when assessing risk

Early Help

Early Help is a central part of safeguarding at The Guild Hall School. For our children with SEND, Early Help is especially important. It allows us to respond to communication differences, sensory needs, emotional regulation challenges, or family pressures before they become safeguarding risks. We believe that children and families thrive when support is offered early, collaboratively, and without stigma. Our approach is proactive, relational, and rooted in our values of kindness, respect, and perseverance. Early Help is not a single service — it is a way of working that ensures children receive the right support, at the right time, from the right people.

What is Early Help?

Early Help refers to support provided as soon as a concern emerges, at any point in a child's life. It aims to:

- Prevent concerns from escalating
- Strengthen family capacity
- Improve outcomes for children
- Reduce the need for statutory intervention
- Promote safety, stability, and wellbeing

Our Approach to Early Help

At The Guild Hall School, Early Help is:

- ✓ **Trauma-informed:** We recognise that behaviour is communication and respond with curiosity, not judgement.
- ✓ **SEND-aware:** We adapt support to each child's communication style, sensory profile, and developmental stage.
- ✓ **Relational:** We build trusting relationships with families, recognising that they are experts in their child.
- ✓ **Holistic:** We consider the child's home, school, community, and online environments.
- ✓ **Collaborative:** We work closely with Staffordshire's Early Help services and other agencies.
- ✓ **Strengths-based:** We focus on what families do well and build on existing protective factors.

Identifying the Need for Early Help

Staff may identify the need for Early Help through:

- Changes in behaviour, mood, or presentation
- Attendance concerns or patterns of lateness
- Emerging mental health needs
- Difficulties at home
- Concerns about online safety
- Child-on-child conflict
- Family stress, bereavement, or financial hardship
- SEND-related vulnerabilities
- Disclosures from the child or family

Staff do not diagnose or investigate — they notice, record, and share concerns with the DSL/DDSL.

Staffordshire Early Help Pathways

As a Staffordshire school, we follow the local authority's Early Help processes. This includes:

Staffordshire Early Help Assessment (EHA). The EHA is used to understand a child's needs holistically and coordinate support. The DSL or a trained staff member may complete an EHA with the family's consent.

Staffordshire Families First

Families First provides targeted support for families experiencing challenges such as:

- Parenting difficulties
- Emotional wellbeing concerns
- Domestic abuse
- Housing or financial issues
- SEND-related pressures

Staffordshire's Local Support Teams (LST)

If concerns escalate or a child's needs become more complex, the DSL may consult CASS for advice or to discuss thresholds. LSTs offer multi-agency support and may lead Early Help plans.

What Early Help Might Look Like

Support is tailored to each child and family. Early Help support may include:

- Pastoral support from a trusted adult
- Adapted communication tools (AAC, symbols, social stories)
- Emotional regulation strategies
- Attendance support
- Family meetings
- Signposting to community services
- Support from therapists or external professionals
- Multi-agency Early Help plans
- Home-school communication systems
- Support for transitions or routines

Working with Families

We recognise that families may need time, reassurance, and flexibility. We approach families with empathy, respect, and partnership. This means:

- Listening without judgement
- Recognising the pressures families may face
- Being transparent about concerns
- Offering support, not blame
- Ensuring families understand the Early Help process
- Involving families in all decisions

Reviewing and Escalating Early Help

Early Help is regularly reviewed to ensure it is effective. If:

- concerns persist
- risks increase
- new information emerges
- the child's needs escalate

The DSL will consider:

- consulting Staffordshire CASS
- making a referral to children's social care
- requesting multi-agency involvement
- adjusting the Early Help plan

Escalation is always done in the best interests of the child.

Recording Early Help

Patterns and emerging risks are tracked to ensure timely intervention. Therefore, all Early Help activity is:

- recorded securely on the Schools Safeguarding log (Schools MIS – Safeguarding Chronology)
- monitored by the DSL/DDSL
- shared appropriately with relevant professionals
- reviewed regularly

Thresholds for Intervention

Thresholds for Intervention

(Right Help, Right Time – Staffordshire 2026)

The Guild Hall School follows the **Staffordshire Safeguarding Children Partnership (SSCP) Right Help, Right Time Framework**, which sets out a shared, consistent approach to identifying children's needs and responding early, proportionately and effectively. Thresholds are never used to minimise concerns — they guide action, support professional curiosity, and ensure children receive the right help at the right time.

We recognise that children with SEND may present differently, communicate differently, or mask distress. Staff must always consider the child's developmental stage, communication profile and lived experience when assessing risk.

Strength in Family Networks

Staffordshire emphasises the importance of **family networks** — parents, siblings, step-parents, grandparents, extended family, neighbours, friends and carers. These relationships are central to children's wellbeing and often provide the most sustainable support.

At Guild Hall, we work with families and their networks wherever safe and appropriate, identifying strengths and involving supportive adults early in the process. We recognise that family networks exist long before professional involvement and remain long after it ends.

The Four Levels of Need (Right Help, Right Time 2026)

Staffordshire's model sets out **four levels of children's needs**, forming a continuum. Children may move **up or down** this continuum as circumstances change.

Level 1 — Everyone (Universal & Community Support – Thriving)

Most children reach their full potential through the care of their families and communities. Their needs are met through:

- Universal education
- Early years provision
- Health care
- Housing
- Youth and leisure services
- Voluntary, community and faith groups
- Self-help resources and advice

These services support children's core needs: parenting, health, education, social relationships and wellbeing.

Guild Hall staff action:

- No safeguarding referral required
- Continue monitoring, nurturing relationships and offering pastoral support
- Recognise when additional support may be needed and begin early conversations

Level 2 — Early Support (Additional Needs)

Early Support is **everyone's responsibility**. The first professional to identify a concern should begin early support. This level applies when emerging needs begin to impact a child's daily life and can no longer be met by universal services alone. Needs may include:

- Emotional or behavioural difficulties

- Emerging attendance concerns
- Family stress or changes
- SEND-related vulnerabilities
- Early signs of anxiety, withdrawal or dysregulation
- Difficulties with friendships or peer relationships

Guild Hall staff action:

- Record the concern
- Inform the DSL
- Begin early conversations with the family
- Consider an **Early Support Plan**
- Use a **Team Around the Family** or **Restorative Circle** approach
- Agencies may complete their own assessments
- An **Early Support Assessment** may be used to coordinate multi-agency involvement

Early Support is strengths-based, restorative and collaborative — working **with** families, not doing **to** families.

Level 3 — Enhanced Support for Children & Families (Complex Needs)

Enhanced Support brings together what was previously **Targeted Early Help** and **Children's Social Care (Section 17)**.

Children at this level have **complex needs** and require a coordinated response from a **Family Help Lead Practitioner (FHLP)**. Support is delivered through locality-based, multi-disciplinary teams.

Indicators include:

- Persistent attendance issues
- Escalating emotional or behavioural distress
- Significant parental difficulties or family breakdown
- Concerns about online safety
- Emerging exploitation risks (CSE/CCE)
- Repeated child-on-child incidents
- Increasing concerns despite Early Support

Guild Hall staff action:

- Record and report to DSL
- DSL completes an **online referral** via: www.staffordshire.gov.uk/reportconcern
- DSL may seek advice from **Staffordshire Families Integrated Front Door (SFIFD)**
- A multi-agency plan is developed with the family
- FHLP coordinates support

Enhanced Support wraps around the family, ensuring the right help from the right practitioners at the right time.

Level 4 — Statutory Support (Significant Harm & Complex Disabilities)

This level applies when children:

- Have suffered or are likely to suffer **significant harm**
- Require **Child Protection** intervention
- Have **complex disabilities** requiring statutory assessment

Referrals at this level are managed through **SFIFD**, the single point of contact for safeguarding concerns.

Guild Hall staff action:

- Immediate report to DSL
- DSL contacts **SFIFD** or Police
- For urgent concerns needing same-day response, call SFIFD
- If a child is in immediate danger, call **999**

- Follow up with a written online referral the same day

Information can be shared **without consent** if gaining consent places a child at risk or is not reasonably possible.

Staffordshire Families Integrated Front Door (SFIFD)

SFIFD provides:

- Threshold advice
- Consultation
- Screening of referrals
- Access to Early Support, Enhanced Support and Statutory Services
- Multi-agency information gathering

Contact details:

 **0300 111 8007** Mon–Thu: 8.30am–5.00pm Fri: 8.30am–4.30pm

Out of hours:

 **Emergency Duty Service: 0345 604 2886**

 **Staffordshire Police: 101**

 **Immediate danger: 999**

Online referral form: www.staffordshire.gov.uk/reportconcern

Professionals are always notified of referral outcomes.

Recording Threshold Decisions

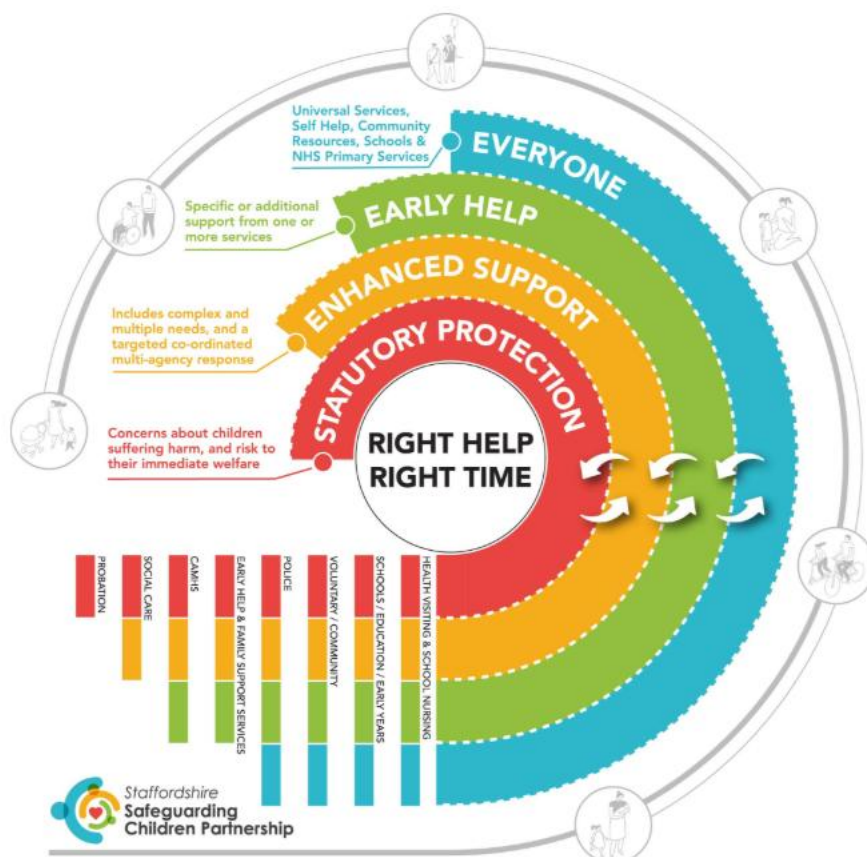
The DSL records:

- Level of need
- Rationale
- Actions taken
- Agencies involved
- Review dates

Safeguarding is dynamic — thresholds change as risks change.

- DSL contacts Staffordshire CASS or Police
- If a child is in immediate danger, DSL/DDSL to call 999

This level requires urgent statutory intervention.



Note: Diagram from the Staffordshire Safeguarding Children Partnership illustrating the four levels of need — Everyone, Early Help, Enhanced Support and Statutory Protection — and the multi-agency approach to providing the right support at the right time.

Professional Curiosity and SEND Considerations

Thresholds must never be applied rigidly. Staff must:

- Look beyond the behaviour
- Consider communication differences
- Recognise that SEND can mask or mimic safeguarding concerns
- Notice small changes in presentation
- Seek the child's voice in whatever form it is expressed

A child with SEND may reach a higher threshold earlier because:

- They may be less able to recognise or report abuse
- They may rely on adults for personal care
- They may be more vulnerable to coercion or exploitation
- Their distress may present as dysregulation rather than words

Escalation and De-escalation

Safeguarding is dynamic. Thresholds can change quickly. All decisions are recorded and reviewed.

The DSL/DDSL will escalate concerns when:

- Risks increase
- New information emerges
- Early Help is not improving outcomes
- The child's safety is compromised

Concerns may be stepped down when:

- Risks reduce
- Support is effective
- The child's situation stabilises
- Families engage positively with Early Help

Staffordshire CASS (Children's Advice and Support Service)

The DSL/DDSL may contact CASS for:

- Threshold advice
- Consultation
- Referral for statutory assessment
- Support with complex cases

CASS provides guidance on whether concerns meet:

- Section 17 (Child in Need)
- Section 47 (Child Protection)

Recording Threshold Decisions

The DSL records:

- The level of need
- Rationale for the threshold
- Actions taken
- Agencies involved
- Review data

How to Report a Concern

Staff must follow three steps:

1. NOTICE

Observe what you see, hear, or sense.

Stay calm, present, and supportive.

2. RECORD

Write a factual, objective account as soon as possible. Include:

- What happened
- When it happened
- Who was involved
- What the child said or communicated (exact words where possible)
- Your observations (not interpretations)

3. REPORT

Share the concern with the DSL immediately. Staff must not delay reporting under any circumstances.

If the DSL is unavailable, report to a Deputy DSL.

If no DSL is available, report to the Director of Education.

If a Child Makes a Disclosure

Children may disclose through:

- Words

- Behaviour
- Drawings
- AAC devices
- Gestures
- Changes in regulation

Staff must:

- Listen without interruption
- Stay calm and grounded
- Use the child's preferred communication method
- Avoid leading questions
- Reassure the child that they have done the right thing
- Never promise confidentiality
- Record the disclosure verbatim where possible
- Report to the DSL immediately

The child's safety and emotional regulation come first.

Immediate Risk

If a child is in immediate danger, staff must: Inform the DSL/DDSL as soon as it is safe to do so the DSL/DDSL will call 999

Examples include:

- Serious physical harm
- Sexual assault
- A child going missing
- A child expressing intent to harm themselves or others
- FGM has occurred
- A dangerous adult on site

Staff must never wait for the DSL. If a child is at immediate risk and you cannot find a DSL/DDSL call 999.

What Happens After a Concern is Reported

The DSL/DDSL/Headteacher will:

- Review the information
- Decide the appropriate threshold
- Take action (Early Help, CASS consultation, referral, monitoring)
- Record all decisions and rationale
- Keep staff informed on a need-to-know basis

Staff may be asked for additional information but are not responsible for investigating.

Confidentiality and Information Sharing

Safeguarding information is shared:

- On a need-to-know basis
- In line with Data Protection Act 2018 and UK GDPR
- To protect the child's safety and wellbeing

Staff must never:

- Discuss concerns with other staff unnecessarily
- Speak to parents before consulting the DSL
- Store safeguarding information on personal devices

The DSL ensures that information is shared lawfully and appropriately.

Recording Concerns

Good record-keeping protects children and staff. All concerns must be:

- Recorded promptly
- Factual and objective
- Logged on the school's safeguarding system (Schools MIS)
- Monitored for patterns or escalation

ISS Part 6 Compliance

All safeguarding information required under ISS Part 6 is published on the school website and available in hard copy upon request. Safeguarding records are transferred securely when pupils join or leave the school.

Safeguarding During Admissions and Transition

Safeguarding risk assessments are completed during admissions. Every new learner has an Individual Risk Management Plan (IRMP) before starting.

Transition is reviewed weekly, with multi-agency involvement where beneficial.

Safeguarding considerations inform timetable increases, staffing consistency, and environmental adjustments.

Allegations Against Staff

At The Guild Hall School, we take all allegations against staff seriously. Children must feel safe with every adult in our community, and staff must feel protected by clear, fair processes. Allegations may relate to staff, volunteers, contractors, agency workers, or any adult working on behalf of the school.

An allegation is any concern that an adult has:

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child in a way that indicates they may pose a risk
- Behaved in a way that raises concerns about their suitability to work with children
- Behaved inappropriately online or outside of school in a way that impacts safeguarding

This includes behaviour that occurs on or off site, online or offline, and in or outside of working hours.

Reporting Allegations

If a staff member has a concern about another adult's behaviour (i.e. the concern relates to a member of staff, volunteer, contractor, or visitor) they must:

- Report directly to the Headteacher
- If the concern is about the Headteacher, report to the Director of Education (Kelly Pope)

Staff must not:

- Investigate
- Confront the adult
- Discuss the concern with colleagues
- Speak to the child's family

The Role of the Headteacher / Director of Education

The Headteacher (or Director of Education) will:

- Gather basic information (not investigate)
- Contact the Local Authority Designated Officer (LADO) **within one working day**
- Follow Staffordshire's procedures for managing allegations
- Ensure the child is safe and supported
- Ensure the staff member is treated fairly and with dignity
- Record all actions and decisions

If the allegation involves a potential criminal offence, the police may need to be involved.

Low-Level Concerns vs Allegations

A low-level concern does not meet the harm threshold but still requires recording and review whereas an allegation meets the threshold for LADO involvement. The DSL/DDSL and Headteacher will determine the correct pathway.

Reporting Low-Level Concerns

Low-level concerns must be reported in the same way as any other concern about a member of staff. Low-level concerns help us identify patterns early and protect both children and staff.

A low-level concern includes behaviour that is:

- Inconsistent with the staff code of conduct
- Causing unease or "nagging doubt"
- Potentially inappropriate, even if not harmful

Suspension

Suspension is not automatic and is a neutral act. It is considered when:

- A child may be at risk
- The allegation is serious
- The staff member's presence may impede the investigation

Outcomes

LADO investigations may conclude that the allegation is:

- Substantiated
- Unsubstantiated
- Unfounded
- Malicious
- False

The school will follow all recommended actions, including referrals to the DBS where required.

Support for Staff and Pupils

Safeguarding is always prioritised and staff are treated with fairness and respect. We provide:

- Emotional support for the child
- Clear communication with families (where appropriate)

- Support for the staff member, including access to HR and wellbeing services

Reporting Concerns About the School's Safeguarding Practice (Whistleblowing)

If a staff member is worried that:

- Safeguarding procedures are not being followed
- Concerns are not being taken seriously
- A child is at risk due to organisational failings

They must follow the Whistleblowing Policy - Staff are protected when raising concerns in good faith.

Information Sharing

Information sharing is essential to safeguarding. We share information to protect children, not to protect systems. Children are protected when professionals share concerns promptly, lawfully, and with clarity. At The Guild Hall School, we follow the principles set out in:

- KCSIE
- Working Together to Safeguard Children
- Data Protection Act 2018
- UK GDPR
- Staffordshire Safeguarding Children Board guidance

Key Principles

We share information when:

- A child is at risk of harm
- It will support Early Help
- It will support multi-agency working
- It is necessary for safeguarding

We do not need consent to share information if:

- A child is at risk of significant harm
- Seeking consent would place a child at further risk
- A crime may have been committed

What Staff Must Do

Staff do not decide what information is shared externally — this is the DSL's responsibility. Staff must:

- Record concerns factually
- Share concerns with the DSL/DDSL immediately
- Never store safeguarding information on personal devices
- Never discuss safeguarding information with colleagues unnecessarily

The Role of the DSL

The DSL ensures that information is:

- Accurate
- Relevant
- Shared with the right people
- Shared at the right time
- Recorded securely
- Stored in line with statutory requirements



Multi-Agency Working

The DSL works closely with Staffordshire CASS, Families First, LADO, police, and other agencies. We follow Staffordshire's protocols for secure communication. We share information with:

- Children's Social Care
- Police
- Health professionals
- Education settings
- Staffordshire Early Help services
- Residential care teams (where applicable)

Confidentiality

Confidentiality is never used as a reason to withhold information that could protect a child. We share information on a need-to-know basis only.

Record Keeping

Good records protect children and staff. Accurate, timely, and secure record keeping is essential to safeguarding. Records help us:

- Track patterns
- Understand the child's lived experience
- Support decision-making
- Provide evidence for referrals
- Ensure continuity of care

What Must Be Recorded

Records must be factual, objective, and free from personal opinion. Staff must record:

- Concerns or disclosures
- Observations (not interpretations)
- Dates, times, and locations
- Who was present
- Exact words used by the child where possible
- Actions taken
- Who the concern was reported to
- DSL/DDSL decisions and rationale

Where Records Are Stored

Safeguarding records are:

- Stored securely
- Password protected
- Accessible only to the DSL, Deputy DSLs, and Headteacher
- Kept separate from academic files

Chronologies

The DSL/DDSL maintains chronologies for children with ongoing concerns. Chronologies support Early Help and statutory assessments. These help identify:

- Patterns
- Escalation
- Repeated themes
- Emerging risks

Transferring Records

We follow Staffordshire's guidance for secure transfer. When a child moves school:

- Records are transferred securely within 5 days
- The DSL speaks directly to the receiving DSL
- Only safeguarding information is shared
- A copy is retained in line with statutory retention periods

Retention and Disposal

Safeguarding records are kept in line with:

- Statutory guidance
- Local authority expectations
- The school's Data Retention Policy

Records are disposed of securely when no longer required.

Multi-Agency Working

Safeguarding is most effective when professionals work together. At The Guild Hall School, we are committed to strong, respectful, and proactive partnerships with external agencies. We recognise that no single professional can have a full picture of a child's needs, and that children are best protected when agencies share information, expertise, and responsibility.

Our multi-agency work is guided by:

- Working Together to Safeguard Children (Updated 2026)
- KCSIE 2026
- Staffordshire Safeguarding Children Board (SSCB) procedures
- The Guild Hall School's values of respect, kindness, and perseverance

Key Multi-Agency Partners

These partnerships ensure that children receive coordinated, holistic support. We work closely with:

- Staffordshire Children's Advice and Support Service (CASS)
- Staffordshire Families First
- Local Support Teams (LST)
- Police and specialist units (e.g., Child Protection, Exploitation Teams)
- Health professionals (GPs, paediatricians, CAMHS, therapists)
- Education settings (previous or receiving schools)
- Virtual School Heads (for children in care)
- Residential care teams (where applicable)
- Youth offending services
- Early Help providers

The Role of the DSL in Multi-Agency Working

The DSL ensures that safeguarding decisions are informed by a full understanding of the child's context. The DSL:

- Attends strategy meetings, case conferences, core groups, and Early Help reviews
- Shares information lawfully and appropriately
- Ensures the child's voice is represented
- Advocates for the child's needs, especially where SEND is a factor
- Ensures actions from meetings are completed

- Maintains accurate records of all multi-agency involvement

Staff Responsibilities in Multi-Agency Work

All staff must:

- Share concerns with the DSL promptly
- Provide factual information when requested
- Attend meetings when appropriate
- Follow agreed actions
- Maintain confidentiality

Staff do not contact external agencies directly unless instructed by the DSL/DDSL.

SEND and Multi-Agency Collaboration

For children with SEND, multi-agency working is essential. This ensures safeguarding decisions consider communication needs, sensory profiles, and developmental stages.

We collaborate with:

- Speech and language therapists
- Occupational therapists
- Educational psychologists
- Social workers
- CAMHS
- Residential care teams

Curriculum & Preventative Education

Safeguarding is not only reactive — it is preventative. At The Guild Hall School, we embed safeguarding into our curriculum, daily routines, and school culture. We teach children how to stay safe, recognise unsafe situations, and seek help using communication methods that work for them.

Filtering, Monitoring and Digital Safeguarding

The Guild Hall School uses robust filtering and monitoring systems to protect pupils from harmful online content, grooming, exploitation, and cybercrime. These systems are reviewed regularly to ensure they meet DfE Online Safety Standards (2026).

All digital activity is monitored, and alerts are reviewed by the DSL. Online incidents are logged, investigated, and escalated where necessary. Staff receive annual training on digital safeguarding, emerging online risks, and how to respond to online harm.

Pupils are taught safe online behaviours through adapted PSHE, visual supports, and SEND-appropriate resources.

Our preventative education is:

- Trauma-informed
- SEND-adapted
- Values-driven
- Practical and accessible
- Aligned with KCSIE and the RSHE curriculum

What We Teach

We teach pupils about:

- Personal safety and boundaries
- Trusted adults and help-seeking
- Safe and unsafe touch
- Online safety and digital citizenship
- Healthy friendships and relationships
- Emotional regulation and recognising feelings
- Bullying and child-on-child abuse
- Consent (in an age-appropriate, SEND-appropriate way)
- Protective behaviours
- Understanding privacy and body autonomy

Learning is delivered through:

- PSHE
- Social stories
- Visual supports
- Role-play
- AAC-supported lessons
- Small-group and 1:1 sessions

Online Safety Education

We teach pupils:

- How to stay safe online
- How to recognise unsafe content
- How to report concerns
- How to manage online interactions
- How to understand misinformation and digital risks

This is reinforced through:

- Assemblies
- Classroom displays
- Visual reminders
- Parent workshops

Staff Training and Modelling

Children learn best through relationships. Preventative education is strengthened by:

- Staff modelling respectful, safe behaviour
- Staff using consistent language around safety
- Staff reinforcing boundaries and consent
- Staff teaching emotional literacy throughout the day

Working with Families

We support families by offering:

- Workshops
- Resources
- Pastoral Home School Support
- Visual guides
- Advice on online safety
- Support with routines, regulation, and communication

Policy Review

Safeguarding is dynamic. Policies, procedures, and practices must evolve in response to:

- Changes in legislation
- Updates to KCSIE
- Local authority guidance
- Learning from safeguarding cases
- Feedback from staff, pupils, and families
- Internal audits and external reviews

Annual Review

This Child Protection Policy is reviewed:

- Annually
- Following any significant safeguarding incident
- When statutory guidance changes
- When Staffordshire updates local procedures

The review is led by:

- The DSL/DDSL
- The Headteacher
- Director of Education

Ongoing Monitoring

Throughout the year, the DSL:

- Monitors safeguarding records
- Reviews patterns and emerging risks
- Evaluates the effectiveness of Early Help
- Ensures training is up to date
- Conducts safeguarding audits
- Updates staff on changes in guidance

Staff Voice and Pupil Voice

To ensure that safeguarding remains responsive and relational we gather feedback from:

- Staff (training, confidence, clarity of procedures)
- Pupils (using AAC, symbols, or adapted methods)
- Families (accessibility, communication, support)

Governance Oversight (EHT / Director of Education)

Effective governance ensures accountability and strategic oversight. The governing body receives:

- Termly safeguarding reports
- Updates on training, referrals, and patterns
- Outcomes of audits
- Policy updates

Safeguarding Culture at The Guild Hall School

Safeguarding is not a standalone policy — it is the culture that shapes every interaction, every decision, and every relationship in our school. Our safeguarding culture is built on:

- Professional curiosity
- Kindness and respect
- Trauma-informed practice

- SEND-aware approaches
- High expectations of ourselves and each other
- A commitment to listening to children in all the ways they communicate

We expect all staff to model our values and uphold the highest standards of professional behaviour.

Staff Training and Induction

All staff receive safeguarding training that is:

- Updated annually
- Aligned with KCSIE 2026
- Specific to Staffordshire's local procedures
- Tailored to the needs of our SEND learners

Staff receive training on:

- Recognising abuse
- Child-on-child harm
- Online safety
- Exploitation (CSE/CCE)
- Early Help and thresholds
- Reporting concerns
- Low-level concerns
- Safer working practice
- Trauma-informed approaches
- Communication strategies for non-verbal pupils
- AI-related safeguarding risks
- Mental health safeguarding
- Updated Prevent Duty
- Filtering and monitoring systems
- SEND-specific safeguarding vulnerabilities
- Online sexual harm and deepfake risks

New staff receive safeguarding induction before they begin working with children.

Safer Working Practice

We follow the guidance in Safer Working Practice for Adults Working with Children in Education Settings. All adults working at The Guild Hall School must:

- Maintain professional boundaries
- Use appropriate language and behaviour
- Follow the Schools lone working policy when working with a child alone
- Follow the Intimate Care Policy
- Use mobile phones and technology safely
- Report any boundary concerns immediately
- Model respectful, safe interactions

Safer Recruitment

The Guild Hall School follows updated safer recruitment guidance, including online checks, social media screening, and updated DBS filtering rules.

The Single Central Record (SCR) is maintained in line with statutory requirements and reviewed regularly by the DSL and proprietor.

Online Safety Responsibilities

Online safety is part of safeguarding and is taught explicitly and reinforced daily.

Staff must:

- Model safe online behaviour
- Report online concerns immediately
- Support pupils to use technology safely
- Follow filtering and monitoring procedures
- Use school devices appropriately
- Never communicate with pupils on personal accounts

Safeguarding in the Curriculum

Safeguarding themes are woven through:

- PSHE
- RSHE
- Computing
- Communication sessions
- Social stories
- Visual supports
- Emotional regulation work

Children learn:

- How to stay safe
- How to recognise unsafe situations
- How to ask for help
- How to understand boundaries
- How to navigate friendships
- How to stay safe online

Safe Use of School Premises

The physical environment supports emotional and relational safety too. We ensure the school environment is safe by:

- Controlling access to the site
- Ensuring visitors sign in and wear ID
- Supervising contractors
- Maintaining safe physical spaces
- Conducting regular risk assessments
- Ensuring safe arrival and departure procedures

Whistleblowing

We follow our Whistleblowing Policy, which protects staff who speak up in good faith. Staff must feel safe to raise concerns about:

- Unsafe practice
- Poor safeguarding decisions
- Organisational failings
- Concerns about adults

Linked Policies

This Child Protection Policy should be read alongside:

- Safeguarding & Child Protection Suite
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- Filtering & Monitoring Policy
- Low-Level Concerns Policy
- Safer Recruitment Policy
- Whistleblowing Policy
- SEND Policy
- Intimate Care Policy
- Positive Handling Policy
- Attendance & CME Policy
- Staff Code of Conduct

These policies work together to create a comprehensive safeguarding system.

Approval and Review

This policy is:

- Approved by the Directors of Bayleaf Education and the Proprietor Body.
- Reviewed annually
- Updated in response to statutory changes
- Informed by Staffordshire's safeguarding procedures
- Evaluated through audits, staff feedback, and pupil voice