

Safeguarding Policy

1 INTRODUCTION

1.1 It is essential that everyone working in a school or college understands their safeguarding responsibilities. All those who come into contact with children and families have a role to play in ensuring that children and young people are safe from abuse, neglect, exploitation, and harm. At TAS, we are committed to safeguarding children and aim to create a culture of vigilance. All staff must ensure that any decisions made are in the best interests of the child. ([Indicators of Abuse and Neglect paragraph 24.](#))

1.2 Our pupils' welfare is our paramount concern. We will ensure that our school safeguards and promotes the welfare of pupils, working collaboratively with agencies to ensure that our school has adequate arrangements to identify, assess, and support children who are suffering or where significant harm is suggested. [Home - Greenwich Safeguarding Children Partnership.](#) [Home- Lewisham Safeguarding Children Partnership.](#) [Home – Bexley Safeguarding Children Partnership.](#) [Home - Kent Safeguarding Children Multi-Agency Partnership](#)

1.3 Our school is a community, and all those directly connected—staff members, parents, families, pupils and **visitors** play an essential role in making it safe and secure for everyone.

1.4 This procedure document provides the foundation for **effective** safeguarding practice within our school and should be followed by all. All documents are aligned with relevant national procedures and reflect what the partnership considers safe and professional practice in this context.

2. OUR ETHOS

2.1 We believe that TAS should provide a caring, positive, safe, and stimulating environment that promotes the social, physical, spiritual, and moral development of each child, enabling all children to thrive.

2.2 As a school:

- We recognise the importance of providing an environment within our school that helps children feel safe and respected.
- We recognise the importance of enabling children to express themselves openly and feel confident that they will be listened to.
- We recognise that both mental and physical health are relevant to safeguarding and the welfare of children.

2.3 We recognise that all adults within the school, including permanent, supply staff, temporary staff, **visitors** and parents, have a full and active part to play in:

- **Protecting** children from maltreatment.
- **Preventing** the impairment of children's mental and physical health or development.

- **Ensuring** that children grow up in circumstances consistent with the provision of safe and effective care.
- **Taking action** to enable all children to have the best outcomes and protect our pupils from harm.

2.4 We will work proactively with parents to build a solid understanding of the school's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

3. SCOPE

3.1 In line with the law, this policy defines a child as anyone under the age of 18 years, but in the case of SEN (Special Educational Needs), it is up to 25 years of age.

3.2 This policy applies to all members of staff in our school **community including all staff, permanent or temporary, visitors – including contractors and parents.**

4. THE LEGAL FRAMEWORK

4.1 [Section 175 of the Education Act 2002](#) places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make the necessary arrangements for ensuring that their functions related to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school. [Section 157](#) of the same Act places a similar duty on non-maintained and independent schools, including free schools and academies.

4.2 Under [Section 10 of the Children Act 2004](#), all maintained schools, further education colleges, and independent schools, including free schools and academies, are required to cooperate with the local authority to improve the well-being of children in the local authority area.

4.3 Under [Section 14B of the Children Act 2004](#), the Local Safeguarding Children Board can require a school or further education institution to supply information to perform its functions. This must be complied with.

4.4 This policy has been developed in accordance with the following statutory guidance and local safeguarding procedures:

- [*Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, December 2023*](#)
- [*Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2025*](#)

5. ROLES AND RESPONSIBILITIES

5.1 [*Keeping Children Safe in Education \(KCSIE\) September 2025*](#) is the statutory safeguarding guidance that all staff **must read and understand Part 1 of this document.** All safeguarding arrangements at TAS are implemented in accordance with this guidance.

5.2 The school's Designated Safeguarding Lead (DSL) holds overall responsibility for safeguarding Anna Coulstock. Furthermore, we have a deputy designated safeguarding lead(s), Toyin Keshiro, Chike Montaya, Mariam Green Ssebaduka ensuring there is always appropriate cover for this role. (Please go to Appendix 1 at the end of this document).

The Designated Safeguarding Lead will be on our school's leadership team, and their role as Designated Safeguarding Lead (and the deputy) will be explicit in their job description. This person should have the appropriate authority and be given the time, funding, training, resources, and support to provide advice and support to other staff on child welfare and safeguarding matters, to take part in strategy discussions and inter-agency meetings—and/or to support other staff to do so—and to contribute to the assessment of children. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns ([KCSIE, 2025, relevant paragraphs & Annex C](#))

5.3 The case manager for dealing with allegations of abuse made against school staff members is the Headteacher. The case manager for dealing with allegations against the Headteacher is the CEO.

5.4 The Headteacher will ensure that the policies and procedures are fully implemented, and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities. All staff and other adults are clear about procedures when they are concerned about the safety of a child, including if children are missing from education. Please see the DfE document [Children Missing Education: Statutory guidance for local authorities](#).

5.6 At TAS, all staff members, agency staff and external providers know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse, and what to do if they are concerned about a child. They are aware that behaviours and physical signs are linked to behaviours that put children in danger.

Furthermore, all staff should know what to do if a child tells them they are being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff are fully aware that they should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. Safeguarding issues can manifest themselves via child-on-child abuse. This may include but is not limited to bullying (including cyberbullying), gender-based violence/sexual harassment, sexual violence and assaults, harmful sexual behaviour, and sexting. Staff should recognise that children can abuse their peers.

5.7 Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing. [DfE guidance, embedded in Part 5 of Keeping Children Safe in Education](#), situates sexual violence, sexual harassment, and harmful sexual behaviour in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. Advice about responding and reporting sexual harassment in schools, colleges, and educational settings is outlined in [Part 5 of Keeping Children Safe in Education 2023, Pages 117-126](#)



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It should be recognised that these issues are likely to occur, and schools should have procedures in place to deal with them. Groups at particular risk include girls, students who identify as Lesbian, Gay, Bisexual, Transgender+ (LGBT+), or are perceived by peers to be LGBT+, and pupils with SEND. We recognise that these children can be targeted by other children, so it is vital our school provides a safe space for these children to speak out and share their concerns with members of staff. Pupils are protected from up-skirting, bullying (including cyberbullying), homophobic, biphobic, and transphobic behaviour, racism, sexism, and all other forms of discrimination.

Staff are familiar with the [Equality Act 2010](#) and the [Public Sector Equality Duty \(PSED\)](#), as well as the [Human Rights Act 1998](#) and recent reforms to the Act, and how they apply to safeguarding. This is facilitated through Safeguarding meeting updates.

At TAS, we recognise the importance of recording incidents across the full spectrum of sexual violence, sexual harassment, and harmful sexual behaviours. This helps us understand the scale of the problem within our school and make appropriate plans to address and reduce it.

All designated safeguarding leads should be familiar with the full guidance from the UK Council for Internet Safety (UKCIS), [Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People](#).

Our school acknowledges the need to treat everyone equally, with fairness, dignity, and respect. Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect. We also have a statutory duty to report and record any of the incidents mentioned above.

Children may not feel ready or know how to tell someone they are being abused, exploited, harmed, or neglected, but this should not prevent staff from having a '[professional curiosity](#)' and speaking to the DSL.

All such incidents will be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with our setting's Safeguarding Policy.

All staff are aware that if children are concerned about something, they can contact the [NSPCC helpline Report Abuse in Education](#) on 0800 136 663 or email help@nspcc.org.uk. This is a bespoke helpline for children and young people who have experienced abuse at school, as well as for worried adults and professionals in need of support and guidance.

5.8 There is a Digital Safety policy, which covers the use of mobile phones, cameras, and other digital recording devices such as iPads. For online safety, the policy includes guidelines for children accessing the internet while at school using data on their phones (3G or 4G networks). The policy reinforces the importance of online safety, including making parents aware of what the school asks children to do online (e.g., sites they need to visit or individuals they will be interacting with online).

At TAS, we provide regular safeguarding training for all staff as part of the ongoing safeguarding offer. This training is also covered during staff induction. We will review the DfE Filtering and Monitoring Standards, which can be found in the document [Meeting Digital Technology Standards in Schools and Colleges \(last updated March 2023\)](#) and discuss with IT staff and service providers what more needs to be done to meet all the standards in our setting ([see KCSIE 2025, para 126 for further information](#)).

At TAS, the Senior Leadership Team (SLT) and relevant staff have an awareness and understanding of the provisions in place, manage them effectively, and know how to escalate concerns when identified.

6 SUPPORTING CHILDREN

6.1 At TAS, we recognise that children who are abused or witness violence (Domestic Abuse) are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. We also acknowledge that children who witness domestic abuse are victims themselves, that witnessing domestic abuse can have a lasting impact on children, and that children can be victims in their own relationships too. Please refer to the Government guidance on [Domestic Abuse: How to Get Help](#).

We understand that children may feel helpless, humiliated, and, in some situations, blame themselves. Our school may be the only stable, secure, and predictable element in their lives, so it is essential that indicators are identified and responded to appropriately. All members of staff will be clear on the procedures for reporting, recording, and referring any concerns.

6.2 We acknowledge that the behaviour of a child in these circumstances may range from what is perceived to be normal to aggressive or withdrawn.

6.3 Our school will support all pupils by:

- Ensuring the curriculum includes social and emotional aspects of learning. Through PSHE, RSHE (Relationship, Sex, and Health Education), and other curriculum contexts, pupils are encouraged to talk about feelings, deal assertively with pressures, be listened to, and know whom they can turn to for help and advice.
- Providing pupils with a range of appropriate adults to approach if they are in difficulties and ensuring that pupils are taught about safeguarding so that they can recognise when they are at risk and know how to get help when they need it.
- Supporting the child's development in ways that foster security, confidence, and independence while encouraging the development of self-esteem and self-assertiveness without condoning aggression or bullying.
- Ensuring a comprehensive curriculum response to online safety, enabling children and parents to learn about the risks of modern technologies and social media and use these responsibly, in addition to meeting [Relationship, Sex, and Health Education \(RSHE\)](#) requirements as outlined in Government Guidance.
- Liaising and working together with other support services and agencies involved in safeguarding children, including addressing the impact of domestic abuse ([Domestic Abuse – Statutory Guidance July 2022](#)).
- Ensuring that the curriculum helps children stay safe, recognise when they do not feel safe, and identify whom they can talk to, while also supporting young people to become more resilient to inappropriate behaviours, risk-taking behaviours, and behaviours that children may be coerced into,

including sexual harassment, peer-on-peer abuse, 'sexting,' and the display of 'Harmful Sexualized Behaviour' (see [Centre of Expertise on Child Sexual Abuse](#)).

- Considering intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.
- Having a behaviour policy aimed at supporting vulnerable pupils in the school. The school will ensure that each pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse that has occurred.
- Ensuring the behaviour policy outlines measures to prevent bullying, including cyberbullying, prejudice-based bullying, and discriminatory bullying.
- Having clear procedures in place for addressing and minimising the risk of child-on-child abuse, including harmful sexual behaviours, sexual violence, and sexual harassment, which are easily understood and accessible. Ensuring that training covers an understanding that children who have experienced or are experiencing sexual violence can display a wide range of behaviours, and that it is important to remain alert to the possible challenges of detecting those signs and consistently apply sensitivity to their needs.
- Playing a crucial role in preventative education and preparing pupils for life in modern Britain. We will embed a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia, and sexual violence/harassment. This will be underpinned by the school's behaviour policy, pastoral support system, and a planned program of RSHE delivered regularly, tackling issues such as boundaries, consent, body confidence, stereotyping, and sexual harassment.
- Acknowledging the importance of 'contextual safeguarding,' which considers wider environmental factors in a pupil's life that may threaten their safety and/or welfare (see [Working Together to Safeguard Children December 2023](#) and [Keeping Children Safe in Education 2025](#)).
- Liaising with a range of Early Help agencies that support our pupils' needs, such as Health Services, Greenwich Social Care, Child and Adolescent Mental Health Services, Education Welfare Services, Special Educational Support Services, Youth Services, and the Educational Psychology Service.
- Ensuring that when a pupil who is the subject of a Child Protection (CP) Plan leaves, their information is transferred to the new school within FIVE DAYS as is expected for all in-year leavers, and ensuring that the child's Social Worker is aware of the child's plan to move and is informed when they have left the school.
- Alerting the authority if aware of any child being looked after under a Private Fostering arrangement and being vigilant in identifying any private fostering arrangement upon admission to the school and at other times.
- Acknowledging that a child that is looked after (LAC) or has been previously looked after by the Local Authority potentially remains vulnerable and ensuring that all staff have the skills, knowledge, and understanding to keep LAC and children who were previously looked after safe. TAS will ensure



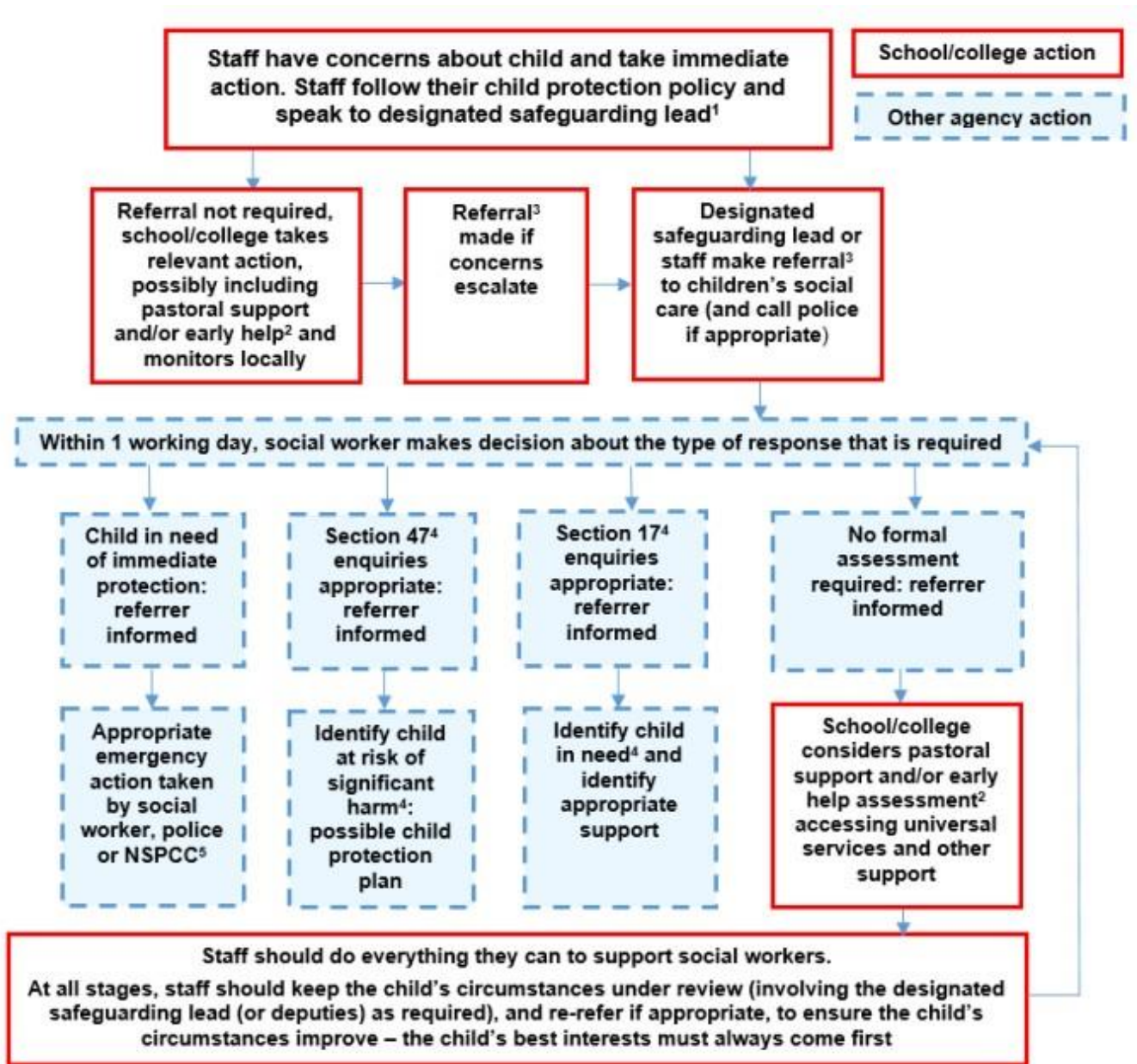
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that all agencies work together, and that prompt action is taken in response to any safeguarding concerns, especially for children, who are a particularly vulnerable group.

- Carefully considering the risks of carrying out physical restraint within our setting, ensuring key staff members are appropriately trained, and that our positive handling policy is understood and consistently applied.
- Ensuring that sanctions applied due to behaviour incidents involving children with special educational needs and disabilities (SEND) are appropriate and that the additional vulnerability of this group is considered (**see guidance: [Reducing the Need for Restraint and Restrictive Intervention – June 2019](#)**).
- Recognising that to safeguard a pupil, it may be necessary to use restraint, and yet restraint is likely to impact the child's well-being. By planning positive and proactive behaviour support, schools and colleges can reduce the occurrence of risky behaviour and the need to use restraint (**see guidance: [Use of Reasonable Force in Schools – July 2025](#)**).

7 SAFEGUARDING PROCEDURE

7.1 At TAS, we will follow a structured procedure in line with the Greenwich Safeguarding Children Partnership in cases of suspected abuse. This process reflects the flow diagram found in [Part One of Keeping Children Safe in Education 2025 \(Page 24\)](#).



7.2 In line with the procedures, the Multi Agency Safeguarding Hub will be contacted as soon as there is a significant concern.

7.3 The name of the **Designated Safeguarding Lead** is Anna Coulstock clearly advertised in the school and on the website, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.



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7.4 We will ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children by publishing the policy and procedures on our website and by referring to them in our introductory school materials.

7.5 We will refer to the NSPCC's [Reporting Abuse](#) to provide additional information for designated safeguarding leads and safeguarding teams when reporting abuse, harm, exploitation, neglect, or possible crimes.

8 DEALING WITH A DISCLOSURE MADE BY A CHILD – ADVICE FOR ALL MEMBERS OF STAFF

8.1 If a child discloses that he or she has been abused in some way, the member of staff or volunteer should consider ways to:

Receive - Listen actively, open body language, accept, non-judgmental. Use TED (tell, explain, describe)

Reassure - 'You've done the right thing by coming to me', re-assure child that you have listened and hear what they are saying; don't promise what can't be delivered

Respond - Tell what you are going to do and do it. Ensure child is ok before leaving

Report - As soon as possible, to the Designated Senior Lead (DSL) in the school / setting

Record - Vital to stick to the facts, no opinions – Think about When? Where? Who? What?

Review – Take responsibility to follow up any referral (via your DSL)

In addition, TAS ensures the following procedures are adhered to:

1. **Inform the Designated Safeguarding Lead (DSL)** without delay and follow the safeguarding process, adhering to the '10-minute rule.'
2. **The adult in question will then write up the incident on cpoms alerting all DSLs. Reports must be factual and not contain any speculation or opinion.** and pass it to the DSL.



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3. **Dealing with a Disclosure from a Child:** Handling disclosures and safeguarding issues can be stressful. We will encourage staff involved to seek support and discuss this with the DSL.
4. **Government Guidance:** Further information about what to do if you are worried that a child is being abused is available in the Government Guidance: [What to Do If You're Worried a Child Is Being Abused – Advice for Practitioners.](#)

The Role of an Appropriate Adult in Safeguarding

Police and Criminal Evidence (PACE) Act: The PACE act advises that “the role of the appropriate adult (AA) is to safeguard the rights, entitlements, and welfare of juveniles and vulnerable persons.” The AA is expected to ensure that the police are acting properly and fairly concerning a vulnerable detained person's rights and entitlements, and to help the detained person understand their rights.

The role of an AA is not restricted to specific individuals. For children and young people under 18, PACE guidance states that the AA can be a parent, guardian, or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation. See the Safeguarding Network information ['Safeguarding and the Role of the Appropriate Adult'](#) and note that the *Working with Others* section of [Annex C – Role of the Designated Safeguarding Lead within Keeping Children Safe in Education 2025](#) includes that DSLs should be “aware of the requirement for children to have an Appropriate Adult” and directs DSLs to further information in the Statutory Guidance - [PACE Code C 2019.](#)

RECORD KEEPING

8.2 All concerns, discussions, decisions made, and the reasons for those decisions will be recorded on the school's internal CPOMS system following the '10-Minute Rule Procedures' and used to capture the child's voice and daily lived experience.

8.3 We will continue to support any pupil leaving the school, about whom there have been concerns, by ensuring that all appropriate information, including safeguarding and welfare concerns, is forwarded under confidential cover to the pupil's new school as a priority.

As outlined in [Annex C of KCSIE 2025 on Page 174:](#)

“Where children leave the school or college (including in-year transfers), the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs coordinators (SENCOs) or Jo Karatti with oversight for SEND in colleges, are aware as required.”

8.4 Our school will have at least one additional emergency contact for every child, to reduce the risk of not being able to contact family members where welfare and/or safeguarding concerns are identified. ([Keeping Children Safe in Education 2025](#)).

DISCUSSING CONCERNS WITH THE FAMILY AND THE CHILD – ADVICE FOR THE DESIGNATED SAFEGUARDING LEAD (DSL) AND DEPUTY DSLs (DDSLs)

9.1 In general, we will always discuss any concerns we may have with the child's parents or carers. They need to know that we are worried about their child. However, concerns will not be discussed if we believe that this would place the child at greater risk or lead to a loss of evidence for a police investigation.

9.2 If a decision is made not to discuss concerns with the child's parents or carers, this will be recorded in the child's safeguarding records with a full explanation of the reason for this decision.

9.3 We value the importance of recording and considering the child's wishes and feelings as part of planning what action to take in relation to concerns about their welfare. Capturing the lived experience of the child is paramount to ensuring that actions remain child-centred, and that the child's lived experience is captured through their own words when possible.

9.4 When talking to children, we will take account of their age, understanding, and preferred first language, which may not be English. It is also important that we consider how a SEND child may need support in communicating.

9.5 We acknowledge that how we talk to a child will also depend on the substance and seriousness of the concerns and that we may need to seek advice from the MASH or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.

9.6 If concerns have arisen because of information shared by a child, we will ensure that the child is reassured but understands that confidentiality cannot be promised.

9.7 It is expected that concerns will be discussed with the parents and their agreement to make a referral to the MASH sought unless it is considered that this would place the child at increased risk of significant harm.

9.8 It is noted that the parents' consent is not needed to make a referral if it is considered that the child needs protection. Parents will be made aware of which organisation made the referral through the process. If parents refuse to give consent to a referral but we decide to continue, we will make this clear to the MASH.

9.9 If it is decided to refer the child without the parents' consent, this will be recorded with a full explanation of the decision.

9.10 When a referral has been made, it should be agreed with the MASH what the child and parents will be told, by whom, and when. The school, as a relevant agency, should be part of discussions with statutory safeguarding partners to agree to the levels for the different types of assessment as part of local arrangements.

MAKING A REFERRAL - If a child or young person is at risk of harm, abuse or neglect please report it to the MULTI AGENCY SAFEGUARDING HUB (MASH)



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Greenwich

Telephone: [020 8921 3172](tel:02089213172)

Email: mash-referrals@royalgreenwich.gov.uk

The online Request for Services Multi Agency Referral Form can be accessed here:

[MASH Referral Form](#)

Lewisham

Telephone: [020 8314 6660](tel:02083146660)

The online Request for Services Multi Agency Referral Form can be accessed here:

[MASH Referral Form](#)

Bexley

Telephone: [020 3045 5440](tel:02030455440)

Email: Childrensocialcare.admin@bexley.gov.uk

The online Request for Services Multi Agency Referral Form can be accessed here: [MASH](#)

[Referral Form](#)

Kent

Email

social.services@kent.gov.uk

Phone

[03000 41 11 11](tel:03000411111)

Text relay

18001 03000 41 11 11

If you have a hearing or speech impairment, [Relay UK](#) can make communication over the phone easier.

[Home - Kent Safeguarding Children Multi-Agency Partnership](#)

General Enquiries

[Worried about a child - Kent Safeguarding Children Multi-Agency Partnership](#)

In an emergency always call police on 999.

If you think there has been a crime, but it is not an emergency call 101.

10. SAFER WORKFORCE AND MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS

10.1 At TAS, we will prevent individuals who pose a risk to children from working in our school by implementing robust safer recruitment procedures. We ensure that all individuals working in any capacity at our school undergo safeguarding checks in line with [Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2025](#). In addition to obtaining the DBS (Disclosure and Barring Service) certificate, anyone appointed to carry out teaching work will require an additional check to confirm they are not prohibited from teaching.

Prohibition orders can be checked using the Teacher Services' system, available at Teacher Services. Prohibition orders are detailed in the National College for Teaching and Leadership's publication, [Teacher Misconduct: The Prohibition of Teachers \(February 2022\)](#).

10.2 We will ensure that agencies and third parties supplying staff provide evidence that they have conducted the appropriate level of safeguarding checks on individuals working in our school. The SCR must include details for all staff, including teacher trainees on salaried routes, agency, third-party, and supply staff who work at the school.

10.3 At TAS, every job description, person specification, and job advertisement will include a clear statement about the safeguarding responsibilities of the post holder. This information will also be reflected on our school website within the school information and criteria specification section. In line with the guidance in [Keeping Children Safe in Education 2025](#) and best practices in safer recruitment, we will consider conducting an online search on shortlisted candidates to identify any publicly available issues.

10.4 We ensure that at least one member of every interview panel has completed safer recruitment training within the last 3 years. Staff members who are safer recruitment trained will refresh their knowledge every one to three years.

10.5 We have a procedure in place to manage allegations against staff, supply staff, and volunteers (and to respond to low-level concerns) in accordance with the [Home - Greenwich Safeguarding Children Partnership](#), [Home- Lewisham Safeguarding Children Partnership](#), [Home – Bexley Safeguarding Children Partnership](#), [Home - Kent Safeguarding Children Multi-Agency Partnership](#) the expectations outlined in [Part 4 of Keeping Children Safe in Education - Safeguarding concerns or allegations made about staff, including supply teachers, volunteers, and contractors](#). We will communicate with the Local Authority Designated Officer (LADO) through consultations and referrals when necessary.

Managing Allegations Against Staff

Section 1: allegations that may meet the harm threshold

This section is based on ‘Section 1: Allegations that may meet the harm threshold’ in part 4 of Keeping Children Safe in Education. Amend or add to this as applicable to reflect your own approach.

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

1. Behaved in a way that has harmed a child, or may have harmed a child, and/or
2. Possibly committed a criminal offence against or related to a child, and/or
3. Behaved towards a child or children in a way that indicates they may pose a risk of harm to children, and/or
4. Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

If we’re in any doubt as to whether a concern meets the harm threshold, we will consult our local authority designated officer (LADO).

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A ‘case manager’ will lead any investigation. This will be the Headteacher or the proprietor where the headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity.

Our procedures for dealing with allegations will be applied with common sense and judgement.

If we receive an allegation of an incident happening while an individual or organisation was using the school premises to run activities for children, we will follow our safeguarding policies and procedures and inform our LADO.

Suspension of the accused until the case is resolved

Suspension of the accused will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

5. Redeployment within the school so that the individual does not have direct contact with the child or children concerned
6. Providing an assistant to be present when the individual has contact with children
7. Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
8. Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted
9. Temporarily redeploying the individual to another role in a different location, for example to an alternative school.

If in doubt, the case manager will seek views from the school’s personnel adviser and the designated officer at the local authority, as well as the police and local authority children’s social care where they have been involved.

Definitions for outcomes of allegation investigations



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10. **Substantiated:** there is sufficient evidence to prove the allegation
11. **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation
12. **False:** there is sufficient evidence to disprove the allegation
13. **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
14. **Unfounded:** to reflect cases where there is no evidence or proper basis that supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

15. Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
16. Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or local authority children's social care services. (The case manager may, on occasion, consider it necessary to involve the police before consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
17. Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or local authority children's social care services, where necessary). Where the police and/or local authority children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
18. Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or local authority children's social care services, as appropriate
19. Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to local authority children's social care
20. **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
21. **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer



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what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation

22. **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or local authority children's social care services as appropriate
23. Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. When a staff member requires support, it is important that they are directed to a service that is confidential, professionally managed, and able to provide meaningful assistance

The employee will be signposted to the Employee assistance programme. Health Assured is our **Employee Assistance Programme (EAP)**. It is a confidential, professionally managed support service that the organisation provides for all staff.

For clarity, the programme provides access to:

- **24/7 confidential counselling support**
- **A helpline for emotional and wellbeing support**
- **Legal and financial advice**
- **Medical information services**
- **Managerial guidance** for supporting staff wellbeing
- Access to an **online wellbeing portal and resources**
- This service is designed to support staff during times when they may feel overwhelmed, stressed, or simply in need of professional guidance. It is confidential, quality assured, and available to all employees.
- **Next steps**
- The online portal can be accessed via:
- [HEALTH ASSURED](#)
- Organisation Code: **MHA278061**

24. Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with local authority children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
25. Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)

26. Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made. If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply teachers and all contracted staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.

41. We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome
42. The governing board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation
43. We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required
44. We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

45. Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week
46. If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days
47. If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.



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Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or local authority children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated, unfounded, false or malicious reports

If a report is:

48. Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to local authority children's social care may be appropriate
49. Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Unsubstantiated, unfounded, false or malicious allegations

If an allegation is:

50. Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to local authority children's social care may be appropriate
51. Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality and information sharing

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, police and local authority children's social care services, as appropriate, to agree:

52. Who needs to know about the allegation and what information can be shared
53. How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality

54. What, if any, information can be reasonably given to the wider community to reduce speculation
55. How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

56. A clear and comprehensive summary of the allegation
57. Details of how the allegation was followed up and resolved
58. Notes of any action taken, decisions reached and the outcome
59. A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with local authority children's social care or the police as appropriate.

We will retain all records at least until the accused individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

60. Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations that have all been found to be false, unfounded, unsubstantiated or malicious
61. Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons

After any cases where the allegations are substantiated, the case manager will review the circumstances of the case with the LADO to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

62. Issues arising from the decision to suspend the member of staff
63. The duration of the suspension
64. Whether or not the suspension was justified
65. The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.



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Non-recent allegations

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

Section 2: concerns that do not meet the harm threshold

The section is based on 'Section 2: Concerns that do not meet the harm threshold' in part 4 of Keeping Children Safe in Education. Amend or add to this as applicable to reflect your own approach.

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- 66. Suspicion
- 67. Complaint
- 68. Safeguarding concern or allegation from another member of staff
- 69. Disclosure made by a child, parent or other adult within or outside the school
- 70. Pre-employment vetting checks

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

Definition of low-level concerns

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:

- 71. Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- 72. Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

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

- 73. Being overly friendly with children
- 74. Having favourites
- 75. Taking photographs of children on their mobile phone
- 76. Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- 77. Humiliating pupils

Sharing low-level concerns

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.

We will create this culture by:

78. Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
79. Empowering staff to share any low-level concerns as per section 7.7 of this policy
80. Empowering staff to self-refer
81. Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
82. Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
83. Helping to identify any weakness in the school's safeguarding system

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

84. Directly to the person who raised the concern, unless it has been raised anonymously
85. To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's Managing Allegations Policy. The headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

Record keeping

All low-level concerns will be recorded in writing. 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 action taken.

Records will be:

86. Kept confidential, held securely and comply with the Data Protection Act 2018 and the UK GDPR
87. Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harm threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
88. Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

89. The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
90. The concern (or group of concerns) relates to issues that would ordinarily be included in a reference, such as misconduct or poor performance

10.6 For supply teachers, we will address all allegations against individuals not directly employed by the school, where disciplinary procedures may not fully apply (e.g., supply teachers provided by an employment agency). We will ensure that allegations are handled properly and maintain communication with the supply agency and Local Authority Designated Officer (LADO) throughout the investigation.

10.7 We have an agreed staff Code of Conduct policy that complies with 'Safer Working Practices,' covering acceptable use of technology, staff/pupil relationships, low-level concerns, and communications, including the use of social media.

10.8 We will ensure that written confirmation is received from the employment business supplying agency and third-party supply staff, demonstrating that the relevant checks have been conducted and the appropriate certificates obtained. This written confirmation should include the date of receipt and whether an enhanced DBS certificate check has been provided.

Further guidance can be accessed through the Safer Recruitment Consortium document: [Guidance for Safer Working Practice for Those Working with Children and Young People in Education Settings \(February 2022\)](#).

11. STAFF INDUCTION, TRAINING, AND DEVELOPMENT

11.1 At TAS, all new staff members, including early career teachers (formerly newly qualified teachers) and teaching assistants/support staff, will receive an induction that includes basic safeguarding training. This training covers recognising signs of abuse, responding to concerns, online safety (including roles and responsibilities related to filtering and monitoring systems within our setting), and familiarisation with the safeguarding policy, staff code of conduct, [Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges](#), and other related policies.

11.2 The induction will be tailored to the roles and responsibilities of staff members roles and responsibilities.

11.3 All Designated Safeguarding Leads (DSLs) will undergo updated DSL safeguarding training every two years. DSLs should complete Prevent awareness training and incorporate an understanding of the Prevent Duty into the training programs they deliver to staff each academic year.

11.4 All staff members will undergo face-to-face whole-school training, which will be regularly updated and conducted annually. All staff will have access to multi-agency safeguarding training and e-learning through [\(Greenwich Safeguarding Children Partnership Training\)](#) [\(Lewisham Safeguarding Children Partnership Training\)](#) [\(Bexley Safeguarding Children Partnership Training\)](#) and Kent county council.

11.5 Staff members who miss the whole-school training will be required to complete alternative relevant training to compensate, such as reviewing the presentation provided on the internal school intranet or participating in an online training session.

11.6 We will ensure that staff provided by other agencies and third parties, such as supply teachers and contractors, have received appropriate safeguarding training relevant to their roles before starting work. They will have the opportunity to participate in whole-school training if it occurs during their period of employment at the school.

11.7 The Designated Safeguarding Lead will provide safeguarding briefings at key meetings throughout the school year to maintain a continuous focus on safeguarding. The DSL will also update school staff on any changes to safeguarding legislation, procedures, and relevant learning from Safeguarding Practice Reviews (CSPRs) in line with *Working Together 2018*. These briefings will occur annually or more frequently as necessary.

11.8 The school will maintain accurate and up-to-date records of staff induction and training.

12. CONFIDENTIALITY, CONSENT, AND INFORMATION SHARING

12.1 At TAS, we recognise that all matters relating to safeguarding are confidential.

12.2 The Headteacher or the Designated Safeguarding Lead will disclose information about a pupil to other staff members on a need-to-know basis only.

12.3 All staff members must understand that they cannot promise a child to keep key information secret if it could compromise the child's safety or well-being.

12.4 All staff members have a professional responsibility to share information with other agencies to safeguard children.

12.5 All staff members who interact with children will receive appropriate training to understand the purpose of information sharing to safeguard and promote children's welfare.

12.6 We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when it is permissible to share information without consent.

12.7 Staff should not assume that a colleague or another professional will act and share information that might be critical for keeping children safe. Early information sharing is vital for effective identification, assessment, and service provision. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents, and Carers](#) supports staff making decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations regarding the [Data Protection Act 2018](#) and General Data Protection Regulation (GDPR). Staff should consult the Designated Safeguarding Lead or a deputy if in doubt about sharing information. Concerns about sharing information should not hinder the safeguarding and welfare of children. [\(KCSIE 2025 – Pg 19, Paragraph 55\)](#) [\(KSCIE 2025 – Pg 28, Paragraph 92\)](#)

13. INTER-AGENCY WORKING

13.1 At TAS, we will develop and promote effective working relationships with other agencies, including those providing early help services to children, the police, and Children's Social Care. Early help means



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providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. For more information on Early Help, click: [Early Help and Prevention: Greenwich Safeguarding Children Partnership](#). [Early Help: Lewisham Safeguarding Children Partnership](#). [Early Help: Bexley Safeguarding Children Partnership](#). Kent county council. Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who: [\(please see list on KCSIE 2025 paragraph 18 page 10\)](#).

13.2 We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences, core groups, CIN (Child in Need) meetings, PEP (Personal Education Plan) meetings, and TAC & TAF (Team Around the Child & Team Around the Family) meetings. We will ensure that up-to-date and thoughtful information is provided and considered in relation to individual children.

13.3 We will participate in Child Safeguarding Practice Reviews (CSPRs), other reviews, and file audits as required by the [Home - Greenwich Safeguarding Children Partnership](#). [Home- Lewisham Safeguarding Children Partnership](#). [Home – Bexley Safeguarding Children Partnership](#), Kent county council . We will ensure that we have a clear process for gathering the evidence required for reviews and audits, embedding recommendations into practice, and completing required actions within agreed timescales.

14. CONTRACTORS, SERVICE AND ACTIVITY PROVIDERS, AND WORK PLACEMENT PROVIDERS

14.1 We will ensure that contractors and providers are aware of our school's safeguarding policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.

14.2 We will seek assurance that employees and volunteers provided by these organizations and working with our children have been subjected to the appropriate level of safeguarding checks in line with [Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, 2025](#). If assurance is not obtained, permission to work with our children or use our school premises may be refused.

14.3 When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

14.5 Schools and colleges may receive allegations related to incidents that occurred when an individual or organisation was working on their premises or with their students.

15. ORGANISATIONS OR INDIVIDUALS USING SCHOOL PREMISES

15.1 We will follow our safeguarding policies and procedures, as with any safeguarding allegation, including informing the Local Authority Designated Officer (LADO), if we receive an allegation relating to an incident that occurred when an individual or organisation used our school premises for activities involving children. This applies to any community group, sports association, or service provider that runs extracurricular activities on our school site.

16. WHISTLE-BLOWING AND COMPLAINTS

16.1 At TAS, we recognize that children cannot be expected to raise concerns in an environment where staff members fail to do so. Our school Whistle Blowing policy is available on our website.

16.2 We will refer to the [Whistleblowing: Guidance for Employers and Code of Practice](#) for further information and note that the Whistleblowing Advice Line is available for all workers at 0800 028 0285 or via email at help@nspcc.org.uk.

16.3 We will ensure that all staff members are aware of their duty to raise concerns about the management of Safeguarding, including the attitudes or actions of colleagues. If necessary, they will speak with the headteacher, CEO, Proprietress or the Local Authority Designated Officer (LADO).

16.4 We have a clear reporting procedure for children, parents, and others to report concerns or complaints, including abusive or poor practices. We also acknowledge that low-level concerns can arise in several ways, such as suspicion, complaints, or disclosures. Procedures are in place for the confidential sharing and handling of low-level concerns.

16.5 We will actively seek the views of children, parents, carers, and staff members on our safeguarding arrangements through surveys, questionnaires, and other means.

17. SITE SECURITY

17.1 At TAS, all staff members have a responsibility to ensure our buildings and grounds are secure and will be made aware of their responsibilities regarding reporting any concerns that may arise.

17.2 We will check the identity of all visitors and volunteers entering the school. Visitors are expected to sign in and out in the office visitors' log and display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

17.3 The school will not tolerate any behaviour from any individual, parent, or anyone else that threatens school security or makes others, whether child or adult, feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

18. QUALITY ASSURANCE

18.1 At TAS, we will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures.

18.2 At intervals, we will consider participating in a safeguarding review and will identify areas for development within school improvement plans as identified by the school leadership team.

18.3 The school's senior management will ensure that any deficiencies and weaknesses identified in child protection arrangements are addressed without delay.



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19. POLICY REVIEW

19.1 This policy and the accompanying procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle.

19.2 The Designated Safeguarding Lead will ensure that staff members, including volunteers and sessional workers, are made aware of any amendments to policies and procedures.

19.3 Additional updates to the safeguarding policy and appendices will be made as needed.

Updated March 2026

To be reviewed March 2027