Safeguarding and Child Protection Policy

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This policy has been updated using the Achieving for Children Model Child Protection Policy for Schools 2026–2027, last updated 31 July 2026, and incorporates Grey Court-specific safeguarding arrangements and priorities provided in the school's September 2026 whole-staff safeguarding training.

CONTENTS

1. STATEMENT OF INTENT 3
2. AIMS OF THE POLICY 4
3. DEFINITIONS 4
4. KEY CONTACT INFORMATION 5
5. LEGISLATIONS AND STATUTORY GUIDANCE
6. ROLES AND RESPONSIBILITIES 6
Governing Body / Board of Trustees 6
Headteacher 6
Designated Safeguarding Lead 7
Deputy DSLs 7
All school staff 7
7. MANAGING SAFEGUARDING CONCERNS ABOUT A CHILD 8
7.1 Identifying a child who may need support or protection 8
7.2 Responding to a concern or disclosure 8
7.3 Reporting and thresholds 8
7.4 Information sharing and confidentiality 9
7.5 Record keeping 9
7.6 Female Genital Mutilation (FGM) 9
7.7 Prevent, extremism and radicalisation 9
7.8 Mental health 9
7.9 Child-on-child abuse 9
7.10 Harmful sexual behaviour, sexual harassment and sexual violence 10
7.11 Nudes and semi-nudes, including AI-generated imagery 10
8. SPECIFIC SAFEGUARDING CONSIDERATIONS 11
8.1 Children who are gender questioning 12
9. GREY COURT SAFEGUARDING PRIORITIES FOR 2026–2027 13
10. ONLINE SAFETY AND THE USE OF SMART DEVICES 13
Filtering and monitoring 13
Mobile phones and smart technology 14
Generative AI and cyber security 14
11. ADULTS WHO WORK WITH CHILDREN OR AT GREY COURT 14
11.1 Safer recruitment 14
11.2 Concerns and allegations about adults 14
11.3 Trainee teachers, volunteers, contractors and third parties 15
12. WHISTLEBLOWING 15
13. SITE SAFETY 15
14. TRAINING 15
15. TEACHING AND LEARNING 16
16. REVIEWING SAFEGUARDING PROCESSES 16
17. RELATED POLICIES 16
Appendix A. Flowchart: responding to a concern about a child 17

Appendix B. Staff safeguarding quick reference.....18

1. STATEMENT OF INTENT

Grey Court School has a duty to keep children safe. This includes protecting children from harm and responding effectively when we suspect or know that a child is being harmed. Children are at the centre of everything we do. We are committed to providing a welcoming, safe, respectful and inclusive environment in which every child can learn, belong and speak out.

Safeguarding is everyone's responsibility. All adults working in or for Grey Court are expected to act in the best interests of children, to remain professionally curious, to listen to children and to report concerns promptly.

2. AIMS OF THE POLICY

- Do all we can to prevent children from coming to harm.
- Provide high-quality safeguarding training so staff can recognise abuse, neglect and exploitation and know how to respond.
- Create a culture in which children feel safe to speak to trusted adults and know that their concerns will be taken seriously.
- Listen to children's wishes and feelings and take them into account in safeguarding decisions.
- Share information promptly and lawfully with those who need it to safeguard children.
- Work effectively with parents/carers and safeguarding partners where it is safe and appropriate to do so.
- Learn from concerns, incidents, student voice and safeguarding data to improve practice.

3. DEFINITIONS

Safeguarding: The process for protecting children from harm and abuse, whether within or outside the home or online. It includes providing help and support when problems emerge, taking action to achieve the best outcomes and preventing barriers to children's mental and physical health or development.

Child protection: The processes carried out to protect children who have been identified as suffering, or being at risk of suffering, significant harm.

Staff: All those working for or on behalf of Grey Court, full-time or part-time, temporary or permanent, paid or voluntary. This includes employees, contractors, volunteers, governors/trustees, supply staff and self-employed staff.

Safeguarding team: The DSL and deputy DSLs collectively. The DSL has lead responsibility for safeguarding and child protection, including online safety.

Child: Anyone under the age of 18.

Parent: Birth parents or another adult in a parenting role, including guardians, step-parents, foster carers and adoptive parents.

Family Help: The targeted early help level of support available through the local authority for families with multiple and/or complex needs. Grey Court will also use community-based early help support where appropriate.

Professional curiosity: An active, respectful willingness to look beyond the first explanation, notice patterns and ask whether a child's behaviour, attendance, presentation or circumstances may indicate unmet need or harm.

Grey Court's safeguarding arrangements align with the Kingston and Richmond Safeguarding Children Partnership (KRSCP), the London Child Protection Procedures and Practice Guidance, and local Achieving for Children arrangements.

4. KEY CONTACT INFORMATION

Grey Court's Safeguarding Team is led by the Designated Safeguarding Lead, Vicki Price, Associate Headteacher (vprice@greycourt.org.uk) and the Deputy Designated Safeguarding Lead Sharon Mercer(smercer@greycourt.org.uk) , Director of Wellbeing, the Deputy Designated Safeguarding Lead for KS3, Gerry Kisby(gkisby@greycourt.org.uk) and the Deputy Designated Safeguarding Lead for KS4, Carly Ilett(cilett@greycourt.org.uk). They are supported by highly trained Pastoral and Safeguarding Support Officers and the in -school Family Support Worker, Fiona McDonnell (fmcdonnell@greycourt.org.uk) The link Governor for safeguarding is Liz Rowley (erowley@greycourt.org.uk).

Grey Court Safeguarding email	**dsl@greycourt.org.uk**

Children's Services

Achieving for Children (AfC) single point of access (SPA)
Anyone can tell SPA about a child, young person or parent/carer who needs support in the boroughs of Kingston and Richmond. This could be a concern about how the child is developing, issues that the parent or carer is experiencing, or you suspect a child is being neglected or subjected to physical, sexual, or emotional abuse.

SPA can be contacted on the Single Point of Access (SPA) website.

If a child is in **immediate danger**, the police should be contacted on 999.

If it is not an emergency, but there is a concern that a child is at risk, SPA should be contacted by phone on 020 8547 5008. If it is outside of office hours and urgent, the SPA duty social worker can be spoken to on 020 8770 5000.

This government website will help identify which local council to report child abuse to and their contact details: Report child abuse to a local council - GOV.UK

Local authority designated officer (LADO)

Every local authority has a legal responsibility to have a LADO who is responsible for organising the response to concerns/allegations that an adult who works with children ***may*** have caused them or ***could*** cause them harm. They will be informed within one working day of any allegations or concerns that come to our attention. The LADO will give advice and guidance to employers, such as the DSL, headteacher and the chair of governors, to make sure that any allegation is dealt with fairly and quickly, ensuring that the child is protected effectively.

The LADO can be contacted by:

Email: LADO@achievingforchildren.org.uk
Telephone: 07774 332675
Online: LADO referral form

5. LEGISLATIONS AND STATUTORY GUIDANCE

This policy is informed by and must be read alongside current legislation and statutory guidance, including:

- Keeping Children Safe in Education (KCSIE) 2026.
- London Child Protection
- Procedures and Practice Guidance
- Children's Wellbeing and Schools Act 2026
- Crime and Policing Act 2026
- Education Act 2002
- Working Together to Safeguard Children 2026.
- Prevent duty guidance.
- The Children Act 1989
- The Human Rights Act 1998
- The Public Sector Equality Duty (PSED)
- Relevant statutory guidance concerning children looked after, children in need, attendance, alternative provision, online safety and information sharing.
- The Equality Act 2010 where relevant to safeguarding decisions. The Equality Act 2010: advice for schools advises us further.
- Data (Use and Access) Act 2025
- KRSCP's local arrangements This policy is a live statutory document and will be amended when legislation, statutory guidance or local safeguarding arrangements change.

6. ROLES AND RESPONSIBILITIES

Governing Body / Board of Trustees

- Ensure safeguarding and children's best interests, wishes and feelings are considered in school decision-making.
- Ensure there is a whole-school safeguarding approach in which online safety is embedded.
- Ensure policies, procedures and training reflect legislation and local safeguarding arrangements.
- Appoint a suitably trained DSL and ensure sufficient time, funding, training, resources and support are available.
- Appoint the safeguarding link governor/trustee and designated teacher for looked-after children.

- Ensure all staff and governors receive appropriate safeguarding training and that governors understand their responsibility to test and challenge safeguarding arrangements.
- Monitor safeguarding arrangements, safer recruitment, child protection files, concerns about adults, filtering and monitoring, and site safety.
- Ensure the school works effectively with external safeguarding partners and submits any required local safeguarding self-audits.

Headteacher

- Has day-to-day responsibility for the school, including safeguarding.
- Works closely with the DSL and ensures appropriate cover when the DSL is absent.
- Ensures staff receive appropriate induction, safeguarding training and supervision.
- Acts as case manager for allegations concerning staff where appropriate and follows the LADO process.
- Ensures this policy and associated procedures are understood and followed.
- Promotes a culture of openness in which children, parents and staff can raise concerns.
- Reports safeguarding issues and trends to the governing body.
- Oversees site security and the school's response to critical incidents and external threats.
- Implements the school's mobile phone arrangements.

Designated Safeguarding Lead

- Is the lead point of contact for safeguarding and child protection and is available during school hours for staff to discuss concerns.
- Ensures robust safeguarding cover arrangements are in place whenever the DSL is unavailable, including during illness, annual leave or other planned or unplanned absence. The Deputy DSLs will provide safeguarding cover and ensure that concerns are responded to, recorded and referred appropriately in accordance with this policy and local safeguarding procedures.
- Maintains up-to-date knowledge of local safeguarding arrangements and training.
- Makes or supports referrals to children's services, police and other relevant agencies.
- Provides advice and support to staff and exercises professional judgement when deciding how concerns should be managed.
- Keeps the headteacher informed of safeguarding issues and works with leaders to improve outcomes for vulnerable children.
- Works with the case manager and LADO where concerns involve staff.
- Supports multi-agency meetings and assessments.
- Promotes a culture of listening to children and considering their wishes and feelings.
- Maintains child protection files and ensures secure transfer when students move school.
- Ensures staff receive safeguarding induction and regular updates and that the policy is reviewed annually.
- Monitors safeguarding data and trends, including Grey Court's priority areas.

Deputy DSLs

Deputy DSLs support the DSL and deputise when the DSL is unavailable. They have sufficient knowledge, authority and access to safeguarding records to act promptly and effectively.

All school staff

- Understand that safeguarding is everyone's responsibility.
- Attend safeguarding training and seek additional advice when unsure.

- Know the DSL/DDSLs and the school's reporting procedures.
- Report concerns immediately or as soon as practically possible and do not wait for concerns to become a pattern.
- Listen to children calmly and without judgement, reassure them that they have done the right thing and do not promise absolute confidentiality.
- Record concerns accurately and promptly on CPOMS, using the child's words where appropriate and avoiding speculation.
- Challenge harmful or inappropriate behaviour and do not dismiss abuse, sexual harassment or bullying as 'banter'.
- Follow procedures concerning concerns about adults, low-level concerns and allegations.
- Support referrals and information sharing with safeguarding partners when required.

7. MANAGING SAFEGUARDING CONCERNS ABOUT A CHILD

7.1 Identifying a child who may need support or protection

Grey Court seeks to create 'reachable moments' in which children feel safe to speak to trusted adults. Children are reminded through curriculum, assemblies, pastoral work and visible reporting routes how to raise concerns.

- A disclosure is only one way a safeguarding concern may become visible.
- Staff should remain alert to changes in behaviour, attendance, appearance, relationships, communication and emotional or physical wellbeing.
- Behaviour should be considered through a safeguarding lens: a behaviour may communicate an unmet need or experience of harm.
- Staff should consider cumulative concerns and patterns rather than treating each incident in isolation.
- Children with SEND or communication differences may communicate distress differently and may require additional professional curiosity.

7.2 Responding to a concern or disclosure

1. Listen calmly and give the child time to speak.
2. Take the child seriously and reassure them that they have done the right thing.
3. Do not promise secrecy or absolute confidentiality. Explain that information may need to be shared with people who can help keep them safe.
4. Do not investigate, interrogate or ask leading questions. Clarify only what is necessary to establish immediate safety.
5. Consider immediate risk. If someone is in immediate danger, call 999.
6. Report the concern to the DSL/DDSL without delay and follow the school's reporting process.
7. Make a factual CPOMS record as soon as possible, including the child's words where relevant and the action taken.

8. If the DSL is unavailable, do not delay: report to another senior leader and/or seek advice from children's services or the police as appropriate.

7.3 Reporting and thresholds

Staff must report concerns even when they are unsure whether the threshold for statutory intervention is met. The DSL will consider local thresholds and may arrange community-based early help, targeted Family Help, a Child in Need response, child protection procedures, police involvement or other appropriate support.

Where a child is suffering, or is likely to suffer, harm, Grey Court will make an immediate referral to children's services and, where appropriate, the police. Staff should never delay reporting because they are waiting for more evidence.

If a staff member believes a referral is necessary but it has not been made, they should discuss this with the DSL and, where necessary, consult children's services and make a referral themselves. Any such action must be shared with the safeguarding team as soon as practicable.

7.4 Information sharing and confidentiality

Data protection is not a barrier to safeguarding. Information will be processed lawfully, securely and proportionately and shared with those who need it to protect a child. Information may be shared without parental consent where necessary to safeguard a child, including where seeking consent would place the child at greater risk or cannot reasonably be obtained.

Staff should share safeguarding information only through appropriate routes and only with people who need to know. They should not discuss safeguarding cases informally or through personal messaging channels.

7.5 Record keeping

The DSL is responsible for maintaining detailed, accurate and secure safeguarding records. Records should capture concerns, discussions, actions taken, decisions made, the rationale for decisions and outcomes, including where a decision is made not to refer.

- Staff should use CPOMS promptly.
- Record the child's name, date/time, what was seen or heard, the child's words where relevant, and what action was taken.
- Use professional, factual language and avoid speculation, diagnosis or personal opinion.
- Include only information relevant to safeguarding the child.
- Where other students or staff are referred to, use the school's agreed conventions and avoid unnecessary personal information.
- Safeguarding records are separate from the main student file and access is restricted to those who need it.
- When a student transfers, safeguarding information will be transferred securely and in accordance with KCSIE and local requirements.

7.6 Female Genital Mutilation (FGM)

FGM is illegal in England. Staff must report concerns to the safeguarding team. Teachers have a specific mandatory reporting duty to the police where, in the course of their work, they discover that FGM appears to have been carried out on a girl under 18, subject to the statutory exceptions.

7.7 Prevent, extremism and radicalisation

Grey Court complies with the Prevent duty and treats concerns about extremism or radicalisation as safeguarding concerns. Staff should report changes in behaviour, online activity or other indicators that suggest a child may be at risk of being drawn into terrorism or extremist activity.

7.8 Mental health

Mental health difficulties are not automatically safeguarding concerns, but they may be an indicator of harm or may develop into a safeguarding risk. Staff must not diagnose. Where mental health is a safeguarding concern, staff should follow normal safeguarding procedures. If a child is in immediate danger, 999/emergency medical services must be used.

7.9 Child-on-child abuse

Grey Court recognises that children can abuse other children in school, outside school or online. We maintain an 'it could happen here' approach and do not dismiss harmful behaviour because there has been no previous report.

- Bullying, including online, prejudice-based and discriminatory bullying.
- Teenage relationship abuse.
- Physical assault and threats involving weapons.
- Harmful sexual behaviour, misogyny/misandry, sexual violence and sexual harassment.
- Sharing or making nudes/semi-nudes, including AI-generated images.
- Coercing a child into sexual activity.
- Upskirting.
- Initiation/hazing violence and rituals.

All child-on-child abuse is a safeguarding issue for the child affected and the child displaying the behaviour. The school will provide appropriate support, consider risk assessments/safety plans and work with children's services and/or police where thresholds are met.

7.10 Harmful sexual behaviour, sexual harassment and sexual violence

Grey Court uses the Hackett continuum as a tool to understand harmful sexual behaviour and will consider the age, developmental stage, context, power imbalance, consent, vulnerability and impact on all children involved. Sexual harassment must not be dismissed as 'banter', 'just joking', 'part of growing up' or 'boys being boys'.

- Inappropriate behaviour may be managed through behaviour and pastoral systems with safeguarding oversight.
- Problematic behaviour may require early help or targeted support to prevent escalation.
- Abusive behaviour requires a safeguarding response and may require referral to children's services.
- Violent sexual offences must be reported to the police in accordance with Part Five of KCSIE and local procedures.
- An immediate risk and needs assessment will be completed following reports of sexual violence and on a case-by-case basis for sexual harassment.

- The school will use a child-centred, proportionate approach when responding to harmful sexual behaviour, considering the nature, frequency and context of the behaviour, the age and developmental stage of the children involved, and any wider safeguarding concerns. The Hackett continuum will be used to support professional judgement and inform the appropriate response.

- Where concerns indicate that a child or family would benefit from additional support but do not meet the threshold for a statutory safeguarding referral, the school will consider the appropriate **Family Help** route in accordance with local safeguarding arrangements. Where there is evidence of significant harm or a risk

of significant harm, the school will make a referral to children's social care in accordance with local procedures.

- The school will also draw on recognised resources, including the **Brook Sexual Behaviours Traffic Light Tool** and **NSPCC guidance on typical sexual development by age**, to support assessment and professional decision-making.

7.11 Nudes and semi-nudes, including AI-generated imagery

The term includes the creation, sending or posting of nude or semi-nude images, videos or livestreams involving a child under 18, including digitally altered or wholly AI-generated images ('deepfakes').

- Staff must report the concern to the DSL immediately.
- Do not view, download, forward, copy or delete an image unless instructed through the appropriate safeguarding/police process.
- Do not ask a child to send an image to you.
- Do not shame or blame the child.
- The DSL will assess risk and determine whether children's services, police or other support is required, following current government guidance.

8. SPECIFIC SAFEGUARDING CONSIDERATIONS

Certain children may face increased safeguarding risks or additional barriers to recognising or reporting harm. Grey Court will consider individual vulnerability and cumulative risk rather than relying on labels.

Children who need a social worker: We will work with children's services and the child/family to understand safeguarding risks, attendance, welfare and educational needs.

Children looked after and previously looked after: The designated teacher will work with the Virtual School, children's services and relevant carers to safeguard and promote educational outcomes.

Kinship care and private fostering: The school will be alert to children living with relatives or other carers and will seek advice where arrangements may amount to private fostering.

Young carers: Caring responsibilities can affect attendance, attainment, behaviour and wellbeing. We will identify young carers early and seek appropriate support.

SEND and medical/health needs: Staff must not assume that changes in behaviour, mood or injury are caused by a child's disability or condition. Communication barriers, isolation, dependence on adults and vulnerability online will be considered.

Children absent from education: Attendance concerns can be a safeguarding indicator. The safeguarding team will work with attendance staff to identify persistent absence and children missing from education.

Children affected by domestic abuse / Operation Encompass: Operation Encompass notifications from the police will be received by the DSL or a DDSL as the school's designated Key Adult. On receipt of a notification, the safeguarding team will consider the child's individual circumstances, wishes and feelings, any immediate or ongoing safeguarding concerns and whether additional support or referral is required.

Children placed in temporary accommodation: Where the school receives notification from a local housing authority that a child has been placed in temporary accommodation, the DSL/DDSL will ensure that the information is recorded securely on CPOMS and consider whether the change in accommodation creates or increases any safeguarding, welfare, attendance, educational or practical support needs. The school will work with the child, family and relevant agencies where appropriate and will make or consider any safeguarding referral required by the circumstances.

Children requiring mental health support: Staff will recognise warning signs, avoid diagnosis and escalate safeguarding concerns promptly.

Discrimination: Racist, faith-based, homophobic, biphobic, transphobic, misogynistic, misandrist and other discriminatory behaviour can create safeguarding risks and will be addressed promptly.

8.1 Children who are gender questioning

Grey Court School will safeguard and promote the welfare of all children, including children who are questioning their gender. Any concern or request relating to a child questioning their gender will be considered on an individual, child-centred basis, with the child's best interests, safeguarding and welfare at the centre of decision-making.

The school will not automatically agree to requests for social transition. Where a child requests, or a parent/carer requests on their behalf, changes such as the use of a different name, pronouns or uniform, the school will undertake a careful and documented consideration of the request. This will take account of:

- the child's age, maturity and developmental stage;
- the reasons and context for the request;
- the child's physical and mental health and wider wellbeing;
- any safeguarding concerns, including vulnerability to bullying, abuse, exploitation or other harm;
- the impact on the child and on other pupils;
- the views and involvement of parents/carers, unless there is a clear safeguarding reason why this would not be appropriate;
- any relevant clinical or professional advice that is available; and
- the school's duties under the Equality Act 2010, the Human Rights Act 1998 and other applicable legislation.

The decision-making process, including the information considered, discussions with the child and parents/carers, professional advice where available, safeguarding considerations, the decision reached and the reasons for it, will be recorded and kept securely. Decisions will be kept under review where circumstances change or further information becomes available.

The school will maintain accurate records of each pupil's sex as required by law. Information relating to a child's gender questioning will be handled sensitively and shared only where there is a lawful and proportionate safeguarding, educational or operational reason to do so.

Single-sex toilets and changing facilities
The school will provide and maintain single-sex facilities in accordance with the law and its safeguarding duties. In accordance with KCSIE 2026, children aged 8 and over will not be permitted to use toilets designated for the

opposite biological sex, and children aged 11 and over will not be permitted to use changing rooms designated for the opposite biological sex.

Where a child does not wish to use the facilities designated for their biological sex, the school may consider whether a suitable alternative facility can be provided. Any such arrangement will be considered on an individual basis and must not compromise the provision, safety, privacy or dignity of single-sex facilities for other pupils.

PE and sport
The school will consider requests relating to participation in PE and sport on an individual basis, taking account of safety, fairness, physical differences, competitive balance and the welfare of all pupils. Where a sport needs to be organised in single-sex groups from a particular age in order to safeguard pupils or ensure fairness, participation will remain on a single-sex basis and exceptions will not be made.

Where single-sex participation is not required for safety or fairness, the school will undertake a balanced consideration of the circumstances and the individual request.

Residential and overnight accommodation
Residential and overnight accommodation, including dormitories, shared bedrooms and similar arrangements, will be organised on a single-sex basis. Where a child who is questioning their gender requests alternative arrangements, the school will consider whether an appropriate alternative can be provided, taking account of the child's welfare and the safety, comfort, privacy and dignity of all pupils. Any alternative arrangement must not compromise these considerations for the child or other pupils.

All decisions under this section will be made in accordance with KCSIE 2026, applicable law and the school's safeguarding procedures. Where a matter presents a safeguarding concern, the DSL will be consulted and the school's normal safeguarding referral and recording procedures will apply.

9. GREY COURT SAFEGUARDING PRIORITIES FOR 2026–2027

- Mental health, including self-harm, suicidal ideation and eating disorders.
- Child-on-child issues, including harmful sexual behaviour, bullying and cyberbullying.
- Substance misuse.
- Online safety, including sharing nudes/semi-nudes, extremism and child sexual abuse.

These priorities are informed by Grey Court's safeguarding context and are not an exhaustive list of safeguarding risks. A concern must be acted upon because of the individual circumstances and level of risk, not because it falls within one of these priorities.

10. ONLINE SAFETY AND THE USE OF SMART DEVICES

Online safety is embedded throughout Grey Court's safeguarding arrangements. We use the four categories of online risk: Content, Contact, Conduct and Commerce, including risks arising through generative AI.

- Content: illegal, inappropriate or harmful material, including pornography, self-harm, suicide, extremism, violence, misinformation and conspiracy theories.

- Contact: harmful interactions, grooming, exploitation, coercion and harmful interactions with or simulated by generative AI.
- Conduct: bullying, harassment and creation/sending/receiving explicit imagery, including AI-generated imagery.
- Commerce: gambling, scams, phishing, inappropriate advertising and financial exploitation.

Filtering and monitoring

- Grey Court maintains filtering and monitoring systems appropriate to the age range and safeguarding needs of students.
- A member of SLT and a governor oversee filtering and monitoring arrangements.
- Effectiveness is reviewed at least annually and following significant changes or incidents.
- Staff and students know how the systems operate and how to report concerns.
- Filtering and monitoring concerns are escalated through the safeguarding/IT procedures.

Mobile phones and smart technology

Grey Court operates a mobile phone-free environment for students in line with the school's published arrangements. Exceptions may apply for specific medical or other approved needs. Staff and visitors must follow the school's expectations concerning personal device use around children.

Generative AI and cyber security

Grey Court recognises both the benefits and safeguarding risks of generative AI. Safeguarding concerns arising through AI use will be managed through normal safeguarding procedures. Cyber security is also a safeguarding issue because the school holds sensitive information about children and staff.

11. ADULTS WHO WORK WITH CHILDREN OR AT GREY COURT

11.1 Safer recruitment

Grey Court uses robust safer recruitment procedures and completes the pre-employment vetting checks required by Part Three of KCSIE. Supply agencies and third parties must provide appropriate confirmation of checks. Visitors and contractors are managed in accordance with school procedures.

The school maintains a Single Central Record (SCR) of the required recruitment and safeguarding checks for staff, volunteers, governors, contractors and other relevant adults, in accordance with KCSIE requirements. The SCR is kept up to date and is available for inspection.

Where a volunteer is undertaking regulated activity with children, including teaching, training, instructing, caring for or supervising children frequently enough to meet the statutory period condition or overnight, the school will obtain an Enhanced DBS check with Children's Barred List information before the individual undertakes the regulated activity, in accordance with current DBS and KCSIE requirements.

11.2 Concerns and allegations about adults

Grey Court maintains a culture in which staff can report concerns about adult behaviour. This includes concerns arising in school, outside school, online or offline.

- Low-level concerns are concerns about behaviour that falls outside the Staff Code of Conduct but does not meet the harm threshold.

- Allegations are concerns that an adult who works with children may have harmed a child, may have committed a criminal offence against or related to a child, or may pose a risk of harm to children.
- Staff must report concerns promptly and provide a written account.
- Concerns about the Headteacher must be reported to the Chair of Governors/Trustees.
- Where the appropriate internal route is unavailable or there is a conflict of interest, the LADO should be contacted for advice.
- The school maintains separate procedures for low-level concerns and allegations against staff, reflected in the Staff Code of Conduct.

11.3 Trainee teachers, volunteers, contractors and third parties

Safeguarding expectations apply to all adults working in or for Grey Court, including trainee teachers, volunteers, supply staff, contractors and third-party providers. The school will ensure appropriate induction, supervision and reporting arrangements. Volunteers undertaking regulated activity with children must have an Enhanced DBS check with Children's Barred List information in accordance with current statutory requirements.

12. WHISTLEBLOWING

Grey Court encourages staff to raise concerns about unsafe practice, safeguarding failures or organisational wrongdoing. Concerns should normally be raised through the senior leadership route, but staff may use alternative routes where they cannot safely do so or where their concerns have not been addressed.

Staff should follow the separate Grey Court Whistleblowing Policy. The NSPCC whistleblowing advice line is an external option for safeguarding concerns.

13. SITE SAFETY

- Grey Court maintains site security measures and response plans for external threats and critical incidents.
- Regular drills and exercises will be undertaken as appropriate.
- The Health and Safety link governors will undertake a termly site walkaround with the site manager to review site safety.
- Where contextual safeguarding risks such as gangs or anti-social behaviour affect students, the school will liaise with relevant local authority and police partners.
- Safeguarding arrangements apply to school-led off-site activities, work experience, alternative provision and extended school activities.

14. TRAINING

All staff receive safeguarding and child protection training, including online safety, at induction. Training is updated at least annually and sooner when required, with safeguarding updates provided whenever significant changes occur.

- All staff must read KCSIE 2026 Part One in full and confirm that they have read and understood it.
- Staff training covers recognition of abuse, neglect and exploitation; early help/Family Help; child-on-child abuse; harmful sexual behaviour; online safety; information sharing; concerns about adults; and local safeguarding procedures.

- Additional role-specific training is provided where required.
- Governors receive safeguarding and online safety training at induction and regular updates.
- The safeguarding team receives role-specific training, including multi-agency safeguarding and Prevent training, in line with KCSIE and local requirements.
- External agency and third-party staff are made aware of this policy and the school's safeguarding procedures and are expected to have appropriate safeguarding training.

15. TEACHING AND LEARNING

Grey Court teaches and role-models how children can keep themselves and others safe. Safeguarding is woven through the curriculum, pastoral systems, assemblies, relationships, sex and health education and online safety education. Curriculum content will respond to emerging safeguarding issues and student need.

- Children are taught how to recognise unsafe situations, seek help and report concerns.
- Teaching promotes respect, healthy relationships, consent, digital safety and resilience.
- External visitors are appropriately checked and their materials reviewed.
- Staff delivering relevant curriculum content know how to respond to disclosures.

16. REVIEWING SAFEGUARDING PROCESSES

Grey Court continually reviews the effectiveness of its safeguarding arrangements. We learn from incidents, concerns, student voice, staff feedback, parental feedback, data trends, external reviews and safeguarding audits.

- Safeguarding data is analysed for emerging patterns, including Grey Court's priority areas.
- Child-on-child abuse and harmful sexual behaviour data are reviewed for patterns by year group, location, time and context.
- The governing body receives safeguarding reports and challenges the effectiveness of arrangements.
- Staff training effectiveness is reviewed.
- The school completes relevant local safeguarding self-audit requirements.
- Policies are amended when learning, guidance or local arrangements change.

17. RELATED POLICIES

- Grey Court Staff Code of Conduct.
- Grey Court Low-Level Concerns Policy.
- Managing Allegations Against Staff Policy.
- Whistleblowing Policy.
- Behaviour Policy.
- Anti-Bullying Policy.
- Online Safety / Acceptable Use Policy.
- Relationships, Sex and Health Education Policy.
- Attendance Policy.
- SEND Policy.

- Children Missing Education / Attendance procedures.
- Looked After Children Policy / Pupil Premium and Virtual School arrangements where applicable.
- Safer Recruitment Policy.
- Health and Safety / Critical Incident procedures.
- Educational Visits and Off-Site Activities Policy.
- Mobile Phone Policy.

Appendix A. Flowchart: responding to a concern about a child

Step	What staff do
1. Notice	Recognise a disclosure, change, incident, pattern or other indicator. Maintain professional curiosity.
2. Listen	Listen calmly, take the child seriously, reassure them and do not promise secrecy.
3. Immediate safety	If there is immediate danger, call 999. Do not delay emergency action.
4. Tell	Contact the DSL/DDSL immediately or as soon as practically possible.
5. Record	Log the concern on CPOMS promptly. Record facts, the child's words where relevant and the action taken.
6. DSL decision	The safeguarding team considers risk, local thresholds, Family Help/early help, children's services, police and other support.
7. Follow up	Continue to share relevant information and support the child. Escalate if the response is not sufficient or risk remains.
8. If DSL unavailable	Do not wait. Contact another senior leader and/or seek advice from children's services/police as appropriate.

Appendix B. Staff safeguarding quick reference

WHAT TO NOTICE → WHAT TO SAY → WHAT TO RECORD → WHO TO TELL → WHAT HAPPENS NEXT

Notice: changes in behaviour, attendance, relationships, presentation, communication, online activity or wellbeing; disclosures; incidents; patterns.

Say: 'Thank you for telling me.' 'I am glad you told me.' 'I may need to share this with someone who can help keep you safe.'

Record: factual information, date/time, the child's words where relevant, what you saw/heard and what you did. Avoid speculation and opinion.

Tell: the DSL/DDSL without delay. For concerns about adults, use the Headteacher/Chair/LADO route in the relevant procedure.

What happens next: the safeguarding team assesses risk and decides on support, Family Help/early help, children's services, police involvement or other action. Staff should continue to pass on relevant information and seek advice if the concern remains.