Northcott School

Safeguarding and Child Protection Policy

Created By:	Headteacher
Approved By:	Local Governing Body
Amended on:	October 2026
Next review date:	October 2027



Believe. Belong. Blossom.

Northcott School & Sixth Form College

Policy statement and principles

At Northcott we are committed to safeguarding and promoting the well-being of our pupils. Our policies, procedures and protocols reflect those contained within the most up to date 'Keeping Children Safe in Education' 2026 statutory guidance for schools and colleges. We work in close partnership with our families and a wide range of agencies to review our children's' needs and keep them safe. In addition, our policy takes account of any changes to the statutory framework, such as legislation regarding; **Sexual violence and sexual harassment between children in schools and colleges (DFE 2021**); latest **Prevent guidance (2023)**

'Nothing is more important than children's welfare. Every child deserves to grow up in a safe, stable, and loving home. Children who need help and protection deserve high quality and effective support. This requires individuals, agencies, and organisations to be clear about their own and each other's roles and responsibilities, and how they work together.

In this guidance, a child is defined as anyone who has not yet reached their 18th birthday. 'Children' therefore means 'babies, children and young people' throughout. Some parts of this guidance also apply to unborn children recognising their vulnerabilities and the need for early, pre-birth assessment and planning, while remaining consistent with the legal position that rights begin at birth. The term practitioner is used in the guidance to refer to individuals who work with children and their families in any capacity, including a range of professionals, such as qualified social workers, those who work in children's residential care and those who work for statutory safeguarding partners and in early education and childcare settings, schools, colleges and other education providers'
(Working Together to Safeguard Children 2026)

This Safeguarding and Child Protection Policy is reviewed by the Designated Safeguarding Lead to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance and ratified by the Governing Body.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, supply, volunteers, contractors and governors and are consistent with the Hull Safeguarding Children Partnership.

Role	Name	Contact Details
Designated Governor for Safeguarding	Kevin I' Anson	01482 825311 admin@northcottschool.org.uk

Designated Safeguarding Lead	Lisa Allen	01482 825311 allen.l@northcottschool.org.uk
Deputy Safeguarding Lead	Debbie Coyle	01482 825311 coyle.d@northcottschool.org.uk
Deputy Safeguarding Lead	Katherine Johnson	01482 825311 head@northcottschool.org.uk
Parent Liaison Officer	Connie Lambert	01482 825311 lambert.c3@northcottschool.org.ukTel: 01482 614552
LA Safeguarding Children in Education Officer	Alicia Rose De Asscinco	
LA Child Protection Contact/LADO	Jaquie Edhouse (Hull) Dan Horne	01482 790933 01482 613372 01482 396559 (East Riding)
Early Help and Safeguarding Hub	EHASH	01482 448879
Children's Social Care		01482 448879
Emergency Duty Team	After Hours (EDT)	01482 300304 01482 396999
Police Public Protection Unit	Prevent@humberside.pnn.police.uk	01482 220750
Prevent Team	If 17 or under via EHASH Prevent@hullcc.gov.uk	01482 220751

Introduction

Our policy applies to all staff, governors, supply staff, volunteers and contractors working in the school and considers statutory guidance provided by the Department for Education and local guidance from the Hull Safeguarding Children Partnership www.hullsafeguardingchildren.co.uk

We will ensure that all parents/carers are made aware of our responsibilities regarding safeguarding and child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this policy. These duties and responsibilities are as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2025 and Working Together to Safeguard Children 2026, and Sexual violence and

Sexual harassment between children in schools and colleges (DFE 2021) are incorporated into this policy. *Due regard has been given to latest Prevent Duty guidance which came into force December 2023.*

Our Safeguarding and Child Protection Policy

There are six main elements to our policy:

- Providing a safe environment in which children can learn and develop.
- Ensuring we practice safer recruitment in checking the suitability of staff and volunteers to work with children. Monitoring and recording low level concerns regarding adults in accordance with KSCIE guidance (staff, volunteers and contractors).
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse.
- Supporting pupils who have been abused or harmed in accordance with his/her child protection plan.
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe.
- Working in partnership with agencies and safeguarding partners in the 'best interest of the child'.
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Children with Special Educational Needs

Northcott is a maintained special school. *Statistically children with disabilities are 3 times more likely to be abused than their peers*. Safeguarding and promoting the welfare of our children is everyone's responsibility. Most pupils have Speech and Language Communication Need (SLCN) and or a diagnosis of Autism Spectrum Disorder (ASD) as their primary need. Most of our children have moderate learning needs (MLD), but some are non-verbal, and some pupils may have severe learning needs (SLN). Some of our pupils have secondary needs, which make them particularly vulnerable to poor mental health (SEMH). The expertise of our staff, smaller class sizes and the protective nature of the school environment all help minimise risk and anxiety for our pupils. All staff understand that the work of our well-being and attendance teams is a significant part of our whole school safeguarding culture. Our pupils and parents know we expect high levels of attendance. There is a rigorous approach to reducing persistent or parentally condoned absence.

This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children which include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN are potentially more vulnerable to exploitation than children without SEN
- children with SEN and disabilities can be disproportionally impacted by things like bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.
- addressing individual behaviour concerns and incidents considering the child's SEN and disabilities.

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to and heard.
- Ensure children know that there are trusted adults in the school who they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents, carers and colleagues from other agencies.

As a school we will to teach children in an age-appropriate way about youth produced imagery, on-line risks associated with social networking to prevent harm by providing them with the skills, attributes and knowledge to help them navigate risks. This approach to tackling sensitive issues promotes a whole school approach to safeguarding giving children the

space to explore key issues and the confidence to seek the support of adults should they encounter problems. This issue will be taught as part of a wider RSHE programme. RSHE will be regularly audited as part of curriculum and PSHE reviews. Components will be reviewed and revised to respond to need or latest guidance. On-going support will be provided by PSHE lead to ensure confident delivery across all age groups, with regular monitoring in place to ensure appropriate programme of RHSE is delivered throughout a child's time at the school

Safeguarding children is defined as:

- The actions we take to promote the welfare of children and protect them from harm are everyone's responsibility. Everyone who meets children and families has a role to play we recognise that no single practitioner, parent or carer can have a full picture of the child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who meets them has a role to play in identifying concerns, sharing information and taking prompt action. The approach is based on the 'team around the child' model of whether everyone can contribute to actions to support children and families.
  NB. Definition: Children includes everyone under the age of 18 years of age

Staff will receive training and guidance to ensure they recognise their responsibilities in relation safeguarding children from the following safeguarding issues:

- Children Missing or Absent from Education
- Child Criminal Exploitation
- Child Sexual Exploitation
- Child-on-Child Abuse
- Domestic Abuse
- Operation Encompass
- Homelessness
- Honour-Based' abuse (including FGM and Forced Marriage)
- FGM
- Forced Marriage
- Mental Health
- Preventing Radicalisation
- Sexual Violence and Sexual Harassment Between Children in Education
- Serious Violence
- Missing Pupils
- Searching, Screening and Confiscation
- Online safety
  - **content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
  - **contact**: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
  - **conduct**: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and
  - **commerce**: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Safeguarding is not just about protecting children from deliberate harm. It also relates to the broader aspects of care and education including:

- Pupils' health and safety and emotional well-being, and their mental and physical health or development
- Meeting the needs of children with special educational needs and/or disabilities
- The use of reasonable force
- Meeting the needs of children with medical conditions
- Providing first aid
- Educational visits and off- site education
- Intimate care and emotional wellbeing
- On-line safety and associated issues
- Appropriate arrangements to ensure school security, considering the local context.
- Keeping children safe from risks, harm and exploitation

Safeguarding involves being alert to a range of potential harm such as:

- Neglect, physical abuse, sexual abuse and emotional abuse
- Contextualised abuse
- Bullying, including online bullying (by text message, on social networking sites) and prejudice-based bullying
- Child on Child abuse
- Racist, disability- based, homophobic, bi-phobic or transphobic abuse
- Gender based violence/violence against women and girls
- Extremist behaviour and/or radicalisation
- Child sexual exploitation, human trafficking, modern slavery or exploitation
- The impact of new technologies, including 'sexting' and accessing pornography
- Child on Child Sexual Violence and Sexual Harassment
- Issues which may be specific to a local area or population, for example gang activity, knife crime, youth violence, criminal child exploitation (CCE) and County Lines
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues
- Is at risk of or from serious violence and violent crime
- Issues affecting children including domestic abuse and violence, female genital mutilation and honour-based abuse and forced marriage.
- Misinformation: This is false or misleading information that is shared by someone who believes it to be true. They are not trying to cause harm, but what they pass on is still wrong and can mislead others. *Example: A parent shares an inaccurate health claim on social media, thinking it will help others.* Disinformation: This is false information that is deliberately created and spread to cause harm, mislead, or manipulate people. It is intentional. *Example: A fake news story is published online to influence how people vote or to stir up fear about a group of people.*
- 'Upskirting'- The Voyeurism (Offences) Act, which is commonly known as Upskirting Act, came into force on 12th April 2019. Upskirting is a criminal offence and reportable by all teachers.

NB The primary categories of potential harm introduced or significantly expanded in **KCSIE 2026** include:

1. Artificial Intelligence (AI) and Digital Harms

AI-Generated and Manipulated Imagery: The guidance clarifies that "nude and semi-nude" images (the updated term replacing "sexting") can be entirely generated or manipulated using generative AI tools. This introduces new risks regarding deepfakes and the exploitation of children

2. Prejudice-Based Abuse and Discrimination

Discriminatory behaviours have been integrated into Part One and the definition of child-on-child abuse. KCSiE 2026 now formally recognises that these behaviours impact on mental health and well being.

- **Racism and Faith-Based Prejudice:** Rather than treating these strictly under general equality or inclusion policies, staff must view targeted racism and faith-based incidents through a safeguarding lens. These discriminatory behaviours are now woven into the definitions of child-on-child abuse in Part 5, meaning peer-on-peer racial or religious harassment must be recorded and managed via both behaviour and safeguarding frameworks
- **Online Misogyny:** Severe peer harassment, including digitally distributed misogynistic content, must be formally logged and handled as a child-on-child safeguarding concern.

3. Mental Health as a Safeguarding Indicator and serious violence

Safeguarding Indicators: Specific mental health crises—namely **self-harm, eating disorders, and suicidal thoughts**—are now codified as formal safeguarding indicators rather than standalone medical issues. Staff are required to document early warning signs factually (such as extreme withdrawal or sudden changes in eating habits) and escalate them to the Designated Safeguarding Lead (DSL)

Weapons and Serious Violence: Sections 51-54 have been heavily rewritten to emphasise a preventative focus, directing staff on how to report concerns about weapons, understand peak risk hours of the day, and identify risks associated with peer conflicts

4. Refined Definitions of Abuse

KCSiE 2026 updates legal and terminology frameworks to ensure staff accurately spot severe harm

- **Honour- or Faith-Based Abuse:** The language changes from purely "cultural" indicators to explicitly recognise that abuse (including forced marriage, female genital mutilation (FGM), and breast ironing) can be motivated by religious or faith-based beliefs.
- **Harmful Sexual Behaviour (HSB):** Part Five includes more detail child-on-child sexual harassment. A zero-tolerance stance on sexual violence and prohibiting staff from dismissing harmful peer behaviours as mere "banter" or "just children being children."

Supporting children

We recognise that children who are abused or who witness violence may find it difficult to develop a positive sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.

Our school will endeavour to support the pupil through:

- Developing the content of the curriculum:
- has an ethos of inclusivity and educates against hate
- that is broad and ambitious in its level of challenge and expectations
- gives a sense of independence through options and vocational learning that allows pupils to explore their areas of interest and prepare for post-16 life/college
- includes RSHE, life skills lessons, PE and PSHE which will enable them to adopt healthy lifestyles and healthy, positive relationships
- includes helping children to have healthy relationship on and offline, using social media platform safely
- be aware of legal issues and risks around sharing images/information on-line
- includes assemblies and tutor time pastoral support
- that encourages pupils to participate in the wider life of the school through student council, peer mentoring, anti –bullying ambassadors
- confidence to talk to range of trusted adults in their class teams in or around the school
- so individual needs can be met through wrap around care and multi-agency working
- enrichment opportunities which increase their social interaction and widen their experience (residential, drama, media, art therapy, music projects, sports competitions)
- to enable learning that is personalised and grows self-belief, encourages self –expression
- Maintaining a school ethos which promotes a positive, supportive and secure environment, and which gives pupils a sense of them being valued.
- The school Relational Policy, anti-bullying policy which is kept up to date with national and local guidance, and which is aimed at supporting vulnerable pupils in our school.
- Our school will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our school. They are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents.
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported is important. Therefore, our staff need to understand the links between behaviour, safeguarding and mental health and respond in a fair and consistent way to issues relating to negative behaviour.
- Our pupils benefit from clear boundaries and routines, and staff have a responsibility to understanding the details in their individual Education Health Care Plans (EHCP)
- Liaising with other agencies that support the pupil such as:
  Children's Social Care, Local Policing Teams Educational Psychologist, MIND, CAMHS, MESMAC, Cornerhouse, SALT, Boys and Young Men at Cornerhouse – individual RSHE or group work

Managing safeguarding.

We follow the Hull Safeguarding Children Partnership procedures and take account of latest guidance issued by the DfE in Keeping Children Safe in Education to ensure that roles and responsibilities are explicitly shared and understood

Roles and Responsibilities

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

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment.

All Staff

Teachers & Support Staff contribute to keeping children safe in their pastoral role as tutors and class support. In this role they have a responsibility to liaise regularly with parents and to show an understanding of family contextual issues when monitoring pupils for safeguarding.

All our staff are aware of the early help process (Family help Framework) and understand their role in this. This includes being able to identify emerging problems to recognise children who may benefit from Family help. Staff know in the first instance to discuss their concerns with the Parent liaison officer or Designated Safeguarding Lead and understand they may be required to support other agencies and professionals in assessments for Family help. **See Appendix A**

Staff contribute to enabling a safe environment both in and when out of schools on trips or extended learning opportunities. Easts Riding EVOLE system allows us to risk assess trips and residential visits.

All our staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 and understand the role they may have in these assessments. The training section above outlines how staff awareness is raised and expertise grown. All our staff know what to do if a child is raising concerns or makes a disclosure of abuse and/or neglect. Staff will maintain a level of confidentiality whilst liaising with the Designated Safeguarding Lead and children's social care. Our staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.

All staff have a key role to play in identifying concerns and provide early help for children.

To achieve this, they will:

- Have an awareness of the Guidance for Safer Working Practice, Child Protection Policy, the Relational Policy, the staff Code of Conduct, Anti-Harassment and Bullying Policy, whistleblowing and reporting low level concern procedures and expectations.
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.

- Attend training to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed, or Safeguarding Officer.
- Be prepared to refer directly to social care, and the police if appropriate, if there are a risk of significant harm and the DSL, safeguarding Officer or their Deputy is not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Report all Low-Level concerns about adults to the DSL or Head teacher
- Follow the procedures set out by the HSCP and take account of guidance issued by the DfE KCSiE
- Support pupils in line with their child protection plan, child in need plan, LAC Care Plan, & EHCP.
- Treat information with confidentiality but never promising to "keep a secret".
- Have an awareness of procedures relating to safeguarding children who go missing from education and the role of the DSL.
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Understand Family Help and be prepared to identify and support children who may benefit from Family help.
- Liaise with other agencies that support pupils and provide Family help.
- Ensure they know who the DSL and Deputy DSLs are and know how to contact them.
- Staff understand they have a mandatory duty to report issues related to Female Genital Mutilation

All staff who work directly or indirectly with children will be aware of:

● The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as domestic abuse, child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines).

● The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.

● The fact that children can be at risk of harm inside and outside of their home, at school and online.

● The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBTQ+) can be targeted by other children.

● What to look for to identify children who need help or protection.

Our staff are involved in partnership work with agencies such as CAMHS, MIND, Cornerhouse, MESMAC, HeadStart, Community PCSOs, Police, Early Interventions Officers, School Nursing Team, CSC Disability Team, Connexions, The Warren, IPASS and a range of counselling services.

The Headteacher

● Manage the whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of all school life.

● The school, has an up-to-date Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.

● All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies ad low level concerns procedures.
● Manage Records of Low-Level Concerns are kept secure, monitored and reviewed.

● Ensure that the school site always supports the safeguarding of pupils.

● Ensure that the leadership team and relevant staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns.

● Ensure policies and procedures are implemented effectively for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. This and other related policies operate effectively to support children and avoid additional barriers to any abuse or neglect being recognised.

● Ensure that the school operates to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors) and that these are effectively reported to the central services team in line with the associated policies. The Head teacher will ensure all staff including supply teachers and volunteers have access to and read and understand the requirements placed on them through the Child Protection Policy; the Code of Conduct Policy and procedures for reporting low level concerns.

The Governing body will be collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices by:

- Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and champion child protection issues in the school.
- Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2026) as well as with local Hull SCB guidance and monitors the school's compliance with them.
- Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare.
- Recognising the importance of information sharing between agencies through the statutory guidance Part Four: 'Allegations of abuse made against teachers, and other staff, including supply teachers and volunteers'; 'Working Together to Safeguard Children 2026'
- Ensuring cooperation with the local authority and other safeguarding partners.
- Ensuring the Designated Safeguarding Lead, Designated Teacher for Looked After Children and staff are appropriately trained.
- Ensuring that all staff, supply teachers and governors read and fully understand at least KCSiE Part One.
- Ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.
- All members of the governing body will undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities, order to discharge their responsibilities and act as the school 'critical friend'.
- The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities.

- The Governing body will collectively ensure there is a training strategy in place for all staff, including the Headteacher, so that child protection training is undertaken and refreshed in line with KCSiE and HSCB guidance.
- Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint.
- Ensuring that arrangements/procedures are in place to manage 'low level' concerns (allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).
- Ensuring a response if there is an allegation against the head teacher by liaising with the LADO or other appropriate officers within the local authority.
- Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
- Ensure at least one person on an interview panel has completed safer recruitment training.

Be open to accepting that child abuse and incidents can happen within the school and be available to act decisively upon them. Take operational oversight responsibility for the school's safeguarding arrangements ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of the safeguarding policy and procedures are implemented in line with this policy.

The Designated Safeguarding Lead (DSL)

The DSL is a member of the senior leadership team. The DSL takes lead responsibility for child protection and wider safeguarding in the school and will be given the time, funding, training, resources and support to:

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

● Take part in strategy discussions and inter-agency meetings and/or support other staff to do so

● Contribute to the assessment of children, including completing Family Help assessments

● Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

● DSL & SLT will escalate unresolved concerns with Hull City Council Education Safeguarding Link

● Headteacher and or DSL will report allegations of abuse by staff, volunteer or supply to LADO

● Hold the responsibility for ensuring effective arrangements for filtering and monitoring and the management of online risks to children (including Generative AI technologies).

● Keep the Headteacher informed of any issues

● Liaise with local authority case managers and designated officers for child protection concerns as appropriate

● Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child or a parent or appropriate adult linked to the child.

● Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support

● Be aware that children must have an 'appropriate adult' to support and help them communicate and in the in the case of a police investigation or search

● Take lead responsibility for safeguarding and child protection, including the monitoring and management of online safety and understanding the filtering and monitoring systems and processes in place.

● Ensure staff are supported during the referrals processes and provide support to staff to consider how safeguarding, welfare and educational outcomes are linked

● Keep detailed, accurate, secure written records of concerns and referrals, and understand the purpose of this record-keeping (The full responsibilities of the DSL and deputy DSL role(s) can be found in the statutory guidance: Keeping Children Safe in Education)

● Ensure that records are effectively maintained inc. CPOMS, staff training logs and any safeguarding related activities.

● Ensure that all staff understand the definition of low-level concern (about adults); know how to report low-level concerns about staff, volunteers and contractors; are clear on how these will be dealt with, monitored and recorded

The Designated Leader and Headteacher are responsible for liaising with the LADO within 24 hours on all allegations against professionals, volunteers and carers. Staff who have safeguarding concerns, or an allegation is made about another member of staff (including supply staff, contractors and volunteers) posing a risk of harm to children, staff must share and report concerns. (Part Four Allegations of abuse made against teachers, and other staff, including supply staff, contractors and volunteers). The Senior Leader will follow the guidance from Hull Safeguarding Children's Partnership*:* Managing Allegation of Abuse Made Against People Who work or Volunteer with Children in Hull (updated Jan 2020). Whistle blowing procedures also incorporates guidance on reporting, responding to and recording of low-level concerns as per guidance in KCSIE.

Working with others

The Designated safeguarding lead will:

- Attend DSL termly forums and meetings led the Local Authority Safeguarding lead
- DSL work with curriculum staff responsible for PSHE, RSHE, Offsite Vocational learning
- DSL works with CSC Team Managers, Social Worker Link, Social Workers and Family Practioners
- DSL works with CAMHs, MIND, Cornerhouse, MESMAC, Community Police and Public Protection Units, ICROS, Virtual Team (for LACS)
- DSL liaises with safeguarding staff in other schools and post-16 providers (transition/destinations)
- DSL will liaise with staff though staff briefings, meetings, bulletins, staff notice board, Inset and training

Safeguarding and Well- being Team

Pupils are placed with a class team consisting of a tutor and teaching assistants who provide the day-to-day pastoral care and liaise with parents. Staff with a safeguarding concern report directly to Lisa Allen, Debbie Coyle (DDSL) Julie Wickenden or Katherine Johnson. Cause for Concerns can also be reported on Behaviour Watch – this is monitored daily by Debbie Coyle/Lisa Allen. Parents can access further support through the Safeguarding & Well- being team by email, phone call and pre-arranged visits. Our Safeguarding Officer is a named link for families and will escalate concerns and

consult with DSL or deputy DSL when parents need more support, advice. Tutors also understand the need for parents to access support or advice and will arrange to meet or telephone to discuss any emerging issues as the first point of contact. Pupils, parents and carers are signposted for support in school and through our website, in posters, newsletters and during meetings, parents events (such as Futures Events and Parent Evening). Pupils also provide feedback to senior leaders within the school through form representatives and school council meetings.

Staff understand that some pupils are at greater risk of harm than others and understand the importance of children and social workers meeting during the school day where required. Attendance Monitoring is included as part of safeguarding procedures. The EWO completes home visits and attendance action plans with Parent Liaison Officer Connie Lambert to support school refusers and reintegrate pupils.

Designated Teacher

The school has a designated teacher who will work with the virtual school head to support the progress of children in care and promote the educational achievement of children previously in care. The Virtual school head is the lead responsible officer for ensuring that arrangements are in place to improve the educational experiences and outcomes of the authority's children in care, including those placed out-of-authority, including responsibilities towards children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England or Wales. The virtual school head should also identify and engage with key professionals, e.g. DSLs, social workers, mental health leads and others.

Confidentiality, Communication and Record Keeping

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with the schools Data Protection (UK GDPR) Policy.

- Timely information sharing is essential to effective safeguarding. Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take in conjunction with the Designated Safeguarding Lead or Deputy DSL. Although we advocate that any staff can make a referral to children's social care or EHASH, especially where a child is identified as being in immediate danger, they should however ensure that the Designated Safeguarding Lead (DSL), or a member of the senior leadership team is informed as soon as possible. We also ensure that all our staff are clear that whilst they should discuss and agree with the DSL any actions to be taken, they are able to escalate their concerns and contact EHASH, or social care to seek support for the child if despite the discussion with the DSL their concerns remain. Staff are also informed of the school whistle blowing procedures and the contact details for the Local Authority LADO and Chair of Governor along with links to Hull Safeguarding Children Partnership. Northcott follows Safer Recruitment and Selection Policy for Employees and Volunteers. Supply, visitors and volunteers are given details of who are the safeguarding staff and how to report concerns.
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.

- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment: - There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
- The DSL will have to balance the victim's wishes against their duty to protect the victim and other children. The DSL should consider that:
  - Parents or carers should normally be informed (unless this would put the victim at greater risk) - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to the police and/or local authority children's social care as soon as possible

Identifying Concerns, working with children

All members of staff, volunteers and governors will know how to identify pupils who may be being harmed and then how to respond to a pupil who alleges abuse, or where others raise concerns about them. Our staff will be familiar with procedures to be followed. Staff understand that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other. Staff who regularly come into contact with children are aware of the DfE guidance **What to do if you're worried a child is being abused**

Some of the following signs might be indicators of abuse or neglect *or exploitation*:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs, are influenced by gangs and drug and knife crime;
- Children who have limited or no support or supervision when online and or using social media sites outside of their understanding or age limits.
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who shy away from being touched or flinch at sudden movements.
- Children with mental or physical health issues or needs.
- Children or young people with 'carer responsibilities beyond their age or limitations'
- Unexplainable and/or persistent absences from education

- Children may have gifts, expensive items that are unexpected or unexplained or suspicious sources (*CCE and CSE '**may involve** an exchange for something the victim wants, and/or for the financial advantage or increased status of the perpetrator or facilitator').*

Recording & Reporting Cause For Concern

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL. Behaviour Watch should be used to record concerns and are as follows;

- Cause for Concern – report immediately DSL/Deputy DSL/Safeguarding Officer
- Cause for Concern – record on Behaviour Watch
- Cause For Concern – will be followed up by DS/Deputy DSL/Safeguarding Officer and incident/actions recorded on CPOMS
- Use factual information regarding incident, concern or allegation, date, time, names
- Make clear distinction when an opinion is recorded within the entry
- Indicate clearly why judgement taken (consider prior information & contextual information)
- Record actions taken, names, dates, agency details
- Record who information has been shared with (parent/social worker/tutor)
- Record referral details – who to/date and upload referral form
- If no consent sought to make referral record, why – what informed this judgement
- Record follow up action

Confidential information and records will be held securely and only available to those who have a right or professional need to see them. Most records are kept securely on the CPOMS system, with historic paper-based records from primary schools kept in the locked safeguarding filing cabinet. All new records are kept electronically on the secure CPOMS system. All records are confidential, staff access to safeguarding records on CPOMS are limited to the DSL and the Safeguarding team. Safeguarding records are retained in accordance with the retaining schedule.

Handling an allegation

If a child chooses to tell a member of staff about alleged abuse, there are a number of actions that staff will undertake to support the child:

- The key facts will be established in language that the child understands, and the child's words will be used in clarifying/expanding what has been said.
- No promises will be made to the child, e.g. to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.
- Where questions are asked, this should be done without pressurising, and only using open questions; (TED- Tell, Explain, Describe)
    - Leading questions should be avoided as much as possible
    - Questioning should not be extensive or repetitive
- Staff will not put words in the child's mouth but will subsequently note the main points carefully.
- A full written record will be kept by the staff duly recorded on Behaviour Watch, including the time the conversation with the child took place, detail what was said, comment on the child's body language etc.

- It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record.
- Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
- The Designated Safeguarding Lead will be immediately informed, unless the allegation has been made to them.
- The Police would only therefore be contacted directly in an emergency.

Staff should never attempt to carry out an investigation of suspected child abuse by interviewing the child or any others involved especially if a criminal act is thought to have occurred. The only people who should investigate child abuse and harm are Social Care, Police or the NSPCC. See Appendix A for details of the types of harm

Notifying Parents or Carers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or allegation. The DSL will ensure that parents have an understanding of the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school's website.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL. If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so

Information Sharing

Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment and service provision to keep children safe. Serious Case Reviews (SCR's) have highlighted that missed opportunities to record and thereby understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare of children. *Data Protection in Schools published Feb 2023 and updated Aug 2024.*

Staff, governors and trustees should use the DfE's data protection guidance for schools:

- *Comply with data protection law*
- *Develop data policies and processes*
- *Know what staff and pupil data to keep*
- *Follow good practices for preventing personal data breach*

Reporting Low Level Concerns

As part of the changes in KCSIE 2026 our updated Safeguarding and Child Protection Policy includes guidance on the responsibility for all adults who work in our school (including supply, contractors and volunteers) to report all low-level concerns about adults in the school to the head teacher.

Definition

A low-level concern is defined as any concern had about an adult's behaviour towards, or concerning, a child that does not meet the harms threshold (see below) or is otherwise not serious enough to consider a referral at the time of its reporting.

Inappropriate behaviour can exist on a wide spectrum, from inadvertent or thoughtless behaviour to behaviour which is ultimately intended to enable abuse. Examples of inappropriate behaviour that would constitute a low-level concern that should be reported to the Head of School include:

- Being overly friendly with children – this could include, but is not limited to, communicating with a child through personal social media or allowing inappropriate conversations or enquiries to occur with pupils, e.g. conversations that are about a staff member's personal life or are of a sexual nature.
- Having favourites – this could include, but is not limited to, calling pupils by pet names or terms of endearment or buying pupils gifts.
- Taking photographs of children on their personal mobile phones or devices.
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door.
- Using inappropriate, sexualised, intimidating or offensive language

Low-level concerns are differentiated from concerns that can cause harm. The harms threshold is the point at which a concern is no longer low-level and constitutes a threat of harm to a child. This threshold is defined as accusations that an adult has:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against, or related to, a child.
- Behaved towards a child in a way that indicates they may pose a risk of harm to children.
- Behaved in a way that indicates they may not be suitable to work with children, including behaviour that has happened outside of school.
- While low-level concerns are, by their nature, less serious than concerns which meet the harms threshold, the school understands that many serious safeguarding concerns, e.g. child sexual abuse, often begin with low-level concerns, e.g. being overly friendly with children.

All low-level concerns about adults need to be reported to the Headteacher using Appendix C

Safer Recruitment and Supporting Staff

The leadership team and governing body of the school will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSIE 2026

- Shortlisted candidates should be informed that on-line searches may be done as part of due diligence
- School leaders, staff and members of the governing body will be appropriately trained in safer working practices and access safer recruitment training
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and where any concerns arise, we will seek advice and act in accordance with national guidance. The school follows the latest KCSIE guidance regarding information relating to DBS checks.
- The school has in place recruitment, selection and vetting procedures in accordance with KCSIE and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with latest KCSiE guidance.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Employee Code of Conduct, which includes contact between staff and pupils outside the work context.

- Procedures regarding the reporting and monitoring of low-level concerns is shared with all staff. Staff will understand how this information is recorded and monitored. (See Appendices on Low Level Concerns – definition, reporting and recording).
- Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by HR before beginning working and will be supported by their named buddy
- In the event of any complaint or allegation against a member of staff, the Headteacher (or the Designated Safeguarding Lead) if the head teacher is not present, will be notified immediately. If it relates to the Headteacher, the chair of governors will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO) LADO/Allegation Officer and our HR Advisor.
- Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which should be provided by the school and their Human Resources Team. Debriefing will be provided by DSL and or Headteacher, counselling supervision may be arranged if needed.
- All new employees will be appropriately inducted to their role and an Induction Checklist for Safer Recruitment in staff file. An induction pack of policies and guidance is given to each new starter. Staff are also signposted to our website and staff handbook. Any volunteer working directly with children—regardless of whether they are supervised or not—now requires an Enhanced DBS check with a Children's Barred List check

Links to other Local Authority policies

This policy, together with the following, should be read alongside and in conjunction with other policies and statutory guidance regarding the safety and welfare of children. These together will make up the suite of policies to safeguard and promote the welfare of children in this school. Staff can view these local policies, procedures and guidance from the Hull Safeguarding Children Partnership www.hullsafeguardingchildren.co.uk

The following separate policies and government guidance informs the work we do to keep our children safe:

Code of Conduct

Whistleblowing Policy

Relational Policy

Harassment and Anti-bullying Policy

Intimate Care Policy

Acceptable Use of ICT

Safer Recruitment Policy

Medical Conditions and Medicines in School

Link to Guidance:

- Working Together to Safeguard Children, 2026 https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

- DfE Keeping Children Safe in Education 2026 (KCSiE) in force from 1st September 2026
- What to do if you're Worried a Child is Being Abused (2015) What to do if you're worried a child is being abused
- Sexual Offences Act (2003)
- Prevent Duty Guidance (2023) https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-england-and-wales-accessible *(Preventing Radicalisation is currently being reviewed – after the government published a new definition of extremism on 14 March 2024.)*
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- Forced Marriage: since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.'
- Serious Violence Strategy 2018
- Sexual violence and sexual harassment between children in schools and colleges (DfE 2021)

Appendix A

Northcott Safeguarding Flow Chart

'What to do if you are worried a child is being abused, at risk of harm or neglect'

Member of staff, volunteer has concerns about a child's welfare

- Be alert to signs of abuse and question unusual behaviour.

Where a child or young person discloses abuse or neglect

- Listen to what they say, keep calm, reassure they are right to tell, and you will take action to help keep them safe. **DO NOT DELAY take any immediate necessary action to protect the child.**
- Inform them you need to share the information and what you are going to do next
- Do not promise confidentiality, you will need to share/ report the information onwards.
- Do not question further or inform the alleged abuser.

Discuss concerns with the Snr Designated/ Named Safeguarding Lead

- The Safeguarding Lead will consider further actions including consultation with Children's Social Care/ EHASH (if a new concern).
- Concerns and discussion, decisions and reasons for decision should be recorded in writing and a 'confidential concerns' or 'child protection' file should be opened, stored in line with the school child protection policy.

Still have concerns? Refer to EHASH (Early Help Advice Safeguarding Hub) Social Care. Have child/families' personal details to hand and be clear about concern/ allegations.

Safeguarding concern

Resolved /no longer held

Support has been agreed, record decision, any follow up actions.

Children's Social Care

During Office Hour, Monday to Friday

Early Help Advice Safeguarding Hub (EHASH)
Tel:- 01482 448879

If the child is at immediate risk

TEL: 101 and ask for assistance Record all decisions and actions, working to agreed outcomes and within timescales. Escalate any emerging threats/concerns by adopting Hull Safeguarding Children Partnership procedures – www.hullsafeguardingchildren.co.uk

Out of hours

Emergency

Duty Team 5.00pm – 8.30am

Tel 01482 300304

NSPCC Whistle

blowing Tel:

0800 028 0285

Unmet needs identified

Decide what actions are needed to support the child.

Consult with child young person, family and relevant agencies: Team Around Family Meeting; agree and implement support

Northcott School

Contacts: For any allegations/concerns regarding an adult who works with (in either paid/ voluntarily) employment with children contact the LA Designated Officer (LADO) Tel:-.

Jaquie Edhouse – LA Safeguarding Children in Education Officer Tel:- **01482 790933**

This flow chart is intended as a brief guide. Please refer to our Child Protection Policy

Appendix B

The four categories of child harm are as follows:

1. **Physical Abuse**
2. **Emotional Abuse**
3. **Sexual Abuse**
4. **Neglect**

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

Some of the Possible Indicators Could Include:

May be recognised by: Children with frequent injuries, injury such as bruising, bite marks, burns and scalds, fractures but also by aggressive behaviour. It may also be an indicator of concern where a parent gives an explanation inconsistent with the injury or gives several different explanations for the injury.

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

Some of the Possible Indicators could include:

May be recognised by: Developmental delay, attachment issues, aggressive behaviour, appeasing behaviour, watchfulness or stillness, low self-esteem, withdrawn or a loner, or having difficulty in forming relationships. Emotional abuse may be difficult to recognise as signs are usually behavioural rather than physical. Signs of emotional abuse may be associated or similar to other forms of abuse so presence of emotional abuse may indicate other abuse is prevalent as well.

Sexual Abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve

physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Some of the Possible Indicators Could Include:

May be recognised by: Inappropriate sexualised conduct, age inappropriate sexualised play or conversation, sexually harmful behaviour – contact or non-contact, self-harm, eating disorders, continual, inappropriate or excessive masturbation, anxiousness or unwillingness to remove clothes – sports/ PE etc, pain or itching in genital area, blood on underclothes, bruising in genital region and/or inner thighs etc.

Upskirting Definition: Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

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

Some of the Possible Indicators Could Include:

May be recognised by: Being constantly hungry; constantly tired; have a poor state of clothing; be emaciated; have untreated medical problems; be frequently late or have poor or non-attendance at school; have low self- esteem; display neurotic behaviour and/or have poor social relationships, have poor personal hygiene. A neglected child may also be apathetic, fail to thrive, or be left with or in the care of adults under the influence of alcohol or drug misuse.

Contextualised Safeguarding

We recognise safeguarding incidents and/or behaviours can be associated with factors outside of school and/or can occur between children outside of school. All our staff, but particularly our Designated Safeguarding Leads (DSL's) will consider the context within which such incidents and or behaviours occur. We recognise this is known as 'contextual safeguarding' and will consider by assessing whether wider environmental factors are present in a child's life that threaten their safety or welfare. In such cases we will work with safeguarding agencies and support the child and family as part of any referral process.

Appendix C

Staff Low Level Concern Log

Please tick one of the following:

☐ Informal Concern
☐ Formal Complaint

Staff member: (who the concern is with reference to) _____

Staff member: (with the concern/making the complaint) _____
Are you happy for your name to be shared with the staff member this log is relating to Y N

Date: _____

Nature of concern: (inappropriate language, unprofessional behaviour)
Outline of incident: (continue on additional sheets if necessary)
Preferred/Expected Outcome: (what actions would you like SLT to take)

Leader Actions:

Signed: Date handed Head Teacher

Head additional comments/actions: