



Child Protection Safeguarding Policy

Policy Title:	Child Protection Safeguarding Policy
Implemented:	July 2001
Last Review:	September 2026
Next Review:	August 2027
Responsibility:	Designated Safeguarding Lead, Headmaster
Other relevant policies:	Anti-Bullying Policy E-Safety and Web Filtering Policy No Platform for Extremism Policy Off-Site Activities and Educational Visits Policy Pupil Behaviour Policy Pupil Restraint Policy Recruitment, Selection and Disclosure Policy Staff Code of Conduct Whistleblowing Policy

Scope

This policy applies to the whole school, including EYFS. It has been compiled with regard to, and is in accordance with, statutory guidance issued by the Secretary of State and Central Government. It reflects all current safeguarding legislation, guidance and expectations, including:

- **Keeping Children Safe in Education (KCSIE) 2026**, which incorporates:
 - *Disqualification under the Childcare Act 2006* (August 2018)
 - *What to do if you're worried a child is being abused* (March 2015)
 - *Sexual Violence and Sexual Harassment between Children in Schools and Colleges* (DfE, September 2021)
 - strengthened expectations around anti-discriminatory practice, child-on-child abuse, digital safeguarding, AI-generated content, filtering and monitoring, and mobile phone-free environments
- **Working Together to Safeguard Children (2026) and Information Sharing (2024)**, including:
 - the Family Help model
 - strengthened MASA (multi-agency safeguarding arrangements)
 - updated definitions of harm including coercive control, teenage relationship abuse, modern slavery, organised networks, and online harm
- **Online Safety Act (2024)**, including expectations relating to harmful online content, extremist material, misogyny, incel-related harm, digital coercive control, and online safety duties for education settings.
- **DfE Filtering and Monitoring Standards (2023)** — including the requirement for a recorded annual review of filtering and monitoring systems across all internet-connected devices.
- **DfE Mobile Phones in Schools Guidance (2026)** — requiring schools to operate as mobile phone-free environments by default.
- **DfE Guidance on Safe and Effective Use of Generative AI in Education (2026)** — including safeguarding, ethics, data protection, and risks relating to AI-generated indecent images, deepfakes and synthetic media.
- **Relationships Education, Relationships and Sex Education (RSE) and Health Education (Updated 2025)**.
- **General Data Protection Regulation, the Data Protection Act (2018) and the Data (Use and Access) Act 2025**.
- **Prevent Duty Guidance for England and Wales (2024)**, supplemented by:
 - *The Prevent Duty: Departmental advice for schools and childminders* (June 2015)
 - *The use of social media for online radicalisation* (July 2015)
- **Mental Health and Behaviour in Schools** (DfE 2014, updated 2018) and **Promoting and Supporting Mental Health and Wellbeing in Schools and Colleges (2024)**.
- **Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018)**.
- **The Children and Social Work Act (2017)**, including duties relating to children in temporary accommodation.

West House School's Safeguarding & Child Protection Policy is aligned with the quality and standards expected by Birmingham City Council and Birmingham's Multi-Agency Safeguarding Arrangements (MASA). It will be monitored by the Governing Body and reviewed annually, or sooner if new legislation or statutory guidance requires changes. This policy is approved by the Governing Body.

Date:

Signed:

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1. Safeguarding Policy Approach

West House School is committed to a whole-school, child-centred and inclusive safeguarding culture. We strive to create an environment in which children feel safe, listened to, respected and able to express their wishes, feelings and experiences. Every child deserves to learn and develop within a setting where their voice, identity, dignity and lived experience are valued.

We want pupils, staff, parents, carers and wider family networks to have confidence in our safeguarding arrangements and to know that collaborative working is fundamental to keeping children safe. Safeguarding is everyone's responsibility, and all adults in school are expected to act in the best interests of children at all times.

In practice, this means we uphold the principle that the welfare of the child is paramount, keeping children at the centre of all decision-making and partnership working with families and professionals. We recognise that children may experience harm inside or outside the home, inside or outside school, online, within peer groups, family networks or community settings.

In line with the Children Act 1989 and 2004, Working Together to Safeguard Children 2026, and Keeping Children Safe in Education 2026, West House is committed to:

- providing help and support as soon as problems emerge, including through universal services, community-based Early Help and targeted Family Help
- protecting children from maltreatment, including online harm, coercive control, exploitation, modern slavery, harmful sexual behaviour and organised networks
- preventing impairment of children's mental and physical health or development
- ensuring children grow up in circumstances consistent with safe, stable and loving care
- taking action to enable all children to have the best outcomes

We recognise that support may be provided through:

- universal services
- community-based Early Help
- targeted Family Help
- statutory intervention under sections 17, 20, 31 and 47 of the Children Act 1989

Our approach reflects the principles of the Government's strategy *Stable Homes, Built on Love*, which emphasises:

- the importance of children growing up in safe, stable and loving relationships
- strengthening the role of family and community networks
- providing support at the earliest opportunity
- working openly and collaboratively with parents and carers where safe and appropriate

We are committed to anti-discriminatory practice, recognising that some children face disproportionate vulnerabilities linked to identity, protected characteristics, SEND, health needs, family circumstances or digital environments. Staff will remain professionally curious, respectful and alert to situations where children may be experiencing abuse, neglect, exploitation or other forms of harm, including circumstances where a parent, carer or other adult may not be acting in the child's best interests.

This policy outlines our legal duties to safeguard children, the responsibilities of all staff, and the specific roles and responsibilities of our Designated Safeguarding Leads, senior leaders and Governance, in line with Birmingham's Multi-Agency Safeguarding Arrangements (MASA).

2. Important Safeguarding Contacts

West House School - Specific Responsibilities

Role	Staff Member
Designated Senior Safeguarding Lead	Mrs Paula Cusack
Deputy Designated Safeguarding Lead	Mrs Georgina White
Deputy Designated Safeguarding Lead	Mr Oscar Lyttle
Deputy Designated Safeguarding Lead	Mr Callum Williamson
Deputy Designated Safeguarding Lead EYFS/OOHC	Ms Avril Walsh
Deputy Designated Safeguarding Lead Holiday Club	Mrs Ana Zerelli
Deputy Designated Safeguarding Lead Holiday Club	Ms Michelle Mardenborough
Governor Responsible for Safeguarding	Mrs Amandeep Hayer
Chairman of the Board of Governors	Mrs Charlie Ashley
Data Protection Officer	Mrs Jo Robinson

Mrs Cusack is the Senior DSL and a member of the Senior Management Team. Mrs Cusack also holds the positions of *Prevent* Single Point of Contact (SPOC), Right to Respect Lead and Senior Mental Health Lead including the Mental Health First Aid qualification.

Mrs White, Mr Lyttle Jnr and Mr Williamson support Mrs Cusack as Deputy Designated Safeguarding Leads.

Ms Walsh is the Deputy Designated Safeguarding Lead with Early Years Responsibility and OOHC (Out of hours care, Nursery and School Holiday Club). Ms Walsh works closely with Mrs Cusack.

Mrs Zerelli and Mrs Mardenborough are also DDSLs on hand throughout the day but with specific responsibility for the Holiday Club provision.

The Senior DSL is most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

Mrs Cusack carries out an internal safeguarding review every term and meets with Amandeep Hayer (school safeguarding governor) for a meeting before the full board meeting on three occasions throughout the academic year. Mrs Cusack completes the section 175 audit each academic year and Avril Walsh completes the Nursery online audit.

The whole safeguarding team meet regularly with the Senior DSL and safeguarding governor for a group supervision/discussion session.

Non School Contacts

Organisation / Role	Name	Contact details
Local Authority Designated Officer (LADO)	Duty LADO	Tel: 0121 675 1669 Email: ladoteam@birminghamchildrenstrust.co.uk
Birmingham Children's Trust	Children's Advice and Support Service (CASS)	Monday to Thursday: 8:45am to 5:15pm: - Friday: 8:45am to 4:15pm - Telephone: 0121 303 1888 CASS emergency out-of-hours: - Telephone: 0121 675 4806
Early Help		Early Help Support Team: Telephone: 0121 303 8117 or contact your Early Help District teams

NSPCC Helpline	N/A	Call: 0808 800 5000 Email help@NSPCC.org.uk .
Police	N/A	Emergency 999. Non-emergency 101

3. Legislation and Guidance

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (KCSIE) 2026, which replaces the September 2025 version and comes into force on 1 September 2026. It should be read alongside all relevant legislation and guidance, including:

- Keeping Children Safe in Education 2026, including Part One, which all staff must read in full. The previous condensed Annex A has been removed; KCSIE 2026 requires *all* staff, including those not working directly with children, to read Part One.
- Working Together to Safeguard Children (2026), including strengthened expectations around multi-agency safeguarding arrangements (MASA), Family Help, coercive control, teenage relationship abuse and inclusive practice.
- Information Sharing: Advice for Practitioners (2024), including the seven golden rules for sharing information.
- Data protection legislation, including the Data Protection Act 2018, UK GDPR, and the Data (Use and Access) Act 2025.
- Section 175 of the Education Act 2002, the Education (Independent School Standards) and associated safeguarding duties.
- Equality Act 2010, Public Sector Equality Duty, and Human Rights Act 1998.
- Counter-Terrorism and Security Act 2015, including revised Prevent Duty Guidance (2024).
- Crime and Policing Act 2026 changes to regulated activity, including removal of the supervision exemption for certain volunteers.
- Children's Wellbeing and Schools Act (2025) duties referenced in KCSIE 2026, including temporary accommodation notification duties.
- Online Safety Act 2024, referenced throughout KCSIE 2026, including expectations around harmful online content, extremist material, misogyny, incel-related content and digital coercive control.
- DfE Filtering and Monitoring Standards (2023) and the requirement for a recorded annual review of filtering and monitoring systems.
- DfE Mobile Phones in Schools Guidance (2026), including expectations around safeguarding, behaviour and online safety.
- DfE Guidance on Safe and Effective Use of Generative AI in Education (2026), including risks relating to AI-generated indecent images, deepfakes and harmful content.
- Check a Teacher's Record (2026), replacing the TRA Employer Access Service.

4. Definitions: Safeguarding and Child Protection

All staff at West House are expected to be familiar with the wide range of policies and procedures in place to keep children safe and promote their wellbeing at all times.

Safeguarding and promoting the welfare of children

As defined in KCSIE 2026, safeguarding means:

- providing help and support as soon as problems emerge
- protecting children from maltreatment, including online harm
- preventing impairment of mental and physical health or development
- ensuring children grow up in circumstances consistent with safe and effective care
- taking action to enable all children to have the best outcomes

Family Help

Family Help means providing support as soon as a problem emerges at any point in a child's life. KCSIE 2026 distinguishes between:

- universal services
- community-based Early Help
- targeted Family Help

This aligns with Birmingham's Early Help Assessment and Our Family Plan.

Right Help, Right Time (Birmingham)

This framework guides how individuals, agencies and practitioners work together to identify needs and provide support at the earliest opportunity.

Child Protection

Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it must make enquiries. These enquiries apply to all forms of abuse, neglect and exploitation, whether occurring:

- in person or online
- inside or outside the home
- involving individuals, groups or organised networks

Teenage Relationship Abuse

KCSIE 2026 expands this definition to include:

- physical, sexual, emotional or financial abuse
- coercive control
- stalking
- harmful sexual behaviour
- online harassment or image-based abuse

Child-on-child abuse

Includes sexual violence, sexual harassment, coercive control, harmful sexual behaviour, harassment, stalking, bullying, and online harm.

Nudes and Semi-Nudes

KCSIE 2026 uses this term to refer to the creation, sending or posting of nude or semi-nude images by young people under 18. Images may be:

- photographs, videos or livestreams
- taken by the child
- taken or created by another person
- digitally altered
- wholly generated using artificial intelligence, including deepfakes or deep nudes

Language: victim, alleged perpetrator, perpetrator

These terms are recognised in KCSIE 2026. West House will use language sensitively and adapt terminology based on the child's preference.

5. Equality Statement and Children with Protected Characteristics

Some children are at greater risk of harm, both online and offline, and may face additional barriers to recognising or disclosing abuse. West House is committed to anti-discriminatory practice, inclusive safeguarding, and ensuring all children receive appropriate protection regardless of needs, barriers or protected characteristics.

Protected Characteristics (Equality Act 2010)

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Disproportionate Vulnerabilities

KCSIE 2026 strengthens expectations that schools identify and respond to vulnerabilities linked to protected characteristics, including:

- sexual violence and sexual harassment
- misogyny and misandry
- racism
- faith-based prejudice
- homophobic, biphobic or transphobic bullying
- online misogyny, incel-related harm and extremist online communities
- coercive control
- financial exploitation
- organised networks and group offending

Children who may benefit from additional support before statutory intervention

- disabled or with certain health conditions
- SEND (with or without an EHCP)
- mental health needs
- young carers
- pregnant or parenting
- early signs of abusive, violent or harmful behaviours
- anti-social or criminal behaviour, including county lines
- frequently missing from education, home or care
- repeated suspensions, part-time timetables, AP or PRU
- exploitation, modern slavery, trafficking (criminal or sexual)
- risk of radicalisation
- parental offending or imprisonment
- family challenges: substance misuse, adult mental health, domestic abuse
- alcohol or drug misuse
- honour-based abuse, FGM, forced marriage
- privately fostered
- living in temporary accommodation (Children's Wellbeing and Schools Act duty)

Children with SEND, Health Conditions and Medical Needs

Children with SEND or medical conditions may face additional safeguarding challenges, including:

- assumptions that indicators of abuse relate to their condition
- peer isolation or prejudice-based bullying
- communication barriers
- difficulties reporting abuse
- dependence on adults for intimate care
- cognitive understanding of online content

Reports involving children with SEND require close liaison between the DSL/deputy and SENCO, with additional pastoral and communication support considered.

Children who are LGBT or questioning their gender

A child being LGBT is not a risk factor in itself, but they may be vulnerable to discriminatory bullying or harm. Children perceived to be LGBT may also be vulnerable.

West House will address these vulnerabilities through safeguarding, behaviour and anti-bullying arrangements.

Requests relating to social transition

Where a child or parent/carers requests support relating to social transition:

- the school will not initiate action itself
- decisions will consider safeguarding duties, welfare, parental involvement (unless unsafe), equality and human rights obligations, educational context, and documentation
- staff must not adopt changes unless a formal school decision has been made

Toilets, Changing Rooms and Showers

West House will not allow adults or children to enter facilities designated for the opposite biological sex. Alternative arrangements may be considered where appropriate, provided they do not compromise safety, comfort, privacy or dignity. All arrangements will be recorded and reviewed.

6. Roles and Responsibilities of Staff, Leadership and Management

Whole-School Responsibilities

Safeguarding is everyone's responsibility at West House. This policy applies to all staff, including permanent, temporary and supply staff, trainee teachers, volunteers, governors and contractors. All adults working with children are in a position of trust and must uphold the highest standards of professional conduct.

Preventative education is most effective when delivered through a whole-school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour, discriminatory bullying or other forms of physical violence and conflict.

Preventative education includes teaching:

- Healthy relationships
- Boundaries, consent and kindness
- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- How to recognise and report concerns, including coercive and controlling behaviour
- The concepts and laws relating to sexual harassment and abuse
- Why sexual harassment and sexual violence are always unacceptable
- Online harms, including sharing images, deepfakes, pornography, misogynistic influencers and how to seek help

Role and Responsibility of All Staff

All staff must read Part One of Keeping Children Safe in Education 2026. Staff who work directly with children must also read Annex A. The previous option to read a condensed Annex A no longer applies.

All staff will receive safeguarding and child protection training at induction, including:

- Online safety

- Filtering and monitoring responsibilities
- Digital safeguarding and AI-related risks
- Family Help pathways
- Contextual safeguarding

Training will be regularly updated, and all staff will receive safeguarding updates at least annually.

All staff must understand:

- Act immediately if they have concerns about a child
- Never assume someone else will act
- Early information sharing is vital
- Data protection laws do not prevent sharing information to keep children safe
- If in doubt, speak to the DSL or deputy

Role and Responsibilities of the Designated Safeguarding Lead (DSL)

The DSL takes lead responsibility for safeguarding and child protection, including online safety, filtering and monitoring, and digital safeguarding. The DSL is a senior leader with the authority, time, funding, training and resources required to carry out the role effectively.

West House maintains robust cover arrangements to ensure safeguarding concerns are always received and acted upon without delay.

The DSL will liaise with teachers, pastoral staff, school nurses, IT technicians, senior mental health leads, SENCOs and mental health support teams to ensure children's needs are considered holistically.

The DSL takes lead responsibility for promoting educational outcomes for children who need or have needed a social worker, including supporting staff to provide academic support and reasonable adjustments.

The DSL maintains an overview of safeguarding, manages referrals, supports staff, monitors policy effectiveness, and ensures child protection files are accurate and up to date.

The DSL and deputies must ensure staff understand that safeguarding incidents can be associated with factors outside school, including peer groups, online environments, family networks and community contexts (Contextual Safeguarding).

Specific DSL Responsibilities

- Oversee deputies
- Provide advice and support
- Participate in strategy discussions
- Designated Teacher for LAC
- Prevent SPOC
- Right to Respect Lead
- Mental Health Lead
- Operation Encompass Key Adult
- Ensure DSL availability
- Promote child voice
- Receive concerns via CPOMS
- Decide next steps
- Liaise with staff
- Refer cases to children's social care
- Support staff making referrals
- Work with MASA
- Attend Prevent training
- Liaise with Headteacher re: staff concerns
- Inform Headteacher of section 47 enquiries
- Lead Early Help
- Oversee Early Help delivery
- Ensure child voice in Early Help

- Use assess-plan-do-review
- Use CASS for advice
- Refer Child in Need
- Share information appropriately
- Lead online safety
- Maintain accurate records
- Promote welfare of LAC/PLAC
- Deliver induction safeguarding training
- Provide annual updates
- Inform staff of incoming CP info
- Transfer files securely
- Report to Safeguarding Governor
- Complete Section 175 audit
- Promote positive parental involvement

DDSL with Early Years Responsibility

This role covers all DSL duties for EYFS and extended care, including out-of-hours provision and holiday clubs.

The DDSL must ensure:

- a deputy is always available
- compliance with strengthened EYFS safeguarding requirements (from 1 September 2025)
- mandatory safer recruitment checks
- robust absence monitoring
- multiple emergency contacts
- close supervision during meals
- safeguarding training meeting Annex C standards
- paediatric first aid for all trainees within ratios
- toileting and nappy-changing protocols balancing privacy and oversight

Guided Links:

- EYFS safeguarding requirements
- Safer recruitment EYFS
- EYFS absence monitoring
- Annex C training
- Paediatric first aid

Role and Responsibilities of Governance

The Governing Body has strategic leadership responsibility for safeguarding and must ensure policies, procedures and training are effective and legally compliant.

Governors must:

- receive safeguarding training at induction
- read KCSIE 2026 in full and sign an annual declaration
- ensure the policy reflects whole-school approaches to:
 - child-on-child abuse
 - online safety
 - SEND
 - children absent from education
 - use of premises
 - alternative provision
 - mobile phones
 - filtering and monitoring
 - MASA responsibilities

EYFS Governance Duties

- Designate an EYFS safeguarding lead
- Enforce mobile phone restrictions
- Inform Ofsted of allegations within 14 days
- Contact Early Years Consultant or EDT when required

Role and Responsibilities of the Headteacher

The Headteacher ensures all staff understand and follow safeguarding systems, including:

- child protection policy
- behaviour policy
- staff code of conduct
- response to children absent from education
- online safety arrangements
- identity and role of DSL and deputies

Key responsibilities include:

- Overall safeguarding management
- Creating a culture where staff feel able to raise concerns
- Ensuring policies are implemented and understood
- Ensuring staff read relevant KCSIE sections
- Ensuring safer recruitment procedures
- Supporting and supervising the DSL
- Ensuring Prevent Duty compliance
- Ensuring sufficient time and resources for safeguarding
- Referring to DBS and TRA when required
- Supporting parents to understand online safety

Role of the Designated Teacher

The Designated Teacher (Mrs Cusack) promotes the educational achievement of:

- looked-after children
- previously looked-after children
- children with a social worker
- children in kinship care

This includes working closely with the **Virtual School Head**, recognising attendance as a key safeguarding factor.

7. Safer Recruitment and Ongoing Suitability

West House is committed to safer recruitment and to maintaining a culture of vigilance throughout every person's employment or engagement. The Governing Body will ensure that recruitment and selection arrangements comply with Part Three of Keeping Children Safe in Education 2026, the Crime and Policing Act 2026 (updated regulated activity), and all requirements applying to our setting, including EYFS.

Safer recruitment applies to all adults working or volunteering with children, including permanent staff, temporary staff, supply teachers, trainee teachers, volunteers, governors, contractors and adults using or hiring school premises.

Recruitment and Selection

West House will ensure that:

- Job descriptions, person specifications, advertisements and application information clearly set out safeguarding responsibilities and the school's commitment to safeguarding.
- At least one person conducting an interview has completed safer recruitment training, and all involved in recruitment understand safer-recruitment practice.

- Application forms, full employment history, reasons for leaving, gaps or inconsistencies, references and self-declarations from shortlisted candidates are scrutinised, and concerns explored and resolved before appointment.
- Online searches are considered for shortlisted candidates as part of due diligence; candidates are informed that such searches may be undertaken, and only information relevant to suitability to work with children is considered.
- All offers remain conditional until identity, right-to-work, DBS, barred list, prohibition, qualification, overseas checks and any role-specific checks are completed.
- Required checks and dates are recorded accurately on the Single Central Record, and written assurance is obtained for agency, third-party and fee-funded trainee teacher checks.
- Volunteer, governor, contractor, visitor and third-party arrangements are risk assessed, and the correct level of checking and supervision is determined before the person begins the activity.
- No unchecked person is permitted to work unsupervised or undertake regulated activity, in line with updated definitions under the Crime and Policing Act 2026.
- Induction, probation, supervision, training, appraisal, professional conduct arrangements and the management of low-level concerns support ongoing suitability after appointment.
- Statutory referrals to the Disclosure and Barring Service (DBS) and, where applicable, the Teaching Regulation Agency (TRA) are made when criteria are met.

Ongoing Suitability and Culture of Vigilance

Safer recruitment does not end at appointment. West House maintains ongoing vigilance through:

- Induction training covering safeguarding, online safety, filtering and monitoring, staff conduct and whistleblowing.
- Probation reviews that assess safeguarding understanding and professional conduct.
- Annual safeguarding updates for all staff.
- Supervision and appraisal that reinforce safeguarding responsibilities.
- Management of low-level concerns, recorded and reviewed to identify patterns.
- Digital-safeguarding expectations, including safe use of technology, AI-related risks, and online conduct.
- Immediate reporting of any concern about an adult's behaviour, inside or outside school, including online behaviour.

Volunteers, Governors, Contractors and Visitors

West House will:

- complete risk assessments for all volunteers, governors, contractors and visitors
- determine the correct level of checking and supervision
- ensure no unchecked adult has unsupervised access to children
- obtain written assurance from third-party providers regarding completed checks
- ensure contractors working on site understand safeguarding expectations

Agency and Third-Party Staff

Where staff are provided by an agency or third-party organisation, West House will obtain written confirmation that:

- all required checks have been completed
- the person is suitable to work with children
- the agency has followed safer-recruitment procedures

Trainee Teachers

KCSIE 2026 requires explicit safer-recruitment expectations for trainee teachers. West House will:

- ensure trainee teachers undergo appropriate checks
- obtain written assurance from training providers
- treat concerns about trainee teachers in line with the allegations framework
- ensure trainee teachers understand safeguarding responsibilities

Single Central Record (SCR)

The SCR will include:

- identity checks
- right-to-work checks
- DBS and barred list checks
- prohibition checks
- qualification checks
- overseas checks
- role-specific checks
- dates and evidence of completion

Statutory Referrals

Where an individual is:

- dismissed
- removed from regulated activity
- resigns
- ceases to provide services due to safeguarding concerns

West House will consider statutory referral to:

- DBS
- TRA (for teachers)

Policy Links

The school's Safer Recruitment Policy and procedures must be read alongside:

- Child Protection Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Online Safety Policy
- Filtering and Monitoring Policy
- EYFS Safeguarding Requirements

8. Whistleblowing and Raising Concerns about Safeguarding Practice

West House School is committed to a culture of openness, transparency and professional accountability. All staff, volunteers and contractors must be able to raise concerns about poor or unsafe safeguarding practice, wrongdoing, or failures in the school's safeguarding arrangements without fear of victimisation, discrimination or disadvantage. Concerns will always be taken seriously, recorded appropriately and addressed promptly in accordance with the school's Whistleblowing Policy.

Staff will be reminded that whistleblowing is an essential part of safeguarding culture and supports the school's duties under Keeping Children Safe in Education 2026, Working Together 2026, the Public Sector Equality Duty, and local Multi-Agency Safeguarding Arrangements (MASA).

Internal routes for raising concerns

Staff should normally raise concerns with the Headteacher or DSL on Staff Safe. Concerns about the Headteacher must be raised with the Chair of Governors.

Where there is a conflict of interest, or the concern relates to the person who would normally receive it, staff must use the alternative reporting route identified by West House. This includes concerns relating to:

- safeguarding practice
- discriminatory behaviour

- unsafe digital or online practice
- failures in filtering and monitoring
- misuse of mobile phones or technology
- coercive or inappropriate behaviour by adults
- breaches of professional boundaries

External routes and escalation

If a member of staff feels unable to raise a concern internally, or believes that a genuine safeguarding concern is not being addressed, they may:

- use the school's external whistleblowing route
- seek independent advice from the NSPCC Whistleblowing Advice Line: 0800 028 0285
- contact the Local Authority Designated Officer (LADO) if the concern relates to an adult working with children
- escalate concerns through Birmingham's MASA procedures

Whistleblowing does not replace the duty to act immediately where a child may be at risk of harm. In an emergency, staff must contact the police on 999. Safeguarding referrals must be made through local Birmingham procedures without delay.

Induction and ongoing awareness

All staff will be informed at induction, and reminded through safeguarding updates, of:

- how to access the Whistleblowing Policy
- who concerns should be reported to
- the alternative route where the concern involves a senior leader
- how to escalate concerns that are not being acted upon
- protections available to whistleblowers
- expectations around reporting discriminatory, harmful or unsafe practice
- the requirement to challenge poor safeguarding practice as part of a whole-school safeguarding culture

Staff will be reminded that whistleblowing is a professional responsibility, not a last resort, and is essential to maintaining a safe, inclusive and child-centred environment.

9. Children Absent from Education and Children Missing Education

Absence from education is a significant safeguarding concern. It may indicate abuse, neglect, exploitation, criminal or sexual exploitation, coercive control, mental health difficulties, online harm, extremist influence, organised networks, or other unmet need. West House will never treat attendance and safeguarding as separate processes. Any unexplained, repeated or prolonged absence will be considered a potential safeguarding risk.

The school has clear attendance and safeguarding procedures which identify who is responsible for first-day contact, follow-up, home visits or welfare checks, information sharing, escalation to the DSL, and referral to the local authority or children's social care.

West House will:

- monitor attendance and admissions information daily, following up unexplained absence promptly using more than one contact method where necessary
- consider the child's known vulnerabilities, including SEND, health needs, mental health, family circumstances, social care involvement, transport arrangements, patterns of absence, digital risks, and any previous safeguarding concerns
- ensure attendance staff alert the DSL or deputy immediately where absence is unexplained, repeated, prolonged, linked to a known risk, or where attempts to establish the child's welfare and whereabouts are unsuccessful
- make reasonable enquiries, recording each contact attempt, information obtained, decisions, actions, reasons for escalation or non-escalation, and keeping the situation under review

- work with parents/carers, the child, the local authority and relevant agencies to understand and address barriers to attendance, unless doing so would increase risk
- refer concerns to children's social care and/or the police immediately where there is reason to believe a child is suffering or likely to suffer harm, is in immediate danger, or their whereabouts cannot be established and risk is significant
- comply with the School Attendance (Pupil Registration) (England) Regulations 2024 and statutory guidance before adding or deleting a pupil from the admission register, including making required returns and notifications to the local authority
- notify and work with the Children Missing Education (CME) service where a child of compulsory school age is not registered at a school, is not receiving suitable education otherwise than at school, or where enquiries indicate a pupil may become missing education
- ensure attendance and safeguarding systems are aligned with DfE Filtering and Monitoring Standards, recognising that digital absence (e.g., disengagement from online learning or remote communication) may also indicate risk

A pupil who remains registered at the school is not, solely because of persistent or severe absence, a Child Missing Education. However, their absence may still present a serious safeguarding risk and must be addressed through the school's attendance and safeguarding procedures. The school must not remove a pupil from roll unless a lawful ground is met and all required enquiries and notifications have been completed.

These arrangements should be read alongside the school's Attendance Policy, Children Missing Education procedures, Birmingham local processes, and the school's safeguarding and digital safety arrangements.

10. Child-Centred, Family-Focused Safeguarding Approach

Alongside Keeping Children Safe in Education 2026, West House is committed to a child-centred, inclusive and anti-discriminatory approach that recognises the importance of working in partnership with parents, carers and wider family networks, in line with Working Together to Safeguard Children 2026 and Birmingham's Right Help, Right Time framework.

This approach reflects the principles of the Government's strategy Stable Homes, Built on Love, which responded to the Independent Review of Children's Social Care. The strategy emphasises:

- the importance of children growing up in safe, stable and loving relationships
- supporting children to remain within their own families and communities wherever safe and appropriate
- providing help at the earliest opportunity
- strengthening the role of family and community networks in helping children to thrive

Where it is safe and appropriate to do so, the school will work openly and collaboratively with parents and carers to support a child's welfare and wellbeing. This may include consideration by the Designated Safeguarding Lead (DSL) or deputy as to whether parents or carers should be informed when additional pastoral, wellbeing or early help support is being provided. Parents or carers will not be informed where doing so may place a child at increased risk of harm, including risks relating to:

- domestic abuse
- coercive control
- honour-based abuse
- forced marriage
- extremist influence
- online harm or exploitation
- situations where a parent or carer may not be acting in the child's best interests

The school will seek to understand the child's family circumstances, identity, culture, faith, lived experiences, digital world, and any barriers that may affect access to support or services. Staff will remain professionally curious, respectful and alert to situations where children may be experiencing abuse, neglect, exploitation or other forms of harm, including:

- harmful behaviours within family networks
- parental conflict or breakdown
- adult mental health or substance misuse

- financial exploitation or organised networks
- online misogyny, incel-related harm or digital coercive control
- circumstances where a parent, carer or other adult may not be acting in the child's best interests

West House will work within Birmingham's Multi-Agency Safeguarding Arrangements (MASA) to ensure that children and families receive coordinated, timely and effective support. Decisions will be clearly recorded, reviewed and made in line with statutory guidance, with the child's voice, safety and lived experience at the centre of all practice.

11. Confidentiality and Sharing Information

Trusted relationships are at the heart of working with children and their families at West House. We strive to uphold good practice, work in partnership with children and families, and ensure that information is shared in a way that promotes safety, welfare, dignity and trust.

Information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation, including online harm, coercive control, organised networks, harmful sexual behaviour, and extremist influence. It is also essential for promoting children's welfare, including their educational outcomes, mental health, and access to support. Schools have clear powers to collect, hold, use and share information for these purposes.

Principles for deciding what to share

When deciding what information to share, staff must consider whether the information is:

- relevant to the current safeguarding risk
- necessary for the receiving agency or setting to know
- accurate, clearly presented and contextualised
- proportionate to the level of risk
- timely, enabling effective action
- lawful, in line with statutory guidance

Professional judgement must be used so that information shared is focused and proportionate, while ensuring that important details are not omitted where they are relevant to understanding or managing safeguarding risk.

Data protection and lawful bases

Data protection laws include the Data Protection Act 2018, UK GDPR, and the Data (Use and Access) Act 2025. These laws do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare.

Where staff need to share special category personal data, the *safeguarding of children and individuals at risk* processing condition allows information to be shared without consent where:

- there is a good reason to do so
- sharing will enhance the safeguarding of a child
- sharing is necessary and proportionate
- delay would increase risk

Consent must not be sought where doing so would:

- place a child at increased risk
- prejudice a police or social care investigation
- lead to coercion or pressure on the child
- be inappropriate due to the nature of the concern

Confidentiality and professional responsibilities

Confidentiality must never be promised where a child may be at risk of harm. Staff must explain that information may need to be shared with the DSL, children's social care, or other agencies to keep the child safe.

The DSL or deputy DSL is responsible for making decisions about information sharing with external agencies, including:

- children's social care
- police
- health professionals
- Birmingham's Multi-Agency Safeguarding Arrangements (MASA)
- other schools or education providers
- early help or Family Help services

Contextual and digital safeguarding

Information sharing may include concerns relating to:

- online harm, digital coercive control or AI-generated content
- filtering and monitoring alerts
- misuse of mobile phones or technology
- harmful online communities (e.g., misogyny, incel-related content)
- peer-on-peer abuse occurring outside school
- risks within family or community networks

Staff must ensure that digital safeguarding information is shared promptly and accurately.

Recording and accountability

All decisions to share or not share information must be:

- recorded
- dated
- explained
- reviewed

Records must show:

- what information was shared
- with whom
- why it was shared
- how it will be followed up

West House will ensure staff understand their responsibilities through induction, safeguarding training, and regular updates.

12. Recognise and Respond to Abuse, Neglect and Exploitation

All staff at West House are aware of what abuse, neglect and exploitation are and understand the indicators which may suggest a child is suffering or likely to suffer harm. Staff recognise that children can be at risk inside and outside school, inside and outside the home, online, within peer groups, family networks, community settings, and digital environments.

Abuse, neglect, exploitation and safeguarding issues rarely occur as standalone events; multiple issues often overlap, and staff must remain professionally curious, inclusive and alert to patterns of harm.

- Abuse may include harm caused by a child to other family members, often referred to as *child-to-parent or caregiver abuse*.
- Emotional abuse includes verbal abuse such as persistent criticism, belittling or name-calling, and may occur online through harmful or misogynistic content.
- Sexual abuse includes assault by penetration, penetration with an object, non-contact abuse (e.g., involving children in production of sexual images, forcing children to view sexual content), grooming including online, and AI-generated sexual imagery.

- Exploitation and modern slavery are forms of abuse. Children who are criminally exploited must be treated as victims, and it is not possible for a child to consent to being exploited, abused or trafficked.
- CSE and CCE may be committed or facilitated by an organised network or gang. A victim may identify as being part of this group; this may constitute modern slavery and require child protection and modern slavery referrals.
- Online harm may include digital coercive control, online misogyny, incel-related content, extremist influence, harmful sexual content, and AI-generated indecent images.

Child-on-child abuse (including harassment and violence)

West House recognises that children can abuse other children, including online. Child-on-child abuse is a safeguarding issue for both the victim and the alleged perpetrator. It is preventable, and timely, evidence-based support can be key to preventing escalation.

Child-on-child abuse may include:

- serious physical assault or the threat of harm with a weapon
- harmful sexual behaviour (HSB), sexual violence and sexual harassment, including misogyny/misandry
- consensual or non-consensual making or sharing of nudes and semi-nudes, including those generated using AI
- online abuse through harassing, misogynistic/misandrist or threatening messages
- sharing abusive images or pornography with those who do not want to receive such content

Filtering and monitoring alerts must be treated as safeguarding concerns and shared with the DSL.

Domestic abuse and Operation Encompass

Domestic abuse can include psychological, physical, sexual, financial or emotional abuse. Children can be victims where they see, hear or experience the effects of abuse at home, or where they experience domestic abuse in their own intimate relationships, including teenage relationship abuse.

Operation Encompass is an information-sharing scheme between the police and education settings. Police have a statutory duty to notify a child's education setting where they have reasonable grounds to believe a child may be a victim of domestic abuse.

Mrs Cusack is the Key Adult and uses a central safeguarding inbox to oversee notifications. Notifications do not replace statutory safeguarding procedures or referrals.

Mental health

Mental health problems can develop into safeguarding concerns. This may include:

- self-harm
- eating disorder signs
- suicidal ideation
- risk of suicide
- deterioration linked to abuse, neglect or exploitation

Education staff are not expected to diagnose mental health problems but are well placed to observe behaviour and identify children who may be struggling.

- In an emergency, staff must call 999 or arrange for the child to be taken to A&E.
- If urgent mental health help is needed but it is not an emergency, staff can use NHS 111 online or call 111 and select the mental health option.

Serious violence

Serious violence may involve physical assault, carrying, threatening with or using weapons, often in the context of peer conflict, bullying or criminal exploitation.

Staff must report concerns about a child carrying or using a weapon, or expressing intent to do so, to the DSL or deputy.

The DSL should:

- assess risk to the individual pupil and others
- consider wider contextual information
- take appropriate action, including safety and support planning
- consider de-escalation strategies
- be alert to higher risks for children with disrupted education (suspensions, exclusions, AP, PRU, offending history)

Responding when children disclose or staff have concerns

Staff must act immediately, follow the child protection policy and speak to the DSL or deputy.

If the DSL or deputy is unavailable in exceptional circumstances, this must not delay action. Staff should speak to a senior member of staff and/or take advice from children's social care.

Any action taken must be shared with the DSL or deputy as soon as practically possible.

When responding to reports of HSB, sexual harassment or sexual violence, staff must:

- listen carefully
- avoid judgement
- use the child's language
- ask open questions
- not promise confidentiality
- record only what the child says, without interpretation
- inform the DSL immediately

Harmful sexual behaviour, sexual harassment and sexual violence

KCSIE 2026 substantially strengthens expectations in this area.

HSB can occur between children of any age and sex, online or face-to-face, and must always be considered within a child protection context.

All incidents involving the making or sharing of nudes or semi-nudes require a safeguarding response, regardless of whether they are consensual.

The DSL or deputy must:

- carry out an immediate risk and needs assessment following reports of sexual violence
- consider the need for a risk assessment for sexual harassment on a case-by-case basis
- record and regularly review assessments
- use assessments to inform safeguarding decisions

For reports of rape or assault by penetration, while facts are established and agencies consulted, the alleged perpetrator must be removed from shared classes with the victim and reasonable separation considered across premises and transport. These actions protect all children and are not a judgement on guilt.

Prevent and concerns about extremism

West House is aware of its duty under section 26 of the Counter-Terrorism and Security Act 2015 to have "due regard to the need to prevent people from becoming terrorists or supporting terrorism".

Our DSLs and senior leaders are familiar with the revised Prevent Duty Guidance (2023), particularly paragraphs 141–210.

Extremism involves the promotion of ideologies based on violence, hatred or intolerance. Radicalisation is the process of legitimising support for terrorist violence. Terrorism involves actions designed to intimidate or influence government or the public for ideological purposes.

Where there is a concern, the DSL will assess risk and decide whether to refer to Children's Services or Channel.

Staff and governors may contact:

- DfE Extremism Helpline: 020 7340 7264
- Email: counter.extremism@education.gov.uk
- Anti-terrorist hotline: 0800 789 321 (confidential)
- Emergency: 999

13. Online Safety and Filtering

West House recognises the importance of safeguarding children from potentially harmful and inappropriate online material. Technology is a significant component in many safeguarding and wellbeing issues, including online harm, coercive control, AI-generated content, extremist influence, misogyny, incel-related harm, organised networks, and harmful sexual behaviour.

Online safety is a whole-school responsibility and must be a running, interrelated theme across safeguarding, curriculum planning, staff training, DSL responsibilities, filtering and monitoring, cyber security, and parental engagement.

The 4Cs of Online Safety

Content

Exposure to illegal, inappropriate or harmful content, including:

- pornography
- racism
- misogyny/misandry
- self-harm or suicide content
- antisemitism
- radicalisation and extremism
- extreme sexual or physical violence
- misinformation, disinformation and conspiracy theories
- AI-generated harmful content

Contact

Harmful online interaction with:

- other users
- adults posing as children
- individuals seeking to groom or exploit children sexually, criminally or financially
- generative AI applications simulating human interaction
- peer pressure or coercive contact
- commercial advertising targeting children

Conduct

Online behaviour that increases the likelihood of harm, including:

- making, sending or receiving explicit images
- AI-generated nudes or semi-nudes
- online bullying or harassment

- misogynistic or incel-related content
- harmful sexual behaviour online

Commerce

Risks relating to:

- online gambling
- inappropriate advertising
- phishing
- financial scams
- fraudulent or exploitative commercial activity

Generative AI and Online Safety

West House will follow DfE guidance on safe and effective use of generative AI, including:

- safeguarding risks
- ethics and responsible use
- data protection
- intellectual property
- risks of AI-generated indecent images, deepfakes and synthetic media
- risks of AI-simulated grooming or harmful contact

Staff will be trained to recognise AI-related risks and report concerns to the DSL.

Mobile Phones (DfE 2026)

The DfE expects schools to operate as mobile phone-free environments by default.

West House does not allow pupils to bring mobile phones or any other personal devices onto the premises.

Filtering and Monitoring

Filtering and monitoring systems will be reviewed at least once every academic year. Reviews will be carried out by the SLT member responsible for filtering and monitoring, with support from the DSL and IT support.

Reviews must include:

- checks that filtering works appropriately on all internet-connected devices
- checks across all relevant locations (classrooms, offices, communal areas)
- assessment of filtering effectiveness against new risks (AI, extremist content, misogyny, deepfakes)
- evaluation of monitoring alerts and escalation routes
- a record of checks, decisions and actions

Filtering and monitoring alerts must be treated as safeguarding concerns and shared with the DSL immediately.

Cyber Security and Data Protection

Cyber security is part of wider safeguarding responsibilities. West House will ensure:

- protection of personal information
- secure systems and access controls
- compliance with the Data Protection Act 2018, UK GDPR, and the Data (Use and Access) Act 2025
- staff awareness of cyber security risks, phishing, scams and data breaches

DSL Responsibilities for Online Safety

The DSL (and deputies) are responsible for:

- overseeing online safety across the school
- analysing filtering and monitoring reports
- responding to online safety incidents
- liaising with external agencies (police, children's social care, MASA partners)
- ensuring staff receive regular training
- ensuring online safety is embedded in curriculum planning
- ensuring parents receive guidance on online risks

14. Managing Safeguarding Concerns or Allegations About Staff, Including Supply Teachers, Volunteers, Contractors and Trainee Teachers

All adults working or volunteering at West House are considered to be in a position of trust or working with children. Staff must immediately report any level of concern about the behaviour or conduct of an adult working or volunteering with children, including:

- supply teachers
- trainee teachers
- volunteers
- contractors
- adults using or hiring the school premises
- visiting professionals

Concerns may relate to behaviour inside or outside school, including online conduct, digital communication, misuse of technology, breaches of professional boundaries, discriminatory behaviour, or conduct that may pose a risk to children.

Trainee Teachers

KCSIE 2026 adds explicit reference to trainee teachers throughout the allegations framework. Where concerns or allegations relate to a trainee teacher placed within the school:

- the expectations set out for schools and colleges apply
- teacher training providers must follow the same procedures as supply agencies
- the school must notify the training provider of concerns so patterns can be identified

Reporting Concerns or Allegations

If staff have a safeguarding concern or allegation that another adult has harmed or poses a risk of harm to children, they must report it **immediately** to:

- the **Headteacher**
- the **DSL** (via Staff Safe)

The Headteacher and DSL will consider whether the concern meets the harm threshold and whether onward referral to the Local Authority Designated Officer (LADO) is required.

If the concern relates to the Headteacher, it must be reported to the Chair of Governors. Where there is a conflict of interest, staff must report directly to the LADO.

Initial Fact-Finding (Local Procedure)

Before contacting the LADO, the school may conduct basic enquiries to establish facts without jeopardising any future police investigation. This may include:

- whether the individual was in school
- whether contact with the child could have occurred
- whether there were witnesses
- whether CCTV footage exists
- whether digital communication or online contact occurred

These enquiries must be **recorded**, factual and limited to establishing context.

Suspension and Alternatives

Suspension should not be automatic. The school must consider alternatives, including:

- redeployment
- increased supervision
- alternative duties
- restricting contact with children
- moving the child to a different class **only** where this is in the child's best interests and not a punishment
- consulting parents where appropriate

Immediate suspension must be **justified**, recorded, and include:

- alternatives considered
- reasons for rejecting alternatives
- rationale for suspension

DBS and TRA Referrals

Where an allegation is substantiated and a person is:

- dismissed
- resigns
- ceases to provide services
- is removed from regulated activity

the school must consider statutory duties to refer to:

- the Disclosure and Barring Service (DBS)
- the Teaching Regulation Agency (TRA) for teaching staff

These duties also apply to **volunteers** engaged in regulated activity.

Low-Level Concerns

A low-level concern is any concern, however small, that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff code of conduct. This includes:

- a sense of unease or nagging doubt
- inappropriate behaviour outside work
- boundary concerns
- digital or online behaviour
- conduct that does not meet the harm threshold

Low-level concerns must be:

- shared responsibly
- recorded on **Staff Safe**
- kept confidential
- reviewed regularly to identify patterns

Concerns about supply staff, contractors or trainee teachers must be shared with their employers or training providers so patterns can be identified.

Use of School Premises for Non-School Activities

Where the school hires or rents out facilities to organisations or individuals:

- safeguarding requirements will be included in lease or hire agreements
- compliance will be a condition of use
- failure to comply will lead to termination of the agreement

Where an allegation arises from an activity on school premises, the school will follow its safeguarding policies and procedures, including informing the **LADO** where appropriate.

15. Record Keeping

West House will hold records confidentially, safely, securely, and in line with our records retention schedule and data management policy. All safeguarding records are part of our statutory duties under KCSIE 2026, Working Together 2026, the Data Protection Act 2018, UK GDPR, and the Data (Use and Access) Act 2025.

Record keeping is essential to understanding a child's lived experience, identifying patterns of harm, supporting multi-agency working, and ensuring continuity of safeguarding support when children move between settings.

Recording Safeguarding Concerns

All safeguarding concerns, discussions, decisions made, and the reasons for those decisions must be recorded on **CPOMS**. Records must be:

- clear
- factual
- accurate
- timely
- distinguish between observed concerns, professional opinion and historic information

Each record must include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of actions taken, decisions reached, and the outcome
- the rationale for decisions, including where referrals were or were not made to children's social care, Prevent, police or other agencies
- relevant contextual safeguarding information, including peer group, online activity, family circumstances or community factors
- any digital evidence, such as screenshots, filtering/monitoring alerts or online behaviour concerns

Records must be updated promptly and reviewed regularly by the **DSL**.

Child Protection Files

Child protection files must be:

- kept separately from the main pupil file
- stored securely with restricted access
- transferred securely when a child moves to another setting

When transferring a file, the exporting school must include a clear, structured summary identifying:

- current safeguarding concerns
- relevant context
- ongoing support needs
- historic information that is appropriately contextualised so it supports rather than disadvantages the child

Where information indicates a risk to others and/or the individual child (e.g., previous carrying, threatening with or using a knife or weapon), the receiving school must assess risk immediately and put in place a safety and support plan when the child arrives.

Receiving and Transferring Safeguarding Information

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure their safeguarding file is forwarded:

- within 5 days for an in-year transfer
- within the first 5 days of a new term

Files must be transferred:

- securely
- separately from the main pupil file
- with a structured summary to support continuity of care

Where concerns are significant or complex, or where children's social care is involved, the DSL will:

- speak directly to the DSL of the receiving school
- provide information to enable them to prepare appropriate support
- ensure the child's safety and wellbeing are prioritised from day one

Retention, Archiving and Destruction of Records

For records not transferred to another school (e.g., the child leaves the country or is home educated), West House will ensure:

- a clear retention policy is followed
- secure and appropriate archiving systems with restricted access
- written assurance from providers of electronic recording systems that all records, including archived records, are maintained securely
- destruction of records is carried out in line with statutory guidance and our data management policy

Retention periods will reflect statutory requirements and local authority guidance.

DSL Responsibilities for Record Keeping

The DSL (and deputies) are responsible for:

- overseeing the quality, accuracy and timeliness of safeguarding records
- ensuring CPOMS entries meet statutory expectations
- ensuring records support inclusive, anti-discriminatory practice
- ensuring contextual safeguarding information is captured
- ensuring records are shared appropriately with MASA partners
- ensuring safe transfer of files when children move settings
- ensuring staff understand their recording responsibilities

Appendix: Links to useful information

Local

- [Birmingham Safeguarding Children Partnership](#)
- [Right Help, Right Time - Birmingham Safeguarding Children Partnership](#)
- [Early Help Assessment and Our Family Plan - Birmingham Safeguarding Children Partnership](#)
- [Having those difficult conversations: The Importance of the Resolution and Escalation Protocol - Birmingham Safeguarding Children Partnership](#)
- [Birmingham Children's Trust](#)
- [Birmingham City Council - Children, Young People & Families](#)
- [BCC School Safety Plan re children who pose a risk to others](#)
- [No platform policy | Birmingham City Council](#)
- [Suicide postvention support package for education establishments | Birmingham City Council](#)

National and statutory guidance

- [Keeping Children Safe in Education 2026](#)
- [Keeping Children Safe in Education 2026: Part One](#)
- [Working Together to Safeguard Children](#)
- [Information Sharing Advice for Safeguarding Practitioners](#)
- [Data Protection Toolkit for Schools](#)
- [Prevent Duty Guidance](#)
- [Channel Guidance](#)
- [DfE Filtering and Monitoring Standards](#)
- [Cyber Security Standards for Schools and Colleges](#)
- [Mobile Phones in Schools](#)
- [Use of Reasonable Force in Schools](#)
- [Alternative Provision Guidance](#)
- [Supporting Pupils at School with Medical Conditions](#)
- [Allergy Safety in Schools](#)
- [Operation Encompass](#)
- [UKCIS Sharing Nudes and Semi-Nudes Guidance](#)
- [Generative AI in Education](#)
- [Generative AI Product Safety Expectations](#)
- [Youth Endowment Fund Toolkit](#)
- [Children Missing Education](#)
- [Working Together to Improve School Attendance](#)
- [Staffing and employment: advice for schools \(DfE\)](#)