



BURSTWICK COMMUNITY PRIMARY SCHOOL

STAFF SAFEGUARDING HANDBOOK 2026-2027

**SUPPORTING THE STRATEGIC CHILD PROTECTION &
SAFEGUARDING POLICY**

**FOR ALL STAFF, GOVERNORS, VOLUNTEERS, AGENCY
STAFF & CONTRACTORS**

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1. Safeguarding is Everyone's Responsibility

The Five Things Every Member of Staff Must Know

1. Who the DSL is
2. How to report a concern
3. Never promise confidentiality
4. Never do nothing
5. If in doubt, speak to the DSL

Safeguarding and promoting the welfare of children is everyone's responsibility. In line with KCSiE 2026 Part One and Annex A, all staff have a duty to protect children from abuse (sexual, emotional, physical), neglect, exploitation and other forms of harm.

All staff must:

- Act in the best interests of the child
- Adopt a child-centred approach
- Remain professionally curious.
- Maintain an attitude of ***"it could happen here"***
- Be prepared to identify, record and report concerns without delay

Safeguarding means:

- Providing help and support to meet children's needs as soon as concerns emerge
- Protecting children from maltreatment, including harm that occurs outside the home and online
- Preventing impairment of children's 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 achieve the best possible outcomes

Key Messages for Staff

- Never do nothing
- You do not need proof or evidence to report a concern
- Small concerns can form part of a bigger picture
- The child's voice, wishes and lived experience should always be considered
- If you are worried about a child, report it immediately to the DSL or a DDSL

2. Safeguarding Contacts

If you have a safeguarding concern about a child, speak to the DSL or a DDSL immediately.

If neither is available and you believe a child is at immediate risk of harm, seek support from the Headteacher or a member of the SLT and follow safeguarding procedures without delay.

Concerns about the conduct of an adult working with children should be reported to the Headteacher. Concerns about the Headteacher should be reported to the Chair of Governors. Concerns meeting the harm threshold must be referred to the Local Authority Designated Officer (LADO).

Internal School Contacts		
Role	Name	Contact Details
Designated Safeguarding Lead (DSL)	Ian Cutts	T: 01964 623411 E: burstwickcommunity.head.primary@eastriding.gov.uk

Deputy Designated Safeguarding Lead (DDSL)	Karen Spencer	T: 01964 623411 E: burstwickcommunity.primary@eastriding.gov.uk
Headteacher	Ian Cutts	T: 01964 623411 E: burstwickcommunity.head.primary@eastriding.gov.uk
Designated Safeguarding Governor (DSG)	Dominic Boynton	T: 01964 623411 E: boyntond@burstwickprimary.co.uk
Chair of Governors (CoG)	Andy Johnson	T: 01964 623411 E: johnsona@burstwickprimary.co.uk
SENDCo	Rosie Hill	T: 01964 623411 E: sprucer@burstwickprimary.co.uk
LADO	See below	See below
Attendance Lead	Jo Winn / Ian Cutts	T: 01964 623411 E: winnj@burstwickprimary.co.uk
Mental Health Lead	Ian Cutts	T: 01964 623411 E: burstwickcommunity.head.primary@eastriding.gov.uk
Online Safety Lead	Jake Penn	T: 01964 623411 E: pennj@burstwickprimary.co.uk

External Contacts		
Name	Role	Contact Details
Local Authority Designated Officer (LADO)	Oversees allegations against adults who work with children.	LADO@eastriding.gov.uk
Safeguarding and Partnership Hub (SaPH)	Child Protection Request for Service (RFS) Immediate Concerns Line T/c Contact with ASW	Mon – Thurs 8.30am – 5.30pm Friday – 8.30am - 4.30pm 01482 395500 RFS should be sent to: safeguardingchildrenshub@eastriding.gov.uk
CEDT	Urgent CP concerns outside of office hours when a child is at risk of or suffering significant harm	01482 393939
Early Help Hub	Early Family Help RFS	01482 391700 RFS should be sent to: ehphub@eastriding.gov.uk
Safeguarding in Education Team	General strategic and operational safeguarding advice	safeguardingineducation@eastriding.gov.uk
NSPCC Whistleblowing	Confidential safeguarding whistleblowing advice for professionals.	Tel: 0800 028 0285 Email: help@nspcc.org.uk

3. Key Safeguarding Expectations

Every member of staff has a responsibility to safeguard and promote the welfare of children. Safeguarding is not solely the responsibility of the DSL; it is a core part of the role of every adult working in school. Staff are expected to act in the best interests of children, maintain a child-centred approach and remain professionally curious when they have concerns. They should approach all safeguarding matters with the mindset that ***"it could happen here."***

All staff must be familiar with KCSiE 2026 Part One, understand the school's Staff Code of Conduct, Whistleblowing Procedure and Low-Level Concerns Procedure, and know how to access safeguarding support when required.

Staff should know how to recognise, respond to, record and report safeguarding concerns. Concerns must be shared immediately and staff should never assume that someone else will take action. Safeguarding concerns may arise from a disclosure, an observation, a pattern of behaviour, attendance concerns, information shared by others or something that simply does not feel right. Staff do not need proof or evidence before reporting a concern.

Children's wishes, feelings and lived experiences should always be considered. Staff should listen carefully, record concerns accurately and share information appropriately to help keep children safe. Staff must never promise confidentiality to a child and should always explain that information may need to be shared with those who can help and protect them.

If a member of staff feels that a concern has not been taken seriously or appropriate action has not been taken, they have a responsibility to escalate their concern through the school's safeguarding procedures.

“Never do nothing. If you are worried about a child, report it immediately”

Safeguarding is often about connecting small pieces of information over time.

3.1 Site Security and Visitors

Maintaining a safe school site is everyone's responsibility. Staff should follow visitor procedures, challenge unknown adults appropriately, report site security concerns promptly and ensure visitors are managed in accordance with school procedures.

3.2 Mobile Phones, Personal Devices and Social Media

Staff must follow the school's Staff Code of Conduct, Mobile Phone Policy and Acceptable Use Procedures when using mobile phones, personal devices, cameras, social media and other digital technologies. Professional boundaries must be maintained at all times.

As a mobile phone free school, all staff have a responsibility to promote and consistently uphold the school's expectations regarding mobile phone use. This includes modelling positive behaviours, ensuring pupils do not access or use mobile phones contrary to school rules, and responding appropriately where concerns arise. This means that all staff must not use personal mobile or smart devices when children are present.

Staff should ensure that personal devices are used appropriately and in accordance with school procedures. Unauthorised mobile phone use may present safeguarding, wellbeing, behavioural and educational risks and should be addressed in line with school expectations.

Staff must not:

- Communicate with pupils using personal phones, personal email accounts or social media platforms
- Take photographs, videos or audio recordings of pupils using personal devices.
- Share personal contact details with pupils
- Access or use personal devices in a manner that compromises safeguarding, supervision, professional conduct or learning
- Circumvent or undermine the school's mobile phone procedures

Any concerns relating to the use of mobile phones, social media, digital communication or online conduct should be reported to the DSL, Headteacher or appropriate senior leader without delay.

4. School Safeguarding Procedures - If You Have a Concern About a Child

Safeguarding concerns can present in many different ways. A concern may arise from something a child says, something you observe, a change in behaviour, attendance concerns, information shared by a parent or another professional, or simply a feeling that something is not right. Concerns may relate to issues such as abuse, neglect, exploitation, child-on-child abuse, online harm, domestic abuse, or a child's emotional wellbeing. Staff should always maintain professional curiosity and remember that they do not need evidence before sharing a concern.

If a child shares a concern or worry, listen carefully, remain calm and take what they say seriously. Reassure them that they have done the right thing by speaking to you. Avoid leading questions, investigating the concern yourself or making promises of confidentiality. If clarification is needed, use open questions such as **"Tell me"**, **"Explain to me"** or **"Describe"** (TED questions) and allow the child to speak freely in their own words.

As soon as possible, make a clear and accurate record of what you have seen, heard or been told. Record the date, time and relevant facts and, wherever possible, use the child's own words. Any actions taken should also be recorded in line with the school's safeguarding procedures.

All safeguarding concerns must be reported immediately to the DSL or DDSL. Staff should not wait until the end of the day, discuss concerns with colleagues who do not need to know, or assume that somebody else will pass on the information.

Where a member of staff believes that appropriate action has not been taken, or concerns remain, they have a responsibility to continue raising and escalating those concerns in accordance with the school's safeguarding and whistleblowing procedures.

- If you see something, report it
- If you hear something, report it
- If something doesn't feel right, report it
- If in doubt, speak to the DSL
- You do not need proof or evidence to raise a safeguarding concern

5. Professional Curiosity

Children may not be ready, willing or able to tell someone they are being abused, neglected, exploited or feel at risk. Safeguarding concerns are not always obvious and information may emerge over time from different sources. Staff should remain professionally curious and avoid making assumptions about a child, family or situation.

Professional curiosity means looking beyond the immediate presentation, considering the wider context and seeking to understand a child's daily lived experience. It involves noticing changes, recognising patterns, asking respectful questions and remaining open to the possibility that a child may need help or protection.

When considering a concern, reflect on questions such as:

- What has changed?
- Is there a pattern emerging?
- What don't I know?
- What is this child communicating through their behaviour?

- What might their daily lived experience be like?

Where something does not feel right, however small the concern may seem, staff should discuss it with the DSL or a DDSL. Professional curiosity, combined with timely information sharing, can be crucial in identifying children who need support or protection.

6. Vulnerable Children and Additional Safeguarding Risks

Some children may face additional barriers to recognising abuse, reporting concerns or accessing help. As a result, they may be at greater risk of harm, or their experiences may be more difficult to identify. Staff should be aware that safeguarding concerns can affect any child and should avoid making assumptions about a child's circumstances, needs or resilience. Additional vigilance may be required where children have vulnerabilities or experiences that increase their risk of abuse, neglect or exploitation.

This may include children with Special Educational Needs and Disabilities (SEND), children with a social worker, Looked After Children (CLA), Previously Looked After Children (PLAC), young carers, children experiencing domestic abuse, children attending Alternative Provision, children experiencing mental health difficulties, and children who are missing education or have persistent attendance concerns.

Staff should also be aware of specific safeguarding risks including Child Criminal Exploitation (CCE), Child Sexual Exploitation (CSE), serious violence, county lines activity, radicalisation and extremism, Female Genital Mutilation (FGM), forced marriage and honour-based abuse. Concerns relating to any of these risks must be shared immediately with the DSL or DDSL.

Children may be vulnerable to serious violence, including knife crime, criminal exploitation and gang-associated activity. Concerns should be reported to the DSL without delay.

Mental health concerns are not automatically safeguarding concerns; however, they can be an indicator that a child has experienced or is at risk of abuse, neglect, exploitation or other forms of harm.

Staff should remain alert to changes in behaviour, presentation, emotional wellbeing, friendships, attendance or engagement in learning. Any concerns should be shared promptly with the DSL or DDSL so that appropriate support, intervention or referral can be considered.

Children with SEND may face additional safeguarding challenges. Staff should remain vigilant to signs of abuse, neglect, exploitation and harm, recognising that communication needs, difficulties in identifying abuse, and barriers to reporting concerns may increase vulnerability. Staff must avoid assuming that behaviours or indicators of harm are solely related to a child's SEND.

Teachers should be aware that there is a mandatory duty to report known cases of Female Genital Mutilation (FGM) in under-18s directly to the police.

Vulnerability is not always visible. Small pieces of information, when viewed together, may indicate that a child needs help or protection.

Children with medical conditions may be more vulnerable to harm. Concerns relating to unmet medical needs, missed treatment, poor attendance linked to health needs, or a lack of appropriate support should be reported to the DSL and considered within the wider safeguarding context.

6.1 Children Questioning Their Gender

Children questioning their gender may require sensitive and individualised support. Requests relating to social transition, including changes to name, pronouns or presentation, should always be referred to the DSL. Under no circumstances should staff make safeguarding or social transition decisions independently.

Such matters should be considered carefully, in line with KCSIE 2026, with parental involvement as the default position (unless there are concerns in relation to this) and with the child's welfare and best interests remaining central to decision-making. Staff should also be aware that decisions relating to single-sex spaces, including toilets, changing facilities, residential accommodation and some sporting activities, must be made in accordance with statutory guidance, school procedures and safeguarding considerations.

6.2 Prevent and Radicalisation

Children can be vulnerable to extremist ideology, radicalisation and recruitment by extremist groups. Radicalisation can take place online or offline and may involve exposure to extremist views, propaganda, misinformation or individuals seeking to influence a child's beliefs and behaviours.

Staff should remain alert to changes in a child's behaviour, presentation, attitudes, language, friendships or online activity that may indicate vulnerability to radicalisation. Concerns should be considered alongside other safeguarding factors and shared with the DSL without delay.

The school fulfils its Prevent Duty responsibilities. Any concerns regarding radicalisation, extremism or terrorism will be managed as safeguarding concerns and responded to in line with school safeguarding procedures.

6.3 Domestic Abuse and Operation Encompass

Children who see, hear or experience domestic abuse are victims in their own right and may experience significant short and long-term impacts on their safety, wellbeing, behaviour, emotional health and educational outcomes. Staff should be alert to the signs and indicators of domestic abuse and recognise that children may be affected even when they are not the direct target of the abuse.

The school participates in Operation Encompass, a national safeguarding partnership which enables schools to receive information from the police before the start of the school day when a child has been present, exposed or linked to a domestic abuse incident. This information helps the school provide timely support and respond to the child's needs.

Where an Operation Encompass notification is received, information will be shared on a need-to-know basis and appropriate support will be coordinated through the safeguarding team.

Operation Encompass notifications contain confidential safeguarding information and must be handled sensitively. Staff must not disclose the existence or content of an Operation Encompass notification to a child, parent or carer unless specifically directed to do so by the DSL. Decisions about information sharing will be made on a case-by-case basis, taking account of safeguarding risks and the best interests of the child.

Staff should remain professionally curious where there are concerns regarding domestic abuse, coercive or controlling behaviour, changes in a child's presentation, behaviour, attendance or emotional wellbeing. Any concerns must be shared with the DSL or DDSL without delay.

Domestic abuse is a child safeguarding issue. Children do not have to witness abuse directly to be harmed by its impact. If you are concerned about a child, speak to the DSL.

6.4 Children with Medical Conditions and Allergies

Children with medical conditions or allergies may require additional support to ensure their health, safety and wellbeing. Appropriate arrangements, including Individual Healthcare Plans (IHPs) where required, will be in place and reviewed regularly.

Staff must be aware of relevant medical needs, treatment requirements and emergency procedures to ensure pupils can access education safely. The school maintains robust procedures for intimate/personal care that promote dignity, privacy and wellbeing, supported by clear recording systems.

An incident involving a medical condition or allergy would not normally be a safeguarding concern. However, staff should remain vigilant where a child's medical needs are consistently unmet, or where essential medication, treatment or information is withheld, as this may indicate neglect or place the child at risk of harm. Any concerns must be reported in line with safeguarding procedures.

The school complies with Benedict's Law and associated allergy safety guidance. Staff will receive appropriate information and training to support pupils with allergies, reduce risks and respond effectively to allergic reactions and emergencies

7. Child-on-child Abuse

Child-on-child abuse can occur both inside and outside school, including online. All staff should recognise that children are capable of abusing other children and that such behaviour can cause significant harm. Child-on-child abuse should never be tolerated, minimised or dismissed.

Child-on-child abuse may take many forms, including bullying, cyberbullying, sexual harassment, sexual violence, harmful sexual behaviour, serious violence, image-sharing, abuse within intimate personal relationships and discriminatory behaviour.

7.1 Violence Against Women and Girls (VAWG), Misogyny and Harmful Sexual Behaviour

Staff should remain alert to misogynistic attitudes, sexist language and behaviours that normalise, minimise or excuse abuse, harassment or violence against women and girls. This may include exposure to harmful online content, influencers or ideologies that promote misogyny, unhealthy relationships or harmful gender stereotypes. Such behaviours can contribute to a culture in which sexual harassment, sexual violence and harmful sexual behaviour are tolerated. The school is committed to challenging these attitudes and promoting a culture of respect, inclusion and equality.

The school adopts a zero-tolerance approach to all forms of child-on-child abuse. This includes bullying (including cyberbullying), sexual harassment, sexual violence, harmful sexual behaviour, serious violence, upskirting, the sharing of nude or semi-nude images, abuse within intimate personal relationships, and prejudice-based behaviours, including racism, sexism, homophobia, biphobia and transphobia. All incidents will be taken seriously, recorded, investigated and responded to appropriately, with support provided to those affected. All staff have a responsibility to challenge inappropriate behaviour, derogatory language and discriminatory attitudes and to report concerns in line with safeguarding procedures.

Never dismiss concerns as:

- Banter
- Part of growing up
- Just having a laugh
- Boys being boys
- Friendship issues
- Drama between children
- A joke

These attitudes can prevent concerns from being recognised and addressed.

When responding to child-on-child abuse, staff should remember:

- The child who has experienced harm must be supported and protected
- The wishes and feelings of the child who has experienced harm should be considered
- The child causing harm may also require safeguarding support or intervention.
- All incidents should be considered within the wider safeguarding context, including online activity and behaviours outside school

Where concerns are identified, staff should record and report them immediately to the DSL or DDSL. If in doubt, treat it as a safeguarding concern and speak to the DSL.

8. Online Safety, Filtering, Monitoring and AI

Technology plays a significant role in children's lives and is a key safeguarding consideration. Harm can occur both within and outside school through mobile phones, gaming platforms, social media, messaging services, websites and emerging technologies. All staff should recognise that online concerns may present as safeguarding concerns and should be reported through the school's safeguarding procedures.

Online risks are often categorised as **Content**, **Contact**, **Conduct** and **Commerce** risks:

- **Content** risks involve children accessing harmful, extremist, hateful, violent or otherwise inappropriate material
- **Contact** risks involve children being groomed, exploited, manipulated or coerced by others online
- **Conduct** risks involve a child's own online behaviour, including cyberbullying, harassment, sharing images, or harmful online interactions
- **Commerce** risks involve fraud, scams, gambling, financial exploitation and other risks associated with online transactions

Schools use filtering and monitoring systems to help protect children from inappropriate or harmful online content. However, technology cannot replace professional vigilance and staff should remain alert to online safeguarding concerns, including those occurring outside school.

The development of Artificial Intelligence (AI) presents both opportunities and risks. Staff should be aware of emerging concerns such as AI-generated content, deepfakes, nudification imagery, misinformation, online grooming and radicalisation using AI-enabled technologies. Children may also be exposed to unrealistic, misleading or harmful content that appears genuine.

Any online safety concern, however small it may seem, should be recorded and reported in line with the school's safeguarding procedures.

Online safety is safeguarding. What happens online can have a significant impact on a child's safety, wellbeing and welfare

9. Attendance is Safeguarding

Regular attendance at school is an important protective factor for children. Poor attendance, persistent absence and reduced engagement in education can be indicators of unmet need, vulnerability or safeguarding concerns. Staff should remain alert to patterns and changes that may indicate a child requires support or intervention.

Particular attention should be given to:

- *Persistent absence*
- *Frequent lateness*
- *Sudden changes in attendance patterns.*
- *Children Missing Education (CME)*

- *Reduced engagement in learning*
- *Repeated suspensions*
- *Children attending Alternative Provision*
- *Children at risk of exclusion*

Children who spend less time in education may become increasingly vulnerable to abuse, neglect, exploitation, criminal activity, online harm and poor educational outcomes. Attendance concerns should never be considered in isolation and may form part of a wider safeguarding picture.

Staff should share concerns with the DSL where they are worried about a child's attendance, wellbeing, family circumstances, parenting capacity, emotional health or any emerging safeguarding concern. Early identification and timely support can help prevent concerns from escalating and improve outcomes for children.

Every day in school matters. Attendance, engagement, wellbeing and safeguarding are closely linked.

10. Early Help and Early Intervention

Safeguarding is not only about responding to significant harm. Identifying concerns early and providing the right support at the right time can prevent problems from escalating and improve outcomes for children and families.

Staff are often the first to notice when something is changing for a child or family. Concerns may include:

- *Changes in behaviour, presentation or emotional wellbeing*
- *Attendance concerns*
- *Parenting difficulties*
- *Emerging family pressures*
- *Unmet health or developmental needs*
- *Low-level safeguarding concerns that do not meet statutory thresholds*

Where concerns are identified, staff should share them with the DSL or appropriate pastoral lead. The school may work with children, families and partner agencies to provide support through Early Help or other intervention services before concerns escalate.

Early identification, information sharing and timely intervention are key features of an effective safeguarding culture.

11. Restrictive Intervention

The safety, dignity and welfare of children must remain at the centre of all decision making. Our approach is based on the principles of:

Prevention First

Wherever possible, staff should seek to understand the reasons behind behaviour and take proactive steps to reduce the likelihood of incidents occurring.

De-escalation First

Staff should use appropriate de-escalation strategies to manage situations safely and reduce risk before considering any restrictive intervention.

Restrictive Intervention Last

Restrictive intervention should only be used as a last resort where it is necessary, reasonable and proportionate to prevent harm to the child or others, serious damage to property, or significant disruption. Restrictive intervention must never be used as a punishment, sanction or consequence.

Any restrictive intervention should involve the least restrictive option, using the minimum force necessary for the shortest amount of time required to reduce the immediate risk of harm and safely resolve the situation. Any restrictive intervention must be:

- *Necessary to manage an immediate risk*
- *Reasonable in the circumstances*
- *Proportionate to the level of risk presented*
- *Reported to the appropriate member of staff without delay*
- *Recorded factually and accurately in accordance with school procedures*
- *Reviewed to identify learning, support needs and strategies to reduce the likelihood of future incidents*
- *Shared with parents/carers as soon as reasonably practicable, in line with school procedures*

Following any restrictive intervention, consideration should be given to:

- *The wellbeing of the child*
- *The views and experiences of the child*
- *The impact on other pupils and staff*
- *Whether safeguarding, SEND, pastoral or behavioural support plans require amendment*
- *Whether additional support or intervention is required*

Restrictive practices include more than physical intervention. Staff should be aware that seclusion and isolation can have a significant impact on a child's wellbeing and must only be used in accordance with school policy, legal requirements and safeguarding principles. Seclusion must never be used as a punishment.

Restrictive intervention is a measure of last resort. Every incident should lead to reflection, learning and planning to reduce the need for future intervention.

12. Information Sharing

Effective safeguarding relies on timely and appropriate information sharing. Concerns about a child are rarely identified through a single incident and often emerge when information from different people, agencies or observations is brought together. Staff have a professional responsibility to share safeguarding concerns and should never assume that somebody else will pass on important information.

Safeguarding information should be shared promptly with the DSL or DDSL and recorded in line with the school's procedures. Records should be accurate, factual, timely and distinguish clearly between facts, professional observations and opinions. Wherever possible, the child's own words should be used.

Information should only be shared with those who need to know in order to safeguard and support the child. Staff must maintain appropriate confidentiality but should not allow concerns about information sharing to prevent action being taken where a child may be at risk of harm.

The safety and welfare of the child must always be the primary consideration. While consent should be sought where appropriate, there may be circumstances where information can and should be shared without consent in order to protect a child from harm or to promote their welfare. Decisions about information sharing should be made in consultation with the DSL.

- *Share concerns promptly*
- *Share information on a need-to-know basis*
- *Keep accurate, factual records*
- *Never assume someone else will share information*
- *If in doubt, seek advice from the DSL*

Data protection legislation does not prevent the sharing of safeguarding information when doing so is necessary to protect a child or promote their welfare. A fear of sharing information must never stand in the way of keeping children safe.

13. Professional Conduct and Concerns About Adults

Creating and maintaining a strong safeguarding culture requires all adults to act professionally, maintain appropriate boundaries and challenge poor practice where it occurs. Staff should remain vigilant to concerns about the conduct of adults working with children and recognise that safeguarding concerns can arise from a single incident or from a pattern of behaviour over time.

13.1 Low-level Concerns

A low-level concern is any concern, no matter how small, that an adult may have acted in a way that is inconsistent with the Staff Code of Conduct, professional boundaries or the expectations of the school. Low-level concerns may not meet the threshold for an allegation, but they remain important and should be shared promptly.

Examples may include:

- *Over-familiarity with children*
- *Favouritism*
- *Inappropriate communication*
- *Boundary-blurring behaviour*
- *Behaviour that causes a sense of unease or a professional "nagging doubt"*

Sharing low-level concerns helps to identify patterns of behaviour, promotes accountability and contributes to a culture of openness, transparency and vigilance.

All staff have a responsibility to report concerns about the conduct of adults working with children. Concerns may arise from behaviour within school, outside of school or online. Conduct in a person's private life may be relevant where it indicates that they may not be suitable to work with children or may present a risk to a child.

13.2 Allegations and Harm Threshold Concerns

A safeguarding allegation may arise where 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 or children in a way that indicates they may pose a risk of harm to children*
- *Behaved or may have behaved in a way that indicates they may not be suitable to work with children*

These concerns are often referred to as meeting the 'harm threshold' and must be reported immediately. Concerns about a member of staff should be reported to the Headteacher. Concerns about the

Headteacher should be reported to the Chair of Governors. The school will seek advice from, and where appropriate make referrals to, LADO in accordance with local procedures.

Staff must not investigate concerns themselves or discuss them unnecessarily with others. Concerns should be reported promptly so that appropriate safeguarding decisions can be made and any required action can be taken without delay.

13.3 Whistleblowing

All staff have a responsibility to speak up if something does not feel right. Concerns about safeguarding practice, unsafe culture, the actions of colleagues, or failures to protect children should be raised without delay. Staff should never assume that someone else will raise the concern on their behalf.

Concerns can be raised through the Headteacher, Chair of Governors, the school's Whistleblowing Procedure or the NSPCC Whistleblowing Helpline.

Maintaining a safe culture depends on professional challenge, professional curiosity and a willingness to act. It is always better to share a concern that proves unfounded than to miss an opportunity to protect a child. If something does not feel right, speak up.

14. Staff Safeguarding Checklist

Safeguarding is everyone's responsibility. Before leaving work, take a moment to reflect:

- *Have I noticed anything that may indicate a child needs help, support or protection?*
- *Have I recorded any concerns accurately and factually?*
- *Have I shared concerns with the DSL or DDSL?*
- *Have I followed up any outstanding safeguarding concerns?*
- *Have I considered the child's wishes, feelings and lived experience?*
- *Have I acted in the best interests of the child?*
- *Do I need to seek advice from the DSL?*

Remember

Recognise • Respond • Record • Report

- *Read and understand KCSiE Part One*
- *Know who your safeguarding team are*
- *Maintain professional curiosity*
- *Share concerns promptly*
- *Never assume someone else will act*
- *Never do nothing*
- *If in doubt, speak to the DSL*
- *Have I acted today as though safeguarding is everyone's responsibility?*

Safeguarding is often about connecting small pieces of information.
A concern that seems insignificant on its own may form part of a much bigger picture.