

Cedar Park School and Nursery
Child Protection Policy

Revised September 2026

This policy was adopted on 1st September 2026

The policy is to be reviewed by 31st August 2027

Contacts

School contacts

Headteacher and Designated Safeguarding Lead	**Luke Redman** head@cedarpark.bucks.sch.uk 01494 711918
Deputy Designated Safeguarding Lead(s)	**Jake Spargo, Janet Collins and Emily Harper** jspargo@cedarpark.bucks.sch.uk jcollins@cedarpark.bucks.sch.uk senco@cedarpark.bucks.sch.uk
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Mental Health Lead	**Emily Harper** senco@cedarpark.bucks.sch.uk
Prevent Lead	**Luke Redman** head@cedarpark.bucks.sch.uk
Nominated Safeguarding Governor	**Rebecca Benning** r.benning@cedarpark.bucks.sch.uk
Chair of Governors	Neil Maddock nmaddock@cedarpark.bucks.sch.uk
Protective Security Lead	**Luke Redman** head@cedarpark.bucks.sch.uk 01494 711918

Contacts in The Local Authority

Education Safeguarding Advisory Service ESAS offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities.	01296 387981 Secure-esasduty@buckinghamshire.gov.uk
First Response Team (aka MASH) (including Early Help, Channel) The First Response Team process all new referrals to social care, including children with disabilities. Referrals are assessed by the team to check the seriousness and urgency of the concerns and whether Section 17 and/or Section 47 of the Children Act 1989 apply. The First Response Team will ensure that the referral reaches the appropriate team for assistance in a quick and efficient manner.	01296 383962 Out of hours 0800 999 7677 Secure-cypfirstresponse@buckinghamshire.gov.uk
Local Authority Designated Officer (LADO) The Buckinghamshire Local Authority Designated Officer (LADO) is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Buckinghamshire on either a paid or voluntary basis	01296 382070 Secure-lado@buckinghamshire.gov.uk
Bucks Family Information Service Information for families on a range of issues including childcare, finances, parenting and education	01296 383293
Buckinghamshire Safeguarding Children Partnership (BSCP) Procedures, policies and practice guidelines	

Schools Web School bulletin, Safeguarding links, A-Z guide to information and services	
Thames Valley Police	101 (999 in case of emergency)

1. Statement of Commitment

Cedar Park School and Nursery is committed to safeguarding and promoting the welfare of every child. The welfare of the child is paramount in all decisions and actions taken by the school.

Safeguarding is everyone's responsibility. All staff, governors, volunteers, contractors and visitors share a collective responsibility to identify concerns, take appropriate action and promote an environment in which children feel safe, respected and listened to.

The school adopts a culture of vigilance and professional curiosity, recognising that abuse can occur in any setting and maintaining the attitude that "it could happen here."

2. Legislative and Statutory Framework

This policy is informed by current statutory guidance, including:

- Keeping Children Safe in Education (KCSIE) 2026 (proposed)
- Working Together to Safeguard Children
- Children Act 1989 and 2004
- Education Act 2002
- Human Rights Act 1998
- Equality Act 2010
- Data Protection Act 2018 and UK GDPR
- Prevent Duty Guidance

This policy should be read alongside the school's Behaviour Policy, Staff Code of Conduct, Low-Level Concerns Policy, Whistleblowing Policy, Attendance Policy, Online Safety Policy and Safer Recruitment procedures.

3. Aims

The school aims to:

- Protect children from maltreatment.
- Prevent impairment of children's mental and physical health or development.
- Ensure children grow up in safe and effective care.
- Enable every child to have the best possible outcomes.
- Promote early identification and intervention where concerns arise.

4. Roles and Responsibilities

Governing Body

Governors will:

- Ensure safeguarding arrangements are effective.
- Appoint a suitably trained Designated Safeguarding Lead (DSL).

- Ensure appropriate filtering and monitoring systems are in place.
- Provide strategic oversight and challenge.
- Ensure safeguarding policies are reviewed annually.

Designated Safeguarding Lead

The DSL is responsible for:

- Leading safeguarding practice.
- Managing referrals to children's social care, police and other agencies.
- Maintaining secure safeguarding records.
- Supporting staff with safeguarding concerns.
- Monitoring patterns and trends.
- Ensuring safeguarding training remains current.
- Working collaboratively with external agencies.
- Ensure that the victims of abuse's feelings are always considered when making decisions.
- Reassure victims of abuse that they are being take seriously.
- Ensure the school has more than one emergency contact for all pupils on roll.
- One will be available to deal with referrals to DSLs during the school day.

Deputy DSLs are trained to carry out these responsibilities in the DSL's absence.

All Staff

Every member of staff must:

- Read and understand Part One of KCSIE.
- Report concerns immediately.
- Maintain professional curiosity.
- Record concerns factually and promptly.
- Never assume another colleague has acted.
- Understand that safeguarding includes both acts of commission and omission.

5. Types of Abuse

Staff should recognise indicators of:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

Abuse may occur in person, online or through technology-assisted means and may be perpetrated by adults or by other children.

6. Specific Safeguarding Issues

Staff should remain alert to risks including:

- Child sexual exploitation (CSE)
- Child criminal exploitation (CCE)
- County lines
- Serious violence
- Domestic abuse
- Harmful sexual behaviour
- Child-on-child abuse
- Online abuse
- Grooming
- Radicalisation and extremism
- Female genital mutilation
- Forced marriage
- Honour-based abuse
- Modern slavery
- Missing education
- Private fostering
- Mental health concerns where associated with safeguarding risks
- Substance misuse
- Homelessness
- Trafficking

The presence of one or more indicators does not confirm abuse but should prompt appropriate professional curiosity and action.

7. Children at Increased Risk

Particular attention will be given to children who:

- Have SEND.
- Have a social worker.
- Are looked after or previously looked after.
- Experience persistent absence.
- Live with domestic abuse.
- Have mental health difficulties.
- Are young carers.
- Are vulnerable to exploitation or discrimination.

8. Reporting Concerns

Any member of staff with a safeguarding concern must:

1. Ensure the immediate safety of the child.
2. Inform a DSL without delay.
3. Record the concern on CPOMS before the end of the working day.
4. Record facts rather than opinion, including dates, times and the child's own words where possible.

No member of staff should investigate concerns independently.

If a child is at immediate risk of significant harm, emergency services should be contacted without delay.

9. Designated Safeguarding Lead Action

The DSL will:

- Assess available information.
- Consider Early Help where appropriate.
- Refer concerns to children's social care where statutory thresholds are met.
- Liaise with police when criminal offences may have occurred.
- Consult the LADO regarding allegations involving adults.
- Record decision-making and rationale.
- Monitor ongoing cases and outcomes.

10. Early Help

Early intervention is encouraged wherever emerging needs are identified.

The school will work collaboratively with families and partner agencies to secure support before concerns escalate where this is appropriate and consistent with the child's welfare.

Staff understand the school's role within the Buckinghamshire Family Help arrangements. Where concerns do not meet the threshold for statutory intervention, the DSL will consider whether a Family Help assessment or other early intervention is appropriate, working with partner agencies to prevent escalation of need.

11. Attendance and Children Missing Education

Attendance is recognised as a safeguarding matter.

The school will:

- Monitor attendance daily.
- Investigate unexplained absences promptly.
- Escalate persistent concerns.
- Undertake welfare checks where appropriate.
- Work with local authority services to reduce risk.
- Consider children missing education as potentially vulnerable to abuse or exploitation.

12. Online Safety, Filtering and Monitoring

The school maintains effective filtering (Securly) and monitoring arrangements and reviews their effectiveness regularly.

Online safeguarding includes:

- Protection from harmful content.
- Monitoring of inappropriate activity.
- Staff awareness of online risks.
- Education for pupils on safe technology use.
- Appropriate governance oversight of filtering and monitoring arrangements.

13. Child-on-Child Abuse

The school recognises that children may abuse other children.

This includes:

- Sexual harassment.
- Sexual violence.
- Physical abuse.
- Bullying.
- Online abuse.
- Abuse within intimate relationships.
- Initiation or hazing behaviours.

In addition to the above, the following incidents in relation to AI will be treated as Child on Child Abuse:

- AI-generated intimate images
- deep fakes
- AI-assisted child-on-child abuse

Incidents will never be dismissed as banter or part of growing up.

Victims will receive appropriate support and risk assessments will consider the safety and wellbeing of all children involved.

14. Mobile Phones and Smart Technology

Mobile phones and any form of Smart Technology is not permitted on Cedar Park's site if it belongs to a pupil.

15. Information Sharing and Confidentiality

Safeguarding information will be shared lawfully, proportionately and on a need-to-know basis.

Staff must never promise confidentiality to a child where safeguarding concerns exist.

The protection of children takes precedence over data protection considerations where disclosure is necessary to safeguard a child.

16. Record Keeping

Safeguarding records will:

- Be maintained securely using CPOMS.
- Be factual and contemporaneous.
- Include rationale for decisions.
- Form a clear chronology.
- Transfer securely when pupils move schools.
- Be retained in accordance with statutory requirements.

17. Multi-Agency Working

The school works closely with children's social care, police, health professionals, education partners and safeguarding partnerships.

Where concerns are not addressed appropriately by partner agencies, professional escalation procedures will be followed.

18. Allegations and Low-Level Concerns

Allegations involving staff, governors, volunteers or contractors will be reported immediately to the Headteacher or Chair of Governors where appropriate and referred to the Local Authority Designated Officer (LADO) when required.

Low-level concerns will be:

- Recorded.
- Reviewed.
- Used to identify patterns.
- Addressed promptly to maintain a strong safeguarding culture.

19. Safer Recruitment

The school operates robust safer recruitment procedures, including appropriate identity checks, references, Disclosure and Barring Service checks, prohibition checks where applicable and maintenance of the Single Central Record.

20. Staff Training

All staff receive safeguarding induction and regular refresher training.

The DSL and deputies undertake advanced safeguarding training and maintain knowledge through continuous professional development.

Governors receive safeguarding training appropriate to their responsibilities.

21. Safeguarding Through the Curriculum

Children are taught age-appropriate knowledge and skills to:

- Stay safe.
- Recognise abuse.
- Develop healthy relationships.
- Stay safe online.
- Report concerns.
- Understand consent and respect.

22. Whistleblowing

Staff who have concerns about safeguarding practice or the conduct of colleagues are expected to raise concerns promptly through whistleblowing procedures without fear of detriment.

23. Professional Curiosity, Respectful Challenge and Escalation

All staff and volunteers must maintain professional curiosity when working with children, families and other professionals, seeking to understand the lived experience of the child and not accepting information at face value where safeguarding concerns may exist. Staff are expected to ask questions, explore inconsistencies, consider alternative explanations, and remain alert to signs of harm, neglect, exploitation or disguised compliance. Where there are differences of professional opinion, concerns about the quality of decision-making, or a belief that a child is not receiving an appropriate safeguarding response, staff must provide respectful professional challenge and seek timely resolution in the best interests of the child. If concerns remain unresolved, staff must follow the school's safeguarding escalation procedures and relevant multi-agency dispute resolution processes. A culture of constructive challenge, professional accountability and evidence-informed decision-making is essential to safeguarding and promoting the welfare of children. This approach reflects the expectations set out in *Working Together to Safeguard Children 2026*, which emphasises professional curiosity, mutual challenge and effective escalation as key features of strong safeguarding practice.

24. Monitoring and Review

This policy will be reviewed annually or sooner where legislation or statutory guidance changes, following serious incidents or where local safeguarding arrangements require amendment.

25. Use of School Premises by External Organisations

The governing body/proprietor will ensure that where school facilities/premises are hired or rented out to organisations or individuals, sports associations or service providers to run community or extra-curricular activities appropriate arrangements are in place to keep children safe.

The governing body/proprietor will seek assurance that the body concerned has appropriate child protection and safeguarding policies and procedures in place, including inspecting these as needed. Arrangements will also be put in place for the body hiring or renting the school facilities or premises to liaise with the school on these matters where appropriate.

These arrangements will apply regardless of whether or not the children who attend any of these services or activities are children on the school roll.

Where a lease or hire agreement is entered into the governing body/proprietor will ensure safeguarding requirements are included as a condition of use and occupation of the premises; this will make clear that any failure to comply would lead to termination of the agreement. The guidance on Keeping children safe in out-of-school settings details the safeguarding arrangements that schools and colleges should expect these providers to have in place.