

Child Protection and Safeguarding Policy 2026-2027

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Trust Safeguarding Statement

Inspire Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We ensure that all our employment practices reflect this commitment.

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1. Purpose

- To reduce risk and prevention of harm to children.
- To ensure the identification of, and timely and appropriate responses to, risk and harm to children.
- To ensure that all adults working or volunteering in the school community understand their roles and responsibilities in respect of the above.

This policy is statutory and is underpinned by the latest version of Keeping Children Safe in Education.

This policy will be provided to and followed by all adults working or volunteering in our school. A copy will be available on our school website and made available in hard copy to any person upon request.

2. Context

St Monica Primary School provides a universal service to children in our locality. School staff are closely involved, daily, with children and their families. Consequently, we have a critically important role in the identification and prevention of harm and abuse, including exploitation.

This policy does not reiterate extensive sections of statutory guidance. It is intended as a practical reference document that clarifies the roles and duties of all adults working or volunteering in our schools and the wider Trust community. It should be used in conjunction with Keeping Children Safe in Education and related school and Trust policies, as detailed in **Section 12** of this policy.

We welcome our personal and professional safeguarding responsibilities, and as set out in statutory guidance (**Appendix 1**), it is our duty to maintain a professional working knowledge of relevant statutory guidance and of local arrangements as determined by Southampton Safeguarding Children Partnership.

For clarity, the term 'child' includes everyone under the age of 18.

'Parent' refers to birth parents and other adults who are in a parenting role, for example, step-parents, foster carers and adoptive parents.

3. Named staff with additional safeguarding responsibilities

4. Role and Name	Contact Email	Contact Phone Number
Head Teacher: Miss Hayley Clark	hayley.clark@ilpartnership.org	02380 399870
Head of School: Mr Richard Waghorn	richard.waghorn@ilpartnership.org	02380 399870
Deputy Head: Mrs Hannah Legg	Hannah.legg@ilpartnership.org	02380 399870
Designated Safeguarding (DSL) and Prevent Lead: Mr Richard Waghorn	stm.dsl@ilpartnership.org	02380 399870
Deputy Designated Safeguarding Leads (DDSL): Miss Hayley Clark Mrs Hannah Legg Mrs Jenny Sherwood Mrs Katy Hunter Mr Paul Langston	stm.dsl@ilpartnership.org	02380 399870

Mrs Megan Wilkinson		
Prevent Lead: Mr Richard Waghorn	stm.dsl@ilpartnership.org	02380 399870
Designated Teacher for children who are Looked After (LAC) and Previously Looked After (PLAC): Mr Richard Waghorn	richard.waghorn@ilpartnership.org	02380 399870
Mental Health Lead: Mrs Jenny Sherwood	Jenny.sherwood@ilpartnership.org	02380 399870
Educational Visits Co-ordinator: Mr Richard Waghorn	richard.waghorn@ilpartnership.org	02380 399870
Trust Director of Safeguarding (Trust DSL): Miss Amanda Johnston	amanda.johnston@ilpartnership.org	07771244023
Trustee with responsibility for Safeguarding and Child Protection: Ms Louise Johnson	Louise.johnson@ilpartnership.org	023 8089 3132
Academy Council Child Protection and Safeguarding Champion: Ms Ashleigh Clarke	Ashleigh.clarke@ilpartnership.org	02380 399870

The Role of the Designated Safeguarding Lead (DSL)

The DSL is a member of the senior leadership team. The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. The safeguarding email account **stm.dsl@ilpartnership.org** is monitored by the DSL and designated deputies. During periods of absence responsibility automatically transfers to named deputies.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Understand the filtering and monitoring processes in place
- Report to Academy Committee termly on the Trust report template.
- Transfer/review child protection files within 5 days for an in-year transfer or within the first five days of a new term, as applicable

The DSL will also liaise with local authority case managers and designated officers for child protection concerns as appropriate. **The full responsibilities of the DSL and deputies are set out in their Trust job description and Annex B of Keeping Children Safe in Education**

All DSLs in our Trust are easily identifiable as they wear a black Inspire lanyard with DSL written in white on it.

5. Reporting a Concern about a child

- Anyone who has a concern about a child has a responsibility to report it
- Report the concern to the DSL immediately.
- The DSL will consider if there is a requirement for immediate medical intervention. Urgent medical attention should not be delayed if the DSL is not immediately available.
- Make an initial record of the information, ideally straight into CPOMS, but do not delay reporting with this step – **Appendix 4 provides a hard copy form if CPOMS is not available and Appendix 5 provides skin maps if there is an injury to a child that requires recording.**
- The record must be made as soon as possible and within 24 hours of the occurrence. Include everything that has happened, including:
 - A clear and comprehensive summary of the concern. Including:
 - Dates
 - Times
 - Any injuries
 - Explanations given by the child/adult
 - Any actual words or phrases by the child
 - Details of how the concern was followed up and resolved
 - A note of any action taken, decisions reached and the outcome

At all times keep the recording factual – who, what, when, where. A briefing sheet for supply, temporary staff and visitors is provided as **Appendix 6**.

The DSL will make a referral (as appropriate) to Children's Services:

- CRT/CRS: **02380 832300**
- Out of hours or at weekends: **02380 233344**
- Weblink to LA safeguarding page:
- Children & Families First: **02380 832300 / 02380 233344** www.southampton.gov.uk/children-families/childrens-social-care/report-a-concern-about-a-child/childrens-resource-service

Anyone can make a referral directly to Children's Services if they have a concern or in the absence of a DSL.

Female Genital Mutilation (FGM) Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18. This individual responsibility must not be delegated.

Staff must not close down a concern because they feel 'stuck' or they 'can't do it anymore'. It is important to escalate concerns to DSLs, Headteachers, or if necessary, the Trust DSL.

If there are concerns about the work of an external agency, staff will follow the escalation steps outlined in the locally agreed procedures documents.

The important principle is not to allow a concern to be "closed down" without it having received the necessary attention, assessment and resolution.

RECOGNISE – RESPOND – RECORD/REPORT - REFER

Recognise It is important that everyone working with children should be able to recognise the signs of possible abuse and neglect. It is not adequate to wait for disclosure as the primary means of detecting child abuse. The recognition and identification of signs of potential abuse will form part of our continuous professional development.

Respond All adults in school are 'trusted adults' and are emotionally available to children - a crucial aspect of our safeguarding culture. We will not ignore harmful behaviours or actions. We are prepared to respond appropriately to concerns and disclosures of abuse from children.

Record/Report It is our duty to record first-hand, in writing, concerns and disclosures about children. This will be done promptly and securely using our safeguarding case management software CPOMS. All staff will be supplied with log-in details for CPOMS and are expected to make appropriate use of the system.

Refer The DSL will triage all concerns promptly against levels of need thresholds guidance. In normal circumstances, the DSL will decide the most appropriate action. At Levels 3&4 this will normally be in consultation with the 'front door' to children's social care.

5.1 If a child makes a disclosure to you

You should:

- Show them you care – give them your full attention.
- Listen to and believe them. Allow them time to talk freely and do not ask leading questions – if necessary, use the 'reflect back' technique.
- Take your time, stay calm and do not show that you are shocked or upset.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- Ensure the child has the appropriate support in the moment e.g. by the class teacher. Don't leave them unattended after a disclosure.
- Write up your conversation as soon as possible in the child's own words.
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.

Bear in mind that some children may:

- Not feel ready or know how to tell someone that they are being abused, exploited or neglected.
- Not recognise their experiences as harmful.
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers.
- None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

5.2 Involving the police:

- We will use the guidance from the National Police Chief's Council (NPCC) to determine when to contact the police
- If a child is in immediate danger, telephone 999 and request the Police
- To contact the police to discuss a child protection or safeguarding concern, when a child is not in immediate danger, telephone 101

5.3 Dealing with children abusing children

If a concern is raised that a child under 18 is abusing another child under 18, the 'Child on Child Abuse' guidance will be followed (Appendix 7)

5.4 Communication with parents and carers

We are fully committed to working in partnership with parents and carers. Staff will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively, and the DSL will usually make contact with the parent in the event of a concern, suspicion or disclosure. However, our focus is the safety and wellbeing of the pupil. Therefore, if we believe that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care, LADO (if applicable) and/or the police before parents are contacted/informed.

As such, there may be times when it is necessary to share information without consent such as: to gain consent would place the child at risk, and/or by doing so could compromise a criminal investigation, and/or it cannot be reasonably expected that a practitioner gains consent, and/or, if by sharing information it will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent.

6. Reporting a concern about an adult

If you are concerned that an adult working or volunteering with children may have harmed a child, please refer to the **Trust Allegations of Abuse Against Adults Policy**. This policy includes the Trust's approach to the management of low-level concerns. The policy provides details about when to contact the Local Authority Designated Officer (LADO). If in doubt, contact the LADO.

LADO Name: **Jemma Swann**

Phone Number: **02380 832693**

Email: **lado@southampton.gov.uk**

Weblink to LADO Page: <https://www.southampton.gov.uk/children-families/activities-and-support-for-families/safeguarding-children/>

Immediate concerns should be reported to the Headteacher, unless they are about the Headteacher. In which case the concerns should be reported to the Chair of the Trust Board, Rob Shaw: Rob.Shaw@ilpartnership.org

Anyone can make a referral directly to the LADO if they have a concern.

Whistleblowing procedures protect staff members who report colleagues they believe are doing something wrong or illegal, or who are neglecting their duties. The Protected Disclosures (Whistleblowing) Policy is not designed to be used for concerns that fall under statutory procedures (for example child protection or allegations against staff) as these should be reported as detailed above. However, the policy will apply if there is good reason to believe that the relevant procedure is not being followed or will not be followed effectively. The NSPCC Whistleblowing Advice line is: 0800 028 0285. **Please see the Trust Protected Disclosures (Whistleblowing) Policy for further information.**

7. Definition of Safeguarding

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm. This applies to all children in our care and in our communities.

Safeguarding is everyone's responsibility. Safeguarding means:

- Providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, whether that is within or outside the home, including online;
- preventing the impairment of children's mental and physical health or development; ensuring children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

Contextual Safeguarding refers to our commitment to understanding wider environmental factors in a child's life that may be a threat to their safety and/or welfare.

We embed a culture of safeguarding by:

Having a system where concerns can be reported immediately	• Our school uses the CPOMs recording system. This is a secure digital platform that enables staff to record their safeguarding concerns quickly and easily. • Actions in response to any concerns are timely and effective and recorded chronologically.
Supporting our pupils	• Pupils understand what is unacceptable and how they can disclose this information to us, even if the disclosure isn't about them. • Pupils feel safe and are confident to seek help if they need to. • DSLs have access to safeguarding reflective practice (supervision). • We work proactively with other institutions and professionals to support pupil transition.
Working with parents and carers	• We support our parents and make sure that they are not only aware of what safeguarding is, but articulate how they can report concerns to us. • We ensure that the parents of our pupils know that we are always there to hear their concerns and that their concerns will always be treated appropriately.
Exercising appropriate governance	• We use the Trust Scheme of Delegation to ensure that those involved in governance seek appropriate assurances, challenging and supporting, as required. • The Trust provide policies for us to localise (where applicable) in addition to our own, such as behaviour. • We provide support materials and CPD opportunities to ensure that those in governance roles have the confidence to exercise their responsibilities appropriately.
Providing continual professional development	• All new staff and those involved in governance are provided with a safeguarding induction when they commence their post. • As a Trust we use The National College for e-learning, supplemented by annual training from the Trust DSL, in addition to support for DSLs in school throughout the year. • Representative DSLs from our school attends the half-termly Trust DSL network meetings. • All staff understand and recognise risk, as well as potential signs of harm, abuse, exploitation or other safeguarding concerns. They are expected

	to demonstrate levels of appropriate professional curiosity at all times. • Learning from training is embedded across the activities of the school
Delivering an appropriate curriculum	• Elements of our curriculum enable pupils to recognise and respond to contextual risks to their wellbeing which are successfully designed and delivered – for example, • Learning about online safety • A clear RSE programme in school. • A proactive approach to safeguarding by regularly reviewing the PHSE programme to meet the requirements needed to address current affairs (safeguarding curriculum).
Ensuring there is a safe environment	• We look at all aspects of school life through a safeguarding lens • Our environment is effectively designed to safeguard students – this includes physical aspects of the learning environment including site safety, as well as more cultural or behavioural elements, such as zero-tolerance of discriminatory language. • We deploy the Trust Visitors Policy and Visiting Speakers Agreement to help keep our children safe.

8. Definition of Child Protection

'*Child protection*' is the activity to protect specific children who are suffering, or who are likely to suffer significant harm, abuse or exploitation. Therefore, *protection* is a specific element of safeguarding, whereas safeguarding legislation in general is about the promotion of children's needs and the prevention of harm. This emphasises the need for all staff to be able to respond early when they have a concern rather than wait until this is more defined and certain.

At this point the involvement of services to protect the child(ren), including Children's Social Care, is statutory. The critical message from legislation that should inform all actions and decisions is that "the child's welfare is paramount". We will always act in the best interests of the child.

9. Confidentiality and Information Sharing

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved, but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL (or a Deputy if they are unavailable). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis. Information will only be shared as per the 'Information Sharing Advice for Practitioners' (DfE 2024) guidance.

There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection. We will therefore share information with the three statutory safeguarding partners/organisations and other organisations, agencies and practitioners as required to help keep children safe. Further information is provided in the **Trust Data Protection Policy**.

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Trust Data Protection Officer.

10. Safeguarding and attendance

Attendance is the essential foundation to positive outcomes for all pupils including their safeguarding and welfare and should therefore be seen as everyone's responsibility in school.

Knowing where children are during school hours is an extremely important aspect of safeguarding. Absence can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children.

The Trust has a separate Attendance policy, which is based on the DfE guidance, '*Working together to Improve School Attendance*' (2026). <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when pupils are not at school. This means we need to have at least two up to date contact numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the latest guidance in Keeping Children Safe in Education, leaders have ensured that:

1. Staff understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions) are in place.
3. Staff know that travelling to conflict zones could be an indicator of FGM or forced marriage.
4. Procedures are in place to ensure that we always inform the local authority when we plan to take pupils off-roll or when they:
 - leave the school to be home educated
 - move away from the school location
 - remain medically unfit beyond compulsory school age
 - are in custody for four months or more (and will not return to school afterwards) or
 - are permanently excluded

We will ensure that pupils who are expected to attend the school but fail to take up the place will be referred to the local authority. When a pupil leaves, we will record the name of the pupil's new school and their expected start date.

Staff will monitor unauthorised absence (and other absence concerns) and take appropriate action including working in partnership with Children's Services, particularly where children go missing on repeated occasions and/or are

missing for periods during the school day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

11. Complaints

General complaints will be dealt with in accordance with the Trust Complaints procedure and this policy, as applicable.

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against adults.

12. Linked policies

This document forms part of our integrated safeguarding portfolio and should be read alongside the:

- Trust Recruitment Policy
- Trust Staff Code of Conduct
- Trust Allegations of Abuse Against Adults Policy
- Trust Protected Disclosures (Whistleblowing) Policy
- Trust Tackling Radicalisation and Extremism Policy
- Trust Acceptable Use of ICT
- Trust Data Protection Policy
- Trust Visitors Policy and Visiting Speakers Agreement
- Trust Lettings Policy
- Trust Educational Visits Policy
- Trust Attendance Policy
- Trust Restrictive Interventions Policy
- Trust Suspensions, Exclusions and Pupil Movement Policy
- **Local School Policies**
 - Online Safety
 - Behaviour and Anti-Bullying Policy
 - Relationships and Sex Education policy (and PSHE Curriculum overview)
 - Intimate Care Policy
 - Mental Health and Well-being Policy
 - Uncollected child policy
 - Missing Child policy

13. Safeguarding resources available to Trust schools

- Inspire Learning Partnership has a Director of Safeguarding (Trust DSL) to support and challenge school DSLs in their day-to-day management and to have strategic oversight of safeguarding.
- On behalf of its schools, the Trust subscribes to a range of services – please see the Trust Education Strategy and central offer for more details.
- All staff use CPOMS as the means of reporting and recording concerns about children. The Trust DSL has access to the CPOMS accounts of all schools.
- The Trust provides a variety of CPD materials to support professional learning across the school year, which are shared and stored via the 'ILP Safeguarding Resources Hub' (SharePoint/Teams). Schools are encouraged to share their own resources and communicate with one another via this platform e.g. assemblies, briefing documents.
- A termly workplan, accompanied by a role description and template visit form, is available to Academy Committee Safeguarding Champions. This supports safeguarding assurance visits to schools.

- The Trust utilises My New Term for recruitment and a secure Excel document to house the Single Central Record. **See the Trust Recruitment Policy for further details.**
- Safeguarding reflective practice (supervision) is provided to DSLs on a half-termly basis or more frequently if ad hoc supervision is required.
- Schools maintain close links with their local safeguarding partnership and make use of learning events and resources as applicable.

14. Right Help: Right time – Local Levels of Need Threshold Guidance, including community-based Early Help, or the targeted early help level of Family Help.

Thresholds Guidance

[Southampton Pathways Document](#)

14.1 All staff

Should possess a working knowledge of the local levels of need thresholds guidance, including those children who may benefit from community-based Early Help, or the targeted early help level of Family Help. Reference to this guidance will inform the identification of risk and harm.

Where appropriate, the school will work with the child, their parents or carers and relevant agencies to:

- identify the child's needs and any emerging safeguarding concerns;
- consider the child's wishes and feelings;
- agree the support required and the outcomes to be achieved;
- coordinate services through an identified lead practitioner where appropriate; and
- regularly review whether the support is improving the child's circumstances.

14.2 Outline Levels of Need categories:

Universal (Level 1) Children and Young People at this level are achieving expected outcomes and families having all their needs met by universal services.

- **Early Help (Level 2)** Children and Young People whose needs cannot be met through universal services. These children, young people and families are likely to need extra support to thrive. An Early Help Assessment is needed, and a Lead Professional should be identified.

- **Targeted Early Help (Level 3)** Children living in circumstances where worries, concerns, behaviours or conflicts are frequent, multiple or are over an extended period. Early Help Assessment undertaken. A multi-agency team around the family will identify a lead professional and develop, with the family, a robust plan to prevent escalation of need or risk. Consideration of Family Group Conference.

- **Specialist (Level 4)** Children about whom there are significant welfare concerns. Or Children who have, or who are likely to have experienced significant harm. These children need specialist and high-level interventions involving social workers and statutory processes such as a child in need plan, a child protection plan or local authority care.

14.3 Children who may benefit from additional support

Any child may benefit from additional support, but all school and college staff should be particularly alert to the potential need for such support for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)

- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour' -based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

14.4 Early Intervention

Universal or community-based Early Help. Family Help includes:

- targeted early help coordinated by the local authority and its partners; and
- statutory support and services for children in need under section 17 of the Children Act 1989.

Targeted early help is a voluntary arrangement and will ordinarily require the consent and participation of the child and their family. An appropriately qualified practitioner may lead the assessment and coordinate the Family Help plan. Where local arrangements permit, the same practitioner may continue to work with the family where the child is subsequently assessed as a child in need under section 17.

Where a child or family does not consent to targeted early help, or does not engage with the support offered, the DSL will consider whether the child's needs are likely to increase or whether there is a safeguarding risk that requires referral to local authority children's social care.

Family Help and Early Help cases will be kept under regular review. Where the child's circumstances do not improve, the support is not meeting their needs or concerns increase, the DSL will consider whether the matter should be escalated or referred for statutory assessment.

Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, a referral will be made immediately to local authority children's social care under section 47 of the Children Act 1989 and, where appropriate, to the police.

The school will also understand and follow the local criteria and procedures relating to:

- section 20 of the Children Act 1989, concerning the local authority's duty to accommodate a child;
- section 31 of the Children Act 1989, concerning care and supervision orders;
- disabled children;
- children managed within the youth secure estate; and
- children affected by abuse, neglect, exploitation, trafficking or modern slavery.

The school will support children's social care and other agencies with assessments and multi-agency plans. All concerns, discussions, decisions and the reasons for those decisions will be clearly recorded.

15. The 4 categories of abuse

Background

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse, including neglect and exploitation, and other safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap. All referrals to children's social care will be under one or more of these broad categories of abuse. Supporting tools, such as the [Neglect Toolkit](#) (Southampton) may be utilized to support referrals, as appropriate.

Some pupils may be disproportionately susceptible to an increased risk of abuse, both online and offline. Some may be at more risk of harm from specific issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination. We offer extra pastoral support for these pupils. Our offer includes: ELSA support and Nurture.

We train staff to understand that additional barriers can exist when recognising abuse, neglect and exploitation in relation to children with unexplainable and/or persistent absences from education, special educational needs and/or disabilities (SEND), communication barriers, medical vulnerabilities, cognitive understanding of online content or greater susceptibility to exploitation.

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- Seeing, hearing or experiencing the effects of the ill-treatment of another (e.g. domestic violence).
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Sexual abuse

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

- Physical contact, including assault by penetration (for example rape or oral sex) or non - penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care-givers).
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

16. Child on Child abuse

All staff should recognise that children can abuse their peers, including online. It is important that incidents of abuse and harm are treated in line with this policy and in conjunction with the school Behaviour Policy. See **Appendix 7** for our approach to the identification and management of child on child abuse.

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between children, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence that might impact, more typically, on boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse
- Ensure staff reassure victims that they are being taken seriously.

We ensure staff are trained to understand:

- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"
- That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a child could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it

That they should speak to the DSL if they have any concerns.

17. Preventing radicalisation and serious violence

17.1 Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

- negate or destroy the fundamental rights and freedoms of others; or
- undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights or intentionally create a permissive environment for others to achieve the results in (1) or (2).

17.2 Terrorism

Terrorism is an action that: endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system.

The use or threat of terrorism is designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

All schools and colleges have a duty under the Counter-Terrorism and Security Act 2015, known as the Prevent duty, to prevent individuals from becoming terrorists or supporting terrorism. This duty aligns with wider safeguarding obligations. Designated safeguarding leads (and deputies) and other senior leaders will acquaint themselves with the revised Prevent duty guidance.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force. Further details can be found in our **Tackling Radicalisation and Preventing Extremism Policy**.

We will ensure that suitable internet filtering and monitoring is in place and equip our pupils to stay safe online at school and at home. Further details can be found in our Acceptable Use of ICT Policy and Appendix 8.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour. Educate Against Hate provides useful resources to identify indicators of possible radicalization.

17.3 Serious Violence

Serious Violence is a safeguarding concern and may involve physical assault, carrying, threatening with or using weapons, often in the context of peer conflict, bullying, gang involvement or criminal exploitation. Staff will remain alert to indicators that a child may be at risk of, or involved in, serious violence.

These may include:

- increased or unexplained absence from education;
- changes in friendships or relationships with older individuals or groups;
- a significant decline in educational performance;
- signs of assault, unexplained injuries or self-harm;
- significant changes in behaviour or wellbeing;
- unexplained gifts, money or new possessions;
- involvement in peer conflict, gangs or criminal networks; or
- carrying a weapon, threatening to use a weapon or expressing an intention to do so.

The risk of serious violence may be increased for children who have experienced disrupted education, including repeated suspensions, permanent exclusion or time in alternative provision, or who have a history of offending. Staff will also remain alert to periods when children may be at increased risk, including immediately before or after the school day.

Any concern that a child is carrying, using or threatening to use a weapon, or intends to do so, must be reported immediately to the DSL or a Deputy DSL.

The DSL will assess the risk to the child and others, taking account of all available safeguarding and contextual information.

Depending on the level of risk, the school will:

- put in place an appropriate safety and support plan;
- take action to de-escalate peer conflict;
- consider the safety of other pupils and staff;
- share relevant information with children's social care, the police and other agencies; and
- provide or seek early, evidence-based support, including access to trusted adults, mentoring, therapeutic support or other targeted interventions.

Where a child is in immediate danger, or a weapon is present, staff will contact the police without delay.

18. Continuous professional development underpins a healthy safeguarding culture in our school.

In the complex and evolving field of safeguarding, effective practice is best ensured through a programme of continuous professional development (CPD).

18.1 All staff members will receive input about safeguarding and child protection at induction.

This will include:

- Current Keeping Children Safe in Education (KCSiE) guidance
- Relevant Trust and School Policies, including pupil behaviour
- The Trust Staff Code of Conduct
- Allegations of Abuse Against Adults (including the Low-Level Concerns Policy)
- Protected Disclosures (Whistle-blowing) procedures
- Online safety, including their responsibilities for filtering and monitoring

This is to ensure that staff understand school's safeguarding systems, their responsibilities, and can identify signs of possible abuse or neglect.

Professional learning will be continually updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff learning and curriculum planning
- Be in line with advice from the Local Safeguarding Children Partnership
- Have regard to the Teachers' Standards to support the expectation that all teachers: Manage behaviour effectively to ensure a good and safe environment; Have a clear understanding of the needs of all pupils.

Staff will receive regular safeguarding and child protection updates (through emails, e-bulletins and staff meetings) and enhanced by the use of e-learning via The National College, Trust KCSiE quiz and bulletin updates. All staff will receive annual safeguarding INSET and updates, each autumn term, prior to the return to school of children.

18.2 Contractors

Contractors working within the school will be risk assessed and will undergo checks and training commensurate with their work, their contact with pupils and the supervision provided to them. Under no circumstances will a contractor who has not been appropriately checked be left unsupervised.

18.3 Volunteers

Volunteers working within the school will be risk assessed and will undergo checks and training commensurate with their work, their contact with pupils and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

18.4 Prevent

All staff receive appropriate development on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Learning needs will be identified in accordance with local risk determined through regular Prevent risk assessments, at least every 3 years, unless more urgent need is apparent.

18.5 Wider societal factors beyond school

Staff receive regular input regarding contextual safeguarding (the areas of safeguarding specific to the location of the school). This information is enhanced by data of reported crime in our locality. The table below identifies the contextual safeguarding risks that we have identified for our pupils and the steps that we are taking to mitigate them:

Potential Contextual Safeguarding areas of risk	
Area of risk	Mitigation
Online issues	Following E- Safety policy. Specific children discussed key issues, especially Y5 & 6

	<i>School Computing Curriculum followed and work with specific families if required</i>
Domestic Violence	<i>Support from Attendance and Family Support Officer / ELSA / Class teacher support specific to case and child</i>
Disadvantaged/low income families	<i>Support from Attendance and Family Support Officer</i>

18.6 The DSL and Deputy DSLs

The DSL and Deputy DSLs will undertake appropriate child protection and safeguarding training (as detailed in Keeping Children Safe in Education) upon appointment and at least every 2 years. In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments). They will also undertake Prevent awareness training.

18.7 All those involved in governance (Including Trustees and Local Academy Committee Members)

All those involved in governance (Including Trustees and **Local** Academy Committee Members) should regularly update learning about safeguarding, to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities i.e. to be able to seek appropriate assurances in accordance with the Scheme of Delegation.

18.8 Safer Recruitment

Our recruitment procedures are designed to deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in our schools. At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the requirements of Keeping Children Safe in Education, and will be in line with local safeguarding procedures. **See the Trust Recruitment Policy for further details.**

18.9 The lead DSL who has pastoral contact with pupils and families

The lead DSL who has pastoral contact with pupils and families will receive regular reflective practice (supervision) which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

18.10 Sexism and Stereotyping

The new [RSHE Guidance \(July 2026\) Relationships Education, Relationships and Sex Education and Health Education](#), outlines the importance of developing positive concepts and masculinity and femininity.

Both within and beyond the classroom, staff should be conscious of everyday sexism, misogyny, homophobia and stereotypes, and should take action to build a culture where prejudice is identified and tackled. Staff have an important role in modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes. Pupils should understand the importance of challenging harmful beliefs and attitudes and should understand the links between sexism and misogyny and violence against women and girls. Where misogynistic ideas are expressed at school, staff should challenge the ideas, rather than the person expressing them.

Pupils may be exposed to online content which normalises harmful or violent sexual behaviours, which might include sexist and misogynistic influencers who normalise sexual harassment and abuse. Young people may be more vulnerable to this content when they have low self-esteem, are being bullied, or have other challenges in their lives. Teachers should encourage pupils to consider how this content may be harmful to both men and women, while avoiding stigmatising or perpetuating harmful stereotypes about boys, and avoiding directly signposting to specific content and content producers.

19. Early Years Foundation Stage

Safeguarding in the Early Years Foundation Stage is embedded within all aspects of provision.

Our schools follow the [EYFS statutory framework](#) ensuring that all early years practice promotes children's welfare, safety, health and wellbeing. This includes maintaining safe supervision, meeting statutory staff:child ratios, ensuring suitable adults work with children, and providing safe, well-risk-assessed indoor and outdoor environments.

Practitioners recognise that very young children may communicate distress, unmet need or harm through behaviour, communication, regulation, attendance, health, development, relationships or changes in presentation. Staff use strong relationships, careful observation, the key person system, assessment processes and partnership with parents, carers, previous settings and relevant professionals to identify concerns early and secure timely support.

EYFS provision must follow Trust and school procedures for risk assessment, intimate care, medical needs, safe sleep where relevant, hygiene, safer eating and allergy or choking awareness.

In Reception at least one person with a current full paediatric first aid certificate must always be on the premises and available when children are present and must accompany children on outings.

In Nursery all staff at level 2 and 3 should have current, full paediatric first aid in order to be counted in the statutory staff:child ratios. Compliance must remain during PPA time, lunches and staff absence.

Staff must follow Trust and school expectations for the safe use of devices, images and recordings. Personal devices must not be used to take photographs or recordings of children, and images or recordings must be taken, stored and shared only in line with school procedures, consent requirements, GDPR and data protection legislation.

20. Mobile phones and generative artificial intelligence

20.1 Mobile Phones

The school will operate as a mobile phone-free environment by default. Pupils will not have access to mobile phones during lessons, movement between lessons, breaktimes or lunchtimes. Any exception must be authorised and documented in accordance with the school's Behaviour Policy, for example where access is required because of a medical need, disability or other exceptional circumstance.

Safeguarding concerns involving mobile phones, personal devices, mobile data, messaging applications, image sharing, online harassment or access to harmful content will be reported to the DSL and managed under this policy.

20.2 AI Wearables

Pupils are prohibited from powering on or wearing AI glasses, smart watches and recording devices anywhere on school grounds, during the school day, or during school sanctioned transport.

Staff are aware that they are prohibited from wearing personal smart eyewear or AI recording devices during teaching hours, duty periods, or when supervising pupils unless they are being used as part of a lesson. Parents, contractors, and visitors are strictly prohibited from wearing operational AI recording devices when inside the school gates, attending school assemblies, visiting classrooms, or watching school events

20.3 AI

Only generative artificial intelligence systems approved by the school may be used for school purposes. Their use will be subject to appropriate safeguarding, data-protection, confidentiality, ethical and intellectual-property controls.

Staff and pupils must not enter confidential or identifiable information about a child into a generative AI system unless its use has been expressly authorised and the school is satisfied that appropriate data-protection safeguards are in place.

Harmful interactions with generative AI applications, AI-generated explicit imagery, deepfakes, manipulation, bullying or any other AI-related safeguarding concern must be reported to the DSL without delay.

21. Appendix 1. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026, and the Academy Trust Handbook. We comply with this guidance and the arrangements agreed and published by <https://www.southampton.gov.uk/children-families/childrens-social-care/southampton-safeguarding-children-partnership/>

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter- Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy)
- The "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children.

Guidance

- Hampshire Safeguarding Children Partnership protocols and guidance and their procedures
- Keeping Children Safe in Education (2026)
- Working Together to Safeguard Children (2026)
- Working Together to Improve School Attendance (2026)
- FGM Act 2003 Mandatory Reporting Guidance (2016) Relationships Education, Relationships and Sex Education (RSE) and Health Education (2026)

This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

This policy also complies with our funding agreement and articles of association.

22. Appendix 2. Equalities and additional risk factors, including children who are questioning their gender or transitioning

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. We will ensure appropriate consideration of children who:

- Have special educational needs (SEN) or disabilities or health conditions
- Have experienced multiple suspensions, are at risk of being permanently excluded from schools, colleges, and in Alternative Provision or a Pupil Referral Unit
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Are absent or missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated.

KCSiE contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex and will undertake appropriate actions in line with this policy, in relation to the key safeguarding themes i.e.

- **Should staff have any concerns about a child's welfare, they should act on them immediately. They should follow this child protection policy and speak to the designated safeguarding lead (or deputy).**
- **Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately.**

This is a valuable supplement to our awareness of risk and harm.

Children who are questioning their gender and requests for support with social transition

The school will provide a respectful and supportive environment for children who are questioning their gender. Bullying, harassment and discrimination will not be tolerated, and any related safeguarding or wellbeing concerns will be addressed promptly.

The school will not initiate social transition. Individual members of staff must not independently make changes relating to social transition, including changes to names, pronouns, uniform, facilities, sport or other arrangements.

Where a child or their parent or carer requests support involving social transition, the matter will be referred to the Headteacher and the DSL. The request will be considered through a careful, documented and case-by-case process.

Parents or carers will be involved as a matter of priority, and their views will be given proper consideration. In the rare circumstances where there is reason to believe that involving parents or carers may place the child at increased risk, the DSL will determine what safeguarding action is necessary before parents are contacted or any decision is made.

Decisions will take account of:

- the welfare and best interests of the child and other children;
- the child's age, development, wishes and individual circumstances;
- any wider mental health, medical, neurodevelopmental or safeguarding needs;
- relevant clinical or other professional advice;
- the impact of agreeing or declining the request;
- the school's safeguarding responsibilities; and
- its duties under the Equality Act 2010 and Human Rights Act 1998.

Primary-age requests will be approached with particular caution. Staff will not provide clinical advice or undertake functions that require clinical expertise.

The school will explain that support with social transition will not include access to toilets, changing rooms, showers or residential accommodation designated for the opposite biological sex, or participation in sport designated for the opposite sex where single-sex participation is necessary for safety.

The child's biological sex will be recorded accurately. Information will only be shared with staff who need it to safeguard and support the child and other pupils. Decisions and their rationale will be recorded and reviewed where circumstances change, including where a child wishes to reverse or amend an earlier arrangement.

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23. Appendix 3. Police and Criminal Evidence Act (1984) – Code C

1. The Headteacher, Designated Safeguarding Lead (DSL) and deputy (DDSL) are aware of the requirement for children to have an appropriate adult when in contact with Police officers.
2. PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child for these purposes.
3. PACE also states that if at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.
4. If a police officer arrives at the school wishing to speak with a pupil, the receptionist will inform the Headteacher and the DSL and follow the **Trust Visitor and Visiting Speakers Policy**. The DSL will ensure that arrangements are made to inform parents that this is the case and seek their presence at the school as the appropriate adult. If for any reason the parent cannot attend to be an appropriate adult the DSL or Headteacher will ensure that an appropriate adult is provided from the school leadership team.
5. The DSL (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a pupil about an offence they may suspect. This communication will be recorded on CPOMS.
6. If having been informed of the vulnerabilities, the DSL (or deputy) does not feel that the officer is acting in accordance with PACE, they will ask to speak with a supervisor or contact 101 to escalate their concerns immediately.
7. A person whom there are grounds to suspect of an offence must be cautioned¹ before questioned about an offence², or asked further questions if the answers they provide the grounds for suspicion, or when put to them the suspect's answers or silence, (i.e. failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.
8. A Police Officer must not caution a child or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.
9. The appropriate adult¹ means, in the case of a child:

- the parent, guardian or, if the child is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
- a social worker of a local authority or, failing these, some other responsible adult aged 18 or over who is not:
- a police officer;
- employed by the police;
- under the direction or control of the chief officer of a police force; or
- a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions.

Further information can be found in the Statutory guidance - [PACE Code C 2019](#).

¹ The police caution is: *"You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in Court. Anything you do say may be given in evidence."*

² A person need not be cautioned if questions are for other necessary purposes, e.g. (a) solely to establish their identity or ownership of any vehicle; to obtain information in accordance with any relevant statutory requirement; in furtherance of the proper and effective conduct of a search, e.g. to determine the need to search in the exercise of powers of stop and search or to seek co-operation while carrying out a search; or to seek verification of a written record.

24. Appendix 4. Recording form for supply staff/visitors/CPOMS is not available

Child's name:			
Date:		Time:	
Name and role of person raising concern:			

Details of concern (who, what, when, where, behaviours? Use child's words)	

Actions taken			
Date	Person taking action	Action taken	Outcome of action

Name:

Designation:

25. Appendix 5. Skin Map



Name of Child: _____

Date of birth: _____ Date of recording: _____

Name of completer: _____

26. Appendix 6. Briefing sheet for visitor, temporary and supply staff

For supply staff and those on short contracts in St Monica Primary School

While working in St Monica Primary school, you have a duty of care towards the children and young people here. This means that at all times you should act in a way that is consistent with their safety and welfare and look at all aspects of school life through a safeguarding lens. In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility, without delay, to share that concern with the school designated safeguarding lead (DSL), who is Richard Waghorn. All DSLs in our Trust are easily identifiable as they wear a black Inspire lanyard with the white writing 'DSL' written on it.

This is not an exhaustive list but you may have become concerned as a result of:

- Observing a physical injury, which you think may have been non-accidental.
- Observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for.
- Observing child behaviour that leads you to be concerned about a child or young person.
- A child or young person telling you that they have been subjected to some form of abuse
- Observing adult behaviour that leads you to be concerned about their suitability to work with children or young people.

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the DSL as soon as possible and no longer than 24 hours later. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

If a child talks to you about abuse, you should follow these guidelines:

- Rather than directly questioning the child, just listen and be supportive. If you need to, use the 'reflect back' technique.
- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish.
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect.
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it and give your record to the DSL who should follow due process, including contacting Children's Social Care if appropriate.

The school has a policy on safeguarding children and young people which you can find, together with the local procedures to be followed by all staff, in staffroom.

If your concern involves a member of staff, speak with the Headteacher or if it is about the Headteacher, contact the Chair of Trustees Rob Shaw or the LADO.

Remember, if you have a concern, report it.

27. Appendix 7. Child on Child Abuse

Forms of child on child abuse can include:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between peers.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).

- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery).
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Concerns regarding the welfare of pupils and any subsequent support process will be recorded and kept securely on their safeguarding file within CPOMS.

Child-on-child abuse can happen in any environment and is not restricted to school settings. We acknowledge that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.

- We have a zero-tolerance approach to all types of abuse. Incidents are taken seriously. These will never be ignored, tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up' or 'boys being boys', as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.
- Banter and teasing should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.
- We aim to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse through education and reflective learning.
- Child-on-child abuse may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics. We acknowledge that it is more likely that girls will be victims and boys perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously.
- Early identification of vulnerability to child-on-child abuse is made by reviewing attendance, behaviour, attainment and safeguarding records at least on at least a termly basis.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. There are clear systems in place for pupils to report any abuse knowing their concerns will be treated seriously and respectfully. All concerns are reported immediately to a DSL.

We will handle initial reports of child on child abuse by:

- Securing the immediate safety of pupils involved in an incident and sourcing appropriate support for all young people affected. Safeguarding separation may be considered.
- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.
- Ensuring that victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. They will never be made to feel ashamed for making a report.
- Ensuring the child's wishes are taken into consideration in any intervention and any action is taken to ensure safety of the target and other members of the wider peer cohort.
- Not promising confidentiality as it is highly likely that information will need to be shared with others.
- Keeping a clear chronology of events

Children's Services and the police will be important partners where a crime might have been committed. Referrals to the police will often be a natural progression of making a referral to local authority children's social care. The designated safeguarding lead (or a deputy) should lead the school response and should be aware of the local process for referrals to children's social care and making referrals to the police.

Responding to Incidents of Sexual Violence and Harassment

Reference to Keeping Children Safe in Education guidance (Part 5) should be made in relation to taking protective action. Responses will be proportionate, considered, supportive and decided on a case-by-case basis. We will always consider whether/what further education is required to support the pupils involved and/or wider school community.

We will take the following actions when responding to incidents of sexual violence and sexual harassment both online and offline, including those that have happened outside of school:

- Incidents will be reported immediately to the DSL/Deputy DSL who will undertake further assessment of what action should be taken proportionate to the factors that have been identified.
- Proportionate action will be taken and consideration given to whether a case can be managed internally or whether support from other support agencies is required.
- The wishes of the victim in terms of how they want to proceed will be considered. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. However, this will need to be balanced with the school's duty and responsibilities to protect other children.
- Safeguarding separation may be considered, if appropriate.
- The Brook Tool may be utilised to inform assessment of risk and what actions to subsequently take. This may include seeking specialist advice and guidance from the education psychology team and/or Children's Services.
- When an incident involves an act of sexual violence (rape, assault by penetration, or sexual assault):
 - Cases will be reported to the police regardless of the age of criminal responsibility (10 years old)
 - A concurrent referral to Children Social Care must also be made
 - Children Social Care will determine whether an assessment is required under sections 17 or 47 of the Children Act 1989
 - Where the report includes an online element, the setting will follow the following government guidance Searching, Screening and Confiscation at School and Sharing Nudes and Semi-Nudes
- Risk assessments and/or safety plans will be developed for individual children who have been involved in an incident. This should be reviewed regularly or every time there is an occurrence of an incident. These should involve the child and parents/carers and address contextual risks. Risk assessment considerations will include:
 - The ages of the children involved;
 - The developmental stages of the children involved;
 - Any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
 - If the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature);

- That sexual violence and sexual harassment can take place within intimate personal relationships between peers;
- Are there ongoing risks to the victim, other children, or school staff?
- Other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

Children sharing a classroom

We will also carefully consider the proximity of the victim and alleged perpetrator(s) and considerations will be made regarding shared classes, sharing school premises and transport.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator(s) should be removed from any classes they share with the victim. We will also consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school premises (including during before and after school-based activities) and on transport to and from school where appropriate. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator(s). Close liaison with the police and parents is essential.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, we will take suitable action, if they have not already done so. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator(s) to remain in the same school would seriously harm the education or welfare of the victim (and potentially other pupils).

Where a criminal investigation into sexual assault leads to a conviction or caution, the school should, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion. Where the perpetrator(s) is going to remain at the school, the principle would be to continue keeping the victim and perpetrator(s) in separate classes and consider the most appropriate way to manage potential contact on school premises and any transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases. In all cases, we will record and be able to justify their decision making through the risk assessment.

Safeguarding and supporting the victim

- The needs and wishes of the victim should be paramount, taking safeguarding needs into consideration in any response. It is important they feel in as much control of the process as is reasonably possible.
- Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that school is a safe space for them.
- Take into consideration, in all decision making, the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse.
- Staff should be aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s).
- Consider the proportionality of the response and support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.
- Staff should be aware that sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy.
- Children and young people that have a health need arising from sexual assault or abuse can access specialist NHS support from a Sexual Assault Referral Centre (SARC). SARCs offer confidential and non-judgemental support to victims and survivors of sexual assault and abuse. They provide medical,

practical, and emotional care and advice to all children and adults, regardless of when the incident occurred.

- Children and Young People's Independent Sexual Violence Advisors (ChISVAs) provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChISVAs will work in partnership with schools to ensure the best possible outcomes for the victim.
- CAMHS and the specialist sexual violence sector can provide therapeutic support for children who have experienced sexual violence.

Victims may not talk about the whole picture immediately and they may be more comfortable providing information on a piecemeal basis. When it is clear that ongoing support will be required, the school should ask the victim if they would find it helpful to have a designated trusted adult (e.g. their form tutor or DSL) to talk to about their needs. The choice of any such adult should be the victim's (as far as reasonably possible). School should respect and support this choice.

A victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. While school should avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This should be because the victim wants to, not because it makes it easier to manage the situation. If required, school should provide a physical space for victims to withdraw to.

It may be necessary for school to maintain arrangements to protect and support the victim for a long time and should be prepared for this and work with children's social care and other agencies as required. The school will do everything it reasonably can to protect the victim from bullying and harassment as a result of any report they have made. Whilst they should be given all the necessary support to remain in school, if the trauma results in the victim being unable to do this, alternative provision or a move to another school should be considered to enable them to continue to receive suitable education. This should only be at the request of the victim (and following discussion with their parents or carers). It is important that if the victim does move to another school (for any reason), that the new school is made aware of any ongoing support needs. The DSL should take responsibility to ensure this happens (and should discuss with the victim and their parents or carers as to the most suitable way of doing this) as well as transferring the child protection file via CPOMS.

Safeguarding and Supporting the Alleged Perpetrator

The school may have to balance the need to safeguard the victim (and other pupils) whilst providing the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions. Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They should occur at the same time if necessary.

- Consider the age and the developmental stage of the alleged perpetrator(s), the nature of the allegations and frequency of allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.
- Consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. The alleged perpetrator(s) may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful Sexualised Behaviour (HSB) in young children may be a symptom of either their own abuse or exposure to abusive practices and/or materials.
- It is important that the perpetrator(s) is/are also given the correct support to try to stop them re-offending and to address any underlying trauma that may be causing this behaviour. Addressing

inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

- School can be a significant protective factor for children who have displayed HSB, and continued access to school, with a comprehensive safeguarding management plan in place, is an important factor to consider before final decisions are made. It is important that if an alleged perpetrator does move to another school (for any reason), that the new school is made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The school DSL should take responsibility to ensure this happens as well as transferring the child protection file.
- Different gender issues can be prevalent when dealing with child-on-child abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

28. Appendix 8 Online Safety and Filtering and Monitoring

As a school, it is essential that we safeguard children from potentially harmful and inappropriate online material.

A comprehensive approach to online safety empowers staff to protect and educate pupils, students, and colleagues in their use of technology and establishes the following mechanisms to identify, intervene in, and escalate any concerns where appropriate.

Please share any concerns with school DSLs – stm.dsl@ilpartnership.org

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If we feel pupils, students or staff are at risk, we will report it to the Anti-Phishing Working Group (<https://apwg.org/>).

We ensure that online safety is a running and interrelated theme when devising and implementing policies and procedures and that there are appropriate filtering and monitoring in place on all school devices and school networks (see below).

We understand that education settings are directly responsible for ensuring they have the appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

We are aware that guidance on e-security is available from the [National Education Network](#). In addition, schools and colleges should consider meeting the [Cyber security standards for schools and colleges.GOV.UK](#), and that broader guidance on cyber security including considerations for governors and trustees can be found at [Cyber security training for school staff - NCSC.GOV.UK](#).

We will consider how online safety, including the use of generative artificial intelligence, is reflected as required in all relevant policies and embedded across all areas of the curriculum, included in teacher training and within the role and responsibilities of the designated safeguarding lead as well as discussions with parents. The Department has published [Generative AI: product safety expectations](#) to support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education.

We understand that technology, and risks and harms related to it, evolve, and change rapidly and we will carry out regular reviews of our approach to online safety to consider and reflect the risks to our pupils.

Filtering and monitoring systems are essential to ensure the safeguarding and welfare of children our school. We have a responsibility to take all reasonable measures to minimise pupils' exposure to risks associated with the Trust's IT systems.

In our Trust, we use Netsweeper (which powers Broadband4) for filtering and reporting. This fully complies with all requirements in relation to:

- **being a member of Internet Watch Foundation (IWF)**
- **Being signed up to Counter-Terrorism Internet Referral Unit list (CTIRU)**
- **blocking access to illegal content including child sexual abuse material (CSAM)**

We recognize the importance of clear roles and responsibilities in managing filtering and monitoring systems.

Regular Review of Provision:

To maintain the effectiveness of our filtering and monitoring systems, we are committed to conducting at least annual reviews. These reviews allow us to assess the performance and suitability of our current provision and make necessary adjustments to ensure the continued protection of our pupils. The template for these reviews can be found in the local governance and ILP Safeguarding Resources folders.

Blocking of Harmful and Inappropriate Content:

We prioritise the safety of our students by implementing measures to effectively block access to harmful and inappropriate content. It is our goal to strike a balance between maintaining a secure online environment and minimizing any disruptions to teaching and learning activities.

Effective Monitoring Strategies:

To proactively address potential risks and threats, we establish monitoring strategies that align with our safeguarding needs. These strategies will enable us to promptly identify and respond to any concerning online activities or content.

Further information is provided on the following page:

Filtering and monitoring system:	How this meets the monitoring standards:
Our named person for the responsibility in managing our filtering and monitoring systems.	Name DSL: Richard Waghorn Oversees: • filtering and monitoring reports • safeguarding concerns • checks to filtering and monitoring systems
Our filtering system blocks harmful and inappropriate content, without unreasonably impacting teaching and learning.	We do this by: • our filtering system is a member of Internet Watch Foundation (IWF) • they are signed up to Counter-Terrorism Internet Referral Unit list (CTIRU) • they block access to illegal content including child sexual abuse material (CSAM) All Staff will report if: • they witness or suspect unsuitable material has been accessed • they can access unsuitable material

	• they are teaching topics which could create unusual activity on the filtering logs • there is failure in the software or abuse of the system • there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks • they notice abbreviations or misspellings that allow access to restricted material
Our school's monitoring strategies meet our safeguarding needs.	We do this by: • the monitoring system reviews user activity on school devices effectively. • This allows us to act; and the response recorded on CPOMs.

29. Appendix 9 Roles and Responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and those involved in the governance of the school and is consistent with the procedures of Southampton Safeguarding Children Partnership. Our policy and procedures also apply to extended school and off-site activities. The Trust Lettings and Allegations of Abuse Against Adults Policies, set out our responsibilities in relation to those individuals or organizations, who use our premises to provide activities to children.

All staff will read and understand Part 1 and Annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and will review this guidance at least annually.

All staff will undertake a quiz as provided by the Trust, to demonstrate their understanding of the Keeping Children Safe in Education guidance.

All staff will be aware of our systems which support this child protection and safeguarding policy, including:

- the staff code of conduct the role and identity of the designated safeguarding lead (DSL) deputies,
 - the behaviour, acceptable use of ICT and online safety policies,
 - the safeguarding response to children who go are absent or go missing from education.
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- The Family/Early Help process and their role in it, including: the identification of emerging problems, liaison with the DSL, and the sharing of information with other professionals to support early identification and assessment.
 - The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
 - What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
 - The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child on child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE) indicators of being at risk from or involved with serious violent crime, FGM and radicalisation.
 - The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.
 - Their role in supporting pupils online, including appropriate oversight of filtering and monitoring

The designated safeguarding lead (DSL)

The full responsibilities of the DSL and deputies are set out in their Trust job description and Annex B of Keeping Children Safe in Education

They will provide advice and support to other staff on child welfare and child protection matters. The DSL will also liaise with local authority case managers and designated officers for child protection concerns as appropriate.

- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Understand the filtering and monitoring processes in place

- Report to Academy Committee termly on the Trust report template.

Governance

The Trust Board

The Trust Board have ultimate responsibility for safeguarding, including ensuring that policies, procedures and training in schools are effective and comply with the law at all times. They have delegated some operational activities for seeking that assurance, as detailed within the Trust Scheme of Delegation. Trustee duties are further outlined in part 2 of Keeping Children Safe in Education.

There is a Trustee who champions the Trust's safeguarding responsibility, ensuring that safeguarding and child protection practice, process, and policy (including online safety) is effective and is compliant with legislation, statutory guidance, and Local Safeguarding Children Partnership arrangements.

The Academy Committee

The Local Academy Committee facilitate a whole-school approach to safeguarding, ensuring that every aspect of school life is viewed through a safeguarding lens. The Academy Committee will evaluate and approve this policy at each review, ensure it complies with the law and hold the Headteacher to account for its implementation. The Academy Committee will appoint a Child Protection and Safeguarding Champion whose responsibilities are set out within their role description and termly workplan. Their role is to seek assurance and is not to undertake operational activities.

The Headteacher

The Headteacher is responsible for the implementation of this policy, including ensuring that staff (including temporary staff), volunteers and contractors:

- Are informed of our systems which support safeguarding, including this policy, as part of their induction
- Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Are recruited safely and recorded on the Single Central Record, in accordance with Trust Policy
- Communicate this policy to parents when their child joins the school and ongoing via the school website
- That the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- That all staff undertake appropriate safeguarding and child protection training and update the content of this training regularly
- The Headteacher will act as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Make sure each child in the Early Years Foundation Stage (EYFS) is assigned a key person and that the respective safeguarding requirements of the EYFS are met in full
- Undertake appropriate assurance checks for the use of any Alternative Provision prior to allowing a pupil to commence its use, including gaining written confirmation that the adults working with pupils have undergone the relevant safer recruitment checks and that there will be notification of any staffing changes that affect safeguarding. The Trust has a clear mechanism to support schools with undertaking pre-commissioning checks and to continue to review the suitability of the placement through regular visits and reviews. *N/B: It is understood that if the school commissions a place for a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil.*

Changes History Table

Version	Date	Amended by	Approved By	Summary of Changes
10	September 2026	Director of Safeguarding and School Operations (Trust DSL) and reviewed by the Executive Team	Trust Board	Major Changes • Updated for KCSIE 2026 and Working Together 2026. • Introduction of Family Help framework, replacing a predominantly Early Help approach. • New Serious Violence safeguarding section. • New EYFS safeguarding requirements section. • New mobile phone-free school expectations. • New AI, smart glasses and wearable technology safeguards. • New gender questioning/social transition safeguarding section Other Important Changes • Principal terminology replaced with Headteacher. • Academy Council terminology replaced with Academy Committee. • Updated attendance, RSHE and safeguarding guidance references. • Stronger safeguarding oversight for alternative provision and child-on-child abuse