

Churchfields the Village School

Safeguarding, Child Protection and Prevent Policy and Procedures 2025-26

Title	Safeguarding, Child Protection and Prevent Policy and Procedures
Aim	To ensure a consistent and compliant approach to safeguarding, child protection and the Prevent duty
Related documents	Safeguarding policy documents
Date for implementation	1 st September 2025
Customisation	Trust wide with local arrangements to be completed by Schools
Version control	V3 – Approved under delegation from Trust Board August 2025

A copy can be obtained from the school office on request.

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Useful Safeguarding Contacts	
Role	Name and Contact Information
Local Partnership website: Safeguarding Children Procedures	a. https://bcssp.bathnes.gov.uk/ b. https://www.wiltshirescb.org.uk/
School Designated Safeguarding Lead (DSL)	Heather Saunders
School Deputy DSL (DDSL)	Maria Genner, Georgie Croker Simon Futcher
School Chair of Governors	Roy Knaggs
School Link [SG] Governor	Denise Moorhouse
Palladian Academy Trust Chief Executive	Donna Tandy d.tandy@palladianacademytrust.com
Chair of the Trust Board/Safeguarding Trustee	Mark West Chair@palladianacademytrust.com
Director of People	Sarah Roxborough s.roxborough@palladianacademytrust.com
Trust Safeguarding Lead	Jane Gascoigne j.gascoigne@palladianacademytrust.com
Children's Social Care Referrals	Wilts: 0300 456 0108 mash@wiltshire.gov.uk
Children's Social Care Out of Hours / Emergency Duty Team	0300 456 0100
Designated Officer (Local authority - allegations management)	0300 456 0108
Children Missing Education Contact (LA)	0300 456 0108
Child Sexual Exploitation Team	0300 456 0108
Police Public / Family Protection Unit	101
Prevent / Channel Contact / referrals	0300 456 0108
Looked After Children / Virtual School Head (LA)	virtualschool@wiltshire.gov.uk
Young Carers Contact (LA)	0300 456 0108
Private Fostering Contact (LA)	0300 456 0108

2. Statement of Intent

Palladian Academy Trust is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil, both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

Schools and Trusts have a vital role to play in protecting pupils from the risks of extremism and radicalisation, a role which is underpinned by the Counter-Terrorism and Security Act 2015 “to have due regard to the need to prevent people from being drawn into terrorism”.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance. It will be achieved by:

- Ensuring that members of the Trust Board, Local Governing Committees, the Extended Leadership Team and all colleagues understand their responsibilities under safeguarding and Prevent legislation and statutory guidance, are alert to the signs of child abuse, and know to refer concerns to the DSL.
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to, or is at risk of, abuse, neglect, or exploitation.
- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Ensuring that any new colleagues and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

3. Scope

This policy gives clear direction to colleagues, volunteers, trustees, governors, visitors and parents/carers about our school and Palladian Academy Trust's safeguarding responsibilities and procedures. It also sets out our expectations and makes clear the ways in which everyone will safeguard and promote the welfare of pupils. This policy and related procedures will be central to colleagues training and induction alongside the requirement to read PART 1 and Annex A of [Keeping Children Safe in Education 2025 \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education-2025). In line with KCSIE 2025 colleagues will be required to demonstrate their understanding of their safeguarding responsibilities.

The school and Trust's policies and procedures apply at all times where services or activities are provided under the direct management of school colleagues. These are reviewed as and when required and at least annually. Should any deficiencies or weaknesses in safeguarding and child protection arrangements become apparent they will be remedied without delay. Should there be updates to

government guidance not yet incorporated into this policy the government guidance should be followed.

4. Legislative Framework and Guidance

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Legislation

Children Act 1989

Children Act 2004

Safeguarding Vulnerable Groups Act 2006

The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)

Sexual Offences Act 2003

Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)

[New] Apprenticeships, Children and Learning Act 2009

Equality Act 2010

Counter-Terrorism and Security Act 2015

The UK General Data Protection Regulation (UK GDPR)

Data Protection Act 2018

[Schools providing education to pupils under the age of eight only] The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018

Voyeurism (Offences) Act 2019

Domestic Abuse Act 2021

Statutory guidance

DfE (2023) 'The Prevent duty'

DfE (2023) 'Working Together to Safeguard Children'

DfE (2018) 'Disqualification under the Childcare Act 2006'

DfE (2025) 'Keeping children safe in education 2025'

HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'

HM Government (2023) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'

Home Office and Foreign, Commonwealth and Development Office (2023) 'Multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage'

Non-statutory guidance

DfE (2015) 'What to do if you're worried a child is being abused'

DfE (2017) 'Child sexual exploitation'

DfE (2024) 'Information sharing' DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

DfE (2021) 'Teachers' Standards'

DfE (2024) 'Recruit teachers from overseas'

This policy should be read alongside all [Trust Policies](#) as safeguarding underpins all that we do.

5. Local Arrangements and Procedures

Our approach is informed by, and consistent with, the safeguarding partnership arrangements and multi-agency procedures in our area.

Safeguarding partnership:

- a) <https://bcssp.bathnes.gov.uk/>
- b) <https://www.wiltshirescb.org.uk/>

Multi-agency procedures:

- c) BANES: <https://www.bathnes.gov.uk/webforms/concerned-about-a-child-or-family/> out of hours 01454 615165
- d) Wiltshire: 0300 456 0108, out of hours 0300 456 0100

6. Definitions

For the purpose of this policy, the terms "children" and "child" refer to anyone under the age of 18. Alongside our pupils, our commitment to safeguarding and promoting welfare extends to all children who visit our school. Our safeguarding policy covers all pupils in our post 16 community.

For the purposes of this policy, "safeguarding and protecting the welfare of children" is defined as:

- 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 that 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.

For the purposes of this policy, "consent" is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another, and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity, and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

For the purposes of this policy, "sexual violence" refers to the following offences as defined under the Sexual Offences Act 2003:

- Rape: A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- Assault by penetration: A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
- Sexual assault: A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.

- Causing someone to engage in sexual activity without consent: A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

For the purposes of this policy, “sexual harassment” refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

Sexual harassment can include, but is not limited to:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual “jokes” and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Sharing unwanted explicit content.
- Upskirting.
- Sexualised online bullying.
- Unwanted sexual comments and messages, including on social media.
- Sexual exploitation, coercion, and threats.

For the purposes of this policy, “upskirting” refers to the act, as identified the Voyeurism (Offences) Act 2019, of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and colleagues, of any gender can be a victim of upskirting.

For the purposes of this policy, the “consensual and non-consensual sharing of nude and semi-nude images and/or videos”, colloquially known as “sexting”, is defined as the sharing between pupils of sexually explicit content, including indecent imagery. For the purposes of this policy, “indecent imagery” is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

Detail about specific safeguarding issues are contained in Appendix B of this policy

7. Roles and responsibilities

Safeguarding is everyone's responsibility. Some people in school have particular or additional safeguarding responsibilities.

7.1 Records, Confidentiality and Information Sharing

We use CPOMS for all safeguarding and child protection records that meet the expectations below (see [Appendix D](#) for Trust CPOMS categories):

- Clear lines of accountability, effective communication and robust record-keeping systems enable us to build 'pictures' and, where necessary, share appropriate information with those who need it;

Records should include:

- A clear and comprehensive summary of the concern;
- Details of how the concern was followed up and resolved;
- A note of any action taken, decisions reached and the outcome.
- If there is any doubt about recording requirements, colleagues should discuss with the DSL or DDSL.

We manage sensitive information appropriately and ensure that our practice complies with legislation, local protocols and national guidance:

- Where possible, we will seek and share information with consent, and respect the wishes of those who do not consent to having their information shared;
- Fears about sharing information will not be allowed to stand in the way of the duty to safeguard and promote the welfare of children. We are clear that the GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children safe. We may share information without consent if, in our professional judgement, there is a lawful basis to do so;
- Parents/carers have a right to be told about any concerns in respect of their child's welfare and about action that we intend to take or have taken to safeguard and promote it, providing this does not compromise the child's safety, cause undue delay or impede an investigation.

7.2 All colleagues have a duty to:

- Consider, at all times, what is in the best interests of the pupil and never promise a child that they will not tell anyone about a report of abuse.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Provide a safe environment in which pupils can learn.
- Be prepared to identify pupils who may benefit from early help.
- Be aware of the school's systems which support safeguarding, including any policies, procedures, information and training provided upon induction.
- Be aware of the role and identity of the DSL and deputy DSLs.
- Undertake safeguarding training, including online safety training, during their induction – this will be regularly updated.
- Receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually.
- Be aware of the local early help process and understand their role in it.

- Be aware of, and understand, the process for making referrals to colleagues, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Make a referral to Children's Social Care and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected.
- Be aware that a pupil may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.
- Maintain appropriate levels of confidentiality when dealing with individual cases.
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Speak to the DSL if they are unsure about how to handle safeguarding matters.
- Be aware of safeguarding issues that can put pupils at risk of harm.
- Be aware of behaviours that could potentially be a sign that a pupil may be at risk of harm.
- Recognise that children are capable of abusing their peers.
<https://safeguarding.network/content/safeguarding-resources/peer-peer-abuse/>
- Challenge any form of derogatory and sexualised language or behaviour.
- be vigilant to sexualised/aggressive touching/grabbing DfE guidance situates sexual violence, sexual harassment and harmful sexual behaviour in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. Advice about tackling and reporting sexual harassment in schools, colleges and educational settings is found within KCSiE 2025
- Be aware of groups at particular risk; include girls, students who identify as Lesbian, Gay, Bisexual, Gender questionning+ (LGBTQ+), or are perceived by peers to be LGBTQ+, and pupils with SEND. We recognise that these children can be targeted by other children, so it is vital school provide a safe space for these children to speak out and share their concerns with members of colleagues. Pupils are protected from upskirting, bullying (+ cyber), homophobic, biphobic and transphobic behaviour, racism, sexism, and all other forms of discrimination.
- Be familiar with the [Equality Act 2010 and the Public Sector Equality Duty](#) (PSED), the Human Rights Act 1998 and recent reforms to the Act and how they apply to safeguarding
<https://www.gov.uk/government/consultations/human-rights-act-reform-a-modern-bill-of-rights/outcome/human-rights-act-reform-a-modern-bill-of-rights-consultation-response> ,

It should be recognised that these issues are likely to occur, and so schools should have procedures in place to deal with them.

Our Trust acknowledges the need to treat everyone equally, with fairness, dignity and respect. Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect. We also have a statutory duty to report and record any of the above incidents.

It is important that schools record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own schools and make appropriate plans to reduce it. (See Appendix B – Specific Safeguarding Issues)

Children may not feel ready to, or know how to tell someone they are being abused, exploited or neglected, but this shouldn't stop colleagues from having a 'professional curiosity' and speaking to the DSL.

A bespoke helpline for children and young people who've experienced abuse at school, and for worried adults and professionals that need support and guidance. If you are concerned about something, you can contact the NSPCC helpline Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk.

There are key [Trust policies](#), which cover acceptable use, the use of mobile phones, cameras and other digital recording devices e.g., i-Pads.

The Trust are doing all that they reasonably can to limit children's exposure to the risks from the school's or college's IT system and ensure the school or college has appropriate filters and monitoring systems in place and regularly review their effectiveness.

Each school leadership team and relevant colleagues have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

The procedures for remote learning demonstrate an understanding of how to follow safeguarding procedures when planning remote education strategies and teaching remotely. The school maintains the capability to provide remote education when it is not possible for some or all of their pupils to attend in person.

<https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools/providing-remote-education-guidance-for-schools>

Teachers, including the Executive Headteacher, the Headteacher and Central Team colleagues with a teaching qualification and DFE number, have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'.

7.3 Safeguarding Governance

Overall responsibility for safeguarding within Palladian Academy Trust is held by the Trust Board, with the following specific delegations of authority to the Trust schools.

Governors ensure that the school's policies, procedures and training, including induction, are compliant, up-to-date and consistent with legislation, local protocols / procedures. They also ensure that these are embedded and followed by everyone in school.

The Local Governing Committee (LGC) holds senior leaders to account and our governors are visible, proactive and well trained in order to ensure that they can do this. The LGC also recognises the expertise colleagues build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Therefore, it works with the Executive Headteacher / Headteacher and Designated Safeguarding Lead(s) (DSL) to ensure that colleagues have opportunities to contribute to and shape safeguarding arrangements in school.

The Executive Headteacher / Headteacher and DSL meet with and provide regular updates to the Nominated Safeguarding Governor (NSG). They also provide a comprehensive annual report to the full LGC. Discussions are recorded and any agreed and / or remedial action(s) documented and followed-through, formally and without delay.

All Governors must be aware of their obligations under the [Human Rights Act 1998](#) (Part 2, The First Protocol, Article 2), the [Equality Act 2010](#) (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements.

7.4 Designated Safeguarding Leads (DSL) and Deputy DSLs

The Designated Safeguarding Lead will be on the school's leadership team and their role of Designated Safeguarding Lead (and the deputy) will be **explicit in their job description**. This person will have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other colleagues on child welfare and safeguarding matters. The Designated Safeguarding Lead (and any deputies) are most likely to have a complete safeguarding picture and should be the most appropriate person to advise on the response to safeguarding concerns. (KCSIE, 2025 para 104-105). Schools will also have at least one DDSL (Deputy Designated Safeguarding Lead)

The Designated Safeguarding Lead:

Managing Referrals

- refer cases of suspected abuse to the local authority children's social care as required;
- support colleagues who make referrals to local authority children's social care;
- support social care to conduct statutory assessments;
- ensure an outcome following referral is recorded;
- if after a referral, the child's situation does not appear to be improving, consideration should be given to escalation procedures in order that concerns have been addressed and the child's situation improves;
- refer cases to the Channel programme where there is a concern about radicalisation or extremism;
- support colleagues who make referrals to the Channel programme;
- refer cases where a crime may have been committed to the Police;
- in conjunction with the CEO refer cases to the Disclosure and Barring Service/TRA where a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not

resigned;

- in conjunction with the CEO, where a teacher has been dismissed or ceased to be used (including agency) due to serious misconduct, a referral to the TRA must be considered.

Working with others

- act as a point of contact between the school, local safeguarding partners and professionals from other agencies;
- liaise with the Executive Headteacher/Headteacher to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- liaise with the "case manager" (as per Part four KCSIE 2025, agencies as appropriate and the LADO/DOFA in cases which concern a colleagues member or supply teacher;
- liaise with colleagues, e.g. early years leaders, pastoral support colleagues, school nurses, IT Technicians, PSHE Co-ordinators, SENCOs and mental health leads on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- act as a source of safeguarding support, advice and expertise for all colleagues.

Raising Awareness

- The DSL plays a key role in ensuring that the school's safeguarding and related policies are known, understood and used appropriately. For example, they:
- work closely with governors to ensure these are reviewed annually (as a minimum) and implemented;
- ensure the safeguarding and child protection policy is available publicly, that parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- link with safeguarding partner arrangements to make sure colleagues are aware of any training opportunities, the latest local policies and safeguarding arrangements;
- Understand the filtering and monitoring systems and processes in place. **(See Palladian Academy Trust's Online Safety Policy and AI policy) (KCSIE 2025 para 140-148)**
- Be familiar with the full guidance from the UK Council for Internet Safety (UKCIS), Sharing nudes and semi-nudes: advice for education settings working with children and young people
<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

Promote and Maintain a Culture of High Aspirations for Vulnerable Children

- Share appropriate information about welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with colleagues. This means that colleagues know who these children are; understand

their academic progress and attainment. It means supporting pupil facing colleagues to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support them.

Record Keeping and Information Sharing

- Maintain fit-for-purpose safeguarding records; centrally, securely and in-line with legislation and guidance;
- Record all concerns, discussions, referrals and decisions made, and the reasons for those decisions, on the CPOMs system;
- Where children leave the school, ensure their child protection file is transferred to the new school within 5 days. (This will be transferred separately from the main pupil file, ensuring secure transit; confirmation of receipt will be obtained).
- Consider whether to share any information with the new school in advance of a child leaving. (For example, information that would allow them to have appropriate support in place when the child arrives).
- Manage fears about sharing information to prevent this being allowed to stand in the way of the duty to safeguard and promote the welfare of children. The GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Information may be shared without consent if, in our professional judgement, there is a lawful basis to do so. Support can be given from the Trust DPO Service One West.

Multi Agency Working

The DSL / DDSL will attend and represent the school at multi-agency safeguarding and child protection meetings such as Child Protection Conferences, Core Groups and Strategy Meetings. The Headteacher may also attend on occasion.

Anyone representing the school will be clear about their role and responsibilities in order that they are able to make an appropriate, professional contribution. (This includes being clear about associated escalation and professional disagreement protocols). Records will be maintained securely on CPOMS by the DSL/DDSL.

Where school colleagues are required to attend or contribute, they will be provided with appropriate support by the DSL. Reports will be provided in advance of such meetings, in-line with and, where applicable, using locally agreed templates and protocols.

The DSL should refer cases:

- To Children's Social Care where abuse and neglect are suspected, and support colleagues who make referrals.
- To the Channel programme where radicalisation concerns arise, and support colleagues who make referrals to the Channel programme.
- With support from the CEO, o the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
- To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance.

8. Training

All new colleagues, in any role including Central Team, will be given induction that covers:

- The Child Protection and Safeguarding Policy.
- Staff Code of Conduct.
- Trust Colleague Handbook
- Part one of 'Keeping children safe in education' (KCSIE) (or Annex A, if appropriate).
- Understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring (KCSiE 2025 para 140) (**See Palladian Academy Trust's Online Safety Policy**)
- School Behaviour Policy (if applicable).
- Appropriate child protection and safeguarding training, including online safety training. (see [Appendix C](#))
- Information about the role and identity of the DSL and deputy DSLs.

All new Trustees and Governors will be given induction that covers:

- The Child Protection and Safeguarding Policy.
- Governor Code of Conduct.
- Governance Framework and Scheme of Delegation
- Trust Colleague Handbook
- Part one of 'Keeping children safe in education' (KCSIE) (or Annex A, if appropriate).
- School Behaviour Policy (if applicable).
- Appropriate child protection and safeguarding training. (see [Appendix C](#))
- Information about the role and identity of the DSL and deputy DSLs.
- "[Working Together to Safeguard Children](#)." 2023 .

All colleagues will also receive regular safeguarding and child protection updates as required, but at least annually. Training will cover, at a minimum:

- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding.
- How to keep Looked After Children (LAC) and PLAC (Previously Looked After Children) safe.
- Child Criminal Exploitation CCE and the need to refer cases to the National Referral Mechanism.
- Updated online safety training.

Colleagues will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.

All Designated Safeguarding Leads (DSLs) will undergo updated multagency DSL refresher safeguarding training every two years. This should be sourced through the Local Authority to ensure it covers local procedures. DSLs should undertake Prevent awareness training and disseminate the training to all colleagues annually

The DSL and deputy DSLs will also obtain access to resources and attend any relevant or refresher training courses, ensuring they keep up-to-date with any developments relevant to their role.

This will include training to understand:

- The assessment process for providing early help and statutory intervention, including local criteria for action and CSC referral arrangements.
- How LAs conduct child protection case conferences and a child protection review conferences, to enable the DSL to attend and contribute to these effectively when required.
- The importance of providing information and support to CSC.
- The lasting impact that adversity and trauma can have.
- How to be alert to the specific needs of children in need, pupils with SEND and/or relevant health conditions, and young carers.
- The importance of internal and external information sharing.
- The Prevent duty.
- The risks associated with online safety, including the additional risks faced online by pupils with SEND.

All colleagues will undergo face to face training (whole-school training) which is regularly updated at least every 3 years. All governors must undergo annual governor specific awareness training to equip governors with the knowledge to provide strategic challenge, so they're assured safeguarding policies/procedures are effective and deliver a robust whole-school approach to safeguarding. This training should be regularly updated. See Appendix C for National College modules to be completed by all those with responsibility for governance annually.

Colleagues who miss the whole-school training will be required to undertake other relevant training to make up for it, e.g., by joining another school's whole-school training or accessing Trust training either in person or via the National College platform (see [Appendix C](#))

The nominated governor for safeguarding will undergo training prior to or soon after appointment to the role; this training will be updated every three years. All governors will receive appropriate safeguarding training annually in line with KCSIE 2025. (See [Appendix C](#))

We will ensure that colleagues' members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate safeguarding training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-school training if it takes place during their period of work for the school.

The Designated Safeguarding Lead will provide briefings to the school on any changes to safeguarding legislation and procedures and relevant learning. These will occur annually or more frequently when necessary.

The school will maintain accurate and up to date records of colleague induction and training.

9. Multi Agency working

The school contributes to multi-agency working as part of its statutory duty. The school is aware of and will follow the local safeguarding arrangements.

The school will be fully engaged, involved, and included in local safeguarding arrangements. Once the school is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies. The school will act in accordance with the safeguarding arrangements.

The school will work with CSC, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to multi-agency plans to provide additional support.

Where a need for early help is identified, the school will allow access for CSC from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.

The school also recognises the particular importance of inter-agency working in identifying and preventing CSE.

9.1 Information sharing

The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.

Considering the above, colleagues will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Colleagues will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If colleagues are in doubt about sharing information, they will speak to the DSL or deputy DSLs.

10. Early help

Early help means providing support as soon as a problem emerges, at any point in a child's life. Any pupil may benefit from early help, but in particular, colleagues will be alert to the potential need for early help for pupils who: updated in line with KCSIE 2025

- 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

The DSL will take the lead where early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required.

Colleagues may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to CSC for assessment for statutory services if the pupil's situation is not improving or is worsening.

11. Consensual and non-consensual sharing of indecent images and videos

The school will ensure that colleagues are aware to treat the consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual images) as a safeguarding concern.

Colleagues will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and harmful. Colleagues will receive appropriate training around how to deal with instances of sharing nudes and semi-nudes in the school community, including understanding motivations, assessing risks posed to pupils depicted in the images, and how and when to report instances of this behaviour.

Colleagues will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, colleagues will ensure that pupils are not unnecessarily criminalised.

Where a colleague becomes aware of an incidence of sharing nudes and/or semi-nudes, they will refer this to the DSL as soon as possible.

12. Context of safeguarding incidents

Safeguarding incidents can occur outside of school and can be associated with outside factors. All colleagues, particularly the DSL and deputy DSLs, will always consider the context of safeguarding incidents. Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The school will provide as much contextual information as possible when making referrals to CSC.

Pupils potentially at greater risk of harm

The school recognises that some groups of pupils can face additional safeguarding challenges (both online and offline) and understands that further barriers may exist when determining abuse and neglect in these groups of pupils. Additional

considerations for managing safeguarding concerns and incidents amongst these groups are outline below.

Pupils who need social workers

Pupils may need social workers due to safeguarding or welfare needs. These needs can leave pupils vulnerable to further harm and educational disadvantage.

As a matter of routine, the DSL will hold and use information from the LA about whether a pupil has a social worker in order to make decisions in the best interests of the pupil's safety, welfare, and educational outcomes.

Where a pupil needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision pastoral or academic support.

Children who are absent from school

Children being absent from education for prolonged periods and/or on repeat occasions, can act as a vital warning sign to a range of safeguarding issues.

Guidance on school attendance, including information on how schools should work with LA children's services where absence indicates safeguarding concerns. [Working together to improve school attendance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Home-educated children

Parents may choose elective home education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them.

In line with the Education (Pupil Registration) (England) Regulations 2006, the school will inform the LA of all deletions from the admissions register when a pupil is taken off roll.

Where a parent has expressed their intention to remove a pupil from school for EHE, the school, in collaboration with the LA and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the pupil has SEND, is vulnerable, and/or has a social worker.

LAC (Looked After Children) and PLAC (Previously Looked After Children)

Children most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. PLAC, also known as care leavers, can also remain vulnerable after leaving care. The Local Governing Board will ensure that colleagues have the skills, knowledge and understanding to keep LAC and PLAC safe. This includes ensuring that the appropriate colleagues have the information they need, such as:

- Looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.
- Contact arrangements with parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the pupil.

The DSL will be provided with the necessary details of pupils' social workers and the VSH, and, for PLAC, personal advisers.

Pupils with SEND or health issues

When managing safeguarding in relation to pupils with SEND, colleagues will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a pupil's indicators relate only to their disability
- Pupils with SEND can be disproportionately impacted by issues such as bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

- When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENCO, as well as the pupil's parents where appropriate, to ensure that the pupil's needs are met effectively.

Further information can be found :

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

[Supporting pupils at school with medical conditions \(publishing.service.gov.uk\)](#)

[Council for Disabled Children](#)

Children who are lesbian, gay, bisexual, or gender questioning

The fact that a pupil may be lesbian, gay, bisexual or gender questioning is not in itself an inherent risk factor for harm; however, colleagues will be aware that pupils who are lesbian, gay, bisexual or gender questioning can be targeted by other individuals. Colleagues will also be aware that, in some cases, a pupil who is perceived by others to be lesbian, gay, bisexual or gender questioning (whether they are or not) can be just as vulnerable as pupils who identify as lesbian, gay, bisexual or gender questioning.

Colleagues will also be aware that the risks to these pupils can be compounded when they do not have a trusted adult with whom they can speak openly with. Colleagues will endeavour to reduce the additional barriers faced by these pupils and provide a safe space for them to speak out and share any concerns they have. Colleagues should refer directly to KSCIE 2025 paras 204-208 as these are marked as under review and may be updated.

Pupils requiring mental health support

All colleagues will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation.

13. Use of the school premises for non-school activities

Where the School/Trust hires or rents out school facilities or the school premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate arrangements are in place to keep pupils safe.

Where activities are provided under the direct supervision or management of school employees, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, the LGC will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The LGC will also ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The LGC with support from the COO will ensure safeguarding requirements are included in any transfer of control agreement, i.e. a lease or hire agreement, as a condition of use and occupation of the premises and specify that failure to comply with this would lead to termination of the agreement. [Keeping children safe: code of practice \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/keeping-children-safe-code-of-practice) Should schools receive an allegation relating to an incident that happened when an individual or organisation was using school premises, for the purpose of running an activity for children, safeguarding policies and procedures, including informing the LADO/DOSA should be followed.

13.1 Extracurricular activities and clubs

External bodies that host extracurricular activities and clubs at the school, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Colleagues and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer colleagues understand how they should respond to child protection concerns and how to make a referral to CSC or the police, if necessary.

All national governing bodies of sport that receive funding from either Sport England or UK Sport must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

14. Alternative provision

The school will remain responsible for a pupil's welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on colleagues.

15. Work experience

When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place. Where the school has pupils conduct work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 16.

16. Homestay exchange visits

16.1. School-arranged homestays in the UK

Where the school is arranging for a visiting child to be provided with care and accommodation in the UK in the home of a family to which the child is not related, the responsible adults are considered to be in regulated activity for the period of the

stay. In such cases, the school is the regulated activity provider; therefore, the school will obtain all the necessary information required, including a DBS enhanced certificate with barred list information, to inform its assessment of the suitability of the responsible adults.

Where criminal record information is disclosed, the school will consider, alongside all other information, whether the adult is a suitable host. In addition to the responsible adults, the school will consider whether a DBS enhanced certificate should be obtained for anyone else aged over 16 in the household.

16.2 School-arranged homestays abroad

The school will liaise with partner schools to discuss and agree the arrangements in place for the visit. The school will consider, on a case-by-case basis, whether to contact the relevant foreign embassy or High Commission of the country in question to ascertain what checks may be possible in respect of those providing homestay outside of the UK. The school will use its professional judgement to assess whether the arrangements are appropriate and sufficient to safeguard every child involved in the exchange. Pupils will be provided with emergency contact details to use where an emergency occurs or a situation arises that makes them feel uncomfortable.

16.3 Privately arranged homestays

Where a parent or pupil arranges their own homestay, this is a private arrangement and the school is not the regulated activity provider.

16.4 Private fostering

Where a period of UK homestay lasts 28 days or more for a child aged under 16, or under 18 for a child with SEND, this may amount to private fostering under the Children Act 1989. Where the school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

17. Concerns about pupils

If a colleague has any concern about a pupil's welfare, or a pupil has reported a safeguarding concern in relation to themselves or a peer, they will act on them immediately by speaking to the DSL or deputy DSLs.

Colleagues will be aware that pupils may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful. Colleagues will be aware that this must not prevent them from having professional curiosity and speaking to the DSL, or DDSL, if they have a concern about a pupil.

All colleagues are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in the communication and confidentiality section of this policy.

Where the DSL is not available to discuss the concern with, colleagues will contact the DDSLs with the matter. If a referral is made about a pupil by anyone other than the DSL, the DSL will be informed as soon as possible.

The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer. Colleagues are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil. If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.

If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered. All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL and kept securely in CPOMs.

If a pupil is in immediate danger, a referral will be made to CSC and/or the police immediately. If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.

Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views. When responding to safeguarding concerns, colleagues will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.

The school will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by CSC. Where CSC decide that a statutory investigation is not appropriate, the school will consider referring the incident again if it is believed that the pupil is at risk of harm. Where CSC decide that a statutory investigation is not appropriate and the school agrees with this decision, the school will consider the use of other support mechanisms, such as early help and pastoral support.

An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

18. Concerns about safeguarding practices

18.1 Concerns about safeguarding practices

Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy. If the concern raised is about the Executive Head or Headteacher, this must be raised with the CEO. If the concern raised is about the CEO, this must be raised with the Chair of the Trust Board. If a colleague feels unable to raise an issue with the SLT/CEO/Chair of TB, they should access other whistleblowing channels including:

Local Authority Designated Officer
(See section 1 for contact details)

Public Concern at Work (National charity offering free whistle-blowing help and advice)

Tel: 020 7404 6609
E: helpline@pcaw.co.uk

Ofsted

Tel: 0300 123 3155
whistleblowing@ofsted.gov.uk

NSPCC Whistle-blowing Helpline

Tel: 0800 028 0285
E: help@nspcc.org.uk

19. Allegations of abuse against colleagues

All allegations against colleagues, supply staff, volunteers and contractors will be managed in line with the flow charts in Appendix E and the Managing Allegations A; these flow charts should be displayed in prominent areas around each school and The Bridge including entrance areas, staffrooms and colleague/visitor toilets.

The Trust will ensure all allegations against colleagues, including those who are not employees, are dealt with appropriately and that the school liaises with the relevant parties.

When managing allegations against colleagues, the school will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as "[low-level concerns](#)".

Allegations that meet the harms threshold include instances where colleagues have:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Committed or possibly committed a criminal offence against or related to a child.
- Behaved towards a child in a way that indicates they may pose a risk of harm to children.
- Behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.

20. Communication and confidentiality

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.

Where there is an allegation or incident of sexual abuse or sexual violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree on what information will be disclosed to colleagues and others, in particular the alleged perpetrator and their parents. Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.

Concerns will only be reported to those necessary for its progression and reports will only be shared amongst colleagues and with external agencies on a need-to-know basis. During the disclosure of a concern by a pupil, colleagues will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime. Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others. Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved. Discussions with parents will not take place where they could potentially put a pupil at risk of harm. Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report. Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes, with the reasons behind decisions being explained and the available support discussed. External agencies will be invited to these discussions where necessary. Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

21. Single central record (SCR)

Each school and the Central Team at Palladian Academy Trust holds a central SCR containing information that is easily accessible and recorded in such a way that allows for details for each individual academy to be provided separately, and without delay, to all who need to see it, including Ofsted.

The following information is recorded on the *SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications, where required
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK
- A section 128 check for those in management positions

*with reference to KCSIE 2025 paras. 273-280

For agency, contractors and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted and the date that confirmation was received.

If any checks have been conducted for volunteers, this will also be recorded on the SCR. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

Written confirmation that supply agencies have completed all relevant checks will also be included.

The details of an individual will be removed from the SCR once they no longer work at the school/Trust.

22. Child on Child sexual violence and sexual harassment.

Schools should respond to all signs, reports and concerns of child on child sexual violence and sexual harassment, including those that have happened outside school premises, and/or online. (KCSiE 2025 Part 5: para 450-562)

[Response to reports of Sexual Violence, Harmful Sexual Behaviour and Sexual Harassment \(1\).docx](#)

The Lucy Faithfull Foundation in collaboration with the Home Office, has developed ['Shore Space'](#), an online resource which works to prevent harmful sexual behaviour. Shore Space offers a confidential chat service supporting young people who are concerned about their own or someone else's sexual thoughts and behaviour.

Appendix A

Definitions

Acronym	Long form	Description
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSC	Children's social care	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and Barring Service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.

DPO	Data Protection Officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated Safeguarding Lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
DDSL	Deputy Designated Safeguarding Lead	
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.

KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, gender questionning and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or gender questionning, or other protected sexual or gender identities.
MAT	Multi-academy trust	A trust established to undertake strategic collaboration and provide education across a number of schools
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PLAC	Previously looked-after children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.
SLT	Senior leadership team	Colleagues who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children

		looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.
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Appendix B

Specific Safeguarding and Child Protection Concerns

This appendix sets out details about specific safeguarding issues that pupils may experience and outlines specific actions that would be taken in relation to individual issues.

Here are the issues covered:

1. [Abuse and neglect](#)
2. [Child abduction and community safety incidents](#)
3. [Child on Child Abuse](#)
4. [Child criminal exploitation \(CCE\)](#)
5. [Child sexual exploitation \(CSE\)](#)
6. [Children required to give evidence in court](#)
7. [Children who are absent from education](#)
8. [Children with family members in prison](#)
9. [County Lines](#)
10. [Cyber-crime](#)
11. [Domestic abuse](#)
12. [FGM](#)
13. [Forced marriage](#)
14. [Homelessness](#)
15. [Mental health](#)
16. [Modern slavery](#)
17. [Radicalisation](#)
18. [Serious violence](#)

Abuse and neglect

For the purposes of this policy, “abuse” is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

For the purposes of this policy, "physical abuse" is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

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

For the purposes of this policy, "sexual abuse" is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.

For the purposes of this policy, "neglect" is defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All colleagues will be aware of the indicators of abuse and neglect and understand that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. All colleagues will be aware that abuse, neglect and other safeguarding issues are rarely standalone events that can be given a specific label, and multiple issues often overlap one another; therefore, colleagues will be

vigilant and always raise concerns with the DSL. All colleagues, especially the DSL and DDSLs, will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial harms). All colleagues will be aware of the appropriate action to take following a pupil being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.

All colleagues will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images

Child abduction and community safety incidents

For the purposes of this policy, "child abduction" is defined as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers.

All colleagues will be alert to community safety incidents taking place in the vicinity of the school that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing with pupils.

Pupils will be provided with practical advice and lessons to ensure they can keep themselves safe outdoors.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Child on Child Abuse

For the purposes of this policy, "child-on-child abuse" is defined as abuse between children.

The Trust has a zero-tolerance approach to abuse, including child-on-child abuse, as confirmed in the Child Protection and Safeguarding Policy's statement of intent.

All colleagues will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All colleagues will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All colleagues will speak to the DSL if they have any concerns about child-on-child abuse.

All colleagues will understand the importance of challenging inappropriate behaviour between peers, and will not tolerate abuse as "banter" or "part of growing up".

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers – sometimes known as 'teenage relationship abuse'
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may include an online element.

All colleagues will be clear as to the school's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

Child criminal exploitation (CCE)

For the purposes of this policy, "child criminal exploitation" is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

Specific forms of CCE can include:

- Being forced or manipulated into transporting drugs or money through county lines.

- Working in cannabis factories.
- Shoplifting or pickpocketing.
- Committing vehicle crime.
- Committing, or threatening to commit, serious violence to others.

The school will recognise that pupils involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The school will also recognise that pupils of any gender are at risk of CCE.

School colleagues will be aware of the indicators that a pupil is the victim of CCE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.

Going missing for periods of time or regularly coming home late.
Regularly missing school or education or not taking part.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: [Child sexual exploitation: guide for practitioners](#)

Child sexual exploitation (CSE)

For the purposes of this policy, "child sexual exploitation" is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage, increased status or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

The school will recognise that CSE can occur over time or be a one-off occurrence, and may happen without the pupil's immediate knowledge, e.g. through others sharing videos or images of them on social media. The school will recognise that CSE can affect any pupil who has been coerced into engaging in sexual activities, even if the activity appears consensual; this includes pupils aged 16 and above who can legally consent to sexual activity. The school will also recognise that pupils may not realise they are being exploited, e.g. they believe they are in a genuine romantic relationship.

School colleagues will be aware of the key indicators that a pupil is the victim of CSE, including:

- Appearing with unexplained gifts, money or new possessions.

- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education or not taking part.
- Having older partners.
- Suffering from sexually transmitted infections.
- Displaying sexual behaviours beyond expected sexual development.
- Becoming pregnant.

Where CSE, or the risk of it, is suspected, colleagues will discuss the case with the DSL. If after discussion a concern remains, local safeguarding procedures will be triggered, including referral to the LA. The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

Children required to give evidence in court

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

Primary school pupils will be provided with the booklet ['Going to Court' \(5-11 year olds\)](#) from HM Courts and Tribunals Service where appropriate and allowed the opportunity to discuss questions and concerns.

Secondary school pupils will be provided with the booklet ['Going to Court and being a witness' \(12-17 year olds\)](#) from HM Courts and Tribunal Service where appropriate and allowed the opportunity to discuss questions and concerns.

Children who are absent from education

A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation. Colleagues will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, in accordance with the Trust Attendance Policy. The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

Admissions register

Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending. The school will notify the LA within 5 days of when a pupil's name is added to the admissions register.

The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur. Two emergency contacts

will be held for each pupil where possible. Colleagues will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.

If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register

- The full name of the parent/carer with whom the pupil will live
- The new address
- The date from when the pupil will live at that address

If a parent notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:

- The name of the new school
- The date on which the pupil first attended, or is due to attend, that school

Where a pupil moves to a new school, the school will use a secure internet system to securely transfer pupils' data.

To ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

- Have been taken out of the school by their parents/carers, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age.
- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:

- The full name of the pupil
- The full name and address of any parent/carer with whom the pupil lives

- At least one telephone number of the parent /carer with whom the pupil lives
- The full name and address of the parent/carer with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
- The name of the pupil's new school and the pupil's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

The school will work with the LA to establish methods of making returns for pupils back into the school. The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown. The school will also highlight any other necessary contextual information, including safeguarding concerns.

Children with family members in prison

Pupils with a family member in prison are at risk of poor outcomes including poverty, stigma, isolation and poor Mental Health. They will be offered pastoral support as necessary. Colleagues should refer to the [National Information Centre on Children of Offenders information](#) designed to support professionals working with offenders and their children, to help mitigate the negative consequences for them.

Pupils with a family member in prison will receive a copy of 'Are you a young person with a family member in prison?' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

County lines

For the purposes of this policy, "county lines" refers to gangs and organised criminal networks exploiting children to move, store or sell drugs and money into one or more areas, locally and/or across the UK.

As well as the general indicators for CCE, school colleagues will be aware of the specific indicators that a pupil may be involved in county lines, including:

- go missing (from school or home) and are subsequently found in areas away from their home
- have been the victim, perpetrator or alleged perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity
- owe a 'debt bond' to their exploiters
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office and The Children's Society County Lines Toolkit For Professionals.](#)

Colleagues will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs. Colleagues who suspect a pupil may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.

Cyber-crime

For the purposes of this policy, "cyber-crime" is defined as criminal activity committed using computers and/or the internet. This includes 'cyber-enabled' crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and 'cyber-dependent' crimes, i.e. crimes that can be committed only by using a computer. Crimes include:

- Unauthorised access to computers, known as 'hacking'.
- Denial of Service attacks, known as 'booting'.
- Making, supplying or obtaining malicious software, or 'malware', e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

All colleagues will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring pupils to the National Crime Agency's Cyber Choices programme.

Domestic abuse

For the purposes of this policy, and in line with the Domestic Abuse Act 2021, "domestic abuse" is defined as abusive behaviour of a person towards another person (including conduct directed at someone else, e.g. the person's child) where both are aged 16 or over and are personally connected. "Abusive behaviour" includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse. "Personally connected" includes people who:

- Are, have been, or have agreed to be married to each other.
- Are, have been, or have agreed to be in a civil partnership with each other.
- Are, or have been, in an intimate personal relationship with each other.
- Each have, or had, a parental relationship towards the same child.
- Are relatives.

The school will recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All colleagues will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

FGM (Female Genital Mutilation)

For the purposes of this policy, "FGM" is defined as all procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM is included in the definition of "honour-based" abuse (HBA)", which involves crimes that have been committed to defend the honour of the family and/or community. All forms of HBA are forms of abuse and will be treated and escalated as such. Colleagues will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise. Further information is available in the [FGM resource pack](#) – HM Government guidance

All colleagues will be alert to the possibility of a pupil being at risk of FGM, or already having suffered FGM. If colleagues are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with CSCS and/or the police. The school's procedures relating to managing cases of FGM and protecting pupils will reflect multi-agency working arrangements.

As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), teachers are legally required to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a pupil under the age of 18. Teachers failing to report such cases may face disciplinary action. Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must personally report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate. NB: This does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information.](#)

All colleagues will be aware of the indicators that pupils may be at risk of FGM. While some individual indicators they may not indicate risk, the presence of two or more indicators could signal a risk to the pupil. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so colleagues will be sensitive when broaching the subject.

Indicators that a pupil may be at heightened risk of undergoing FGM include:

- The socio-economic position of the family and their level of integration into UK society.
- The pupil coming from a community known to adopt FGM.
- Any girl with a mother or sister who has been subjected to FGM.
- Any girl withdrawn from PSHE.

Indicators that FGM may take place soon include:

- When a female family elder is visiting from a country of origin.
- A girl confiding that she is to have a 'special procedure' or a ceremony to 'become a woman'.
- A girl requesting help from a teacher if she is aware or suspects that she is at immediate risk.
- A girl, or her family member, talking about a long holiday to her country of origin or another country where FGM is prevalent.

All colleagues will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin. Indicators that FGM may have already taken place include the pupil:

- Having difficulty walking, sitting or standing.
- Spending longer than normal in the bathroom or toilet.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Having prolonged or repeated absences from school, followed by withdrawal or depression.
- Being reluctant to undergo normal medical examinations.
- Asking for help, but not being explicit about the problem due to embarrassment or fear.

Forced marriage

Forced marriage is a marriage where one or both spouses do not consent to the marriage but are coerced into it. Force can be physical, psychological, financial, sexual and emotional pressure. A lack of full and free consent can be where a person does not consent or where they cannot consent, e.g. due to some forms of SEND. Where an individual lacks the capacity to consent to marriage, coercion is not required for a marriage to be forced.

All colleagues will be alert to the indicators that a pupil is at risk of, or has undergone, forced marriage, including, but not limited to, the pupil:

- Being absent from school – particularly where this is persistent.

- Requesting for extended leave of absence and failure to return from visits to country of origin.
- Being fearful about forthcoming school holidays.
- Being subjected to surveillance by siblings or cousins at school.
- Demonstrating a decline in behaviour, engagement, performance, exam results or punctuality.
- Being withdrawn from school by their parents.
- Being removed from a day centre when they have a physical or learning disability.
- Not being allowed to attend extracurricular activities.
- Suddenly announcing that they are engaged to a stranger, e.g. to friends or on social media.
- Having a family history of forced marriage, e.g. their older siblings have been forced to marry.
- Being prevented from going on to further or higher education.
- Showing signs of mental health disorders and behaviours, e.g. depression, self-harm anorexia.
- Displaying a sudden decline in their educational performance, aspirations or motivation.

Colleagues who have any concerns regarding a pupil who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL or headteacher and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit. The DSL or headteacher will ensure the pupil is spoken to privately about these concerns and further action taken as appropriate. Pupils will always be listened to and their comments taken seriously.

It will be made clear to colleagues that they should not approach the pupil's family or those with influence in the community, without the express consent of the pupil, as this will alert them to the concerns and may place the pupil in further danger.

Advice will be sought from the Forced Marriage Unit following any suspicion of forced marriage among pupils.

If a pupil is being forced to marry, or is fearful of being forced to, the school will be especially vigilant for signs of mental health disorders and self-harm. The pupil will be supported by the DSL and senior mental health lead and referrals will be made on a case-by-case basis.

Colleagues will make themselves aware of how they can support victims of forced marriage in order to respond to the victims needs at an early stage, and be aware of the practical help they can offer, e.g. referral to social services and local and national support groups.

Local child safeguarding procedures will be activated following concerns regarding forced marriage – the school will use existing national and local protocols for multi-agency liaison with police and children's social care.

The school will support any victims to seek help by:

- Making them aware of their rights and choices to seek legal advice and representation.
- Recording injuries and making referrals for medical examination where necessary.
- Providing personal safety advice.
- Developing a safety plan in case they are seen, e.g. by preparing another reason for why the victim is seeking help.

The school will establish where possible whether pupils at risk of forced marriage have a dual nationality or two passports.

The school will aim to create an open environment where pupils feel comfortable and safe to discuss the problems they are facing – this means creating an environment where forced marriage is discussed openly within the curriculum and support and counselling are provided routinely.

The school will take a whole school approach towards educating on forced marriage in the school curriculum and environment – in particular, the school's RSHE curriculum will incorporate teaching about the signs of forced marriage and how to obtain help. Appropriate materials and sources of further support will be signposted to pupils. Pupils will be encouraged to access appropriate advice, information and support.

Teachers and other colleagues will be educated through CPD about the issues surrounding forced marriage and the signs to look out for.

Homelessness

The DSL and DDSLs will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include:

- Household debt.
- Rent arrears.
- Domestic abuse.
- Anti-social behaviour.
- Any mention of a family moving home because "they have to".

A referral to the Local Housing Authority does not replace a referral to Children's Social Care Services where a child is being harmed or at risk of harm. For 16- and 17-

year-olds, homelessness may not be family-based and referrals to Children's Social Care Services will be made as necessary where concerns are raised.

Mental health

All colleagues will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation.

Colleagues will not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional. Staff will, however, be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one. Colleagues will also be aware of how pupils' experiences can impact on their mental health, behaviour, and education.

Colleagues who have a mental health concern about a pupil that is also a safeguarding concern will act in line with this policy and speak to the DSL or deputy DSLs.

The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

In all cases of mental health difficulties, the school's Social, Emotional and Mental Health (SEMH) Policy will be consulted and adhered to at all times.

Modern slavery

For the purposes of this policy, "modern slavery" encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

All colleagues will be aware of and alert to the signs that a pupil may be the victim of modern slavery. Colleagues will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

Preventing Radicalisation

Note: The preventing radicalisation section of KSCIE 2025 remains under review, following the publication of a new definition of extremism on the 14 March 2024. Colleagues should ensure they are accessing the most up to date information.

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance

of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

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 must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal, and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff can recognise those vulnerabilities.

Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are [factors that may indicate concern](#).

Protecting pupils from the risk of radicalisation is part of the school's wider safeguarding duties. The school will actively assess the risk of pupils being radicalised and drawn into extremism and/or terrorism. Colleagues will be alert to changes in pupils' behaviour which could indicate that they may need help or protection.

Colleagues will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include contacting the DSL or [making a Prevent referral](#). The school will work with local safeguarding arrangements as appropriate.

The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with the pupil's parents, unless the school has reason to believe that the child would be placed at risk as a result.

The DSL will undertake Prevent awareness training to be able to provide advice and support to other colleague on how to protect pupils against the risk of radicalisation. The DSL will hold formal training sessions with all colleagues to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation as listed in Appendix

The Prevent Duty

Under section 26 of the Counter-Terrorism and Security Act 2015, all schools are subject to a duty to have “due regard to the need to prevent people from being drawn into terrorism”, known as “the Prevent duty”. The Prevent duty will form part of the school’s wider safeguarding obligations.

The Government’s Prevent Strategy has raised awareness of the specific need to safeguard children, young people and families from violent extremism and terrorism. There have been national situations in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist, or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Palladian Academy Trust is fully committed to safeguarding and promoting the welfare of all its’ pupils. Our schools recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All colleagues are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

Palladian Academy Trust and all of its schools value freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society’s values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued.

Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism.

The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The Trust is clear that this exploitation and radicalisation will be viewed as a safeguarding concern. The Trust seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The Trust approach to fulfilling the Prevent Duty is as follows:

The Trust will ensure staff are aware of the Prevent Strategy and are able to protect children and young people who are vulnerable or at risk of being radicalised. Specific Prevent training is not statutory but best practice training is set out in Appendix C.

Trust schools will ensure that all colleagues and volunteers where appropriate are aware of the threats, risks and vulnerabilities that are linked to radicalisation, are aware of radicalisation and understand the signs that someone may be vulnerable to radicalisation:

Indicators of vulnerability include:

Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;

Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life; Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

Individual Needs – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and / or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

All colleagues will:

- Have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- Know what the Trust policy is on safeguarding from radicalisation and extremism and will follow the policy when issues arise. (See Safeguarding and Child Protection Policy on all school websites with relevant Prevent process and contact details.)

- All parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

Professional Bodies

Colleagues will work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

Colleagues will reference the Local Authority prevent pages:

[Prevent - Countering Violent Extremism | Bathnes](#)

[PREVENT - Safeguarding - Wiltshire Council](#)

The Single Point of Contact (SPOC) for Palladian Academy Trust is the Trust Safeguarding Lead, who is responsible for:

The SPOC for Palladian Academy Trust is the Trust Safeguarding Lead, who is responsible for:

- Ensuring that colleagues of the Trust schools are aware of the role of the SPOC, alongside school DSLs in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Trust schools in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Raising awareness within the Trust schools about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the Trust for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable students / pupils into the Channel* process; and
- Attending Channel meetings, where necessary, to support assessment and intervention.
- Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity.
- Channel aims to:
 - Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
 - Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
 - Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

The Curriculum

Our curricula promote respect, tolerance, and diversity. Pupils are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

Our PSHE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum and underpins the ethos of the school.

Pupils are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet

Serious violence

Through training, all colleagues will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to:

- Increased absence from school.
- A change in friendships.
- Relationships with older individuals or groups.
- A significant decline in academic performance.
- Signs of self-harm.
- A significant change in wellbeing.
- Signs of assault.
- Unexplained injuries.
- Unexplained gifts or new possessions.

Colleagues will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:

- Being male.
- Having been frequently absent from school.
- Having been permanently excluded from school.
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery.

Colleagues who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL. A fuller list of risk factors can be found in the [Home Office's Serious Violence Strategy](#).

Appendix C

Reading and training requirements

All colleagues, governors and trustees must complete, either at the start of the year or upon joining the Trust as part of induction:

- attendance at face to face training, OR completion of national college training and understanding of that training.**
- statutory reading of this policy,**
- KSCIE part 1**
- the Code of Conduct for all adults.**
- Understanding of the requirement to disclose any information that may affect a DBS check**

On completion all staff must complete the [Safeguarding Declaration 2025-26](#) (and Quiz for those completing face to face safeguarding training):

https://forms.office.com/Pages/ResponsePage.aspx?id=6pY2N158BUOrIXviuEAePRavT_mVX9ArSZGxknYraZUQ1IUQjZNVVNEVA0UDQ0NExRM1JCQUFLWC4u

Please note the face to face training will not cover Prevent or safer recruitment and this needs to be considered separately.

(most training can be accessed via the National College – please speak to your line manager for a log in)

Please note for those colleagues/Governors/Trustees in settings or with responsibility for children in more than one Key Stage, all the mandatory modules must be completed.

For KCSIE, all colleagues/Governors/Trustees must be issued with a link to Part 1 or provided with a hard copy if digital access is a barrier, and provide a declaration that they have read and understood it.

If Trustees/Governors are employed in an educational establishment/organisation, they may provide evidence of suitable training undertaken in discussion with the governance team, but should still complete the form.

Annual training – if face to face training not attended

please complete the training for each group you belong to

All Paid Colleagues	Deadline

<ul style="list-style-type: none"> <input type="checkbox"/> Read the Palladian Academy Trust Safeguarding policy <input type="checkbox"/> Read Part 1 of Keeping children safe in education 2025 (publishing.service.gov.uk) <input type="checkbox"/> Read the Palladian Academy Trust Code of Conduct for all Adults <input type="checkbox"/> Attend in school training when offered Or, if unable to attend: <input type="checkbox"/> National College Annual Certificate in Safeguarding refresher (NB to access the link, you may need to first log onto the National College in your browser and then click on the link above) <input type="checkbox"/> Any new starters who have not previously worked in education should complete the National College Certificate in Safeguarding for staff <input type="checkbox"/> And The National College certificate in online safety for teaching staff <input type="checkbox"/> Complete the 2025-26 safeguarding declaration form 	15.09.2025 15.09.2025 15.09.2025 15.09.2025 15.09.2025
<p>Non Executive (Governors and Trustees who are not employed by the trust)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read the Palladian Academy Trust Safeguarding policy <input type="checkbox"/> Read Part 1 of Keeping children safe in education 2025 (publishing.service.gov.uk) <input type="checkbox"/> Read the Palladian Academy Trust Code of Conduct for all Adults <input type="checkbox"/> Attend in school training when offered Or, if unable to attend: <input type="checkbox"/> National College Annual Certificate in Safeguarding refresher On joining the non-executive to complete: <input type="checkbox"/> National College Annual Certificate in Safeguarding for Trustees 2025-26 Link to be added Or one of: <input type="checkbox"/> National College Certificate in Safeguarding for Governors <input type="checkbox"/> National College Certificate in Safeguarding for Trustees <input type="checkbox"/> And, National College Certificate in online safety for governors and trustees (NB to access the link, you may need to first log onto the National College in your browser and then click on the link above) <input type="checkbox"/> Complete the 2025-26 safeguarding declaration form 	30.09.2025 30.09.2025 30.09.2025

Safeguarding Governors/Trustee	
<ul style="list-style-type: none"> <input type="checkbox"/> National College Certificate in the role of the safeguarding link governor/trustee (on appointment to role or every four years) https://nationalcollege.com/courses/the-safeguarding-link-governor <input type="checkbox"/> Prevent training every three years Government Awareness Training https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/ <p>It may also be useful to complete</p> <ul style="list-style-type: none"> <input type="checkbox"/> National College Annual Certificate in Understanding the Single Central Record Online Single Central Record Training Course & Certificate (nationalcollege.com) 	End of term 1 30.09.2025
DSLs/DDSL	
<ul style="list-style-type: none"> <input type="checkbox"/> Advanced multiagency child protection training every four years (please provide date) <input type="checkbox"/> Read complete version of Keeping Children Safe in Education 2025 <input type="checkbox"/> Read Working Together to Safeguard Children 2023 <p>In addition DSLs and DDSLs should ensure they practice regular and continuous refreshing of their knowledge covering the following areas of training. This may be provided by Palladian Academy Trust, interagency refresher training from BCSSP/SVPP or via the National College, or other providers. DSLs and DDSLs should maintain a record of their training and include this in the annual safeguarding report to the Local Governance Committee in Term 6 each year.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Abuse and neglect <input type="checkbox"/> Domestic abuse <input type="checkbox"/> Child on Child Abuse <input type="checkbox"/> Homelessness <input type="checkbox"/> Children who are absent from education <input type="checkbox"/> Child abduction and community safety incidents <input type="checkbox"/> Child criminal exploitation (CCE) <input type="checkbox"/> Cyber-crime <input type="checkbox"/> Child sexual exploitation (CSE) <input type="checkbox"/> Modern slavery <input type="checkbox"/> FGM <input type="checkbox"/> Forced marriage 	30.09.2025 30.09.2025 30.09.2025

<ul style="list-style-type: none"> <input type="checkbox"/> <u>Radicalisation</u> <input type="checkbox"/> <u>Pupils with family members in prison</u> <input type="checkbox"/> <u>Pupils required to give evidence in court</u> <input type="checkbox"/> <u>Mental health</u> <input type="checkbox"/> <u>Serious violence</u> <input type="checkbox"/> The assessment process for providing early help and statutory intervention, including local criteria for action and CSC referral arrangements. <input type="checkbox"/> How LAs conduct child protection case conferences and a child protection review conferences, to enable the DSL to attend and contribute to these effectively when required. <input type="checkbox"/> The importance of providing information and support to CSC. <input type="checkbox"/> The lasting impact that adversity and trauma can have. <input type="checkbox"/> How to be alert to the specific needs of children in need, pupils with SEND and/or relevant health conditions, and young carers. <input type="checkbox"/> The importance of internal and external information sharing. <input type="checkbox"/> The Prevent duty. <input type="checkbox"/> The risks associated with online safety, including the additional risks faced online by pupils with SEND. 	
<p>All ELT and at least two Governors from each LGC/Board to have undertaken</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Read <u>Working Together to Safeguard Children 2023</u> 	
<p>Within the last three years:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Certificate in Prevent <u>https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/</u> 	
<p>Within the last three years:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annual Certificate in Safer Recruitment <u>Safer Recruitment Training Course & Certificate for Schools (nationalcollege.com)</u> 	
<p>Chairs of Governors/Chair of Trust Board</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Prevent training (prevent training needs doing every three years) Government Awareness Training <u>https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/</u> 	<p>On appointment or three years since last date</p>
<p>New Colleagues</p>	

<p>All new colleagues, in any role including Central Team, will be given induction that covers:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Child Protection and Safeguarding Policy. <input type="checkbox"/> Code of Conduct. <input type="checkbox"/> Trust Colleague Handbook <input type="checkbox"/> Part one of 'Keeping children safe in education' (KCSIE) (or Annex A, if appropriate). <input type="checkbox"/> Understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring (KCSiE 2025 para 140) (See Palladian Academy Trust's Online Safety Policy) <input type="checkbox"/> School Behaviour Policy (if applicable). <input type="checkbox"/> Appropriate child protection and safeguarding training, including online safety training. (see Appendix C) <input type="checkbox"/> Information about the role and identity of the DSL and deputy DSLs. 	<p>Within two weeks of starting</p>
<p>New Non Executive</p> <p>All new Trustees and Governors will be given induction that covers:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Child Protection and Safeguarding Policy. <input type="checkbox"/> The Code of Conduct for all Adults <input type="checkbox"/> Academy Trust Governance Guide <input type="checkbox"/> Palladian Scheme of Delegation and Committee Terms of Reference <input type="checkbox"/> Trust Colleague Handbook <input type="checkbox"/> Part one of 'Keeping children safe in education' (KCSIE) (or Annex A, if appropriate). <input type="checkbox"/> School Behaviour Policy (if applicable). <input type="checkbox"/> Appropriate child protection and safeguarding training. (see Appendix C) <input type="checkbox"/> Information about the role and identity of the DSL and deputy DSLs. 	<p>Within two months of appointment</p>

All colleagues will also receive regular safeguarding and child protection updates as required, but at least annually. Training will cover, at a minimum:

- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding.
- How to keep Looked After Children (LAC) and PLAC (Previously Looked After Children) safe.
- Child Criminal Exploitation CCE and the need to refer cases to the National Referral Mechanism.
- Updated online safety training.

All colleagues will undergo face to face training (whole-school training) which is regularly updated at least every 3 years.

Colleagues who miss the whole-school training will be required to undertake other relevant training to make up for it, e.g., by joining another school's whole-school

training or accessing Trust training either in person or via the National College platform (see [Appendix C](#))

We will ensure that colleagues' members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate safeguarding training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-school training if it takes place during their period of work for the school.

Appendix D

CPOMs categories (July 2025)

Welfare	Child on Child	Safeguarding	Behaviour
<ul style="list-style-type: none"> • All can view students • All can add incidents • Only limited groups (school decision) can view incidents 	<ul style="list-style-type: none"> • All can view students • All can add incidents but not for subcategories • Only limited groups (school decision) can view incidents 		<ul style="list-style-type: none"> • Primary schools only
Academic engagement	Biphobic/homophobic/transphobic	CSE	Before school
Appearance	Causing sexual activity without consent	Child trafficking	Break time
Avoiding meal times	Coercive behaviour	Children who are absent in education	In class
Bereavement	Contextual	Contextual	Lunchtime
Emotional related	Cyber bullying	Criminal exploitation	After school
Equipment/uniform/PE kit	Disablist	Domestic abuse	Swearing
Friendship issues	Inappropriate use of mobile device	Emotional abuse	Aggression
Inappropriate comments	Initiation/hazing	Fabricated illness	Persistent disruption
Lateness/truancy	Perpetrator	FGM	
Low mood/mental wellbeing	Physical bullying	Forced Marriage	

Medical	Racist	Gang-related (in county/local lines)	
Noticeable change in character	Sexual harassment	Grooming	
Parental behaviour	Sexual violence	Historic (Previous School)	
Parent contact	Sharing of nude/semi-nude images	Inappropriate image request	
Previously LAC/Special guardianship	Upskirting	LAC (Historic)	
Seeking adult attention/company	Verbal bullying	Mental Health – Harmless Assessment	
Sexuality/gender	Victim	Mental Health (self-harm/suicidal)	
Vaping/smoking	Religion or belief discrimination	Neglect	
Verbal/physical aggression towards staff	Sexual discrimination	Physical Abuse	
Verbal/physical aggression towards pupils	Age discrimination	Police Contact	
		Possession or use of offensive weapon	
		Pregnancy	
		Radicalisation/PREVENT	
		Safe handling	
		Sexual Abuse	
		Sexualised Behaviour	
		Social Care Contact	
		Substance misuse	

Attendance	Child Protection	Early Help
<ul style="list-style-type: none"> Only visible to specific groups (e.g. safeguarding team) 		
AP (Alternative provision)	CIN	DART (Wiltshire SEND diagnostic assessment referral tool)
EWO/AWSO (education/attendance welfare)	CP Conference	Early Support/Early Help
Exclusion	CP Plan	EWO /AWSO Intervention

Internal monitoring	Core group meeting	Medical needs referral
Legal actions	Core group notes	SEND
PAM(Persistent absence meeting)	LAC/CLA	
SAM 1(School absence meeting)	Duty team/MASH consult	
SAM 2(School absence meeting)	Social care/MASH referral	
REP (Reduced educational provision)	Strategy call	
School anxiety and refusal		



Recording an incident on CPOMS

An incident can only be categorised as one of the following



Welfare log

 Log as an "incident"
 Add subcategory
 Do not assign
 Alert DSL/Safeguarding Team. Names will come up automatically

Child on Child Log

 Log as an "Incident"
 Do not assign
 Alert Safeguarding team. Names come up automatically

Safeguarding Log

 Log as an "incident"
 Do not assign
 Alert Safeguarding Team. Names come up automatically

Safeguarding team to reassign to tutor / HoH/ student services as appropriate
 Staff member to action
 Phone call home
 Discussion with pupil/s as appropriate

 Once all "Actions" are completed Safeguarding team will review and, "Close" the "Incident"

DSL/Safeguarding Team to re-assign

Safeguarding team to sub -categorise, link pupils and re-assign/retain

Nonsexual

 Safeguarding team or HoH
 Phone call home
 Discussion with pupil/s
 Once all "Actions" are completed safeguarding team to review and, "Close" the "Incident"

Sexual

 Safeguarding team to action
 Phone call home
 Discussion with pupil/s
 Liaise with external agencies
 Once all "Actions" are completed and recorded, "Close" the "Incident"

Safeguarding team to subcategorise and link pupils

 Safeguarding team Continue to complete and record "Actions"
 Attend and record meetings, liaise with external agencies.

 Once all outcomes have been achieved, "Close" the "Incident"

Appendix E

Flow Chart for Concerns

What To do If You Are Worried: Step-by-Step Guide

Step 1

✓ **Stay calm**

- ✓ Ensure safety and, if it is safe to do so, address any immediate danger / need for medical assistance before contacting emergency services

Step 2

✓ **Listen carefully & reassure those involved**

- ✓ Take any report(s) seriously

- ✓ Don't make promises around confidentiality or outcomes

- ✓ Keep questions to a minimum

- ✓ Explain that you will have to share your concerns with the Designated Safeguarding Lead (DSL) or Deputy DSL who will decide what to do next

Step 3

✓ **Ensure CPOMS notification**

- ✓ Complete any other, associated records, e.g. skin / body map (Nourish system)

You may need to discuss with DSL / DDSL initially

Step 4

- ✓ Ensure that the relevant information is passed to the Designated Safeguarding Lead (DSL) **Heather Saunders** or the Deputy DSL(s) **Maria Genner, Georgie Croker, Simon Futcher**

As soon as possible and always within 24 hours

Obviously, this may need to happen verbally in more urgent circumstances. CPOMS and any additional documentation can then be completed

Step 5: Designated Safeguarding Lead

- ✓ Makes any referrals / notifications and follows-up, as required
- ✓ Where required, escalates in-line with multi-agency procedures
- ✓ De-brief colleagues member(s) and any young people involved
- ✓ Provides feedback, as appropriate, on a 'need to know' basis
 - ✓ Fully completes CPOMS record
 - ✓ Disseminates any learning

If anyone feels that a safeguarding concern is not being heard or acted upon, they must escalate the matter immediately, in line with the whistle-blowing policy.

Listening Effectively & Responding to a Disclosure

DO

- ✓ Stay calm
- ✓ Check that people are safe here and now
- ✓ Look interested - keep body language open & respond to theirs
- ✓ Listen
- ✓ Be attentive, don't rush and respect pauses / silence
- ✓ Offer reassurance and help them to open up
- ✓ Use minimal prompts and remember **TED** (tell, explain, describe); go on ... what happened next ...
- ✓ If you are unsure establish a timeframe, i.e. "when did / was the last time this happened?"
- ✓ Reassure the person that you will only share sensitive information on a 'need to know' basis
- ✓ Reflect back what they said to check your understanding
- ✓ Use their language to show it's their experience
- ✓ Make a professional record focusing on the facts as you understand them
- ✓ Get your information to the DSL asap

AVOID

- (:() Investigating or interrogating
- (:() Making promises about confidentiality or keeping 'secrets'
- (:() Not listening because you're worried about getting it 'wrong'
- (:() Interrupting
- (:() Leading or multiple questions
- (:() Displays of shock or anger
- (:() Opinions about what may or may not have happened and / or why
- (:() Telling people to go and tell or repeat their account to someone else
- (:() Forgetting to make a professional record or to pass the information on to the DSL / DDSL as soon as possible

Recording

- (:) Stick to the FACTS as you understand them - who? what? where? when?
- (:) Use their words and phrases
- (:) Record what led up to the conversation, where it took place and who was present
- (:) Make a note of any questions you needed to ask or prompts you used
- (:) Demeanour and gestures can be really important to record, as can words or phrases that are repeated - try and describe these accurately
- (:) Differentiate between a fact and an interpretation or opinion
- (:) Record in ink, sign and date

Additional Guidance on Listening to Children and Young People with Disabilities or Complex Needs

Vigilance is imperative when working with SEND children as children with SEND can be at increased risk of exposure to abuse and neglect. Colleagues should be sensitive to what might be very subtle indicators of abuse and neglect, especially where children have multiple disabilities.

National guidance makes it clear that for some children it is not yet possible to proscribe techniques for communicating about possible abusive experiences in ways which are reliable and evidentially safe. We should be mindful of the following when seeking to give these young people a 'voice':

- if possible, involve someone that knows the young person well, who can help communicate with them and who has some insight regarding their level of understanding;
- consider the environment. Unfamiliar, noisy or busy environments create added distractions and/or anxiety;
- allow more time for any prompts, questions or information to be processed.
- don't rush! Be led by young people and go at their pace;
- be clear and specific and don't re-phrase any questions you may need to ask. If necessary, repeat them using the same language and in the same way
- be led by the child and go at their pace.
- if you have the knowledge and experience to do so, reinforce what you are saying with visual supports, whether PECS (Picture Exchange Communication System), symbols, pictures or writing, communication passports, etc. or other tools that child uses to communicate.

Most importantly, keep children and their lived experiences at the heart of everything you do. That means capturing their voices and advocating for them.

***the next 2 posters are to be displayed in prominent areas around school/The Bridge e.g. entrances, staff rooms, colleague/visitor toilets**

If you have any concerns about a member of staff or colleague within school or Palladian Academy Trust, please follow this flow chart.

If you become aware that any adult in school **MAY** have:

- Behaved in a way that **has harmed** a child, or **may have harmed** a child;
- Committed a **criminal offence** against or related to a child or
- Behaved towards a child or children in a way that indicates they **may pose a risk of harm** to a child
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Where a child also discloses abuse or neglect by any adult in school:

- Listen; take their allegation seriously; reassure that you will take action to keep them safe
- Inform them what you are going to do next
- Do not promise confidentiality
- Do not question further or approach/inform the alleged abuser

Report immediately:

- to the person in charge (DSL) (Heather Saunders)
- via MS Teams: 'Low Level Concerns' tab at the top of the General channel in Palladian Staffroom

Any concern or allegation against the person in charge will be reported to:

Donna Tandy, Chief Executive Officer, Palladian Academy Trust

d.tandy@palladianacademytrust.com 07542 024 144

Any concern or allegation against the CEO will be reported to:

Chair of the Trust Board, Palladian Academy Trust chair@palladianacademytrust.com

Unless there is clear evidence to prove that the allegation is incorrect, the person to whom the allegation was reported **must** follow local reporting procedures.

Report the allegation within one working day to the Designated Officer for Allegations (LADO/DOfA)

0300 456 0108

We all have a responsibility for and to be vigilant for and report low level concerns

The term '**low-level concern**' does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms threshold. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work;
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but is not limited to:

- Being over friendly with children;
- Having favourites;
- Taking photographs of children on their mobile phone;
- Engaging with a child on a one-to-one basis in a quiet area or behind a closed door; or,
- Using inappropriate sexualised, intimidating, or offensive language
- Low-level concerns as set out within settings staff behaviour/code of conduct and safeguarding policy

Report immediately:

a) to the person in charge (DSL) (Heather Saunders)
 b) via MS Teams: 'Low Level Concerns' tab at the top of the General channel in Palladian Staffroom

Any concern or allegation against the person in charge will be reported to:

Donna Tandy, Chief Executive Officer, Palladian Academy Trust

d.tandy@palladianacademytrust.com 07542 024 144

Any concern or allegation against the CEO will be reported to:

Chair of the Trust Board, Palladian Academy Trust chair@palladianacademytrust.com

Unless there is clear evidence to prove that the allegation is incorrect, the person to whom the allegation was reported **must** follow local reporting procedures.

Staff should self-refer to their line manager or Designated Safeguarding Lead where they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they

Appendix F – Lanyard Protocol

For display in school entrance areas

Colleagues who are employed by the Trust/School will wear the greige lanyards.

Visitors to the school who have provided the necessary assurance that they have completed necessary safeguarding checks including an enhanced DBS check and Barred List check will wear a green lanyard. This will include ITT students, but the school must have recorded evidence of the safeguarding checks and assurance from the university or training provider. They may move round the school without supervision but must have been provided with key safeguarding information and know where to access the Safeguarding Policy. They must be made aware that by signing in and accepting a green lanyard they agree to follow all school/Trust safeguarding procedures. This acknowledgement can be added to your electronic sign in system if you have one or signposted to a visual disclosure at the signing in point.

Sixth form students will wear black lanyards in school.

Visitors to the school who do not have the necessary check or who are unable to provide the necessary assurances will wear a red lanyard. They must not move around the school without supervision. However, they must have been provided with key safeguarding information and know where to access the Safeguarding Policy. They must be made aware that by signing in and accepting a red lanyard they agree to follow all school/Trust safeguarding procedures. This acknowledgement can be added to your electronic sign in system if you have one or signposted to a visual disclosure at the signing in point.

Governors/Trustees who are not salaried colleagues will wear a red lanyard as although they should have had an enhanced DBS check, they will not have undertaken a Barred List check as governance is not a regulated activity.

DSLs and DDSLs in school will wear a green pin badge on their lanyards. This will signify that they have undertaken advanced safeguarding training relevant to their role and are a 'go to' person for pupils, colleagues and visitors.

It is important that all pupils and colleagues are aware of these expectations and are supported to challenge if they see a potential breach of this protocol and know how to report it.