Lady Jane Grey ACADEMY

Academy Policy

Safeguarding and Child Protection Policy

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Important Contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Raleigh Education Trust	Sean Kelly – Chief Executive Officer	0115 8550100
Lady Jane Grey Academy	Robert Heaney – Designated Safeguarding Lead (DSL)/Prevent Lead Christopher Fletcher – Deputy Designated Safeguarding Lead (DDSL) Caroline Coxon – Mental Health Lead, Deputy Designated Safeguarding Lead (DDSL) Emma Pye – SENDCo, Deputy Designated Safeguarding Lead (DDSL)	0116 232 0031 DGLJGDSL@Ladyjanegrey.Raleightrust.org
Raleigh Education Trust Safeguarding Lead Trust Deputy Safeguarding Lead	Ki Addis Courtney Chambers	0115 8550100
Local Authority Designated Officer (LADO)	LADO@leics.gov.uk	
Safeguarding Trustee	Eileen Hartley	0115 8550100
Safeguarding Governor	Ajay Sahins	0115 8550100
Multi Agency Safeguarding Hub (MASH) Local authority school education co-ordinator	Report abuse or neglect of a child | Leicestershire County Council Charlotte.Davis@leics.gov.uk 0116 305 6314	
Local authority Prevent officer Channel helpline	Ailsa.Coull@leicester.gov.uk 020 7340 7264	

1. Policy Statement and Aims

1.1.1 Our academy is committed to safeguarding and promoting the welfare of all children and young people. We expect all staff, volunteers, governors and visitors to share this commitment.

1.1.2 Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play.

1.1.3 We believe every child has the right to feel safe, valued, respected and protected from harm.

1.1.4 We will:

a) provide a safe, inclusive and supportive environment;
b) promote a culture where children feel listened to and able to share concerns;
c) promote anti-discrimination, ensuring behaviour is recognised, challenged and addressed;
d) help children understand how to keep themselves safe;
e) identify concerns early and respond appropriately;
f) work effectively with parents, carers and external agencies;
g) provide early help and Family Help where needs emerge; and
h) continually review safeguarding arrangements to improve outcomes for children.

2. Legislation and Statutory Guidance

2.1.1 This policy is based on:

a) Keeping Children Safe in Education (KCSIE) 2026;
b) Working Together to Safeguard Children 2026;
c) relevant safeguarding legislation;
d) local safeguarding partnership arrangements; and
e) other statutory guidance relevant to schools and academies.

2.1.2 The academy complies with all safeguarding legislation, statutory guidance and local safeguarding partnership procedures:

2.1.3 Leicestershire and Rutland Safeguarding Children Partnership - Leicestershire and Rutland Safeguarding Partnerships Business Office

3. Definitions

3.1.1 Safeguarding and promoting the welfare of children means:

a) protecting children from maltreatment;
b) preventing impairment of health and development;
c) ensuring children grow up in safe and effective care;
d) taking action to achieve the best outcomes; and
e) providing support as soon as concerns emerge.

3.1.2 Child protection is part of safeguarding and relates to protecting children who are suffering, or likely to suffer, significant harm:

a) Abuse is a form of maltreatment and may involve harm caused directly or through a failure to act.
b) Neglect is the persistent failure to meet a child's basic physical and/or psychological needs.
c) Children are all individuals under the age of 18.

d) Family Help refers to support provided to children and families when needs emerge, including targeted early help and statutory support where appropriate.

3.1.3 DSL refers to the Designated Safeguarding Lead and Deputy DSLs unless otherwise stated.

4. Roles and Responsibilities

4.1.1 Safeguarding is everyone's responsibility.

4.1.2 All staff, volunteers, members, trustees, governors and visitors must contribute to creating a culture where safeguarding is everyone's priority.

4.1.3 The academy adopts a whole-school approach to safeguarding, which is supported through:

a) safeguarding policies and procedures;
b) pastoral systems;
c) behaviour expectations;
d) curriculum learning;
e) online safety education; and
f) strong partnership working with families and external agencies.

4.2 All Staff

4.2.1 All staff will:

a) read and understand Part One of KCSIE;
b) know and follow safeguarding procedures;
c) report concerns immediately;
d) create a safe environment where children feel able to talk;
e) understand indicators of abuse, neglect and exploitation;
f) maintain an attitude of ***'it could happen here';***
g) support early identification of concerns;
h) understand Family Help processes;
i) record concerns accurately;
j) understand confidentiality and information sharing requirements;
k) promote online safety; and
l) reassure children that concerns will be taken seriously and acted upon.

4.2.2 Staff must never assume another person has reported a concern.

4.3 Designated Safeguarding Lead (DSL)

4.3.1 The DSL is a member of the senior leadership team and has the authority, time, training and resources needed to carry out the role effectively.

4.3.2 Academy-specific information:

a) Robert Heaney – Designated Safeguarding Lead/Prevent Lead
b) Christopher Fletcher – Deputy Designated Safeguarding Lead
c) Caroline Coxon – Deputy Designated Safeguarding Lead, Mental Health Lead
d) Emma Pye – Deputy Designated Safeguarding Lead, SENDCo

4.3.3 The DSL will:

e) take lead responsibility for safeguarding and child protection;

f) act as the principal source of safeguarding advice;
g) support staff with concerns and referrals;
h) work with safeguarding partners and external agencies;
i) oversee referrals to children's social care, police, Prevent and other agencies;
j) maintain secure safeguarding records;
k) ensure safeguarding files transfer securely when pupils move schools;
l) attend and contribute to multi-agency meetings;
m) oversee attendance-related safeguarding concerns;
n) promote positive engagement with families where appropriate;
o) ensure staff receive safeguarding training and updates;
p) promote a culture where children's voices are heard;
q) ensure safeguarding policies remain effective and up to date; and
r) ensure safeguarding information is published appropriately.

4.3.4 The DSL and deputies will complete role-specific safeguarding training and maintain their knowledge through regular updates and professional learning, including representation at the Trust's DSL Development Days and the Safeguarding Network.

4.3.5 The full responsibilities of the DSL (including the role of Deputy DSL) are set out in their job description.

4.4 Trust Safeguarding Lead

4.4.1 The Trust Safeguarding Lead will:

a) provide support and challenge to academy leaders;
b) quality assure safeguarding practice across the Trust;
c) support safeguarding training arrangements;
d) review safeguarding records and referrals where required;
e) complete safeguarding audits;
f) coordinate and chair Trust Serious Safeguarding review meetings;
g) support allegations management processes;
h) provide safeguarding updates and guidance;
i) coordinate and chair Trust DSL network meetings; and
j) advise trustees, governors and leaders on safeguarding matters.

4.4.2 Where required, the Trust Safeguarding Lead is deputised by the Trust Deputy Safeguarding Lead.

4.5 Head of School

4.5.1 The Head of School will:

a) ensure safeguarding procedures are implemented consistently;
b) ensure staff understand their safeguarding responsibilities;
c) provide sufficient resources for safeguarding;
d) ensure effective DSL cover arrangements;
e) promote a positive safeguarding culture;
f) support looked after and previously looked after children;
g) ensure safeguarding concerns are acted upon promptly;
h) oversee filtering and monitoring arrangements;
i) ensure appropriate safeguarding checks for alternative provision;
j) ensure allegations against staff are managed appropriately;
k) ensure required referrals are made to DBS and other agencies in support with Trust HR;
l) review safeguarding practice regularly; and
m) provide assurance to governors and trustees regarding safeguarding effectiveness.

4.5.2 For our Early Years provision, the Head of School will ensure that:

n) the relevant staffing ratios are met, where applicable
o) each child in the Early Years Foundation Stage is assigned a key person

4.6 The Trust Board

4.6.1 The Trust Board has overall responsibility for ensuring that the Trust fulfils its safeguarding and child protection duties in accordance with statutory guidance and legislative requirements.

4.6.2 The Trust Board will:

a) ensure effective safeguarding and child protection arrangements are in place across all academies;
b) promote a culture where safeguarding is a strategic priority and embedded within Trust decision-making;
c) approve and review safeguarding policies and seek assurance regarding their implementation and effectiveness;
d) maintain appropriate governance arrangements, accountability and oversight of safeguarding;
e) appoint a trustee with responsibility for safeguarding oversight;
f) ensure sufficient resources, staffing, training and support are available to discharge safeguarding responsibilities effectively;
g) ensure robust safer recruitment, induction and staff management procedures are in place;
h) seek assurance regarding safeguarding practice, attendance, behaviour, child protection, online safety, filtering and monitoring arrangements;
i) hold Trust leaders to account for the effectiveness of safeguarding arrangements and the prompt resolution of identified weaknesses;
j) ensure appropriate support is available to Designated Safeguarding Leads and safeguarding teams; and
k) fulfil all safeguarding duties placed upon the Trust by legislation and statutory guidance.

4.6.3 The named safeguarding trustee will:

a) champion safeguarding and child protection at Trust Board level;
b) provide strategic oversight of safeguarding arrangements across the Trust;
c) meet regularly with Trust safeguarding leaders to receive assurance regarding safeguarding practice, risks and emerging issues;
d) monitor compliance with statutory safeguarding requirements;
e) provide appropriate support and challenge to Trust leaders;
f) report safeguarding matters, risks and assurances to the Trust Board; and
g) undertake appropriate safeguarding training.

4.6.4 All trustees will read and understand Part Two of Keeping Children Safe in Education (KCSIE) and receive safeguarding and child protection training at induction and at regular intervals thereafter.

4.7 Local Governor Board (LGB)

4.7.1 The LGB will:

a) promote safeguarding and child protection as a strategic priority within the academy;
b) monitor the effectiveness of safeguarding arrangements and compliance with statutory requirements;
c) appoint a named safeguarding governor;
d) provide support and challenge to academy leaders regarding safeguarding culture, practice and compliance;

e) seek assurance that staff, governors and volunteers receive appropriate safeguarding training;
f) seek assurance that online safety, filtering and monitoring arrangements are effective;
g) monitor safeguarding policies, procedures and practice, escalating concerns where necessary;
h) seek assurance regarding safeguarding arrangements for pupils educated off-site or attending alternative provision;
i) seek assurance that third-party providers and organisations using academy facilities have appropriate safeguarding arrangements in place; and
j) fulfil any safeguarding responsibilities delegated by the Trust Board.

4.7.2 The named safeguarding governor will:

a) meet regularly with the Designated Safeguarding Lead (DSL);
b) provide support and challenge regarding safeguarding and child protection arrangements;
c) monitor the implementation of this policy and the effectiveness of safeguarding practice;
d) undertake appropriate safeguarding training.

4.7.3 All governors will read and understand Part Two of Keeping Children Safe in Education (KCSIE) and receive safeguarding and child protection training at induction and at regular intervals thereafter

5. Recognising Abuse, Neglect and Exploitation

5.1.1 Staff must understand the signs and indicators of abuse, neglect and exploitation.

a) Abuse may occur:
b) within the home;
c) outside the home;
d) online;
e) within institutions;
f) within communities; or
g) through the actions of adults or other children.

5.1.2 Safeguarding concerns rarely occur in isolation. Staff should consider the wider context when assessing risk.

5.1.3 The four categories of abuse are:

a) physical abuse;
b) emotional abuse;
c) sexual abuse; and
d) neglect.

5.1.4 Descriptions of the four categories are contained within **Appendix 1**.

5.1.5 Staff should recognise that children may experience prejudice-based harm, including racism, faith-based prejudice and other forms of discriminatory behaviour. These experiences can have a significant impact on a child and should be considered within safeguarding practice where appropriate.

6. Children Who May Be Particularly Vulnerable

6.1 Vulnerable Children's List (VCL)

6.1.1 Some children face greater safeguarding risks and may require additional support.

6.1.2 The academy monitors vulnerable groups (Vulnerable Children's List- VCL) to ensure their needs are identified and considered when making decisions about attendance, behaviour, support and intervention.

6.1.3 Please see **Appendix 2** for the academy's VCL 2026/27.

6.1.4 Staff should be particularly alert to children who:

a) have SEND;
b) are young carers;
c) are bereaved;
d) have mental health difficulties;
e) are affected by domestic abuse;
f) misuse substances;
g) are at risk of exploitation;
h) are affected by gangs, county lines or serious violence;
i) are affected by racism and faith-targeted abuse;
j) are frequently absent from education;
k) have a parent in custody;
l) are privately fostered;
m) are at risk of radicalisation;
n) have experienced multiple suspensions;
o) have recently returned home from care;
p) are accessing alternative provision;
q) are unable to access full-time education.

6.2 Children with Special Educational Needs, Disabilities or Health Issues

6.2.1 Children with SEND or health conditions may face additional safeguarding barriers.

6.2.2 Staff should be aware that:

a) indicators of abuse may be harder to recognise;
b) communication difficulties may affect disclosure;
c) children may be more vulnerable to bullying and exploitation;
d) assumptions must not be made that behaviours are solely linked to SEND.

6.2.3 The academy provides appropriate pastoral and communication support to ensure concerns can be identified and addressed effectively; this includes:

a) A visible safeguarding team
b) ELSA support
c) Speech and Language
d) Ensuring children know their trusted adults.
e) Regular wellbeing check-ins.
f) Child-friendly reporting mechanisms
g) Effective communication with parents and carers
h) Accessible communication arrangements
i) Support following disclosures

6.3 Children with a Social Worker (including children in care and previously looked after children)

6.3.1 Children with a social worker may face increased safeguarding and educational risks.

6.3.2 Staff will take this information into account when considering attendance, behaviour, support and wellbeing.

6.3.3 The academy works closely with social workers, virtual schools and other agencies to promote positive outcomes.

6.3.4 The academy's Designated Teacher for Children with a social worker (including children in care and previously looked after children) is:

a) Robert Heaney

6.4 Private Fostering Arrangements

6.4.1 Staff who become aware of a possible private fostering arrangement must inform the DSL immediately.

6.4.2 The DSL will notify children's social care as required.

6.5 Children Missing from Education

6.5.1 All staff should be aware that children missing education, particularly repeatedly and for prolonged periods, are a potential indicator of abuse, neglect, exploitation, child criminal exploitation, child sexual exploitation, mental health difficulties, radicalisation, forced marriage and FGM

6.5.2 The academy will:

a) monitor attendance closely;
b) work with the Trust Attendance & Welfare Team
c) identify patterns quickly;
d) work with families to improve attendance;
e) consider safeguarding risks linked to absence;
f) liaise with external agencies where required; and
g) ensure appropriate risk assessments and plans are in place when necessary.

6.5.3 Please note, pupil attendance is also monitored by the Trust Attendance & Welfare Team, who will provide both direct and indirect support to the academies, children and families, when required.

6.5.4 For more information on the academy's attendance procedures, please refer to the Trust Attendance Policy on the academy website.

6.6 Children Accessing External Alternative Provision

6.6.1 The academy remains responsible for the safeguarding and welfare of pupils attending alternative provision.

6.6.2 The Trust Alternative Provision Lead provides strategic oversight and quality assurance of safeguarding arrangements across all external alternative provision settings. The academy will work closely with the Trust to ensure that:

a) placements meet the needs of the child;
b) complete all appropriate safeguarding checks before the placement begins;
c) regularly review placements and pupil outcomes;
d) work closely with provider safeguarding leads;
e) safeguarding concerns are reported to the DSL without delay; and
f) review placements immediately where safeguarding concerns arise about a provider.

6.6.3 Further guidance can be found in the Trust Alternative Provision Policy.

6.7 Children who are lesbian, gay and bisexual (LGBTQ+)

6.7.1 We recognise that children who are, or are perceived to be, lesbian, gay or bisexual may be at increased risk of bullying, discrimination and poor mental health outcomes.

6.7.2 The academy will:

a) promote respect and inclusion;
b) challenge discriminatory language and behaviour;
c) respond to incidents in line with behaviour and anti-bullying procedures;
d) ensure concerns are reported to the DSL; and
e) provide opportunities for children to access trusted adults and support.

6.7.3 We are committed to creating a culture where all children feel safe, valued and able to share concerns.

6.8 Children who are transgender/gender questioning (requests for support with social transition)

6.8.1 The academy will provide a respectful and supportive environment for children who are transgender or questioning their gender. Bullying, harassment and discrimination will not be tolerated.

6.8.2 Where a child is transgender or gender questioning, staff will remain alert to any co-occurring safeguarding concerns, including bullying, grooming, exploitation, mental health concerns, family conflict or abuse. Each case will be considered individually and in accordance with safeguarding principles.

6.8.3 The academy will not initiate social transition. Staff must not independently make changes relating to names, pronouns, uniform, facilities, sport or other arrangements.

6.8.4 Any request relating to social transition must be referred to the Head of School and DSL and considered on an individual basis.

6.8.5 Parents or carers will normally be involved from the earliest opportunity unless doing so may place the child at risk. In such circumstances, the DSL will determine the appropriate safeguarding response.

6.8.6 Decisions will be informed by:

a) the child's welfare and best interests;

b) age, maturity and individual circumstances;
c) safeguarding, health and wellbeing considerations;
d) relevant professional advice;
e) the impact on the child and others; and
f) the academy's legal and safeguarding responsibilities.

6.8.7 Staff will not provide clinical advice or undertake functions requiring clinical expertise.

6.8.8 Information will be shared only with staff who need it to safeguard and support the child. Decisions, actions and rationale will be recorded and reviewed where necessary.

7. Responding To Concerns About Children

7.1 Act Immediately

7.1.1 Safeguarding concerns must always be acted on immediately.

7.1.2 Staff should never assume somebody else has taken action.

7.2 Concerns about a child's welfare

7.2.1 If staff have concerns about a child, they must:

a) Report concerns immediately to the DSL.
b) Record concerns on CPOMS.
c) Follow any instructions from the DSL or safeguarding team.
d) Continue to monitor and report further concerns.

7.2.2 Urgent concerns must always be shared in person with a DSL before being recorded on CPOMS.

7.3 If a child is suffering or likely to suffer harm, or in immediate danger

7.3.1 If a child is at immediate risk:

a) contact the DSL immediately;
b) contact children's social care and/or police where required;
c) do not delay action while seeking advice;
d) Record all concerns on CPOMs.

7.3.2 Any member of staff may make a referral if this is necessary to protect a child.

7.4 If a child makes a disclosure

7.4.1 Staff will:

a) listen carefully;
b) remain calm;
c) take the child seriously;
d) avoid leading questions;
e) explain that information cannot be kept secret;
f) record the child's words accurately;
g) report immediately to the DSL.

7.4.2 Staff must never investigate concerns themselves.

7.4.3 The academy has the following reporting systems in place for children to access support:

a) Logging of concerns on CPOMS
b) Lessons where children can identify trusted adults they can report concerns to or access support from.
c) Classroom and communal area boxes where children can report concerns or request support. Promoted by adults and modelled in assemblies.
d) Modelling of pictorial recording of worries.

7.5 Notifying parents or carers

7.5.1 Parents and carers will usually be informed of safeguarding concerns unless doing so would:

a) place a child at greater risk;
b) compromise a police investigation; or
c) interfere with safeguarding processes.

7.5.2 The DSL will determine the appropriate approach.

7.6 Following up concerns

7.6.1 The academy will:

a) support children and families through Early Help and Family Help;
b) work in partnership with other agencies;
c) review support regularly; and
d) escalate concerns where circumstances do not improve.

7.6.2 The academy has the following pastoral, wellbeing, mentoring and intervention support available:

a) Family support and signposting.
b) Mental health support including reflexology.
c) Key Stage 2 pupil mentors.
d) Playground with a variety of areas to support play and wellbeing
e) Timetable variations including soft starts where needs are identified.
f) After-school support sessions.
g) Pastoral sessions (group and individual).
h) External professional links as appropriate.

7.7 Referrals

7.7.1 Where a referral to children's social care, the police or another agency is required, the DSL will normally make the referral or support staff to do so.

7.7.2 However, any member of staff may make a referral if they believe this is necessary to protect a child. Staff must inform the DSL as soon as possible if they make a referral directly.

7.7.3 The DSL will ensure referrals are followed up appropriately, outcomes are recorded, and further action is taken where required.

7.7.4 Referrals may also be made, with consent where appropriate, to other specialist support services.

7.8 Escalating concerns

7.8.1 Staff must always escalate concerns if they believe a child remains at risk or that appropriate action has not been taken.

7.8.2 Concerns should be escalated where:

a) safeguarding concerns are not progressing;
b) there is difficulty accessing safeguarding support;
c) staff disagree with a safeguarding decision;
d) a concern has not been acted upon;
e) an external agency declines a referral where risk remains; or
f) insufficient feedback has been provided.

7.8.3 Staff must not close a concern simply because they feel unable to progress it further. Concerns should be escalated to the DSL, Head of School, Trust Safeguarding Lead or through the Trust Whistleblowing Policy where appropriate.

7.8.4 Where concerns relate to the actions or decisions of external agencies, staff will follow the escalation procedures of the relevant local safeguarding partnership.

7.8.5 Please refer to **Appendix 3** - Flowchart of the actions taken where there are concerns about a child, taken from Figure 1, KCSIE 2026.

8. Confidentiality and Information Sharing

8.1.1 Protecting children depends on appropriate information sharing.

8.1.2 Staff must:

a) share safeguarding concerns with the DSL;
b) only share information on a need-to-know basis;
c) follow data protection requirements;
d) understand that data protection legislation does not prevent safeguarding information being shared where necessary to protect a child.

8.1.3 Child protection records will be:

a) stored securely;
b) kept separate from educational records;
c) transferred securely when pupils move schools; and
d) accessible only to authorised staff.

8.1.4 Please see the Trust Data Protection Policy for more details.

9. Record Keeping

9.1.1 Accurate safeguarding records are essential in protecting children.

9.1.2 All safeguarding concerns, discussions, decisions and actions must be recorded on CPOMS as soon as possible.

9.1.3 Records will:

a) be factual, accurate and timely;
b) use professional and non-emotive language
c) include decisions made and reasons for those decisions;
d) include referrals and outcomes;
e) be stored securely;
f) be kept separately from educational records; and
g) only be accessible to authorised staff.

9.1.4 Where a pupil transfers to another setting, safeguarding records will be transferred securely and separately from the main pupil file within five days of an in-year transfer; or within the first five days of a new term where the pupil transfers at the end of a term.

9.1.5 Confirmation that the safeguarding file has been received will be obtained and a record of the transfer retained.

9.1.6 Where necessary to safeguard the pupil and enable the receiving setting to assess risk or arrange appropriate support, relevant safeguarding and risk information will be shared with the receiving setting in advance of the full file transfer.

10. Specific Safeguarding Issues

10.1 Awareness of Specific Safeguarding Issues

10.1.1 All staff should be aware of the specific safeguarding issues outlined in KCSIE 2026, these include:

a) Child Abduction and Community Safety
b) Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
c) County Lines
d) Children and the Court System
e) Children with Family Members in Prison
f) Cybercrime
g) Domestic Abuse
h) Homelessness
i) Modern Slavery and the National Referral Mechanism (NRM)
j) Preventing Radicalisation
k) Serious Violence
l) Honour-Based Abuse (HBA), Including FGM and Forced Marriage
m) Mental Health

10.1.2 Please see **Appendix 4** of this policy for further information on each, as well as a printable summary poster.

10.1.3 Due to the specific response required for the following safeguarding concerns, further information can be found below on Extremism, Radicalisation and Terrorism, FGM and Mental Health.

10.2 Extremism, Radicalisation and Terrorism

10.2.1 The academy recognises its responsibilities under the Counter-Terrorism and Security Act 2015, including the statutory Prevent Duty, which requires schools to have due regard to the need to prevent people from being drawn into terrorism.

10.2.2 The Prevent Lead for the academy is the DSL, Robert Heaney.

10.2.3 Protecting children from the risk of radicalisation is viewed as part of the academy's wider safeguarding responsibilities. Staff should be alert to changes in behaviour, attitudes or circumstances that may indicate a child is vulnerable to extremist influences or radicalisation.

10.2.4 Where a member of staff has concerns that a child may be developing extremist views or may be vulnerable to radicalisation, they must report these concerns to the DSL without delay.

10.2.5 The DSL will assess the concern, consider the level of risk and determine the most appropriate course of action. This may include seeking advice from the local authority Prevent team, making a referral to Children's Social Care, the police, or the Channel Programme, which provides early intervention and support for individuals at risk of being drawn into terrorism.

10.2.6 Staff can also seek advice from the Department for Education's dedicated Counter-Extremism Helpline on 020 7340 7264 or by emailing counter.extremism@education.gov.uk. This service is intended for advice and guidance and should not be used in emergency situations.

10.2.7 Where there is an immediate risk to a child's safety or concerns relating to terrorism, staff should contact 999 or the confidential Anti-Terrorist Hotline on 0800 789 321.

10.2.8 The academy is committed to providing a broad and balanced curriculum that prepares pupils for life in modern Britain and promotes the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs. Through its curriculum, pastoral support and wider safeguarding culture, the academy seeks to build pupils' resilience to extremist ideologies and support their development as informed, respectful and responsible citizens

10.3 FGM

10.3.1 Female Genital Mutilation (FGM) comprises 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, a form of child abuse and has serious, lifelong physical and emotional consequences. It may also be referred to as female genital cutting, circumcision or initiation.

10.3.2 In accordance with statutory guidance, teachers have a mandatory duty to report known cases of FGM to the police. This duty applies where a teacher:

a) is informed by a girl under the age of 18 that FGM has been carried out on her; or
b) observes physical signs that indicate FGM appears to have been carried out on a girl under the age of 18, and there is no reason to believe the procedure was necessary for her physical or mental health or for reasons connected with labour or birth.

10.3.3 In these circumstances, the teacher must make a report to the police personally and without delay. Failure to comply with this statutory duty may result in disciplinary action.

10.3.4 Unless there is a valid reason not to do so, the teacher should also inform the DSL and involve Children's Social Care as appropriate.

10.3.5 Any other member of staff who becomes aware that FGM appears to have been carried out on a child under the age of 18 must immediately report their concerns to the DSL and follow the academy's safeguarding procedures.

10.3.6 The mandatory reporting duty applies only where FGM is known to have taken place. It does not apply to cases where a child is considered to be at risk of FGM or where FGM is suspected but has not been confirmed. Staff must not attempt to investigate concerns or examine pupils.

10.3.7 Where any member of staff believes a child may be at risk of FGM, suspects that FGM may have taken place, or becomes aware that a young person aged 18 or over may have been subjected to FGM, they must report their concerns to the DSL immediately and follow local safeguarding and child protection procedures.

10.4 Mental Health

10.4.1 All staff should be aware that mental health concerns can, in some cases, be an indicator that a child has experienced, or may be at risk of experiencing, abuse, neglect, exploitation or other forms of harm. Mental health difficulties may also themselves become a safeguarding concern, particularly where a child is experiencing self-harm, an eating disorder, suicidal thoughts, suicidal behaviour or an increased risk of suicide.

10.4.2 While the diagnosis of mental health conditions should only be undertaken by appropriately qualified professionals, staff are well placed to identify changes in a child's behaviour, presentation, emotional wellbeing or engagement that may indicate the need for additional support or intervention.

10.4.3 Possible indicators of emerging mental health concerns may include:

a) significant changes in behaviour, mood or engagement with learning;
b) becoming withdrawn, fearful, anxious, aggressive or unusually distressed;
c) changes in friendships, sleep patterns, eating habits or personal care;
d) a loss of interest in activities previously enjoyed;
e) signs of self-harm, self-neglect or disordered eating; and
f) statements, behaviours or other indicators suggesting suicidal thoughts, intent or risk.

10.4.4 The academy recognises that children who have experienced abuse, neglect, exploitation, domestic abuse, trauma or other adverse childhood experiences may experience a lasting impact on their mental health, behaviour, attendance, relationships and educational outcomes.

10.4.5 Where a member of staff has concerns about a child's mental health and believes these may also constitute a safeguarding concern, they must act immediately by recording the concern on CPOMS and reporting it to the DSL or a Deputy DSL without delay.

10.4.6 Where a child is in immediate danger, presents a risk of serious harm to themselves or others, or requires urgent medical attention, staff must contact emergency services by calling 999 or arrange immediate attendance at an Accident and Emergency Department. Where urgent mental health support is required, but the situation is not an emergency, support may be accessed through NHS 111 (Mental Health Option) and other local mental health crisis services, as appropriate.

10.4.7 The academy will work collaboratively with the child, their parents or carers and relevant professionals to ensure appropriate support is put in place. The DSL will usually determine the most appropriate course of action, which may include pastoral support, targeted interventions, early help, referrals to external services, mental health support, or referrals to Children's Social Care where safeguarding concerns are identified. Mental health concerns will always be considered within the wider context of the child's safety, welfare and lived experience.

11. Children Who Display Harmful Sexual Behaviour (HSB)

11.1 Understanding Harmful Sexual Behaviour

11.1.1 Children displaying harmful sexual behaviour may themselves have experienced abuse, trauma, neglect or exploitation.

11.1.2 Staff must report concerns immediately to the DSL.

11.1.3 Responses will be:

a) proportionate;
b) child-centred;
c) evidence-informed; and
d) focused on safeguarding all children involved.
e) The academy will consider both the risk presented and the support needs of the child displaying the behaviour.

11.2 Child-on-Child Abuse, Sexual Harassment and Sexual Violence

11.2.1 Child-on-child abuse is never acceptable and will always be taken seriously.

11.2.2 It may occur:

a) in school;
b) outside school;
c) online; or
d) within intimate relationships.

11.2.3 Examples include:

a) bullying;
b) cyberbullying;
c) discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents;
d) physical abuse;
e) sexual harassment;
f) sexual violence;
g) harmful sexual behaviour;
h) coercion;
i) sharing of nudes or semi-nudes; and
j) initiation or hazing-type behaviours.

11.2.4 The academy will:

a) maintain a zero-tolerance approach;
b) provide clear reporting routes;
c) support children to speak out;
d) investigate concerns appropriately;
e) consider the needs and age of the child(ren) involved;
f) implement safety and support plans where required; and
g) work with external agencies when necessary.

11.2.5 All reports will be recorded and managed by the DSL.

11.3 Whole Academy Approach

11.3.1 The academy will:

a) educate pupils about healthy relationships;
b) teach consent and respectful behaviour;
c) challenge harmful attitudes and language;
d) monitor trends and patterns;
e) provide staff training; and
f) use safeguarding information to review practice.

11.4 Responding to Concerns and Reports

11.4.1 When concerns are reported, the academy, in line with the principles set out in Part Five of KCSIE 2026, will:

a) prioritise the safety of all children involved;
b) listen carefully;
c) avoid unnecessary questioning;
d) consider children's wishes and feelings;
e) undertake risk assessments where appropriate;
f) implement safety and support plans;
g) involve external agencies where required; and
h) keep concerns under review.

11.4.2 Support will be offered to both the child who has experienced harm and the child displaying the behaviour.

11.5 Temporary Separation of Pupils for Safeguarding Purposes

11.5.1 In exceptional circumstances, temporary separation may be necessary to safeguard children.

11.5.2 This will:

a) not be used as a disciplinary sanction;
b) be proportionate and regularly reviewed;
c) involve parents and carers where appropriate;
d) include suitable education and support arrangements; and
e) be recorded by the DSL.

11.5.3 For further information please refer to the Trust Suspension and Permanent Exclusion Policy.

12. Online Safety

12.1 Academy Approach and Responsibilities

12.1.1 Technology plays a significant role in children's lives and can present safeguarding risks.

12.1.2 The academy adopts a whole-school approach to online safety.

12.1.3 We aim to:

a) protect children online;
b) educate pupils about safe and responsible use of technology;
c) work in partnership with parents and carers;

d) maintain effective filtering and monitoring systems; and
e) respond promptly to online safety concerns.

12.1.4 Online risks are considered under four areas:

i. Content
ii. Contact
iii. Conduct
iv. Commerce

12.1.5 Please see **Appendix 5** for a greater explanation of the risks.

12.1.6 The academy will:

a) teach online safety through the curriculum;
b) provide regular staff training;
c) educate parents and carers;
d) monitor emerging risks; and
e) review online safety arrangements regularly.

12.1.7 For more information, please refer to the academy Online Safety Policy

12.2 Filtering and Monitoring

12.2.1 The academy maintains appropriate filtering and monitoring systems to reduce exposure to harmful content.

12.2.2 The effectiveness of these systems will be reviewed regularly.

12.2.3 Safeguarding concerns identified through monitoring will be referred to the DSL

12.2.4 The academy filtering and monitoring system is Smoothwall.

12.2.5 The Head of School, DSL and LGB receive regular information regarding the effectiveness of filtering and monitoring systems and review arrangements as part of the academy's safeguarding assurance processes.

12.3 Mobile Phones

12.3.1 The academy operates as a mobile-phone-free environment wherever possible.

12.3.2 Any exceptions must be authorised and risk assessed where appropriate.

12.3.3 The academy's mobile phone procedures are:

a) Staff must not use personal mobile phones in the presence of children unless there is a legitimate operational or emergency reason for doing so. Mobile phones must be stored securely and out of reach of children during working hours.
b) Visitors are asked not to use mobile phones or devices in the presence of children unless there is a legitimate operational or emergency reason for doing so.
c) If a pupil brings a mobile phone onto the academy site, the device must be turned off and placed into their bag/book bag and left in their class. The Academy is not responsible for any devices brought into school.
d) Any device seen on the school site will be handed to the school office for collection by a parent/carer.

e) Devices used to support medical conditions such as diabetes will be allowed in school, and children will have access to these devices. Arrangements will be included within a child's care plan and/or pupil profile.

12.3.4 For further information, please refer to the Online Safety Policy.

12.4 Wearable Recording Devices

12.4.1 Wearable recording devices, including smart glasses, are not permitted on site unless specifically authorised.

12.5 Artificial Intelligence (AI)

12.5.1 The academy recognises the opportunities and risks associated with AI.

12.5.2 AI-related safeguarding concerns may include:

a) bullying;
b) harassment;
c) grooming;
d) deepfake imagery;
e) manipulated content; and
f) harmful or inappropriate material.

12.5.3 Staff and pupils must not upload confidential pupil information into AI systems unless approved and appropriate safeguards are in place.

12.5.4 Any safeguarding concern involving AI must be reported to the DSL.

12.5.5 More details can be found in Generative artificial intelligence (AI) in education - GOV.UK

12.6 Nudes and Semi-Nudes (including where generated by AI)

12.6.1 The academy approach is based upon Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK.

12.6.2 Any incident involving nude or semi-nude images must be reported immediately to the DSL.

12.6.3 Staff must not:

a) view images unnecessarily;
b) save or share images;
c) delete images;
d) investigate the incident;
e) ask children to forward images; or
f) blame or shame those involved.

12.6.4 The DSL will decide whether police, children's social care or other agencies need to be involved.

12.6.5 Parents and carers will normally be informed unless doing so would place a child at risk.

12.6.6 All incidents will be recorded appropriately.

13. Use of Reasonable Force and Restrictive Physical Intervention (RPI)

13.1.1 Please refer to the Trust Restrictive Physical Intervention Policy.

14. Responding to Concerns About Adults Working in the Academy

14.1 Reporting Concerns

14.1.1 This section applies to all staff, volunteers, contractors, supply staff and trainees.

14.1.2 All concerns about adults working with children must be reported immediately.

14.1.3 Concerns will be managed under either:

a) allegations that may meet the harm threshold; or
b) low-level concerns.

14.2 Concerns or Allegations that Meet the Harm Threshold

14.2.1 Concerns may meet the harm threshold if an adult has:

a) behaved in a way that has harmed a child, or may have harmed a child;
b) possibly committed a criminal offence against or related to a child;
c) behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
d) behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviour that may have occurred outside of work, which may indicate the individual is unsuitable to work with children (transferable risk).

14.2.2 The academy will:

e) act promptly;
f) seek advice from the LADO;
g) follow statutory guidance;
h) protect children;
i) ensure fair process; and
j) support all parties appropriately.

14.2.3 If the concerns/allegations are about the academy Head of School, it must be reported to Trust CEO, Sean Kelly, and for concerns/allegations about the CEO reported to the Chair of Trustees, Eileen Hartley. Contact details can be obtained through the Trust Governance Professional Claire.Beardsall@raleightrust.org.

14.2.4 For further information on allegation management, please see section 4 of Trust Disciplinary Procedure Policy.

14.3 Low-Level Concerns

14.3.1 A low-level concern is any concern, however small, that an adult may have acted inconsistently with the Staff Code of Conduct but does not meet the harm threshold.

14.3.2 Examples include:

a) overfamiliarity;
b) poor professional boundaries;
c) inappropriate language;
d) favouritism; or
e) behaviour that creates a sense of concern or unease.

14.3.3 Low-level concerns must be reported to the Head of School.

14.3.4 All concerns will be:

a) recorded;
b) reviewed;
c) managed appropriately; and
d) monitored for emerging patterns.

14.3.5 Over time low-level concerns may require further intervention, including a referral to the LADO.

15. Site Security and Visitors

15.1.1 Please refer to the academy Site Security Policy.

16. Sport, Toilets, Changing Facilities and Showers

16.1.1 The academy will provide a safe, respectful and legally compliant environment.

16.1.2 Arrangements for sport, changing facilities and toilets will:

a) prioritise safeguarding;
b) protect dignity and privacy;
c) consider individual needs;
d) comply with statutory requirements; and
e) be managed on a case-by-case basis where necessary.

17. Teaching Children About Safeguarding

17.1.1 The academy recognises that a curriculum that equips children with the knowledge and skills to stay safe is one of the most effective preventative safeguarding measures.

17.1.2 Safeguarding is taught through the curriculum and wider school life.

17.1.3 Children are taught:

a) how to stay safe;
b) healthy relationships;
c) consent;
d) online safety;
e) how to recognise risks;
f) mental wellbeing;
g) where to seek help; and
h) how to report concerns.

17.1.4 The academy provides the following educational opportunities to all children, considerate of age and needs:

a) PSHE/RSHE
b) Assemblies
c) Workshops
d) Visitor programmes
e) Awareness campaigns
f) Pupil voice activities.

18. Training

18.1 All Staff

18.1.1 All staff will receive safeguarding training:

a) on induction;
b) annually KCSIE updates;
c) access to online training (mandatory trust CPL and optional learning)
d) regular refreshers and updates throughout the academic year;
e) whenever significant safeguarding updates occur; and
f) appropriate to their role.

18.1.2 Training will include but not limited to:

a) child protection;
b) online safety;
c) Prevent;
d) Family Help;
e) child-on-child abuse;
f) information sharing; and
g) reporting procedures.

18.1.3 Volunteers will receive safeguarding information and training appropriate to their role.

18.1.4 Early years continuing professional development and support - GOV.UK will be used for relevant staff where appropriate.

18.2 Designated Safeguarding Lead (DSL) and Deputy DSL(s)

18.2.1 DSLs will:

a) complete role-specific safeguarding training every two years;
b) undertake regular safeguarding updates;
c) participate in local and Trust safeguarding networks and DSL Development Days; and
d) maintain up-to-date knowledge of safeguarding developments.

18.3 Governors and Trustees

18.3.1 Governors and trustees will receive safeguarding training appropriate to their responsibilities.

18.3.2 Training will enable governors to provide effective scrutiny, challenge and assurance regarding safeguarding practice.

19. Safer Recruitment

19.1.1 The academy follows safer recruitment principles to help deter, identify and reject unsuitable individuals.

19.1.2 Safer recruitment procedures include:

a) appropriate advertising;
b) robust selection processes;
c) safeguarding-focused interviews;
d) identity verification;
e) DBS and barred list checks where required (enhanced criminal records checks are mandated for all volunteers in the EYFS and new staff cannot begin work in this setting before this check is completed); and
f) maintenance of the Single Central Record.

19.1.3 Further details are available within the Trust Recruitment and Selection Policy.

20. Complaints Related to Safeguarding

20.1 Complaints Against Staff

20.1.1 Complaints that may involve safeguarding concerns will be managed in accordance with Section 14 of this policy and in line with the Trust Concerns and Complaints Policy.

20.2 Complaints Related to Procedures and Practice

20.2.1 Concerns about safeguarding procedures should follow the Trust Concerns and Complaints Policy.

20.3 Whistleblowing

20.3.1 Staff are encouraged to raise concerns about unsafe or poor practice.

20.3.2 Concerns may be raised through:

a) academy procedures;
b) Trust whistleblowing procedures; or
c) the NSPCC whistleblowing helpline.

20.3.3 Staff will be supported to raise concerns without fear of detriment.

21. Monitoring Arrangements

21.1.1 This policy will be reviewed at least annually and sooner if required by changes to:

a) legislation;
b) statutory guidance;
c) safeguarding partnership arrangements; or
d) academy practice.

21.1.2 The policy will be approved in accordance with the Trust governance arrangements.

22. Links with Other Policies

22.1.1 This policy links to the following policies and procedures:

a) Relationships & Positive Behaviour and the academy's behaviour guidance
b) Anti-bullying
c) Suspensions and Exclusions

d) Restrictive Physical Intervention
e) Staff Code of Conduct
f) ICT User
g) Whistleblowing
h) Concerns and Complaints
i) Health and Safety
j) Attendance
k) Online safety (in progress)
l) Social Media
m) Equality and Diversity
n) Relationships Education, Relationships and Sex Education (RSE) and Health Education
o) First aid
p) Recruitment and Selection
q) EYFS Policy
r) Allergy Safety Policy
s) Data protection
t) Subject Access Request
u) Disciplinary Procedures
v) SEND Policy & Information Report

23. Appendices

23.1 Appendix 1 - Types of abuse

23.1.1 The following is taken from Keeping Children Safe in Education 2026 (25-29).

23.1.2 A printable version is available for academies for display purposes (page 30).

23.1.3 Abuse is a form of maltreatment of a child and may occur through the infliction of harm or a failure to act to prevent harm. Abuse can occur within families, communities or institutions and may be perpetrated by adults or other children. It can take place online, offline or through the use of technology. Children may also be affected by witnessing the abuse of others, particularly domestic abuse.

Physical Abuse

23.1.4 Physical abuse involves deliberately causing physical harm to a child. This may include hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing injury. It also includes fabricating or inducing illness in a child.

Emotional Abuse

23.1.5 Emotional abuse is the persistent emotional maltreatment of a child that adversely affects their emotional development. It may involve humiliation, rejection, intimidation, excessive criticism, exposure to domestic abuse, serious bullying (including cyberbullying), exploitation, or preventing a child from expressing their views and feelings.

Sexual Abuse

23.1.6 Sexual abuse involves forcing, causing or enticing a child to take part in sexual activities, whether or not they understand what is happening. It may involve physical contact, non-contact activities, online abuse, grooming, sexual exploitation, or the creation or sharing of sexual images. Sexual abuse can be perpetrated by adults or other children and are more likely to know their abuser than not. Under 13s can never legally consent to sexual activity.

Neglect

23.1.7 Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of their health or development. Neglect may include failing to provide adequate food, clothing, shelter, supervision, medical care or emotional support, and may also occur during pregnancy as a result of maternal substance misuse.

Possible Indicators of Abuse, Neglect or Exploitation

23.1.8 Staff should be alert to signs that may indicate a child is experiencing abuse, neglect or exploitation. These may include:

a) unexplained injuries, bruising, burns or fractures;
b) appearing fearful, anxious, withdrawn or distressed;
c) significant changes in behaviour, mood or presentation;
d) reluctance to go home;
e) poor hygiene, inappropriate clothing or an unkempt appearance;
f) persistent hunger, tiredness or unmet medical needs;
g) changes in eating habits;
h) self-harm or risk-taking behaviour;
i) persistent absence, lateness or disengagement from education;
j) difficulty forming or maintaining friendships;
k) unusual knowledge of, or involvement with, drugs, alcohol or sexual behaviour;
l) being wary of physical contact; or
m) receiving unexplained gifts, money or possessions.

23.1.9 Individual indicators rarely provide conclusive evidence of abuse in isolation. Concerns should be considered within the wider context of the child's circumstances, presentation and lived experience. It is the responsibility of staff to identify, record and report concerns to the DSL; it is not the role of staff to investigate or determine whether abuse has occurred.

Raleigh
EDUCATION TRUST

INDICATORS OF ABUSE AND NEGLECT

KEEPING CHILDREN SAFE IN EDUCATION 2026

A SAFEGUARDING CONCERN IS ANYTHING THAT MAKES YOU THINK A CHILD MAY BE AT RISK OF HARM OR IS NOT BEING KEPT SAFE.

It is everyone's responsibility to notice the signs, report concerns and act early.

PHYSICAL ABUSE

A form of abuse which may involve:

- Hitting, shaking, throwing
- Poisoning, burning or scalding
- Drowning, suffocating
- Causing physical harm in any other way
- Fabricating symptoms of, or deliberately inducing, illness in a child

POSSIBLE INDICATORS

Unexplained injuries • Bruises in unusual places
Frequent injuries • Fear of going home • Flinching when approached • Reluctance to change for PE or swimming

EMOTIONAL ABUSE

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on emotional development. It may involve:

- Verbal abuse, persistent criticism or belittling
- Rejecting, humiliating or isolating a child
- Not giving opportunities to express views
- Inappropriate expectations (too high or too low)
- Overprotection or preventing normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying)

POSSIBLE INDICATORS

Low self-esteem • Withdrawal • Anxiety
Changes in behaviour or mood • Difficulty expressing feelings • Developmental delay

SEXUAL ABUSE

Involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. It may involve:

- Physical contact, including assault by penetration or non-penetrative acts
- Non-contact activities (e.g. using children to look at sexual images, watch sexual activities)
- Encouraging sexual behaviour or grooming a child
- Sexual abuse can take place online, and technology may be used to facilitate offline abuse
- It can be perpetrated by adults or other children

POSSIBLE INDICATORS

Sexualised behaviour • Knowledge or language inappropriate for age • Unexplained physical pain
Changes in eating/sleeping • Reluctance to be alone with someone • Secretive behaviour

NEGLECT

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of health or development. It may involve:

- Failing to provide adequate food, clothing and shelter (including exclusion or abandonment)
- Failing to protect a child from harm or danger
- Failing to ensure adequate supervision (including use of inadequate caregivers)
- Failing to ensure access to appropriate medical care or treatment
- Neglect of, or unresponsiveness to, a child's basic emotional needs

POSSIBLE INDICATORS

Constant hunger or tiredness • Poor personal hygiene
Untreated medical/dental needs • Inadequate clothing
Left alone or unsupervised • Poor living conditions

WHAT TO DO IF YOU ARE CONCERNED

1 NOTICE
Trust your instincts. Spot the signs, however small, and take them seriously.

→

2 RECORD
Write down your concerns as soon as possible. Be factual, clear and objective.

→

3 REPORT
Share your concerns with the Designated Safeguarding Lead (DSL) as soon as possible or in their absence the Deputy DSL.

→

4 FOLLOW ADVICE
Follow the advice given. Do not investigate or promise to keep secrets.

SAFEGUARDING IS EVERYONE'S RESPONSIBILITY

It could happen to any child, anywhere.
Together, we can keep children safe.

OUR RESPONSIBILITY

Safeguarding is everyone's responsibility. Early help can prevent harm.

IF IN DOUBT, SPEAK OUT. IT COULD SAVE A CHILD.

If a child is in immediate danger or at risk of harm, contact the police on 999.

23.2 Appendix 2 - Academy's Vulnerable Children's List (VCL)

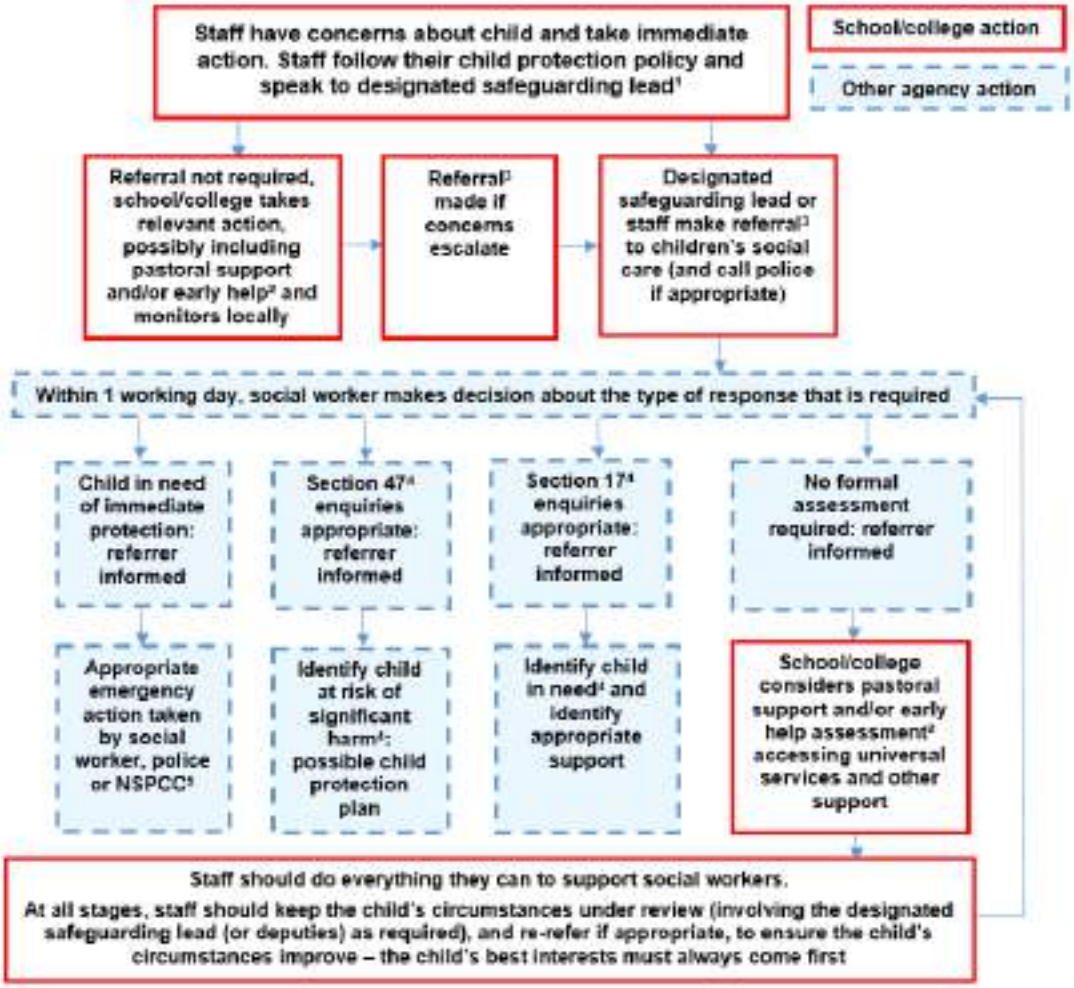
Safeguarding Status	Care Status	Disadvantaged Status	Education and Health Needs (including SEN)	School Contextualised Groups
Previously known to social care	Private Fostering (inc Kinship Care)	Free-School Meal (FSM)	EHCP*	Double Disavantaged – SEN/EHCPs, CIN, CP, PP
Child in Need (CIN)	Previously Looked After Child (PLAC)	Young Carer	SEN Support (ISP)*	
Child Protection (CP)	Child in Care (CiC)	Homelessness	Accessing AP**	
Targeted Family Help		Parent/carer(s) in prison	Personal Education and Attendance Plan (PEAP)	
Early Family Support (inc TAF)		Young parent	Safety Plans	
			Accessing External Support (e.g. CAMHS, CGL, MHST) - *Experts at Hands*	
			Accessing Internal Support (e.g. ELSA, Lego Therapy, counselling service)	

**Removed for Special Schools*
*** Removed from Unity*

23.3 Appendix 3 - Flowchart of the actions taken where there are concerns about a child

23.3.1 The following is taken from Figure 1 Keeping Children Safe in Education 2026:

Figure 1: Flowchart setting out the actions taken where there are concerns about a child



[1] In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

[2] Family Help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated Family Help, a family help inter-agency assessment should be arranged. Working Together to Safeguard Children provides detailed guidance on the Family Help process.

[3] Referrals should follow the process set out in the local threshold document and local protocol for assessment. See Working Together to Safeguard Children.

[4] Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Working Together to Safeguard Children.

[5] This could include applying for an Emergency Protection Order (EPO).

23.4 Appendix 4 - Specific safeguarding issues

23.4.1 The following safeguarding issues are identified within Annex A of Keeping Children Safe in Education 2026. Staff should be aware of these risks and report any concerns to the DSL immediately.

Child Abduction and Community Safety

23.4.2 Child abduction is the unauthorised removal or retention of a child by a parent, family member, known adult or stranger.

23.4.3 Staff should remain alert to community safety concerns, including inappropriate contact from unknown adults and incidents occurring in the local area.

23.4.4 Children are taught personal safety through the curriculum and are encouraged to develop confidence, resilience and strategies to keep themselves safe.

1.1.2 Further information:

i. www.actionagainstabduction.org
ii. www.clevernevergoes.org

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

23.4.5 CCE and CSE are forms of child abuse where children are manipulated, coerced or deceived into criminal or sexual activity, often in exchange for money, gifts, affection, status or protection.

23.4.6 Children can be exploited by adults or other children, and may be victims even where they appear to have consented.

23.4.7 Possible indicators include:

a) unexplained gifts, money or possessions;
b) changes in emotional wellbeing;
c) drug or alcohol misuse;
d) missing episodes;
e) poor attendance;
f) association with other exploited children or criminal groups; and
g) becoming isolated from family or friends.

23.4.8 Additional indicators of CSE may include:

a) older boyfriends or girlfriends;
b) sexually inappropriate behaviour; or
c) sexually transmitted infections or pregnancy.

23.4.9 Children affected by exploitation may require ongoing safeguarding and educational support.

23.4.10 Further information:

i. Child sexual exploitation: guide for practitioners
ii. Modern slavery: how to identify and support victims
iii. National Referral Mechanism (NRM)

County Lines

23.4.11 County lines is a form of criminal exploitation involving organised criminal networks using children to transport, store or sell drugs.

23.4.12 Children may be subjected to violence, threats, debt bondage, coercion, grooming and exploitation both offline and online.

23.4.13 Additional indicators may include:

a) going missing and being found in other areas;
b) involvement in serious violence;
c) carrying drugs or money;
d) unexplained travel;
e) association with gangs;
f) use of accommodation linked to drug activity ('trap houses');
g) unexplained debts; or
h) bank accounts being used by others.

23.4.14 Further information:

i. Child Exploitation Disruption Toolkit (Home Office)
ii. County Lines Toolkit – The Children's Society

Children and the Court System

23.4.15 Some children may be required to attend court as victims or witnesses. This can be stressful and may require additional support.

23.4.16 Schools should work with families and professionals to help children understand the process and access available support.

23.4.17 Further information:

i. Young Witness Guide (5–11 years)
ii. Young Witness Guide (12–17 years)
iii. Making Child Arrangements Through the Family Court

Children with Family Members in Prison

23.4.18 Children with a parent or close family member in prison may experience:

a) poor mental health;
b) stigma and isolation;
c) financial hardship;
d) attendance difficulties; and
e) reduced educational outcomes.

23.4.19 Staff should provide sensitive, trauma-informed support where required.

23.4.20 Further information:

i. Prisoners' Families Helpline

Cybercrime

23.4.21 Cybercrime includes offences committed through computers, devices and the internet.

23.4.22 Examples include:

a) hacking;
b) denial of service (DoS/DDoS) attacks;
c) malware creation or distribution; and
d) other computer misuse offences.

23.4.23 Children with advanced technical skills may be vulnerable to becoming involved in cybercrime and may require early intervention and support.

23.4.24 The DSL should consider referral to the Cyber Choices programme where appropriate.

23.4.25 Further information:

i. Cyber Choices
ii. National Cyber Security Centre (NCSC)
iii. When to Call the Police – Schools and Colleges Guidance

Domestic Abuse

23.4.26 Domestic abuse can have a significant impact on children, whether they experience it directly or witness its effects.

23.4.27 Children affected by domestic abuse may experience:

a) emotional and psychological harm;
b) anxiety or trauma;
c) attendance difficulties;
d) behavioural changes; and
e) reduced educational outcomes.

23.4.28 Domestic abuse can also occur within young people's own relationships.

Operation Encompass

23.4.29 Operation Encompass is the national information-sharing scheme through which schools receive notifications from police when a child may have been affected by a domestic abuse incident.

23.4.30 The DSL will:

a) receive and manage notifications;
b) record concerns appropriately;
c) assess support needs; and
d) take safeguarding action where required.

23.4.31 Operation Encompass does not replace safeguarding referrals where there are concerns about a child's welfare.

23.4.32 Further information:

i. Operation Encompass
ii. NSPCC Domestic Abuse Guidance
iii. Refuge
iv. SafeLives
v. Domestic Abuse: Specialist Sources of Support
vi. Controlling or Coercive Behaviour Guidance

Homelessness

23.4.33 Homelessness and the risk of homelessness can represent a significant safeguarding concern.

23.4.34 Indicators may include:

a) rent arrears;
b) financial difficulties;
c) domestic abuse;
d) family breakdown; or
e) temporary accommodation.

23.4.35 The DSL should be aware of local referral routes and work with housing and safeguarding agencies where appropriate.

23.4.36 Where there is a risk of significant harm, children's social care procedures must always take precedence.

23.4.37 Further information:

i. Homelessness Reduction Act Factsheets
ii. Guidance for Homeless 16–17 Year Olds

Modern Slavery and the National Referral Mechanism (NRM)

23.4.38 Modern slavery includes:

a) human trafficking;
b) forced labour;
c) criminal exploitation;
d) sexual exploitation;
e) servitude; and
f) slavery.

23.4.39 Any concerns about modern slavery or trafficking should be referred following safeguarding procedures and, where appropriate, through the National Referral Mechanism.

23.4.40 Children may also receive support from an Independent Child Trafficking Guardian (ICTG).

23.4.41 Further information:

i. Modern Slavery: How to Identify and Support Victims
ii. Modern Slavery Training Resources

Preventing Radicalisation

23.4.42 Protecting children from radicalisation is part of the school's safeguarding responsibilities under the Prevent Duty.

23.4.43 Staff should be alert to indicators such as:

a) intolerance towards others;
b) extremist beliefs;
c) increasing isolation;
d) significant changes in behaviour or friendships;
e) accessing extremist material online;
f) conspiracy beliefs;
g) contact with extremist groups; or
h) support for extremist ideologies.

23.4.44 Concerns should be reported to the DSL immediately.

Channel

23.4.45 Channel is a multi-agency programme providing support to individuals at risk of being drawn into terrorism.

23.4.46 The DSL may make a Prevent referral and contribute to Channel processes where required.

23.4.47 Further information:

i. Prevent Duty Guidance
ii. Making a Prevent Referral
iii. Channel Guidance
iv. Educate Against Hate
v. Prevent Awareness Training

Serious Violence

23.4.48 Staff should be alert to indicators that a child may be at risk of, or involved in, serious violence.

23.4.49 Indicators may include:

a) unexplained injuries;
b) persistent absence;
c) decline in attainment;
d) changes in peer groups;
e) self-harm or behavioural changes;
f) gang association;
g) criminal exploitation; and
h) unexplained gifts or possessions.

23.4.50 Risk factors may include exclusion, previous victimisation, offending behaviour and substance misuse.

23.4.51 Schools should work collaboratively with safeguarding partners and local agencies to reduce risks and promote safety.

23.4.52 Further information:

i. Serious Violence Strategy
ii. County Lines Guidance
iii. Youth Endowment Fund Education Guidance

Honour-Based Abuse (HBA), Including FGM and Forced Marriage

23.4.53 Honour-based abuse includes practices carried out to protect perceived family or community honour, including:

a) Female Genital Mutilation (FGM);
b) Forced Marriage; and
c) Breast Ironing.

23.4.54 All forms of HBA are child abuse and must be responded to through safeguarding procedures.

Female Genital Mutilation (FGM)

23.4.55 FGM is illegal and a form of child abuse.

23.4.56 Teachers have a mandatory duty to report directly to the police if:

a) a girl under 18 discloses FGM has taken place; or
b) they observe physical signs indicating FGM has been carried out.

23.4.57 Teachers should also inform the DSL unless advised otherwise by police or social care.

23.4.58 For concerns about risk or suspicion of FGM, staff must follow safeguarding procedures and report concerns to the DSL.

23.4.59 Staff must never examine pupils.

23.4.60 Further information:

i. Mandatory Reporting of FGM
ii. FGM Fact Sheet

Forced Marriage

23.4.61 Forced marriage is a criminal offence and occurs where one or both parties do not freely consent to the marriage.

23.4.62 Since 2023, it has also been a criminal offence to arrange or cause a child under 18 to marry, even where coercion is not used.

23.4.63 Any concerns must be reported immediately to the DSL.

23.4.64 Further information:

i. The Right to Choose: Government Guidance on Forced Marriage
ii. Forced Marriage Unit (FMU)
- Tel: 020 7008 0151
- Email: fmu@fcdo.gov.uk

Mental Health

23.4.65 Mental health concerns can be an indicator that a child has experienced, or may be at risk of, abuse, neglect or exploitation.

23.4.66 Possible indicators include:

a) significant changes in behaviour;
b) withdrawal or distress;
c) self-harm;
d) eating difficulties;
e) poor attendance;
f) suicidal thoughts; or
g) loss of interest in usual activities.

23.4.67 Staff are not expected to diagnose mental health conditions but should identify concerns and respond appropriately.

23.4.68 Where a mental health concern is also a safeguarding concern, staff must:

23.4.69 record the concern on CPOMS;

a) inform the DSL immediately; and
b) seek emergency help where there is an immediate risk of serious harm.

23.4.70 Urgent support may be accessed through:

i. 999 (emergency);
ii. Accident & Emergency;
iii. NHS 111 and the mental health option; or
iv. local crisis services.

23.4.71 The academy will work with children, families and professionals to ensure appropriate support is provided.

23.4.72 Specific Safeguarding Poster – included in the trust's safeguarding information pack (page 40).

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SPECIFIC SAFEGUARDING ISSUES
KEEPING CHILDREN SAFE IN EDUCATION 2026
A SAFEGUARDING CONCERN IS ANYTHING THAT MAKES YOU THINK A CHILD MAY BE AT RISK OF HARM, EXPLOITATION, ABUSE, NEGLECT, RADICALISATION, TRAFFICKING OR SERIOUS VIOLENCE.
1 CHILD CRIMINAL & SEXUAL EXPLOITATION (CCE/CSE)
SIGNS MAY INCLUDE:
Unexplained gifts, money or possessions
Changes in emotional well being
Drug or alcohol misuse
Missing episodes
Returning home late
Poor attendance or missing education
Associating with exploited young people
ADDITIONAL CSE INDICATORS:
Older boyfriend/girlfriend
STIs or pregnancy
Sexualised behaviours beyond expected development
2 COUNTY LINES
SIGNS MAY INCLUDE:
Going missing from home or school
Travel to unknown locations
Multiple mobile phones
Drug running activity
Debt bondage
Use of bank accounts by others
Links to trap houses or cuckooing
Involvement in serious violence
3 DOMESTIC ABUSE
Children are victims in their own right if they:
See abuse
Hear abuse
Experience the effects of abuse
INDICATORS MAY INCLUDE:
Anxiety or distress
Poor concentration
Behaviour changes
Aggression or withdrawal
Reluctance to go home
Remember:
Schools may receive Operation Encompass notifications.
4 MENTAL HEALTH
Mental health concerns can be indicators of abuse, neglect or exploitation.
POSSIBLE INDICATORS:
Significant behaviour change
Withdrawal or isolation
Changes in eating or sleeping
Self-harm
Distress or low mood
Suicidal thoughts or statements
IMMEDIATE DANGER:
If a child is at immediate risk of harm, contact emergency services.
5 MODERN SLAVERY & TRAFFICKING
SIGNS MAY INCLUDE:
Criminal exploitation
Sexual exploitation
Forced labour
Significant control by another person
Fearfulness
Missing episodes
Unexplained travel
Reluctance to discuss circumstances
Remember:
Victims may require support through the National Referral Mechanism (NRM).
6 RADICALISATION & EXTREMISM
POSSIBLE INDICATORS:
Intolerance towards others
Conspiracy beliefs
Isolation from peers or family
Sudden friendship changes
Increased anger
Secretive internet use
Accessing extremist material
Sympathy for extremist groups
Remember:
Discuss concerns with the DSL who may consider a Prevent referral.
7 SERIOUS VIOLENCE
POSSIBLE INDICATORS:
Increased absence
Declining attainment
New older friendship groups
Self-harm concerns
Unexplained injuries
Gang association
Unexplained gifts or possessions
RISK FACTORS MAY INCLUDE:
Previous violence
Drug or alcohol misuse
Exclusion from school or Alternative Provision
8 HONOUR-BASED ABUSE, FGM & FORCED MARRIAGE
POSSIBLE INDICATORS:
Family pressure or control
Restrictions on friendships
Concerns regarding overseas travel
Marriage discussions involving children
Sudden absence from education
IMPORTANT:
FGM is illegal and a form of child abuse.
TEACHERS MUST PERSONALLY REPORT KNOWN CASES OF FGM IN GIRLS UNDER 18 TO THE POLICE.
9 CYBERCRIME
POSSIBLE INDICATORS:
Illegal hacking activity
Malware creation or distribution
DDoS attacks
Unauthorised access to systems
Obsession with criminal cyber activity
SUPPORT:
DSLs may consider referral to the Cyber Choices programme.
WHAT TO DO IF YOU ARE CONCERNED
1 NOTICE
Observe signs, patterns and changes.
2 RECORD
Record concerns factually on CPOMS.
3 REPORT
Inform the DSL or Deputy DSL immediately.
4 SUPPORT
Follow safeguarding advice and continue to support the child.
SAFEGUARDING IS EVERYONE'S RESPONSIBILITY
Think child. Record concerns. Report concerns. Act early.
IN AN EMERGENCY
If a child is at immediate risk of harm, call 999.
If you are worried about a child, always speak to the DSL or a Deputy DSL.

23.5 Appendix 5 - Online Risks Explained

The Four Categories of Online Risk

23.5.1 Technology plays a significant role in children's lives and can present a range of safeguarding risks. The academy's online safety approach is based on four recognised categories of online risk:

Content

23.5.2 Content risks arise when children are exposed to material that is illegal, inappropriate or harmful.

23.5.3 This may include:

a) pornography;
b) violent or distressing content;
c) racism, misogyny, antisemitism or other discriminatory material;
d) self-harm, eating disorder or suicide-related content;
e) extremist or radicalising material;
f) misinformation, disinformation and fake news; and
g) harmful conspiracy theories.

23.5.4 Such content can have a significant impact on a child's wellbeing, attitudes, behaviour and understanding of the world.

Contact

23.5.5 Contact risks occur when children experience harmful interactions with others online.

23.5.6 This may include:

a) online grooming;
b) sexual exploitation;
c) criminal exploitation;
d) financial exploitation;
e) coercion or manipulation;
f) peer pressure;
g) inappropriate contact from strangers;
h) adults pretending to be children or young people; and
i) targeted advertising designed to exploit vulnerabilities.

23.5.7 Children may be targeted through social media, gaming platforms, messaging services, live-streaming platforms or other online environments.

Conduct

23.5.8 Conduct risks relate to a child's own online behaviour or the behaviour of others towards them online.

23.5.9 Examples include:

a) cyberbullying;
b) online harassment or abuse;
c) sharing of personal information;
d) sharing, creating or receiving nude or semi-nude images;
e) sharing explicit or harmful content;

f) online challenges that place children at risk; and
g) behaviour that may damage a child's safety, reputation or wellbeing.

23.5.10 Children may both experience and display harmful online behaviour, and appropriate support and intervention may be required for all those involved.

Commerce

23.5.11 Commerce risks arise when children are exposed to financial exploitation or commercial activity online.

23.5.12 This may include:

a) online gambling;
b) phishing attempts;
c) scams and fraud;
d) in-app purchases;
e) misleading advertising;
f) cryptocurrency-related scams; and
g) attempts to obtain personal or financial information.

23.5.13 Children may not always recognise these risks and can be particularly vulnerable to manipulation by criminals operating online.

How the Academy Responds to Online Risks

23.5.14 To safeguard children online and reduce exposure to the risks outlined above, the academy adopts a whole-school approach to online safety.

23.5.15 The academy will:

a) teach online safety through the curriculum, including RSHE, PSHE, computing and other relevant learning opportunities;
b) help pupils develop the knowledge, skills and resilience needed to use technology safely and responsibly;
c) provide regular online safety education covering emerging risks and trends;
d) ensure online safety is embedded within safeguarding practice;
e) train staff at induction and through regular safeguarding updates on online risks, cyberbullying, online exploitation, radicalisation and filtering and monitoring arrangements;
f) ensure all staff understand their responsibilities for safeguarding children online;
g) provide information, guidance and resources to parents and carers to support safe technology use at home.

23.5.16 For academy-specific information, please refer to the academy Online Safety Policy.

23.5.17 Further information:

i. Keeping Children Safe in Education 2026
ii. DfE: Searching, Screening and Confiscation
iii. UK Safer Internet Centre
iv. South West Grid for Learning (SWGfL)
v. National Cyber Security Centre (NCSC)
vi. Childnet International
vii. NSPCC Online Safety Guidance

23.5.18 Four Online Categories of Risk Summary Poster (page 44).

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THE FOUR CATEGORIES OF ONLINE RISK

KEEPING CHILDREN SAFE IN EDUCATION 2026

ONLINE SAFETY IS AN ESSENTIAL PART OF SAFEGUARDING.
Children may experience harm online and technology can be used to facilitate abuse, exploitation, bullying and other safeguarding concerns.

1 CONTENT

Harmful material children may see online.

RISKS INCLUDE:

- Pornography
- Violent or distressing content
- Racist, misogynistic, antisemitic or discriminatory content
- Self-harm content
- Eating disorder content
- Suicide-related material
- Extremist or radicalising content
- Fake news and misinformation
- Harmful conspiracy theories

POSSIBLE INDICATORS

- Changes in attitudes or beliefs
- Increased anxiety or distress
- Repeated references to harmful topics
- Obsession with particular online material
- Withdrawal from normal activities

2 CONTACT

Harmful online interactions.

RISKS INCLUDE:

- Online grooming
- Sexual exploitation
- Criminal exploitation
- Financial exploitation
- Coercion or manipulation
- Peer pressure
- Inappropriate contact from strangers
- Adults pretending to be children or young people
- Exploitative targeted advertising

POSSIBLE INDICATORS

- Secretive online activity
- Receiving gifts or money
- Distress after messaging
- Increased online relationships
- Reluctance to discuss contacts

3 CONDUCT

Behaviour online.

RISKS INCLUDE:

- Cyberbullying
- Online harassment or abuse
- Sharing of personal information
- Sharing, creating or receiving nude or semi-nude images
- Sharing explicit or harmful content
- Online challenges that place children at risk
- Behaviour that may damage a child's safety, reputation or wellbeing

POSSIBLE INDICATORS

- Conflict with peers
- Anxiety about devices
- Social isolation
- Sudden changes in behaviour
- Concerns about photographs or messages

REMEMBER: Children may be both victims and perpetrators of harmful online behaviour.

4 COMMERCE

Financial and commercial risks online.

RISKS INCLUDE:

- Online gambling
- Phishing attempts
- Scams and fraud
- In-app purchases
- Misleading advertising
- Cryptocurrency-related scams
- Attempts to obtain personal or financial information

POSSIBLE INDICATORS

- Unexpected purchases
- Requests for money
- Sharing financial information
- Anxiety regarding accounts
- Unknown online transactions

WARNING SIGNS STAFF SHOULD NOTICE

- Sudden changes in behaviour
- Increased secrecy around devices
- Emotional distress linked to online activity
- Missing sleep due to online engagement
- Withdrawal from friends or activities
- Unexplained purchases, gifts or money
- Concerns about images, messages or online contacts
- Increased vulnerability to exploitation

WHAT TO DO IF YOU ARE CONCERNED

1 NOTICE — Observe signs, patterns and changes.

2 RECORD — Record concerns factually on CPOMS.

3 REPORT — Speak to the DSL or Deputy DSL immediately.

4 SUPPORT — Continue to support the child and follow safeguarding advice.

ONLINE SAFETY IS EVERYONE'S RESPONSIBILITY
Think Child • Record Concerns • Report Concerns • Act Early

IF A CHILD IS AT IMMEDIATE RISK OF HARM, CONTACT 999 IMMEDIATELY.