



Children's



Endeavour



Trust

Child Protection and Safeguarding Policy

The Children's Endeavour Trust comprises:

Abbot's Hall Community Primary School
 Bosmere Community Primary School
 Broke Hall Community Primary School
 Chilton Community Primary School
 Combs Ford Primary School
 Freeman Community Primary School
 Springfield Junior School
 Whitehouse Community Primary School

Document Control

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Table of Contents

- 1. Ethos statement**
 - 2. Introduction**
 - 3. Statutory framework**
 - 4. Key roles and responsibilities**
 - 5. Induction & Training**
 - 6. Recognising concerns – signs and indicators of abuse neglect and exploitation.**
 - 7. Specific safeguarding issues**
 - 8. Children potentially at greater risk of harm**
 - 9. Opportunities to teach safeguarding**
 - 10. Online safety and filtering & monitoring**
 - 11. Procedures**
 - 12. Information sharing, record keeping and confidentiality**
 - 13. Safeguarding concerns or allegations made against teachers, including supply teachers, trainee teachers, other staff, volunteers and contractors**
 - 14. Use of school premises for non-school activities**
 - 15. Whistleblowing**
 - 16. Useful Contacts**
- Appendix A –Staff/governors/trustees with responsibility for School Safeguarding**
- Appendix B – Recording form for safeguarding concerns or guidance for raising concerns on school’s safeguarding management system further information on specific safeguarding issues**
- Appendix C – Body map**
- Appendix D - Concern about an Adult Recording Form**

Child Protection and Safeguarding Policy Framework

Safeguarding and promoting the welfare of children is **everyone's** responsibility. 'Children' includes everyone under the age of 18. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the **best interest** of the child.

(Keeping Children Safe in Education)

1. Ethos statement

We recognise the moral and statutory responsibility placed on all staff to safeguard and promote the welfare of all children. We aim to provide a safe and welcoming environment, in which children can learn, underpinned by a culture of openness where both children and adults feel secure, are able to raise concerns and believe they are being listened to, and that appropriate action will be taken to keep them safe.

2. Introduction

The Board of Children's Endeavour Trust and the Local Governing Bodies of the schools recognise the need to ensure compliance with our duties under legislation and that this policy has regard to statutory guidance including [\(KCSiE\) 2026](#), [Working Together to Safeguard Children 2026](#) and locally agreed inter-agency procedures put in place by Suffolk Safeguarding Partnership.

This policy will be reviewed annually, as a minimum, alongside the Child-on-Child Abuse Policy, Low-Level Concerns Policy, Online Safety and Single Central Record Policy. It will be made available publicly via the Trust and school websites or on request.

Safeguarding and promoting 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 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; and taking action to enable all children to have the best outcomes.' ([Working together to safeguard children 2026](#))

This policy is for all staff, parents, trustees, governors, volunteers, supply staff and contractors and the wider school communities. It forms part of the child protection and safeguarding arrangements for our trust and schools and is one of a suite of policies and procedures which encompass the safeguarding responsibilities of the schools. In particular, this policy should be read in conjunction with Part Five of KCSiE and the following school and Trust Policies:

School Policies	Trust Policies
• Behaviour/Anti-Bullying Policies • Special Educational Needs and Disability Policies	• Code of Conduct • Child-on-Child Abuse Policy • Low Level Concerns Policy • Online Safety Policy • Tackling Extremism and Radicalisation Policy • Single Central Record Policy • Safer Recruitment Policy • Supporting Pupils in School with Medical Conditions

Copies of the above are available on the Trust Website and will be provided to all staff on induction.

The aims of this policy are to:

- **Provide staff with a framework to promote and safeguard the wellbeing of children and young people and ensure that all staff understand and meet their statutory responsibilities.**
- **Ensure consistent good practice across the schools.**

The Trust Board expects that all staff will have read and understood this Child Protection and Safeguarding Policy and their responsibility to implement it. Staff working in regulated activity **must**, as a minimum, have read and understand Part One and annex A of [KCSiE 2026](#). The Trust Board and Governors will ensure that trustees, governors and senior leaders have read and understand Parts One and Two of [KCSiE 2026](#) as a minimum. Designated safeguarding leads, and any alternates, together with the headteacher (if not a member of the designated safeguarding lead team), will read the whole document.

The Trust Board and Governors will ensure that those staff who do not work directly with children have read either Part One or Annex A of KCSiE 2025 together with Annex B.

There may be some staff whom the Trust Board and Governors require they read additional sections, for example, colleagues involved in safer recruitment administration including the maintenance of the single central record and Designated Safeguarding Lead/Safeguarding Governor should also read Part Three of KCSiE.

The Trust Board will ensure that arrangements are in place for all staff members to receive appropriate Safeguarding and Child Protection Training which is regularly updated. Children's Endeavour Trust will ensure that all governors and trustees receive appropriate safeguarding and child protection training (including online) at induction which is regularly updated.

Compliance with the policy will be monitored by the CEO, Headteachers, Designated Safeguarding Leads (DSLs) and Named Safeguarding Trustee and Governors.

3. Statutory framework

Section 175 of the Education Act 2002 (as amended) in the case of maintained schools and pupil referral units, Section 157 of the Education Act 2002 (as amended) and the Education (Independent School Standards) Regulations 2014 for independent schools (including academies and free schools), the Non-Maintained Special Schools (England) Regulations 2015, and the Apprenticeships, Skills, Children and Learning Act 2009 (as amended) for post 16 education providers, place a statutory duty on governing bodies and proprietors to have policies and procedures in place that safeguard and promote the welfare of children and young people who are pupils of the school which must have regard to any guidance given by the Secretary of State.

In accordance with statutory guidance, [Working together to safeguard children 2026](#), local safeguarding arrangements must be established for every local authority area by the three safeguarding partners (Local Authority, Police and Integrated Care Boards). All three partners have joint and equal duty for a range of roles and statutory functions including developing local safeguarding policy and procedures and scrutinising local arrangements.

In Suffolk, all schools have been named by the Suffolk Safeguarding Partnership (SSP) as relevant agencies, this means staff in schools must work in accordance with the multi-agency procedures developed by the Suffolk Safeguarding Partnership (SSP) which can be found on the SSP website: [Suffolk Safeguarding Partnership \(SSP\)](#).

The Children's Wellbeing and Schools Act 2026 strengthens the role of education within multi-agency safeguarding arrangements. It places requirements on safeguarding partners to include education agencies in local safeguarding arrangements, supporting education to play an active role in the safeguarding and protection of children.

4. Key roles and responsibilities

The Trust Board

The Trust Board has a strategic leadership responsibility for the Trust and schools' safeguarding arrangements and must ensure that they comply with their duties under legislation. The Trust Board has a legal responsibility to make sure that there are appropriate policies and procedures in place, which have regard to statutory guidance, in order for appropriate action to be taken in a timely manner to safeguard and promote children and young people's welfare. The Trust Board

will also ensure that these policies are made available to parents and carers by publishing this on the Trust and school websites or in writing if requested.

The Trust Board will ensure they facilitate a Trust and whole school approach to safeguarding. This means involving everyone in the Trust and schools and ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, and that all systems, processes and policies are transparent, clear and easy to understand and operate with the best interests of the child at their heart.

The Trust Board will ensure that where there is a safeguarding concern school leaders will make sure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems will be in place that are well promoted, easily understood and easily accessible for children to confidently report any form of abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

The Trust Board will ensure that the schools contribute to multi-agency working in line with statutory guidance Working Together to Safeguard Children and that the school's safeguarding arrangements take into account the procedures and practice of the locally agreed multi-agency safeguarding arrangements in place.

The Trust Board will ensure that, as a minimum, the following policies are in place to enable appropriate action to be taken to safeguard and promote the welfare of children and young people as appropriate:

- Child-on-Child Abuse
- Online Safety
- Behaviour, including measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Low Level Concerns
- Special Educational Needs and Disability
- Supporting Pupils in School with Medical Conditions
- Staff Code of Conduct
- Safer Recruitment
- Single Central Record
- Tackling Extremism and Radicalisation Policy
- Whistleblowing

It is the responsibility of the Trust Board and Local Governing Bodies to ensure that staff and volunteers are properly vetted to make sure they are safe to work with the pupils who attend our schools and that the schools have procedures for appropriately managing safeguarding

allegations made against, or low level concerns involving, members of staff (including the CEO, Central Team Staff, headteachers, supply teachers, contractors, and volunteers).

The Trust Board will ensure that there is a named Trustee for safeguarding, and that Local Governing Bodies have named governors for safeguarding (see appendix A). The Trust Board and Local Governing Bodies will ensure there are Designated Safeguarding Leads (DSLs) for:

- The Trust Central Team
- Each school

These DSLs will be senior members of the leadership teams and have lead responsibility for safeguarding and child protection. In the schools, the DSLs will also be responsible for Designated Teachers to promote the educational achievement of looked after children, or previously looked after children and will ensure that these people have the appropriate training.

The Trust Board will have regard to their obligations under the [Human Rights Act 1998](#) and the [Equality Act 2010](#) (including the Public Sector Equality Duty).

The schools will inform Suffolk County Council annually about the discharge of their safeguarding duties by completing the safeguarding self-assessment audit.

Designated Safeguarding Lead (DSL)

The DSLs will take lead responsibility for safeguarding and child protection (including online safety including and understanding the filtering and monitoring systems in place). This will be made explicit in the role-holder's job description. (The broad areas of responsibility and activities related to the role of the DSLs are set out in Annex C of KCSiE 2025).

The DSL will have the appropriate status, authority, time, funding, training, resources, skills, experience and support they need to carry out the duties of the post effectively.

The schools also have alternate DSLs who are trained to the same standard as the DSL. The DSL and any alternate DSLs will provide advice and support to staff in school and will liaise with the Local Authority and work with other agencies in line with Working Together to Safeguard Children 2023.

During term time, the DSL and/or an alternate should always be available during school hours for staff to discuss any safeguarding concerns. The DSL will make arrangements for adequate and appropriate cover arrangements for any out of hours/out of term time activities and/or periods when they may be unavailable due to illness, leave or other circumstances.

The DSL will undergo training to provide them with the knowledge and skills to carry out the role. This training will be updated every two years. In addition their knowledge and skills will be

refreshed at regular intervals, at least annually to enable them to understand and to keep up with any developments relevant to their role (paragraph 127 of [KCSiE 2026](#)).

The DSL will liaise with the headteacher to inform them of issues and in particular ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This will be done in accordance with the Local Authority's explanatory note on the requirements around children having an appropriate adult.

Headteachers

Headteachers will ensure that the policies and procedures adopted by the Trust Board and Local Governing Bodies are fully implemented and that sufficient resources, time and training are provided to enable staff members to discharge their safeguarding responsibilities and contribute effectively to a whole school approach to safeguarding. Headteachers will be responsible for ensuring a culture of safety and ongoing vigilance that fosters the belief that '*it could happen here*'.

All staff

All staff have a responsibility to provide a safe environment in which children can learn.

All staff working in regulated activity with children must read and ensure they understand at least Part One of KCSiE 2025. Those staff that do not work directly with children must read and ensure they understand either at least the condensed version of Part One of KCSiE (Annex A), together with Annex B.

All staff must ensure they are familiar with the systems within school which support safeguarding, including The Child Protection and Safeguarding Policy, The Code of Conduct, The Behaviour Policy, the safeguarding response to children who go missing from education, and the role of the DSL (including the identity of the DSL and any deputies). These will be explained to all staff on induction.

All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. All staff should maintain a belief that '*it could happen here*' where safeguarding is concerned and if staff have any concerns about a child's welfare they must act on them immediately.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

All staff should know what to do if a child tells them he/she is being abused, neglected or exploited, and/or is otherwise at risk of involvement in criminal activity, such as knife crime, or involved in county lines drug dealing.

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) along with the role they might be expected to play in such assessments.

All staff should be aware of (and understand) their role within the [Suffolk Safeguarding Partnership](#) and [children's services](#), at both a Local Authority and school or college level. This includes providing support as soon as a problem emerges, liaising with the DSL, and sharing information with other professionals to support early identification and assessment, focussing on providing interventions to avoid escalation of worries and needs (see Section 12: Information Sharing). In some cases, staff may be asked to act as the lead professional in undertaking a Request for Support referral. Further guidance on effective assessment of the need for help, support and protection can be found in [Working together to safeguard children 2026](#).

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (SEN) (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is pregnant and/or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours
- 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 care or from home
- has been repeatedly removed from the classroom, 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 exploitation, modern slavery, trafficking and/or sexual or criminal exploitation
- is at risk of being radicalised into terrorism
- 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 substance use, adult mental health issues and domestic abuse
- is misusing substances themselves
- has returned home to their family from care
- is at risk of honour or faith-based abuse such as Female Genital Mutilation (FGM) or forced marriage
- is a privately fostered child
- is persistently absent from education, including persistent absences for part of the school day

Knowing what to look out for is vital to the early identification of abuse and neglect and specific safeguarding issues such as intra-familial child sexual abuse, child criminal exploitation and child sexual exploitation. If staff are unsure, they should always speak to the DSL (or alternate). If in exceptional circumstances the DSL (or alternate) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from [Integrated Front Door \(previously MASH\) Professional Consultation Line](#). In these circumstances, any action taken should be shared with the DSL as soon as is practically possible. Details of the school's safeguarding team are on the front of this policy.

Appendix A contains a list of all the staff/governors/trustees with responsibility for safeguarding for each of the Trust's schools.

5. Induction & Training

The Trust Board and Local Governing Bodies will ensure that all staff receive appropriate safeguarding and child protection training (including online safety, which amongst other things includes an understanding of the expectations, applicable role and responsibilities in relation to filtering and monitoring) which is regularly updated and in line with advice from the Suffolk Safeguarding Partnership, including [Training — Suffolk Safeguarding Partnership](#) and [Online Safety — Suffolk Safeguarding Partnership](#). In addition, all staff members will receive regular safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and up to date knowledge of emerging and evolving safeguarding issues to safeguard children effectively.

All new staff members will undergo safeguarding and child protection training at induction. This will include training on the Trust and schools' Safeguarding and Child Protection Policy, Online Safety, The Code of Conduct, Low-Levels Concerns Policy, Behaviour Policy, the safeguarding response to children who are absent from education, and the role of the designated safeguarding lead. Copies of the school policies, procedures and [Part One of KCSiE 2026](#) will be provided to new staff at induction.

The Trust Board and Local Governing Bodies will ensure that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

Headteachers will ensure that an accurate record of safeguarding training undertaken by all school staff is maintained and updated regularly. The CEO will ensure that an accurate record of safeguarding training undertaken by all central staff is maintained and updated regularly.

In considering safeguarding training arrangements the Trust and Local Governing Bodies will also have regard to the Teachers' Standards which set out the expectation that all teachers manage

behaviour effectively to ensure a good and safe educational environment and require teachers to have a clear understanding of the needs of all pupils, including those with mental health needs.

6. Recognising concerns - signs and indicators of abuse, neglect and exploitation.

All staff should be aware of the indicators of abuse, neglect and exploitation (see below), understanding that children can be at risk of harm inside and outside of school, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

All school and college staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.

All staff, but especially the designated safeguarding lead (and alternates) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation (including financial exploitation), serious youth violence, county lines and radicalisation.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content

In all cases, if staff are unsure, they should always speak to the DSL or alternate DSL.

Indicators of abuse and neglect

Abuse is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be

abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse

The following indicators listed under the categories of abuse are not an exhaustive list:

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child 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 children frequently to 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, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether the child is aware of what is happening or not. The activities may involve physical contact, including assault by penetration (for example rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it. (See section 7: Specific safeguarding issues) *[schools should cross-reference their school policy/procedures for dealing with child-on-child abuse within the school's Child Protection and Safeguarding Policy]*

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

parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

(Source [KCSiE 2026](#))

7. Specific safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as substance use, unexplainable and/or persistent absences from education, serious violence, criminal exploitation (including that linked to county lines) radicalisation and consensual and non-consensual making or sharing of nude and semi-nude images and/or videos (including those generated using AI) can be signs that children are at risk.

Additional information on these safeguarding issues and information on other safeguarding issues is included in [KCSiE 2026](#).

Other safeguarding issues all staff should be aware of include:

Child-on-Child Abuse (including harassment and violence) *also refer to the Trust Child-on-Child Abuse Policy*

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse). And that it can happen both inside and outside of school and online. All staff should be clear as to the school policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff should understand, that even if there no reports in school it does not mean it's not happening, it may be the case that it is just not being reported. As such, it is important if staff have any concerns regarding child-on-child abuse (whether these concerns are thought to have taken place on or off-site) they should speak to the DSL (or alternate DSLs) and record these using the school safeguarding system. As part of this, schools should also try to be alert to when children might be at highest risk around the school day (for example immediately after school). The Trust's Child-on-Child Abuse Policy contains more information on this important area of safeguarding.

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "*just banter*", "*just having a laugh*", "*part of growing up*" or "*boys being boys*" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

All staff should be aware that child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator.

As well as knowing how to respond to concerns, all staff should know that child-on-child abuse is preventable. As well as knowing how to recognise behaviours and indicators of risk early, staff should know that timely, evidence-based support can be key to preventing children from going on to commit abuse or violence.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- consensual and non-consensual making and/or sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

All staff should be clear about the school's policy and procedures with regards to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. The Trust's Child-on-Child Abuse Policy contains more information on this important area of safeguarding.

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

Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This can be committed or facilitated by an organised network or gang, and

the victim may identify as being part of this group. CCE and CSE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery, and further information is available in the [Modern Slavery statutory guidance](#). In accordance with this guidance, a relevant child protection and modern slavery referral should be completed where a potential victim of CCE or CSE is identified.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however staff should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. This can be committed by an individual or an organised network and most sexual abuse is committed by those previously known to the victim. Some children do not realise they are being exploited and may believe they are in a

genuine romantic relationship. As with CCE, victims are not always recognised and can be criminalised for actions they take whilst under coercion. This remains a significant concern, as professionals continue to encounter cases where children are manipulated, groomed, and exploited without fully understanding the abuse they are experiencing.

Further information on signs of a child's involvement in sexual exploitation is available in [Child sexual exploitation: definition and guide for practitioners - GOV.UK](#)

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or pattern of incidents. This abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Female Genital Mutilation (FGM)

Whilst all staff should speak to the DSL (or alternate) with regard to any concerns about FGM, there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. *Under section 5B (11) (a) of the Female Genital Mutilation Act 2003, 'teacher' means, in relation to England, a person within section 141A (1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England)*

Mental Health

All staff should be aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which education staff are well placed to recognise.

These could include:

- significant changes in behaviour,
- ongoing difficulty sleeping,

- withdrawing from social situations,
- not wanting to do things they usually like, and
- physical signs of self-harm or neglecting themselves.

Not every child who exhibits these behaviours is suicidal or has a mental health concern. However, by identifying these and other potential warning signs, education staff can identify children who may be struggling with their mental health and contemplating suicide and offer support and vital early intervention. Schools and colleges should ensure that any interventions they offer are evidenced as safe and effective and appropriate for the need and phase of education.

If staff have a concern about a child's mental health that is also a safeguarding concern, they should follow their child protection policy and speak to their designated safeguarding lead or deputy. If staff feel that a child is in danger, they should call 999 or arrange for them to be taken to A&E immediately by a parent/carer or other suitable person. If a child needs help urgently for their mental health, but it's not an emergency, staff can get help from NHS 111 online or call 111 and select the mental health option.

Staff can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following policy, and speaking to the DSL or an alternate.

Serious violence

Serious violence is a continuing safeguarding concern. It may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation. Staff should report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the designated safeguarding lead (or a deputy). The designated safeguarding lead should assess the risk to both the individual pupil and others in the school, considering wider information or concerns, and take appropriate action. Depending on the risk, they should put in place a safety and support plan, and where relevant, consider action to de-escalate peer conflict.

Schools play a key role in protecting children from violence, safeguarding victims, as well as those who may be at risk of, or are involved in committing violence (who may also be victims themselves). Staff should be alert to signs that a child may be at risk of or involved in serious violence. These risks are higher for children with disrupted education (e.g. suspensions, permanent exclusions, time in alternative provision) or a history of offending. Schools should also try to be alert to when children might be at highest risk around the school day (for example, immediately after school).

Preventing radicalisation

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. For further information see Page 166 of [KCSiE 2026](#).

Extremism is the vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

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.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the [Counter- Terrorism and Security Act 2015](#), in the exercise of their functions, to have “due regard to the need to prevent people from becoming terrorists or supporting terrorism”. This duty is known as the Prevent duty.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are first assessed by police and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. Whilst the referral is being assessed, should any further or new information come to light, this should also be passed to police. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.

The DSL (or an alternate) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse, incidents that may indicate concerns about serious violence or harmful behaviours and/or details of those who are currently receiving support through the ‘Channel’ programme and have that support in place for when the child arrives.

For further information see Page 167 of [KCSiE 2026](#)

8. Children potentially at greater risk of harm

The Trust Board and Local Governing Bodies recognise that whilst all children should be protected there are some groups of children who are potentially at greater risk of harm and, in some cases, these children may find it difficult to communicate what is happening to them.

Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs.

- Schools should obtain written confirmation from alternative provision providers that the necessary safeguarding and employment checks have been completed for all staff in line with statutory guidance.
- Schools should also be advised about any changes that might put the child at risk, e.g. staff changes, so the school can make sure appropriate safeguarding checks have been carried out.
- Schools must know where a child is during school hours, including the address of any alternative provider, subcontracted provision or satellite site.
- Schools should regularly review the alternative provision placements, at least half termly.
- Where safeguarding concerns arise, the placement should be immediately reviewed, and terminated, if necessary.

The Trust Board and Local Governing Bodies recognise that the cohort of pupils in alternative provision often have complex needs and are/is aware of the additional risk of harm our pupils may be vulnerable to.

The Trust Board and Local Governing Bodies will have regard to the following statutory guidance: [Arranging Alternative Provision - guide for LAs and schools](#) and [Arranging education for children who cannot attend school because of health needs](#)

Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to complex safeguarding or welfare needs. Children may need this help due to abuse, neglect and/or complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

The Trust Board and Local Governing Bodies expect that the Local Authority will share the fact a child has a social worker, and the DSL will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both LAs and school to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or to a child missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Children absent from education

A child being absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may be absent or become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of child sexual and child criminal exploitation
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families
- Young Carers

It is important that the schools' procedures for unauthorised absence and for dealing with children who are absent from education are followed, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes when problems are first emerging but also where children are already known to LA children's social care and need a social worker (such as on a child in need or child protection plan, or as a looked after child), where absence from education may increase known safeguarding risks within the family or in the community. As such, all staff should be aware of the school's unauthorised absence procedures and children missing education procedures.

This includes informing the LA if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the LA, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being absent, such as travelling to conflict zones, FGM and forced marriage.

Further information and support includes:

- schools' duties regarding children missing education, including information schools **must** provide to the LA when removing a child from the school roll at standard and non-standard transition points can be found in the DfE's statutory guidance: [Children missing education: statutory guidance for local authorities and schools - GOV.UK](#)
- General information and advice for schools can be found in the Government's [Children missing education: statutory guidance for local authorities and schools - GOV.UK](#)
- further information for colleges providing education for a child of compulsory school age can be found in: [Full-time enrolment of 14- to 16-year-olds in further education and sixth-form colleges: 2025 to 2026 academic year - GOV.UK](#)
- guidance for schools concerning children who are absent from education [Working together to improve school attendance: July 2026](#)

Elective Home Education

Many home educated children have a positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all. Elective home education can mean that some children are not in receipt of suitable education and are less visible to the services that are there to keep them safe and supported in line with their needs.

Where a parent/carers has expressed their intention to remove a child from school with a view to educating at home, the school will work together with the LA and other key professionals to coordinate a meeting with parents/carers where possible.

Ideally this would be before a final decision has been made to, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker. Where a child has an Education, Health and Care plan in place the LA will need to review the plan, working closely with parents and carers.

Children requiring mental health support

All staff should be aware that mental health problems can, in some cases develop into safeguarding concerns. This could include self-harm, signs of an eating disorder, suicidal ideation or suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, still have an important role to play. Specifically, they can support the fulfilment of 4 key roles:

- promoting good mental wellbeing and preventing the onset of mental illness,
- observing pupils and identifying early those who may be experiencing mental health problems or being at risk of developing one,

- ensuring early targeted support is provided, and liaison with/referral to specialist services where needed.

Where support is needed, the designated safeguarding lead (or an alternate) should consider whether to inform parents or carers to support the child's wellbeing, where doing so would not place the child at additional risk. Further information can be found in paragraphs 227-232 of [KCSiE 2026](#)

Looked After Children and Previously Looked After Children.

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The Trust Board will ensure staff have the skills, knowledge and understanding to keep looked after children safe.

The Trust Board and Local Governing Bodies will ensure there are arrangements in place so that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility.

Appropriate staff will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after the child. The DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. The Trust Board recognise that when dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

For children who are care leavers, the DSL should have details of the LA Personal Advisor appointed to guide and support the care leaver and liaise with them as necessary regarding any issues of concern.

Children with SEN and disabilities, or health issues

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges, both online and offline. Additional barriers can exist when recognising abuse, neglect and exploitation in this group of children.

Staff should also be aware that these children may be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. Similarly, staff should be aware of

the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying without outwardly showing signs or being able to communicate how they are feeling.

Staff also need to be mindful of children's cognitive understanding, for example, whether they are able to understand the difference between fact and fiction in online content and the consequences of repeating the content/behaviours in school.

As such, any reports of abuse involving children with SEND will require close liaison with the DSL and SENDCo.

Further information can be found in the DfE's:

- [SEND Code of Practice 0 to 25 years](#), and
- [Supporting Pupils at School with Medical Conditions](#)
- [Children with special educational needs and disabilities \(SEND\) | NSPCC Learning](#)
- [Safeguarding deaf and disabled children and young people | NSPCC Learning](#)

Children who are lesbian, gay or bisexual

A child or young person being lesbian, gay, or bisexual is not in itself a risk factor for harm; however, they can sometimes be vulnerable to discriminatory bullying. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are. Schools and colleges should consider how to address vulnerabilities such as the risk of bullying and take steps to prevent it, including putting appropriate sanctions in place

Children who are questioning their gender

It is not for schools and colleges to initiate any action in this area; this guidance is focused on circumstances where a child or their parent has raised a request relating to social transition to which a school is responding.

Schools should keep in mind that it is common for children to engage in activities that are less typically associated with their sex. For example, at primary school age, girls may play with trucks, or boys may dress in clothes that are perceived as feminine. Sometimes young children also go through a period of questioning their gender but for the majority this will not continue into adulthood, while a small proportion may continue to question their gender and this feeling may intensify into puberty.

Schools and colleges should take time to understand the thoughts and feelings of children who are questioning their gender and should be appropriately professionally curious about the full range of the child's experiences. Schools should remain aware of the potential vulnerabilities of children who are questioning their gender, including the possibility of complex mental health and

psychosocial needs, for example relating to relationships with family, peers or their broader social environment, including discriminatory bullying.

Schools should consider adopting policies across school and college life that maintain flexibility and avoid rigid rules based on gender stereotypes.

Further information can be found on Pages 64-70 of [KCSiE 2026](#)

Young carers

Schools should be alert to the needs of young carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing. Early identification is essential to ensure young carers receive support at the right time and by the appropriate services including additional support from external partners, or local authority and health services.

9. Opportunities to teach safeguarding

The Trust Board and Local Governing Bodies will ensure that children and young people are taught about how to keep themselves and others safe, including online.

The Trust Board and Local Governing Bodies recognise that effective education should be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with SEND.

Relevant topics will be included within Relationships and Health Education, having regard to statutory guidance.

Preventative education is most effective in the context of a whole-school approach that prepares children and young people for life in modern Britain and creates a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment, derogatory behaviour or other forms of physical violence and conflict.

The Trust Board and Local Governing Bodies expect that the schools' values and standards should be upheld and demonstrated throughout all aspects of school life. These will be underpinned by the schools' behaviour policies and pastoral support systems, as well as by a planned programme of evidence-based RSHE delivered in regularly timetables lessons and reinforced throughout the whole curriculum. This whole-school approach will be fully inclusive and developed to be age and stage of development appropriate, and will tackle (in age-appropriate stages) issues such as:

- Supporting children to develop the skills that form the building blocks of all positive relationships
- Healthy and respectful relationships
- Boundaries, consent and kindness in relationships

- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- How to recognise and report concerns about and abusive relationship, including coercive and controlling behaviour
- The concepts of, and laws relating to all forms of sexual harassment, and abuse, and how to access support
- What constitutes sexual harassment and sexual violence and why these are always unacceptable emphasising that it is never the fault of the person experiencing it, and
- Understanding online harms such as sharing images, the prevalence of deepfakes, pornography and misogynistic influencers and when and where to seek help.

10. Online safety and filtering and monitoring

Our schools will ensure that there are appropriate filters and monitoring systems in place to safeguard children and young people from potentially harmful and inappropriate online material.

The use of technology has become a significant component of many safeguarding issues such as child sexual exploitation, radicalisation and sexual predation and technology often provides the platform that facilitates such harm.

The Trust Board and Local Governing Bodies have had due regard to the additional information and support set out in [KCSiE 2026](#) and ensures that the schools have whole school approaches to online safety and have a clear policy on use of communications technology in school. Online Safety will be a running and interrelated theme when devising and implementing policies and procedures. This will include considering how online safety is reflected in all relevant policies and whilst planning the curriculum, any teacher training, the role of the DSL and any parental engagement.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. The school adopts a whole school approach to online safety to protect and educate pupils and staff in their use of technology, and establishes mechanisms to identify, intervene in, and escalate any concerns as appropriate.

Online safety issues can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories.
- **Contact:** being subjected to harmful online interaction with other users or generative AI applications that simulate this for example, for example, peer to peer pressure, commercial advertising, and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

- **Conduct:** online behaviour that increases the likelihood of, or causes, harm, for example, making, sending and receiving explicit images including those made by AI (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images, and online bullying); and
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and/or financial scams. If staff feel that either they or pupils are at risk this should be reported to the Anti-Phishing Working Group apwg.org

The Trust Board and Local Governing Bodies will ensure that an annual review is undertaken of the schools' approaches to online safety including the school's filtering and monitoring provision, supported by an annual risk assessment that considers and reflects the risks pupils face online. The review should include a member of the senior leadership team, the DSL, the IT service provider and a governor. The school should ensure they have the appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Guidance on cyber security including considerations can be found at [Cyber security training for school staff - NCSC.GOV.UK](https://www.ncsc.gov.uk/online-safety) Please also refer to the Trust Online Safety Policy.

Filtering and Monitoring

The Trust Online Safety Policy outlines the appropriate filtering and monitoring which take place on school devices and school networks. It also outlines the expectations, applicable roles and responsibilities in relation filtering and monitoring.

The Department for Education's [filtering and monitoring standards](https://www.gov.uk/government/publications/filtering-and-monitoring-standards) set out that schools and colleges should:

- Identify and assign roles and responsibilities to manage filtering and monitoring systems.
- Review filtering and monitoring provision at least annually.
- Block harmful and inappropriate content without unreasonably impacting teaching and learning.
- Have effective monitoring strategies in place that meet their safeguarding needs.

The Department has published [Generative AI: product safety expectations](https://www.gov.uk/government/publications/generative-ai-product-safety-expectations) to support schools to use generative artificial intelligence safely and explains how filtering and monitoring requirements apply to the use of generative AI in education.

Some pupils bring mobile phones into school. This enables unlimited and unrestricted access to the internet via mobile phone networks which could be misused and present a safeguarding risk. Each school makes arrangements for pupils permitted to bring in phones to be stored securely. Pupils are not permitted to use their phones on the school premises on the way to or from depositing them in the storage places. Pupils are not permitted to have smart watches on the premises.

School staff can access resources, information and support as set out in Annex B of KCSiE.

11. Procedures

If staff notice any indicators of abuse/neglect or signs that a child or young person may be experiencing a safeguarding issue they should record their concerns using the school reporting format on 'My Concern' without delay. A paper recording form is included at Appendix B and C to be used in schools in the event that the 'My Concern' system is unavailable.

What to do if you are concerned.

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- Stay calm and listen carefully;
- Accept what is being said;
- Allow the child/young person to talk freely – do not interrupt or put words in the child/young person's mouth;
- Only ask questions when necessary to clarify, do not investigate or ask leading questions;
- Reassure the child, but don't make promises which it might not be possible to keep;
- Do not promise confidentiality;
- Emphasise that it was the right thing to tell someone;
- Reassure them that what has happened is not their fault;
- Do not criticise the perpetrator;
- Explain what has to be done next and who has to be told;
- Make a written record, which should be signed and include the time, date and your position in school;
- Do not include your opinion without stating it is your opinion;
- Pass the information to the DSL or alternate without delay
- Consider seeking support for yourself and discuss this with the DSL as dealing with a disclosure can be distressing.

When a record of a safeguarding concern is passed to the DSL, the DSL will record the time and date the record of concern was received. The DSL will assess the concern and, considering any other safeguarding information known about the child/young person, consider whether it suggests that the child is suffering significant harm, risk of significant harm, or if the child may be in need of support. If the DSL is unsure whether the level of need has been met, they will contact the [Integrated Front Door \(previously MASH\) Professional Consultation Line](#) for advice (0345 606 1499). Where appropriate, the DSL will complete and submit the [SCC Request for support form on the CYP portal](#).

Where a safeguarding concern does not require a referral to statutory services the DSL should record their rationale for how this decision has been reached and should consider whether additional needs of the child have been identified that might be met by a coordinated offer of early help including the school or college's local early help offer.

Where a safeguarding concern does not meet the threshold for completion of a MARF, the DSL should record how this decision has been reached and should consider whether additional needs of the child have been identified that might be met by a coordinated offer of early help including the school local early help offer.

School staff might be required to contribute to multi-agency plans to provide additional support to children. This might include attendance at child protection conferences or core group meetings. The school is committed to providing as much relevant up to date information about the child as possible, including submitting reports for child protection conferences in advance of the meeting in accordance with SSP procedures and timescales.

Where reasonably possible, the school is committed to obtaining more than one emergency contact number for each pupil.

School staff must ensure that they are aware of the procedure to follow when a child goes missing from education.

12. Information sharing, record keeping and confidentiality

Information sharing is vital in safeguarding children by identifying and tackling all forms of abuse, neglect, and exploitation, and in promoting children's welfare, including in relation to their educational outcomes. Schools have clear powers to share, hold and use information for these purposes.

As part of meeting a child's needs, the schools understand that it is critical to recognise the importance of information sharing between professionals and local agencies and will contribute to multi-agency working in line with Working Together to Safeguard Children. Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR) 2018, and the Data (Use and Access) Act 2025 places duties on organisations and individuals to process personal information fairly and lawfully, and to keep the information they hold safe and secure, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. Staff will have regard to the Government guidance: [Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers](#) which supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR) 2018, and the Data (Use and

Access) Act 2025. If in any doubt about sharing information, staff should speak to the DSL or an alternate.

Well-kept records are essential to good child protection practice. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the DSL.

The Trust and schools recognise that confidentiality should be maintained in respect of all matters relating to child protection. Information on individual child protection cases may be shared by the DSL or alternate DSL with other relevant members of staff. This will be on a 'need to know' basis and where it is in the child's best interests to do so.

A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents/carers or pupils), or promise a child to keep a secret which might compromise the child's safety or wellbeing.

As well as allowing for information sharing, in circumstances where it is warranted because it would put a child at risk of serious harm, the DPA 2018 and the GDPR allow schools to withhold information. This may be particularly relevant where a child is affected by domestic abuse perpetrated by a parent or carer, is in a refuge or another form of emergency accommodation, and the serious harm tests is met.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care and if appropriate the police, (see [When to call the police guidance](https://npscc.police.uk) (npscc.police.uk)) is made immediately. Referrals should follow the local referral process.

Ordinarily, the school will always undertake to share its intention to refer a child to Social Care with their parents/carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot reasonably be expected that a practitioner gains consent; and, if to gain consent would put a child (or someone else) at risk. If in doubt, staff will consult with the MASH Professional Consultation Line on this point. Schools should have regard for their privacy policy.

The data protection laws do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. Information can be found in paragraphs 144-146 of [KCSiE 2026](#).

The schools will have regard to [SCC Guidance for schools on maintaining and transferring pupil safeguarding/child protection records](#). Where a child leaves the school, the DSL will ensure their child protection file is transferred to the new school as soon as possible (within 5 days for an in-year transfer or within the first 5 days of the start of a new term). The file will be transferred

separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

13. Safeguarding concerns or allegations made against teachers, including supply teachers, trainee teachers, other staff, volunteers and contractors

The Trust and schools will follow the SSP [LADO — Suffolk Safeguarding Partnership](#) if a safeguarding concern or allegation is raised against an adult in a position of trust which meets the harm threshold.

An allegation that may meet the harm threshold is any information which indicates that a member of staff (including supply staff, trainee teachers, volunteers, and contractors) may have:

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

This applies to any child the member of staff, supply teacher, trainee teachers, volunteer or contractor has contact with in their personal, professional or community life. It also applies regardless of whether the alleged abuse took place in our school. Concerns that do not meet the harm threshold will be dealt with in accordance with the Trust's policy for managing Low-Level Concerns.

If any member of staff has concerns that a colleague, supply staff, trainee teacher, volunteer, or contractor might pose a risk to children, it is their duty to report this. The table below shows who to report a concern to, dependant on the role of the person in question:

Staff member or other adult	Who to report to	How to report
Colleague, supply teacher, trainee teacher, volunteer, governor or contractor	Headteacher	Record on the ' Concern about an Adult Recording Form ' - (appendix D of this policy) and send securely to school Headteacher. Please note, this should not be recorded on the online safeguarding platform My Concern.

Headteacher	Chief Executive Officer, Daniel Jones	Record on the ' <u>Concern about an Adult Recording Form</u> ' - (appendix D of this policy) and send securely to: MA@CETrust.org.uk Please note, this should not be recorded on the online safeguarding platform My Concern.
Chief Executive Officer	Chair of Trust Board, Ian Scott	Record on the ' <u>Concern about an Adult Recording Form</u> ' - (appendix D of this policy) and send securely to: TMA@CETrust.org.uk Please note, this should not be recorded on the online safeguarding platform My Concern.

The headteacher/CEO/Chair of Trustees should report the concern to the Local Authority Designated Officer (LADO) within one working day.

Further information can be found in paragraphs 429-430 of [KCSiE 2026](#)

The corporate director for Children and Young People's Services, has identified dedicated staff to undertake the role of LADO. LADOs can be contacted via email on LADO@suffolk.gov.uk or by using the LADO central telephone number: **0300 123 2044** for allegations against all staff and volunteers.

14. Use of school premises for non-school activities

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

The Trust and Governing Bodies will seek assurance that the body concerned has appropriate child protection and safeguarding policies and procedures in place, including inspecting these as

needed. Arrangements will also be put in place for the body hiring or renting the school facilities or premises to liaise with the school on these matters where appropriate.

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

When services or activities are provided under the direct supervision or management of their school staff, their arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. The Trust Board and Governing Bodies will therefore seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school or college on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll or attend the college. The Trust Board will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. The guidance on [Keeping children safe in out-of-schools settings](#) details the safeguarding arrangements that schools should expect these providers to have in place.

15. Whistleblowing

The Trust Board and Governing Bodies recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example, pupils in the school or members of the public.

The Trust Board and Governing Bodies would wish for everyone in the school community to feel able to report any child protection/safeguarding concerns through existing procedures within the schools, including the whistleblowing procedure where necessary. However, for members of staff who do not feel able to raise such concerns internally, there is a NSPCC whistleblowing helpline. Staff can call 0800 028 0285 (line available from 8.00am to 8.00pm, Monday to Friday) or email: help@nspcc.org.uk

16. Useful Contacts:

Multi-agency Safeguarding Hub (MASH) Professional Helpline: 0345 606 1499

MASH [webchat facility](#)

Customer First (Professional Referral Line) for use in emergencies only: 0345 606 6167

Customer First: 0808 800 4005

Police (emergency only): 999

Suffolk Police main switchboard: 01473 613500

Suffolk Police Cybercrime Unit: 101

Suffolk Local Safeguarding Partnership www.suffolksp.org.uk

Suffolk County Council: www.suffolk.gov.uk/community-and-safety/staying-safe-online/e-safer-suffolk/

LADO 0300 123 2044 or lado@suffolk.gov.uk or on the [LADO pages](#) on Suffolk Safeguarding Partnership website

Appendix A

Staff/governors/trustees with responsibility for School Safeguarding

Children's Endeavour Trust	Name:
CEO (Central Team DSL)	Daniel Jones
Name Safeguarding Trustee	Clare Barlow
Chair of Trust Board	Ian Scott

Abbot's Hall	Name:
Designated Safeguarding Lead (DSL)	Daniel Pettitt
Alternate DSL(s)	Caroline Laws, Emma Scrivener and Beth Rogers
Chair of Governors	Gary Kenworthy
Named Safeguarding Governor	Gary Kenworthy
School Online Safety Leads	Daniel Pettitt and Caroline Laws
Designated teacher for Children in Care (CiC)	Beth Rogers
Senior Mental Health Lead	Kirsty Langford
Prevent Lead	Daniel Pettitt
General Contact details for the above: 01449 612818 office@abbotshall.suffolk.sch.uk	

Bosmere	Name:
Designated Safeguarding Lead (DSL)	Ben Shaw
Alternate DSL(s)	Laura Carr
Chair of Governors	Vanessa Kingsley
Named Safeguarding Governor	Vanessa Kingsley
School Online Safety Lead	Ben Shaw
Designated teacher for Children in Care (CiC)	Ben Shaw
Senior Mental Health Lead	Laura Carr
Prevent Lead	Ben Shaw
General Contact details for the above: 01449 721 750 admin@bosmere.suffolk.sch.uk	

Broke Hall	Name:
Designated Safeguarding Lead (DSL)	Ruth Fairs
Alternate DSL(s)	Rebecca Abbott, Sally Mann, Jacqui Noon
Chair of Governors	Vacancy
Named Safeguarding Governor	Emma Orchard
School Online Safety Lead	Rebecca Abbott
Designated teacher for Children in Care (CiC)	Ruth Fairs
Senior Mental Health Lead	Ruth Fairs
Prevent Lead	Ruth Fairs
General Contact details for the above: 01473 729544 frontoffice@brokehall.suffolk.sch.uk	

Chilton	Name:
Designated Safeguarding Lead (DSL)	Jane Trott
Alternate DSL(s)	Laura Carr
Chair of Governors	Gary Kenworthy
Named Safeguarding Governor	Gary Kenworthy
School Online Safety Lead	Jane Trott
Designated teacher for Children in Care (CiC)	Jane Trott
Senior Mental Health Lead	Laura Carr
Prevent Lead	Jane Trott
General Contact details for the above: 01449 612928 office@chilton.suffolk.sch.uk	

Combs Ford	Name:
Designated Safeguarding Lead (DSL)	Helen Fuller
Alternate DSL(s)	Karen Brooks, Matt Wesley, Sarah Chapman
Vice Chair of Governors	Tracy Page
Named Safeguarding Governor	Jade Hawes
School Online Safety Lead	Helen Fuller
Designated teacher for Children in Care (CiC)	Helen Fuller
Senior Mental Health Lead	Matt Wesley
Prevent Lead	Helen Fuller
General Contact details for the above: 01449 613112 admin@combsford.suffolk.sch.uk	

Freeman	Name:
Designated Safeguarding Lead (DSL)	Emma Gerry
Alternate DSL(s)	Chantelle Clarke, Sharon Durler
Chair of Governors	Sue Hayter
Named Safeguarding Governor	Sue Hayter
School Online Safety Lead	Emma Gerry
Designated teacher for Children in Care (CiC)	Emma Gerry
Senior Mental Health Lead	Emma Pavey
Prevent Lead	Emma Gerry
General Contact details for the above: 01449 612067 admin@freeman.suffolk.sch.uk	

Springfield Juniors	Name:
Designated Safeguarding Lead (DSL)	Jo Viner
Alternate DSL(s)	Beth Taylor
Chair of Governors	Vanessa Kingsley
Named Safeguarding Governor	Vanessa Kingsley
School Online Safety Lead	Jo Viner
Designated teacher for Children in Care (CiC)	Beth Taylor
Senior Mental Health Lead	Kate Whitmore
Prevent Lead	Jo Viner
General Contact details for the above: 01473 741300 admin@springfieldjuniors.net	

Whitehouse	Name:
Designated Safeguarding Lead (DSL)	Ian Williams
Alternate DSL(s)	Andrea Hall, Anna Siddall, Samantha Porter, Kate Gotts.
Chair of Governors	Amy Carpenter
Named Safeguarding Governor	Shorolla Allen
School Online Safety Lead	Ian Williams
Designated teacher for Children in Care (CiC)	Ian Williams
Senior Mental Health Lead	Samantha Porter
Prevent Lead	Ian Williams
General Contact details for the above: 01473 741249 07714598359 (School Mobile) parents@whcps.org	

Appendix B

Record of concern about a child/young person's safety and welfare (To be used in the event that the online reporting system 'My Concern' is unavailable).

Part 1 (for use by any staff, governors or visitors – must be handwritten and legible/ or equivalent information on electronic recording system)

Pupil's name:	Date of birth:	Class/Form:
Date & time of incident:	Date & time (of writing):	
Name (print): Job title: Signature:		
Record the following factually: Nature of concern, e.g. disclosure, change in behaviour, demeanour, appearance, injury, witnesses etc. <i>(please include as much detail in this section as possible. Remember – the quality of your information will inform the level of intervention initiated. Attach additional sheets if necessary.</i>		
What is the pupil's perspective?		
Professional opinion, where relevant <i>(how and why might this have happened?)</i>		
Any other relevant information. Previous concerns etc. <i>(distinguish between fact and opinion)</i>		
Note actions, including names of anyone to whom your information was passed and when		

Check to make sure your report is clear to someone else reading it.

Please pass this form to your DSL/alternate DSL without delay

Record of concern about a child/young person's safety and welfare

Part 2 (for use by DSL)

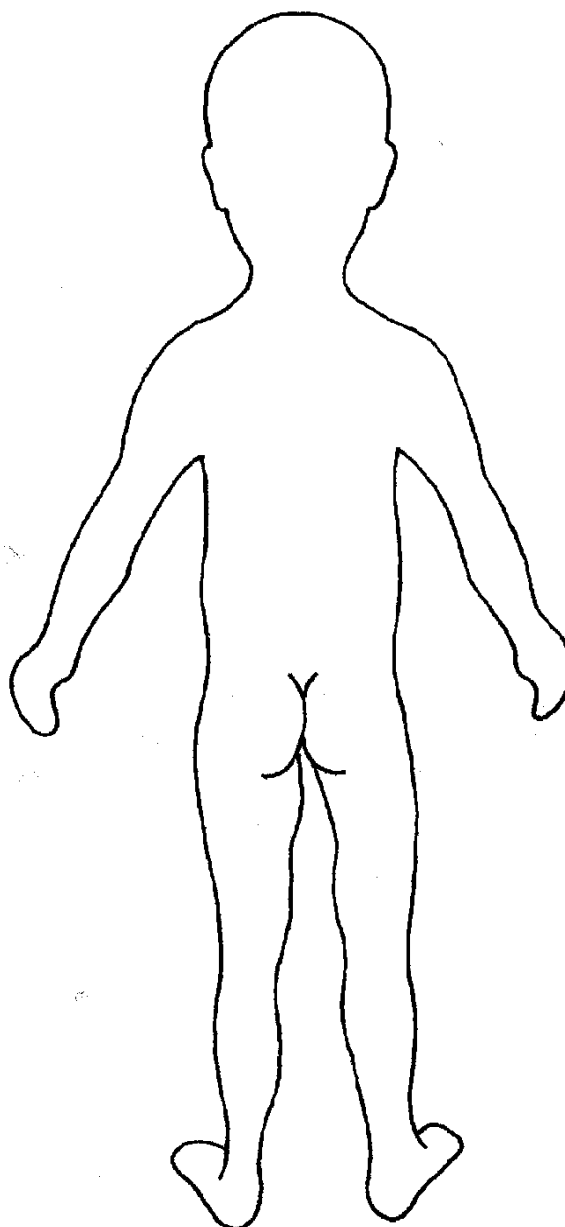
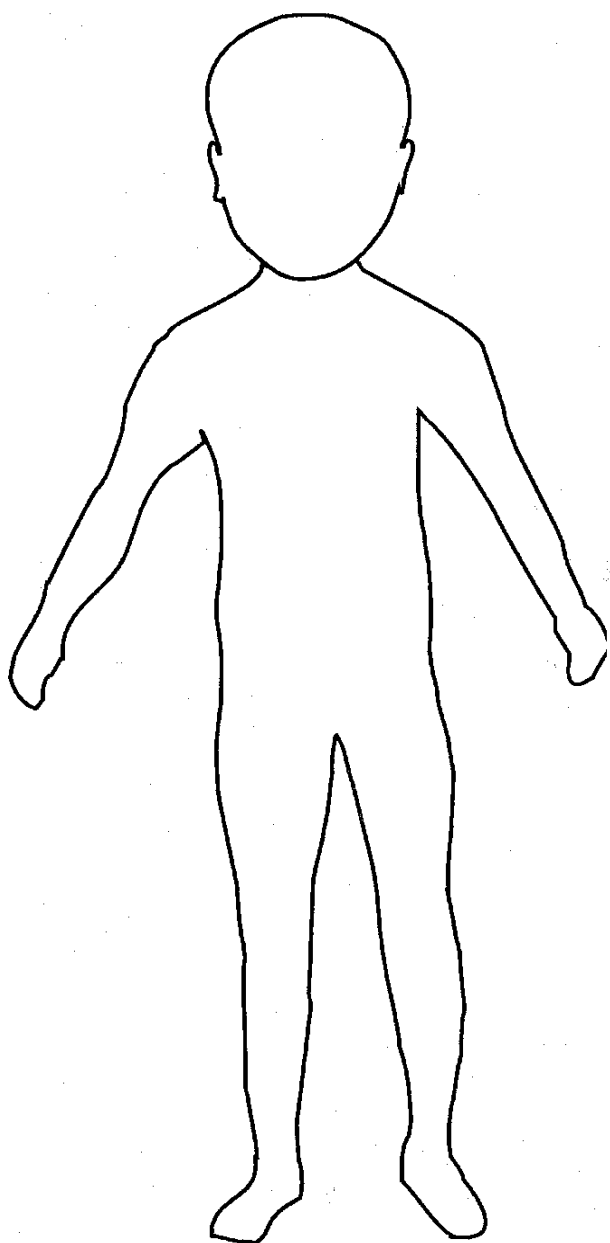
Information received by DSL:	Date:	Time completed:	From whom:		
Any advice sought, if applicable	Date:	Time completed:	From: name/organisation:		
	Advice received:				
Action taken with reasons recorded (e.g. MARF completed, monitoring advice given to appropriate staff, CAF etc)	Date:	Time completed:	By whom:		
Outcome	Date:	Time completed:	By whom:		
Parent/carer informed?	Y	Who spoken to:	Date:	Time:	By whom:
	N	Detail reason:			
Is any additional detail held, if so where?					
Prior safeguarding history	No. of previous records of concern:				
	Has the child been subject of CAF/Early Help assessment?				
	Currently on CP Plan (CPP) / Child in Need Plan (CiN)				
	Previously on CP Plan (CPP) / Child in Need Plan (CiN)				
	Is child known to other agencies?	Y / N			
Name of DSL:			Signature:		

10. Appendix C

BODYMAP

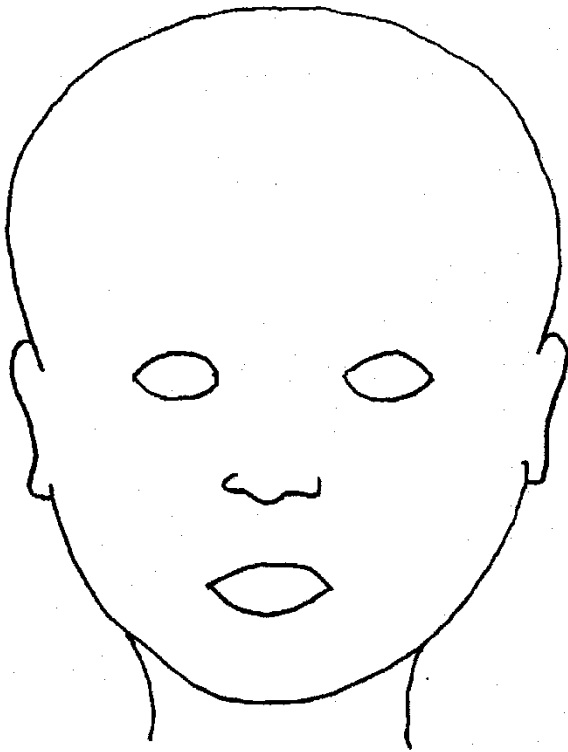
(This must be completed at time of observation)

Name of Pupil: _____ Date of Birth: _____
Name of Staff: _____ Job title: _____
Date and time of observation: _____

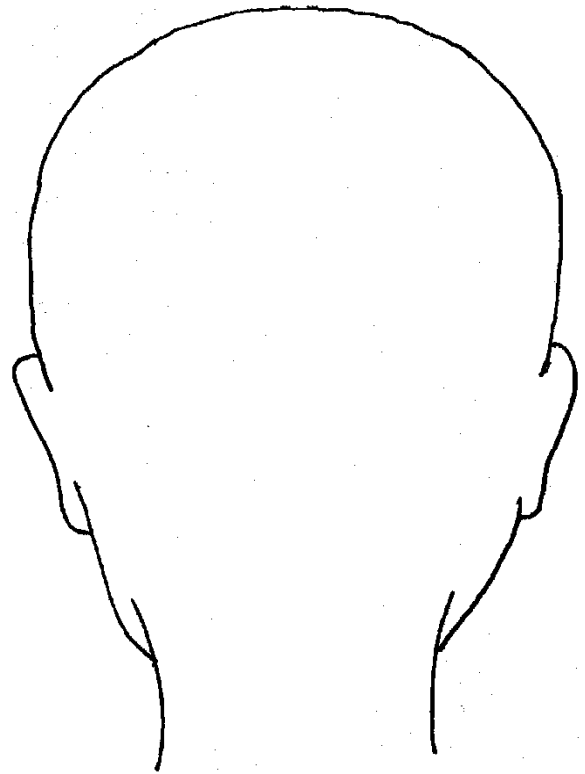


Name of pupil: _____

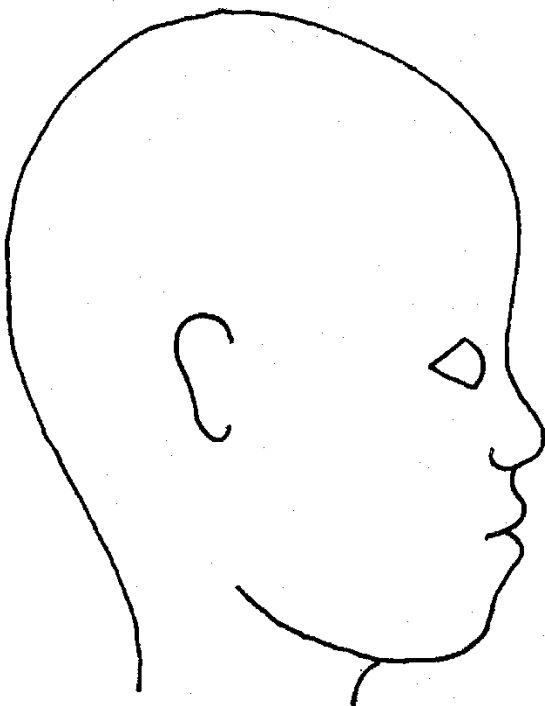
Date and time of
observation: _____



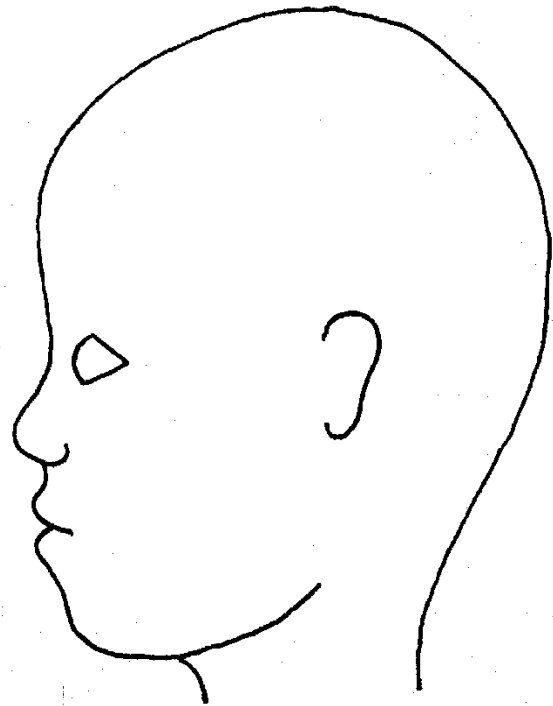
FRONT



BACK



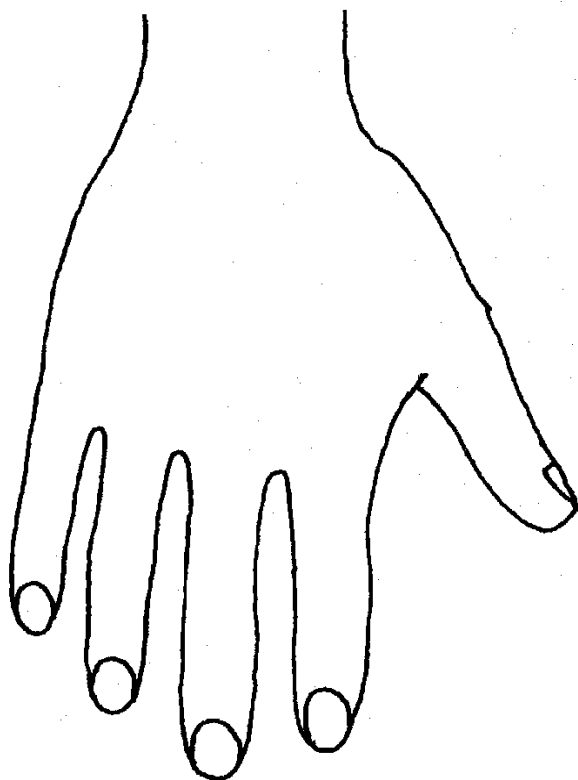
RIGHT



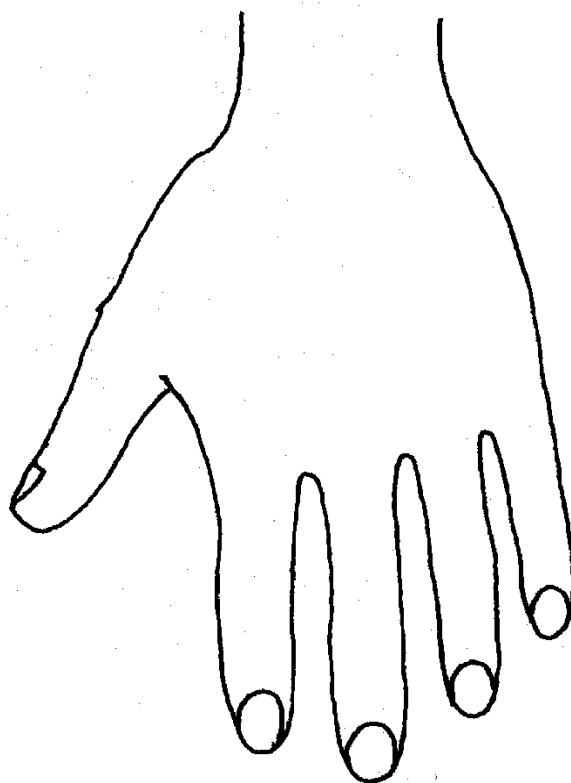
LEFT

Name of pupil: _____

Date and time of
observation:

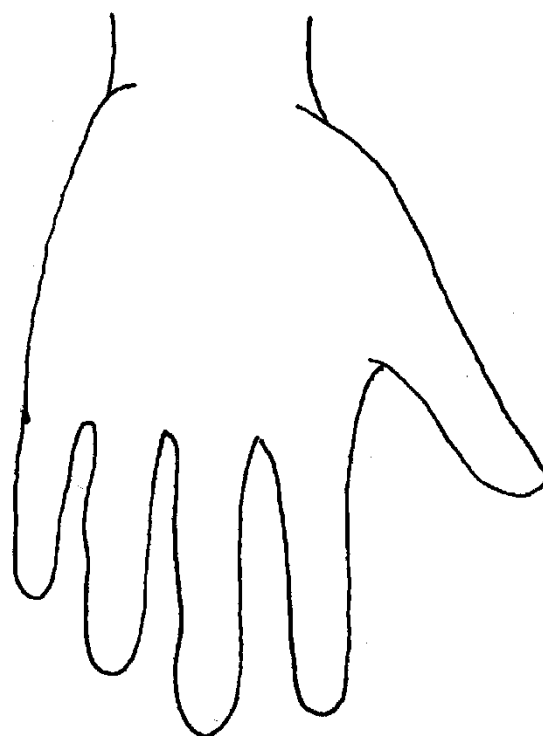
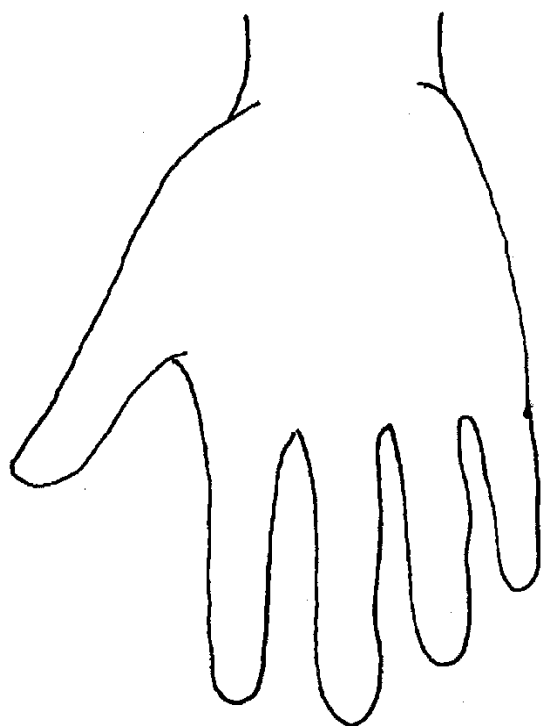


R



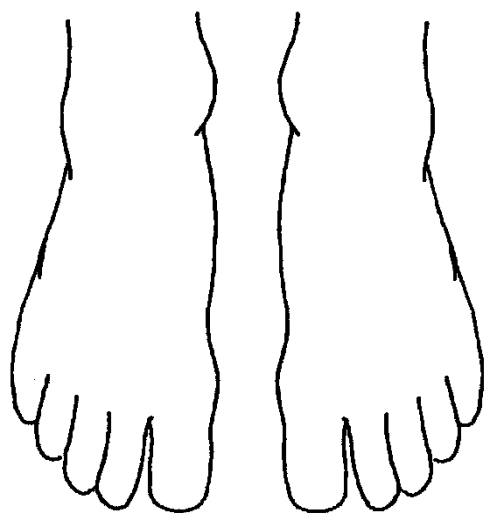
L

BACK



Name of Pupil:

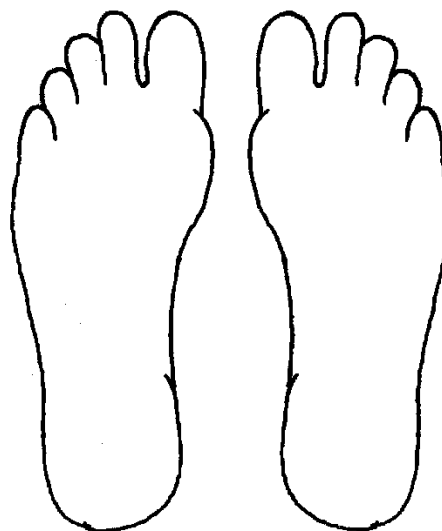
Date and time of
observation:



R

TOP

L



R

BOTTOM

L



R



L

INNER



R



L

OUTER

Printed Name,
Signature and Job
title of staff:

Appendix D: Concern about an Adult Recording Form



Your details	
Name:	
Role:	
Date and time of completing this form:	
Details of Individual (including yourself for self-reporting) whom the concern is about:	
Name:	
Role:	
School/location:	
IS THIS A SELF-DISCLOSURE?	YES/NO
Relationship to the individual reporting:	Eg line manager/colleague etc
Details of concern Please include as much detail as possible. Think about the following: What behaviour and/or incident are you reporting? What exactly happened?	
Date and time of the incident:	
Location:	
What happened:	

Why does the behaviour and/or incident worry you?	
Adult Witnesses (please use full names):	Pupil Witnesses (please use full names):
Additional Information (your opinion, context of concern/allegation):	
Please state any other information which you feel is relevant to the processing of this concern:	
Signature:	Date and time of recording:
<i>Please note that you may be asked to discuss this matter further with the Headteacher and/or school/Trust DSL</i>	

Next Steps- to be completed by Headteacher/DSL	
--	--

Headteacher/DSL Action(s):

Does this behaviour/incident meet the criteria for processing as an allegation?

Does this behaviour/incident meet the criteria for processing as an allegation?

Low Level Concern

Allegation	
1	Allegation 1
2	Allegation 2
3	Allegation 3
4	Allegation 4
5	Allegation 5
6	Allegation 6
7	Allegation 7
8	Allegation 8
9	Allegation 9
10	Allegation 10
11	Allegation 11
12	Allegation 12
13	Allegation 13
14	Allegation 14
15	Allegation 15
16	Allegation 16
17	Allegation 17
18	Allegation 18
19	Allegation 19
20	Allegation 20
21	Allegation 21
22	Allegation 22
23	Allegation 23
24	Allegation 24
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26	Allegation 26
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96	Allegation 96
97	Allegation 97
98	Allegation 98
99	Allegation 99
100	Allegation 100

Any adult linked to our school who has behaved in a way that:

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

- Any adult linked to our school who has behaved in a way that:
- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
 - Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO

Any adult linked to our school who has:

- Behaved in a way that has harmed a child, or may have harmed a child and/or;
- Possibly committed a criminal offence against or related to a child and/or;
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

- Any adult linked to our school who has:
- Behaved in a way that has harmed a child, or may have harmed a child and/or;
 - Possibly committed a criminal offence against or related to a child and/or;
 - Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
 - Behaved or may have behaved in a way that indicates they may not be suitable to work with children

If allegation threshold has been met - date/time reported to LADO:

Outcome:

Signature (Head/DSL):	
Date:	

Date: _____