

Child Protection and Safeguarding Policy 2026– 2027

Written by:	Approved by:	Status	Last Review	Next Review
LCOU	Trustees	Ratified	September 2026	September 2027

Statement of Intent

Caistor Yarborough Academy is committed to safeguarding and promoting the welfare of every child.

Safeguarding and child protection are everyone's responsibility.

The Academy adopts a whole-school approach to safeguarding, ensuring that safeguarding and child protection underpin all relevant aspects of Academy policy, practice and culture.

The Academy will:

- provide a safe environment in which children can learn;
- identify children who may need help, support or protection;
- act promptly where concerns arise;
- listen to children and take their wishes and feelings into account;
- work effectively with parents/carers and safeguarding partners;
- ensure staff understand their safeguarding responsibilities;
- maintain safer recruitment practices;
- protect children from abuse, neglect and exploitation both online and offline;
- respond appropriately to child-on-child abuse;
- provide appropriate safeguarding responses to children who are absent from education;
- promote children's educational outcomes alongside their safety and welfare;
- maintain an attitude of "it could happen here".

The Academy recognises that children may not feel ready or know how to tell someone that they are being abused, neglected or exploited and may not recognise their experiences as harmful.

The absence of a disclosure does not mean that harm is not occurring.

Staff will therefore exercise professional curiosity and act whenever they have a safeguarding concern.

1. Key Safeguarding Personnel

The Academy's **Designated Safeguarding Lead (DSL)** is:

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Louise Coulson

The Academy also appoints appropriately trained Deputy Designated Safeguarding Leads (Deputy DSLs).

The names and contact arrangements for the DSL and Deputy DSLs will be:

- communicated to all staff;
- displayed appropriately within the Academy;
- included in staff induction;
- made available to students and parents/carers.

Deputy DSLs are trained to the same standard as the DSL.

The DSL retains lead responsibility for safeguarding and child protection.

2. Legal and Statutory Framework

This policy has regard to relevant legislation and guidance including:

- Children Act 1989;
- Children Act 2004;
- Education Act 2002;
- Sexual Offences Act 2003;
- Female Genital Mutilation Act 2003;
- Safeguarding Vulnerable Groups Act 2006;
- Equality Act 2010;
- Human Rights Act 1998;
- Anti-social Behaviour, Crime and Policing Act 2014;
- Counter-Terrorism and Security Act 2015;
- Serious Crime Act 2015;
- Data Protection Act 2018;
- UK General Data Protection Regulation;
- Voyeurism (Offences) Act 2019;
- Domestic Abuse Act 2021;
- Marriage and Civil Partnership (Minimum Age) Act 2022;
- Crime and Policing Act 2026;
- **Keeping Children Safe in Education 2026 (KCSIE);**

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- **Working Together to Safeguard Children 2026;**
- current Prevent Duty guidance;
- current Channel Duty guidance;
- current DfE information-sharing guidance;
- current DfE/UKCIS guidance regarding nudes and semi-nudes;
- current statutory school attendance and children missing education guidance;
- current DfE safer recruitment and DBS guidance;
- relevant local multi-agency safeguarding arrangements.

The Academy will always follow the current version of statutory safeguarding guidance.

3. Definition of Safeguarding

Safeguarding and promoting the welfare of children includes:

- providing help and support to meet children's needs as soon as problems emerge;
- protecting children from maltreatment, whether within or outside the home, including online;
- preventing impairment of children's mental and physical health or development;
- ensuring children grow up in circumstances consistent with safe and effective care;
- promoting upbringing within their birth family or wider family network where this is safe, appropriate and in the child's best interests;
- taking action to enable children to achieve the best outcomes.

A **child** is anyone under the age of 18.

4. Responsibilities of All Staff

All staff must:

- consider what is in the best interests of the child;
- maintain an attitude of "it could happen here";
- provide a safe environment;
- know the identity of the DSL and Deputy DSLs;
- understand the Academy's safeguarding systems;
- understand how to report a concern;
- act immediately where a safeguarding concern arises;

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- understand the local safeguarding referral process;
- understand that anyone can make a referral to children's social care;
- be alert to indicators of abuse, neglect and exploitation;
- recognise that safeguarding issues often overlap;
- recognise that children can experience harm inside and outside their home, within the community and online;
- understand that technology is a significant component of many safeguarding concerns;
- be aware of child-on-child abuse;
- understand safeguarding issues associated with attendance and absence;
- understand their responsibilities relating to filtering and monitoring;
- maintain appropriate confidentiality;
- share information where necessary to safeguard children;
- listen to children;
- avoid victim-blaming;
- never promise confidentiality to a child making a safeguarding disclosure;
- speak to the DSL or Deputy DSL when unsure.

If there is a risk of immediate serious harm, staff will make an immediate referral to children's social care and/or the police.

5. KCSIE – Staff Requirements

From 1 September 2026, all members of staff must read Part One of Keeping Children Safe in Education 2026, including staff who do not work directly with children.

The previous shorter Annex A no longer applies.

The Academy will ensure that mechanisms are in place to support staff to:

- understand Part One;
- understand their responsibilities;
- ask questions;
- receive clarification where necessary;
- confirm that they have read and understood the required guidance.

The DfE Part One overview may be used as an additional quick-reference resource but does **not** replace Part One.

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6. Trustees

The Trust Board will:

- take strategic leadership responsibility for safeguarding arrangements;
- ensure safeguarding policies and procedures are effective and lawful;
- ensure the Academy follows KCSIE and local multi-agency arrangements;
- facilitate a whole-school safeguarding approach;
- ensure safeguarding remains central to policy and decision-making;
- appoint an appropriately senior DSL;
- ensure Deputy DSLs are appropriately trained;
- provide the DSL with sufficient authority, time, training, resources and support;
- ensure safeguarding systems are accessible to children;
- ensure children can confidently report concerns;
- ensure safeguarding and child protection training is provided to staff;
- receive appropriate safeguarding training themselves;
- ensure appropriate online safety, filtering and monitoring arrangements;
- ensure appropriate safer recruitment systems;
- ensure allegations against staff are managed appropriately;
- ensure child-on-child abuse procedures are effective;
- ensure appropriate safeguarding arrangements for alternative provision and external providers;
- ensure children absent from education receive an appropriate safeguarding response;
- monitor safeguarding information and trends.

A senior board-level lead will have responsibility for safeguarding oversight.

7. Headteacher

The Headteacher will:

- ensure this policy and associated safeguarding procedures are implemented;
- support the DSL in carrying out their responsibilities;
- ensure safeguarding is embedded in Academy culture;
- ensure staff receive appropriate induction and training;
- ensure procedures are followed when concerns or allegations are raised;

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- ensure appropriate safer recruitment procedures;
- work with the DSL in relation to allegations against staff;
- ensure appropriate resources are available to safeguard children.

8. Designated Safeguarding Lead

The DSL holds lead responsibility for safeguarding and child protection.

This includes responsibility for:

- safeguarding and child protection;
- online safety;
- understanding filtering and monitoring systems;
- providing advice and support to staff;
- managing safeguarding concerns;
- making and supporting referrals;
- working with children's social care;
- liaising with police;
- liaising with safeguarding partners;
- participating in strategy discussions and multi-agency meetings;
- supporting assessments;
- liaising with the Headteacher;
- liaising with Deputy DSLs;
- liaising with the LADO where concerns involve adults;
- promoting educational outcomes for children with safeguarding vulnerabilities;
- safeguarding children with social workers;
- ensuring child protection records are accurate and secure;
- transferring safeguarding files appropriately;
- ensuring staff understand Academy safeguarding procedures;
- maintaining effective relationships with parents/carers where appropriate;
- promoting a culture in which children are heard.

During term time, the DSL or a Deputy DSL will be **available during Academy hours** to discuss safeguarding concerns.

Appropriate safeguarding cover will also be considered for Academy activities outside normal hours.

9. Safeguarding Records and CPOMS

The Academy uses **CPOMS** to record safeguarding concerns.

Safeguarding records must be:

- factual;
- accurate;
- clear;
- timely;
- professional;
- sufficiently detailed;
- securely stored.

Records should include:

- the nature of the concern;
- the child's account where relevant;
- actions taken;
- discussions held;
- decisions made;
- reasons for decisions;
- referrals made or considered;
- outcomes;
- follow-up;
- support provided.

Staff should distinguish clearly between:

- fact;
- observation;
- information reported by another person;
- professional judgement.

Safeguarding concerns should be recorded as soon as possible and normally on the same working day.

Recording a concern does not replace the need to verbally alert the DSL immediately where a concern is urgent.

10. Responding to a Disclosure

When a child makes a disclosure, staff should:

- remain calm;
- listen carefully;
- take the child seriously;
- reassure them that they have done the right thing by telling someone;
- explain that they are not in trouble;
- avoid expressing shock or disbelief;
- avoid asking leading questions;
- use open prompts only where clarification is necessary;
- not investigate;
- never promise confidentiality;
- explain that information must be passed to the DSL;
- explain what will happen next where appropriate;
- make an accurate written record;
- report the concern immediately.

Staff must not require a child to repeatedly recount traumatic information unnecessarily.

11. Multi-Agency Working

The Academy recognises that safeguarding children requires effective multi-agency working.

The Academy will:

- follow local safeguarding partnership arrangements;
- cooperate with children's social care;
- cooperate with police and health partners;
- attend strategy discussions, child protection conferences and relevant meetings;
- contribute effectively to assessments and plans;
- share appropriate information;
- challenge professional decisions appropriately where concerns remain;
- support children and families within multi-agency arrangements.

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Education is a key safeguarding partner because Academy staff often know children and families well and may be the first trusted professionals to identify concerns.

2. Early Help and Family Help

The Academy recognises the importance of providing help and support to children and families as soon as problems emerge.

Early Help

Where a child or family would benefit from additional support at an early stage, the Academy will consider appropriate universal or community-based Early Help.

Early Help may be provided by the Academy or through local services and agencies and may include support relating to:

- attendance;
- behaviour;
- SEND;
- emotional wellbeing or mental health;
- family relationships;
- parenting;
- bereavement;
- housing or financial difficulties;
- young carers;
- emerging safeguarding concerns.

Staff should discuss emerging concerns with the DSL or Deputy DSL where safeguarding issues may be present.

Family Help

The Academy follows the Family Help approach set out within Working Together to Safeguard Children 2026 and local safeguarding arrangements.

Family Help brings together targeted Early Help and support for children in need under section 17 of the Children Act 1989, providing a coordinated response for children and families with more complex or multiple needs.

A child or family may benefit from Family Help where coordinated or targeted support is required.

This may include circumstances where a child:

- has SEND or a disability;
- has physical or mental health needs;
- is a young carer;

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- is experiencing family difficulties;
- has a family member in prison;
- is affected by parental offending;
- is affected by domestic abuse;
- is experiencing poverty or housing instability;
- is persistently absent from education;
- experiences multiple suspensions;
- is at risk of permanent exclusion;
- is at risk of exploitation;
- is at risk of radicalisation;
- is experiencing problematic online relationships or content;
- has recently returned home from care;
- is bereaved;
- is affected by parental substance misuse or mental ill health.

The DSL will support decisions regarding Early Help and Family Help.

Where appropriate, the Academy may:

- provide or coordinate Early Help;
- contribute to a Family Help assessment;
- contribute to a Family Help plan;
- act as or support the lead practitioner;
- participate in a multi-disciplinary team;
- support family group decision-making.

Early Help and Family Help must never be used to delay statutory safeguarding action. If concerns escalate, or there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm, a referral to children's social care will be made immediately.

13. Information Sharing

Effective safeguarding requires appropriate information sharing.

The Academy recognises that data protection law does not prevent information being shared to safeguard a child.

Staff should:

- share information where necessary, proportionate and lawful;
- share information on a need-to-know basis;

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- record significant information-sharing decisions;
- seek DSL advice where unsure;
- never allow fear about data protection to prevent necessary safeguarding action.

Consent is not always required to share safeguarding information.

The safety and welfare of the child will be the primary consideration.

14. Abuse, Neglect and Exploitation

All staff will understand the main categories and indicators of:

- physical abuse;
- emotional abuse;
- sexual abuse;
- neglect;
- exploitation.

Abuse, neglect and exploitation are rarely isolated issues and may overlap.

Children may experience harm:

- at home;
- within extended family;
- within peer groups;
- within intimate relationships;
- in the community;
- within institutions;
- online.

Children may be harmed by:

- adults;
- other children;
- groups;
- individuals known to them;
- strangers.

15. Extra-Familial Harm

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Staff will understand that safeguarding risks can arise outside the family.

This may include:

- child criminal exploitation;
- child sexual exploitation;
- county lines;
- serious violence;
- gangs;
- trafficking;
- sexual harassment;
- child-on-child abuse;
- harmful relationships;
- online exploitation;
- community-based abuse.

Assessments and referrals should include relevant information about the contexts and locations in which risk occurs.

16. Child-on-Child Abuse

The Academy adopts a zero-tolerance approach to child-on-child abuse.

Child-on-child abuse may include:

- bullying;
- cyberbullying;
- prejudice-based or discriminatory bullying;
- physical abuse;
- sexual harassment;
- sexual violence;
- harmful sexual behaviour;
- abuse within intimate relationships;
- coercive and controlling behaviour;
- sharing nudes and semi-nudes;
- AI-generated or manipulated intimate imagery;
- upskirting;

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- initiation/hazing;
- online abuse;
- misogynistic or misandrist abuse.

Abuse will never be dismissed as:

- "banter";
- "just having a laugh";
- "boys being boys";
- "part of growing up".

Detailed procedures are contained within the Academy's Child-on-Child Abuse Policy.

17. Nudes, Semi-Nudes, AI-Generated Imagery and Sextortion

All incidents involving nudes or semi-nudes concerning children are safeguarding matters.

This includes:

- photographs;
- videos;
- livestreams;
- digitally manipulated imagery;
- AI-generated imagery;
- deepfakes;
- "deep nudes";
- pseudo-images.

Staff must report concerns immediately to the DSL or Deputy DSL.

Staff must not:

- unnecessarily view imagery;
- copy imagery;
- print imagery;
- save imagery;
- forward imagery;
- ask a child to send imagery to them;
- unnecessarily share information about the incident.

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The DSL will manage incidents according to current UKCIS/DfE guidance.

Staff will also be alert to sextortion, including financially motivated sexual extortion where offenders threaten to share real, stolen or AI-generated sexual imagery unless a child provides money, information or further imagery.

18. Online Safety

Online safety is integral to safeguarding.

The Academy recognises the 4 Cs of online risk:

Content

What children see, including:

- pornography;
- violence;
- harmful or extremist material;
- misogyny;
- racism;
- misinformation;
- disinformation;
- conspiracy theories;
- self-harm content.

Contact

Who children interact with, including:

- grooming;
- adults posing as children;
- sexual exploitation;
- criminal exploitation;
- harmful contact through generative AI applications.

Conduct

How children behave online, including:

- bullying;
- harassment;
- sharing sexual imagery;

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- harmful challenges;
- abusive behaviour.

Commerce

Risks including:

- gambling;
- scams;
- financial exploitation;
- inappropriate advertising;
- sextortion.

Students will receive age-appropriate online safety education.

19. Filtering and Monitoring

The Academy will maintain appropriate filtering and monitoring arrangements which meet current DfE standards.

Trustees and leaders will ensure:

- roles and responsibilities are clearly defined;
- filtering and monitoring arrangements reflect the Academy's safeguarding risk profile;
- systems are reviewed regularly and at least in accordance with current DfE expectations;
- staff understand how to report concerns;
- over-blocking does not unreasonably restrict education;
- safeguarding incidents involving online systems are acted upon.

All staff will receive appropriate information about their responsibilities for filtering and monitoring.

20. Attendance and Children Absent from Education

Being absent from education, particularly repeatedly or for prolonged periods, can be a vital safeguarding warning sign.

Absence may be associated with:

- neglect;
- child sexual exploitation;
- child criminal exploitation;

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- county lines;
- domestic abuse;
- bullying;
- mental health difficulties;
- radicalisation;
- risk of becoming missing from education.

Attendance and safeguarding staff will work closely together.

Unexplained absence will be followed up promptly.

The Academy will not wait until a child's attendance reaches a specific percentage before considering safeguarding concerns.

The Academy will follow:

- its Attendance Policy;
- statutory *Working Together to Improve School Attendance* guidance;
- current Children Missing Education guidance;
- current School Attendance Regulations.

21. Elective Home Education

The Academy recognises that elective home education is a lawful parental choice.

However, in some circumstances, home education can mean that a child becomes less visible to safeguarding services.

Where a parent intends to withdraw a child for elective home education, the Academy will:

- follow current statutory registration requirements;
- inform the Local Authority as required;
- consider known safeguarding concerns;
- work with the Local Authority and relevant professionals;
- seek appropriate discussion with parents where the child is vulnerable, has SEND or has a social worker.

The Academy will never pressure parents to electively home educate as an alternative to supporting a child or using formal disciplinary procedures.

22. Children with SEND

Children with SEND and certain health conditions can face additional safeguarding risks.

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Staff will understand:

- signs of abuse may be incorrectly attributed to SEND;
- children with SEND may be disproportionately affected by bullying;
- communication barriers may make disclosure more difficult;
- some children may have difficulty understanding online content;
- changes in behaviour should be explored rather than automatically attributed to a child's SEND.

Where appropriate, the DSL will work closely with the SENDCO.

Reasonable adjustments will be made to support children to communicate safeguarding concerns.

23. Children with a Social Worker

Children may have a social worker because they have experienced, or are at risk of, harm or because they have welfare needs.

The DSL will ensure relevant staff understand how safeguarding circumstances may affect:

- attendance;
- behaviour;
- attainment;
- engagement;
- mental health;
- relationships.

Information will be shared appropriately to ensure children receive necessary educational and pastoral support.

24. Looked-After and Previously Looked-After Children

Children may become looked after because of abuse or neglect and may therefore have additional vulnerabilities.

The Academy will ensure relevant staff understand:

- the child's legal status;
- contact arrangements;
- care arrangements;
- delegated parental authority;
- relevant safeguarding information.

The DSL will have appropriate contact details for:

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- social workers;
- Virtual School Heads;
- relevant carers.

The Designated Teacher will work closely with the DSL and Virtual School.

25. LGBT+ Children and Children Questioning Their Identity

Being LGBT+ is not itself a safeguarding risk.

However, children who are LGBT+, perceived to be LGBT+, or questioning aspects of their identity may be targeted by others or experience additional barriers to seeking support.

The Academy will:

- provide trusted adults;
- challenge discriminatory behaviour;
- respond to bullying and abuse;
- provide appropriate individualised safeguarding support.

26. Mental Health

Mental health difficulties can sometimes be an indicator that a child has suffered or is at risk of:

- abuse;
- neglect;
- exploitation;
- trauma.

Staff are not expected to diagnose mental health conditions.

Where a mental health concern is also a safeguarding concern, staff must report it to the DSL or Deputy DSL.

The Academy will seek appropriate specialist support where necessary.

27. Domestic Abuse

Children can be victims of domestic abuse in their own right where they:

- see;
- hear;
- experience;

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- are affected by

domestic abuse within their household.

Domestic abuse may include:

- physical abuse;
- sexual abuse;
- coercive control;
- emotional abuse;
- psychological abuse;
- economic abuse;
- threatening behaviour.

Concerns will be reported through normal safeguarding procedures.

28. Child Criminal Exploitation and County Lines

Children involved in criminal exploitation are victims of abuse, even where they have committed criminal offences.

Possible indicators include:

- unexplained money or possessions;
- changes in friendships;
- relationships with older individuals;
- missing episodes;
- unexplained travel;
- unexplained injuries;
- drug or alcohol misuse;
- increased absence;
- decline in wellbeing;
- multiple mobile phones;
- debt;
- involvement in serious violence.

County lines may involve children being coerced into:

- transporting drugs;
- storing drugs;

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- transporting money;
- violence;
- use of accommodation for criminal purposes.

Concerns must be reported immediately to the DSL.

The DSL will consider children's social care, police and National Referral Mechanism referrals where appropriate.

29. Child Sexual Exploitation

Child sexual exploitation is a form of sexual abuse.

A child may be exploited even where:

- they believe they are in a consensual relationship;
- there is no obvious physical force;
- they are aged 16 or 17;
- the abuse takes place online;
- the child receives something in exchange.

Indicators may include:

- unexplained gifts;
- older relationships;
- missing episodes;
- sexual health concerns;
- changes in behaviour;
- substance misuse;
- increased absence;
- sexualised behaviour beyond expected development.

Concerns will be reported immediately to the DSL.

30. Serious Violence

Staff will remain alert to indicators of serious violence including:

- increased absence;
- changes in friendships;
- relationships with older individuals;

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- decline in academic performance;
- unexplained injuries;
- self-harm;
- changes in wellbeing;
- unexplained gifts or possessions.

Concerns will be reported to the DSL.

31. Modern Slavery and Trafficking

Modern slavery includes:

- trafficking;
- slavery;
- servitude;
- forced labour;
- criminal exploitation;
- sexual exploitation.

The DSL will consider appropriate referrals, including the National Referral Mechanism where relevant.

32. Female Genital Mutilation

FGM is illegal and constitutes child abuse.

Staff must report concerns that a child is at risk of FGM through normal safeguarding procedures.

Teachers have an additional statutory duty to personally report to the police where, in the course of their professional duties, they discover that FGM appears to have been carried out on a girl under 18.

The teacher should also inform the DSL unless there is a good reason not to do so.

Staff must never examine a child for evidence of FGM.

33. So-Called Honour-Based Abuse

So-called honour-based abuse may include:

- FGM;
- forced marriage;
- virginity testing;

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- hymenoplasty;
- physical abuse;
- threats;
- coercive control;
- emotional abuse;
- other harmful practices.

All forms constitute abuse.

Staff must not approach family or community members where doing so could increase risk to the child.

34. Forced Marriage

It is illegal to:

- force someone into marriage;
- arrange or cause a child to marry before the age of 18.

This applies to legal and non-legally binding marriages.

Concerns will be referred to the DSL.

The Academy may seek advice from:

- children's social care;
- police;
- Forced Marriage Unit.

Staff must not attempt family mediation where forced marriage is suspected.

35. Radicalisation and Prevent

Protecting children from radicalisation is part of the Academy's wider safeguarding responsibilities.

The Academy will fulfil its duty under the Counter-Terrorism and Security Act 2015 to have due regard to preventing people from being drawn into terrorism.

Staff will:

- understand the Prevent Duty;
- be alert to changes which may indicate susceptibility to radicalisation;
- report concerns to the DSL;
- receive appropriate Prevent training.

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The DSL will consider:

- internal support;
- Early Help;
- Family Help;
- Prevent referral;
- Channel;
- children's social care;
- police,

according to the circumstances.

36. Alternative Provision

The Academy remains responsible for safeguarding students it places in alternative provision.

Before placement, the Academy will be satisfied that appropriate safeguarding arrangements are in place.

This includes:

- appropriate safer recruitment checks;
- safeguarding policies;
- appropriate supervision;
- attendance reporting;
- procedures for reporting concerns;
- information-sharing arrangements.

The Academy will:

- maintain regular contact with the student;
- monitor attendance;
- monitor welfare;
- review the placement;
- respond to safeguarding concerns.

Safeguarding responsibility is not transferred to the provider simply because education takes place elsewhere.

37. Use of Academy Premises by External Organisations

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Where activities are provided directly under Academy management, the Academy's safeguarding arrangements apply.

Where another organisation uses Academy premises, Trustees will seek assurance that appropriate safeguarding arrangements are in place.

Safeguarding requirements will be included within relevant hiring or transfer-of-control arrangements.

Failure to comply with safeguarding requirements may result in termination of the arrangement.

Where an allegation relates to an external organisation using Academy premises, safeguarding procedures will be followed and relevant agencies contacted where appropriate.

38. Work Experience

The Academy will ensure that appropriate safeguarding arrangements are considered for work experience.

The Academy will follow current KCSIE and DfE requirements when determining whether adults supervising work-experience students require DBS checks.

Placement providers will be expected to maintain appropriate safeguarding and health-and-safety arrangements.

39. Concerns About a Child

If any member of staff has a concern about a child's welfare, they must act immediately.

They should:

1. ensure immediate safety where necessary;
2. report the concern to the DSL or Deputy DSL;
3. record the concern on CPOMS;
4. follow any additional instructions from safeguarding staff.

If the DSL is unavailable, staff should approach a Deputy DSL.

The absence of the DSL must never delay safeguarding action.

Any member of staff may make a direct referral to children's social care where necessary.

Where a child is in immediate danger or at risk of immediate serious harm, the police and/or children's social care will be contacted immediately.

40. Referral to Children's Social Care

Where a child:

- has been harmed;
- is at risk of harm;

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- may be suffering significant harm;
- is likely to suffer significant harm,

the DSL will consider referral to children's social care.

The Academy will follow local thresholds and referral procedures.

If expected feedback is not received, the referrer will follow up.

Where the Academy continues to believe a child is at risk despite a decision not to take statutory action, concerns will be escalated appropriately.

The Academy will not allow professional disagreement to prevent further safeguarding action.

41. Police Referrals

The Academy will contact police where:

- a crime may have been committed;
- immediate protection is required;
- statutory safeguarding guidance requires police involvement.

The DSL will use professional judgement and current NPCC/DfE guidance when deciding when police involvement is appropriate.

The Academy will not wait for a criminal investigation to conclude before taking appropriate action to safeguard children.

42. Concerns About Safeguarding Practice

Staff should raise concerns about unsafe safeguarding practice.

Concerns should normally be raised with:

- the DSL;
- Headteacher;
- appropriate senior leader.

Where necessary, staff should use the Academy's **Whistleblowing Policy**.

Staff who feel unable to raise concerns internally may use appropriate external whistleblowing routes, including the NSPCC whistleblowing advice line.

Staff must be able to challenge poor or unsafe safeguarding practice regardless of seniority.

43. Allegations Against Staff – Harms Threshold

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Safeguarding allegations against:

- staff;
- supply staff;
- volunteers;
- contractors;
- Trustees;
- other adults working with children

will be dealt with in accordance with Part Four of KCSIE 2026 and the Academy's separate allegations procedures.

The harms threshold may be met where an adult has:

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

The appropriate case manager and LADO will be involved as required.

44. Low-Level Concerns

A low-level concern is any concern about an adult's behaviour towards children that:

- is inconsistent with the Staff Code of Conduct; but
- does not meet the harms threshold.

Low-level does not mean insignificant.

Staff should report low-level concerns in accordance with Academy procedures.

The Academy will seek to identify:

- patterns;
- repeated concerns;
- inappropriate boundaries;
- emerging risk.

Concerns will be recorded and reviewed appropriately.

45. Safer Recruitment

The Academy will maintain a culture of safer recruitment.

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At least one appropriately trained person will participate in relevant recruitment processes.

Appropriate pre-employment checks will be undertaken including, where required:

- identity;
- enhanced DBS;
- children's barred list;
- prohibition from teaching;
- section 128;
- right to work;
- qualifications;
- checks relating to overseas work/residence;
- references;
- employment history.

The Academy will follow Part Three of KCSIE 2026.

Regulated Activity – September 2026 Change

The Academy will determine regulated activity in accordance with the law and the current KCSIE definition.

From 1 September 2026, the previous supervision exemption for certain regulated activities with children is removed.

This means that some roles previously treated as outside regulated activity because an individual was supervised may now constitute regulated activity.

The Academy will therefore review:

- volunteer roles;
- supervised activities;
- work undertaken regularly with children;
- relevant existing arrangements.

Where a role constitutes regulated activity, the Academy will obtain the appropriate enhanced DBS certificate with children's barred list information before the individual undertakes that regulated activity.

The Academy will not permit a person known to be barred from regulated activity to undertake regulated activity with children.

Volunteers

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Volunteers will be appropriately vetted and supervised.

The Academy will undertake a risk assessment where necessary to determine appropriate checks, taking account of:

- the nature of the role;
- frequency;
- opportunity for contact with children;
- level of supervision;
- whether the role constitutes regulated activity;
- information known about the volunteer.

The Academy will apply the post-1 September 2026 definition of regulated activity when determining barred-list requirements.

Contractors, Supply Staff and Agency Staff

The Academy will obtain appropriate assurance that required recruitment checks have been completed.

For agency and supply staff, the Academy will:

- obtain written confirmation that relevant checks have been completed;
- verify identity on arrival;
- ensure the person presenting is the individual supplied by the agency.

Contractors will be subject to checks and supervision appropriate to their work and level of contact with children.

46. Single Central Record

The Academy will maintain a statutory **Single Central Record (SCR)**.

The SCR will include required information relating to relevant:

- staff;
- supply staff;
- teacher trainees;
- Trustees/proprietors;
- others where required.

The SCR will record checks including, as applicable:

- identity;
- barred-list status;
- enhanced DBS;

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- prohibition from teaching;
- right to work;
- professional qualifications;
- overseas checks;
- section 128 checks.

The Academy may record additional information where this assists effective safeguarding oversight.

47. DBS and Barring Referrals

The Academy has a legal duty to make referrals to the Disclosure and Barring Service where the statutory criteria are met.

A referral may be required where an individual:

- has harmed a child;
- poses a risk of harm;
- has been removed from regulated activity;
- would have been removed had they not resigned or otherwise left.

The Academy will also make referrals to the Teaching Regulation Agency where appropriate.

48. Child Protection Files and Transfers

Child protection records will be:

- confidential;
- secure;
- separate from the main student file;
- accessible only to appropriate people.

When a child transfers school, the child protection file will be transferred securely as soon as possible and within five days.

The DSL will consider whether relevant safeguarding information should be shared with the receiving setting **in advance** where this is necessary to enable appropriate support to be put in place.

Receipt of transferred safeguarding files will be confirmed.

49. Training

All staff will receive safeguarding and child-protection training at induction.

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Training will include:

- this policy;
- Part One of KCSIE 2026;
- Child-on-Child Abuse Policy;
- Behaviour Policy;
- Staff Code of Conduct;
- safeguarding reporting procedures;
- DSL/Deputy DSL identities;
- online safety;
- filtering and monitoring;
- children absent from education;
- Prevent;
- child exploitation;
- sexual violence and harassment;
- nudes and semi-nudes;
- AI-generated/deepfake imagery;
- SEND safeguarding vulnerability;
- information sharing;
- allegations and low-level concerns.

Staff will receive safeguarding updates regularly and at least annually.

The DSL and Deputy DSLs will undertake safeguarding training at least every two years and refresh their knowledge and skills regularly.

50. Safeguarding Education

The Academy will teach children how to keep themselves and others safe.

This will include age-appropriate education concerning:

- healthy relationships;
- consent;
- boundaries;
- child-on-child abuse;

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- sexual harassment;
- sexual violence;
- online safety;
- exploitation;
- coercive control;
- discrimination;
- harmful content;
- misinformation and disinformation;
- AI-related risks;
- reporting concerns;
- accessing help.

Safeguarding education will be inclusive and appropriately adapted for SEND.

51. Monitoring Safeguarding

The DSL and safeguarding team will monitor safeguarding information to identify:

- repeat concerns;
- patterns;
- locations of concern;
- child-on-child abuse trends;
- bullying;
- discriminatory incidents;
- attendance concerns;
- exploitation;
- online risks;
- sexual harassment;
- harmful sexual behaviour;
- groups experiencing disproportionate harm.

Safeguarding data will be considered alongside:

- attendance;
- behaviour;

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- SEND;
- pastoral information.

The Academy will use this information to inform:

- curriculum;
- staff training;
- supervision;
- interventions;
- policy;
- strategic safeguarding priorities.

52. Anti-Racist and Anti-Discriminatory Safeguarding Practice

The Academy recognises the strengthened expectations within *Working Together to Safeguard Children 2026* relating to inclusive and anti-discriminatory practice.

Staff will:

- challenge racism and discrimination;
- consider whether bias or discrimination may affect a child's experience;
- consider disproportionality in safeguarding responses;
- listen to children's experiences;
- avoid stereotyping;
- ensure assessments consider the child's cultural and individual context without allowing cultural assumptions to excuse abuse.

Safeguarding practice will promote equality, dignity and respect.

53. Family Group Decision-Making

Where appropriate within local arrangements, the Academy will support family group decision-making.

This approach can help families and wider family networks contribute to plans supporting a child's safety and wellbeing.

Family involvement will not be used where doing so could increase risk to the child, including in certain cases involving:

- forced marriage;
- honour-based abuse;

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- FGM;
- sexual abuse;
- domestic abuse;
- other circumstances where family involvement may compromise safety.

54. Specific Safeguarding Issues

Staff will receive information and training relevant to specific safeguarding risks.

The Academy recognises risks including:

1. Domestic abuse
2. Homelessness
3. Children absent from education
4. Child abduction and community safety
5. Child criminal exploitation
6. County lines
7. Child sexual exploitation
8. Cybercrime
9. Modern slavery and trafficking
10. Female genital mutilation
11. So-called honour-based abuse
12. Virginity testing and hymenoplasty
13. Forced marriage
14. Radicalisation and extremism
15. Children with family members in prison
16. Children required to give evidence in court
17. Mental health
18. Serious violence
19. Child-on-child abuse
20. Sexual violence and sexual harassment
21. Harmful sexual behaviour
22. Online abuse

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23. Nudes and semi-nudes
24. Sextortion
25. AI-generated/deepfake sexual imagery
26. Group-based exploitation
27. Abuse in intimate relationships between children.

Where staff have concerns regarding any safeguarding issue, they must report the concern to the DSL or Deputy DSL.

55. Monitoring and Review

This policy will be reviewed:

- at least annually;
- following publication of new KCSIE guidance;
- following changes to Working Together;
- following legislative changes;
- following significant safeguarding incidents or learning;
- where monitoring identifies a need to change practice.

The DSL and Headteacher will oversee the review.

Trustees will approve the policy.