



## Child Safeguarding Policy

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|--------------------------|----------------|------------------------------------|---------------|
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| 01.09.20<br>26           | V5             | Updates in line with KCSIE<br>2026 | J Newsome     |

*To be read alongside all relevant Matrix Academy Trust policies and procedures including Behaviour Policy and Online Safety Policy*

## 1. Safeguarding Policy Approach

- 1.1 Academies in Matrix Academy Trust are totally committed to safeguarding and protecting the welfare of children and young people. We expect everyone who works in our Academies to share this commitment. Adults in our Academies take all welfare concerns seriously and we always act in the best interests of the child.
- 1.2 The protection of our pupils from suffering or the likelihood of suffering significant harm is the responsibility of **all** staff within our Trust, superseding any other considerations. Action should also be taken to promote the welfare of a pupil in need of additional support, even if they are not suffering harm or at immediate risk.
- 1.3 In this policy, we clearly outline the responsibilities of all adults working in the Academies to be aware of their duty and how to act upon any concerns with regard to child safeguarding. Children includes everyone under the age of 18.
- 1.4 This Trust policy will apply to any students who are over 18 but still attend our academies.
- 1.5 In line with our duties set out in the Children Act 1989 and 2004, Working Together to Safeguard Children and Keeping Children Safe in Education 2026, we are committed to providing help and support 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, and taking action to enable all children to have the best outcomes.
- 1.6 We recognise that support may be provided through universal services, community-based Early Help, targeted early help delivered through Family Help and, where thresholds are met, statutory services under sections 17, 20, 31 and 47 of the Children Act 1989.
- 1.7 This policy outlines our legal duties to safeguard children, the responsibilities for all staff, and the specific roles and responsibilities for our Designated Safeguarding Leads and Governance and is shared with parents/carers via our school websites

## 2. Legislation and Guidance

2.1 This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education 2026, which replaces the September 2025 version and comes into force on 1 September 2026.

- Keeping Children Safe in Education 2026, including Part One, which all school and college **staff should now read in full**. References to the previous condensed Annex A have been removed because KCSIE 2026 expects staff who do not work directly with children to read Part One.
- Working Together to Safeguard Children statutory guidance, which should be read alongside KCSIE.
- Information Sharing: Advice for Practitioners, including the seven golden rules for sharing information.
- Data protection laws, meaning the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025.

- Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014, the Non-Maintained Special Schools (England) Regulations 2015 and the Apprenticeships, Skills, Children and Learning Act 2009.
- The Equality Act 2010, the Public Sector Equality Duty and the Human Rights Act 1998.
- The Counter-Terrorism and Security Act 2015 and revised Prevent duty guidance.
- The Crime and Policing Act 2026 changes to regulated activity, including the removal of the supervision exemption for certain volunteers.
- The Children's Wellbeing and Schools Act duties referenced in KCSIE 2026, including temporary accommodation notification duties.

### **3. Definitions: Safeguarding and Child Protection**

3.1 All staff in Matrix Academy Trust are expected to be familiar with the wide range of policies and procedures we have to keep children safe and promote their wellbeing at all times. This includes reading KCSIE 2026 part one, the Matrix Employee Code of Conduct and Child Safeguarding Policy and sign to acknowledge they have read and understand the document.

3.2 Safeguarding and promoting the welfare of children, as defined in Keeping Children Safe in Education 2026, means: providing help and support to meet the needs of children as soon as problems emerge; protecting children from maltreatment, whether that is within or outside the home, including online; preventing impairment of children's mental and physical health or development; ensuring children grow up in circumstances consistent with safe and effective care; and taking action to enable all children to have the best outcomes.

3.3 Family Help means providing support as soon as a problem emerges at any point in a child's life. KCSIE 2026 distinguishes between universal services and community-based Early Help, and the targeted early help level of Family Help.

3.4 Nudes and semi-nudes: KCSIE 2026 uses this term to refer to the creation, sending or posting of nude or semi-nude images by young people under 18. Images include photographs, videos and livestreams, and may be taken by the child, taken or created by another person, digitally altered or wholly generated using artificial intelligence, including deepfakes or deep nudes.

3.5 Victim, alleged perpetrator and perpetrator are recognised terms in KCSIE; however, the school will be conscious that children may prefer different language and will use appropriate terminology on a case-by-case basis.

## 4. Equality Statement, Children with Protected Characteristics

4.1 Some children are at greater risk of harm, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and to ensuring that all children are provided with appropriate protection regardless of additional needs, barriers or protected characteristics.

4.2 KCSIE 2026 strengthens the expectation that schools consider disproportionate vulnerabilities linked to protected characteristics and ensure safeguarding policies, procedures, record keeping and monitoring help identify and respond to sexual violence, sexual harassment, misogyny/misandry, racism, faith-based prejudice, homophobic, biphobic or transphobic bullying and other forms of harm.

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

### 4.3 Children who may benefit from additional support before statutory intervention:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs, whether or not they have an 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 into anti-social or criminal behaviour, including county lines
- is frequently missing or goes missing from education, home or care
- has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of permanent exclusion, is in Alternative Provision or a Pupil Referral Unit
- is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
- is at risk of radicalisation into terrorism
- has a parent or carer in custody or is affected by parental offending
- is in family circumstances presenting challenges such as drug and alcohol misuse, adult mental health issues or domestic abuse
- is misusing alcohol or other drugs
- is at risk of honour or faith-based abuse such as FGM or forced marriage
- is privately fostered

### 4.4 Children with Special Educational Needs and Disabilities (SEND), health conditions and medical needs

- Children with SEND, certain medical conditions or physical health conditions can face additional safeguarding challenges both online and offline. Additional barriers may include assumptions that indicators of possible abuse relate to the child's condition, peer isolation or prejudice-based bullying, communication barriers, difficulties understanding or reporting abuse, greater dependence on adults for care, intimate care needs and cognitive understanding of online content.

- Any reports of abuse involving children with SEND will require close liaison between the DSL or deputy and the SENCO or named person with oversight for SEND. The school will consider extra pastoral support, attention and communication support for these children.

#### 4.5 Children who are lesbian, gay, bisexual or questioning their gender

- A child being lesbian, gay or bisexual is not in itself a risk factor for harm, but children can be vulnerable to discriminatory bullying. Children perceived by others to be lesbian, gay or bisexual can be just as vulnerable. The school will address these vulnerabilities through its anti-bullying, behaviour and safeguarding arrangements.
- Where a child or parent/carer requests support relating to social transition, the school will not initiate action itself. Any request will be considered taking account of safeguarding duties, the welfare and best interests of the child and other children, parental involvement unless this would create greater risk, equality and human rights obligations, educational context, and the need to document decisions and keep them under review. Staff should not adopt any changes relating to social transition unless a school decision has been made and parents or carers have been involved as set out in KCSIE 2026.
- Schools must not allow pupils into toilets, changing rooms, showers, boarding or residential accommodation designated for the opposite biological sex. Alternative arrangements may be considered where appropriate, provided they do not compromise the safety, comfort, privacy or dignity of the child or other children. Schools must record and review such arrangements
  - In accordance with the School Premises (England) Regulations 2012 and the Education (Independent School Standards) Regulations 2014, schools must provide separate toilet facilities for boys and girls aged 8 and over (except where individual toilets are in self-contained rooms lockable from the inside). Pupils must not be allowed into toilets designated for the opposite biological sex.
  - Schools must provide suitable and separate changing accommodation and showers for pupils who are **aged 11 years or older at the start of the school year**. Schools **must not** allow a child aged 11 years or older to undress in front of a child of the opposite biological sex.
  - When responding to a request to support any degree of social transition, a school must not allow a child access to changing rooms, toilets, or boarding/residential accommodation designated for the opposite biological sex. If a child does not wish to use the facilities designated for their biological sex, the school will consider alternative arrangements (e.g., self-contained individual lockable facilities or alternative times), provided they do not compromise the safety, comfort, privacy, or dignity of the child or of other children. All such arrangements must be recorded and reviewed regularly.

## 5. Roles and Responsibilities of Staff including Leadership and Management

### Role and Responsibility of the Whole School

5.1 Safeguarding is everyone's responsibility in our Academies This policy applies to all staff including permanent, temporary and supply staff, trainee teachers, volunteers, governors and contractors.

5.2 Preventative education is most effective in the context of a whole-school approach which prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour or

other forms of physical violence and conflict.

- 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 abusive relationships, 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
- online harms such as sharing images, deepfakes, pornography, misogynistic influencers and when and where to seek help

### **Role and Responsibility of all staff**

5.3 All staff will be required to read Part One of Keeping Children Safe in Education 2026 and the reviewed version of this guidance at least annually. Staff who work directly with children and school and college leaders should also read Annex A. The previous option for some staff to read a condensed Annex A no longer applies.

5.4 All staff will receive safeguarding and child protection training, including online safety and an understanding of expectations, applicable roles and responsibilities in relation to filtering and monitoring, at induction. Training will be regularly updated, and all staff will receive safeguarding updates as required and at least annually.

5.5 All staff will be aware of the process for community-based Family Help assessments, targeted early help delivered through Family Help, and the criteria for referral to local authority children's social care for statutory services under sections 17, 20, 31 and 47 of the Children Act 1989:

- staff should act immediately if they have concerns about a child's welfare
- staff should not assume a colleague or another professional will take action
- early information sharing is vital for effective identification, assessment and allocation of support
- data protection laws do not prevent sharing information to keep children safe and promote their welfare
- if in doubt, staff should speak to the DSL or deputy

### **Role and Responsibilities of the Designated Safeguarding Lead (DSL)**

5.6 The DSL takes lead responsibility for safeguarding and child protection, including online safety and understanding filtering and monitoring systems and processes. The DSL is a senior member of staff from the school leadership team and has the status, authority, time, funding, training, resources and support required to carry out the role effectively.

5.7 To ensure continuity of safeguarding responsibilities, the school will have robust cover arrangements for periods when the DSL is unavailable due to illness, leave or other circumstances. This may include a confidential shared mailbox or equivalent system so safeguarding concerns are received, monitored and acted upon without delay.

5.8 The DSL will liaise with staff including teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads, SENCOs and the mental health support team where available, so that children's needs are considered holistically.

5.9 The DSL will take lead responsibility for promoting educational outcomes by understanding

welfare, safeguarding and child protection issues experienced by children who need or have needed a social worker, and by supporting teaching staff to provide academic support or reasonable adjustments where needed.

### **Role and Responsibilities of Governance**

5.10 All Matrix Trustees and members of the Parent Advisory Forums have an Enhanced DBS Check (without barred list, unless they are additionally in regulated activity).

5.11 The Trustee Board has strategic leadership responsibility for safeguarding arrangements and must ensure policies, procedures and training are effective and comply with the law at all times.

5.12 Trustees will receive appropriate safeguarding and child protection training, including online safety, at induction. This training should equip them to provide strategic challenge and to test and assure themselves that safeguarding policies and procedures are effective. Training should be updated regularly.

5.13 Trustees should read Keeping Children Safe in Education 2026 in full and sign a declaration annually that they have reviewed the guidance.

5.14 The Trust Board will ensure that there are policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote pupils' welfare. This includes ensuring:

- Statutory recruitment procedures are adhered to
- All staff and Trustees undergo safeguarding training and child protection training at induction (including online) and this is regularly updated in line with advice from the local Safeguarding Children's Board
- Appropriate filters and appropriate monitoring systems are in place to safeguard pupils from accessing potential harmful and inappropriate online material from the Academy IT system (please refer to the Trust's Online safety Policy and ICT Acceptable Use Policies)
- Pupils are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum
- They are aware of their obligations under the Human Rights Act 1998; the Equality Act 2010 (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements; Human Rights Act

5.15 The Trust appoints a Nominated Lead for Safeguarding and Online safety, Mrs T Goodyere. They are responsible for liaising with the Head Teachers and Designated Safeguarding Leads over matters regarding child protection issues. The role is strategic and does not involve concerns about individual pupils. Trustees can be contacted via our main office on 01922 211264.

5.16 The Trustees will ensure that there is appointed an appropriately qualified Designated Teacher for looked – after and previously looked – after children in each academy. Their role is to promote the educational achievement of children who are looked after, previously looked after and those in kinship care. The designated teacher will work closely with the designated safeguarding lead as the most common reason for children becoming looked after is as a result of abuse/neglect. The Designated Lead works with the Virtual School Head Teacher to identify individual pupil needs and to develop and implement a Personal Educational Plan for every pupil in Local Authority care. The Designated Teacher will be familiar with the following [Guidance for Designated Teachers](#) from the DFE (2018)

5.17 The Trust acknowledges its retained responsibility for any activities carried out with children on site or using the Academy's facilities - even if delivered by an external body or organisation. In such circumstances, The Trust Board satisfies itself that the group or organisation has its own safeguarding policy and procedures for safer recruitment of staff or leaders, or that the organisation

signs up to the policy and procedure of the Academy. Therefore, the Trustees and Head Teacher will only grant permission for use of the premises to recognised bodies (usually a national affiliation and a written statement of their adherence to safeguarding principles).

### **Role and Responsibilities of the Headteacher**

5.14 The Headteacher will implement this policy and ensure all staff understand and follow systems which support safeguarding, including the child protection policy, behaviour policy, staff behaviour/code of conduct, safeguarding response to children absent from education, online safety arrangements, and the identity and role of the DSL and deputies.

### **Role and Responsibilities of the Designated Teacher**

5.15 The Designated Teacher promotes the educational achievement of looked after and previously looked after children and works closely with the Virtual School Head. KCSIE 2026 also highlights the extended non-statutory role of Virtual School Heads for children with a social worker and children in kinship care, including the importance of attendance as a safeguarding factor.

## **6 Safer Recruitment and Ongoing Suitability**

6.1 Matrix Academy Trust is committed to safer recruitment and to maintaining a culture of vigilance throughout each person's employment or engagement.

6.2 The Trust Board will ensure that recruitment and selection arrangements comply with Part Three of Keeping Children Safe in Education 2026 and any requirements applying to the type of setting.

The school will ensure that:

- job descriptions, person specifications, advertisements and application information clearly set out the safeguarding responsibilities of the role and the school's commitment to safeguarding;
- at least one person conducting an interview has completed appropriate safer recruitment training where this is a statutory requirement, and those involved in recruitment have the knowledge needed to apply safer recruitment practice;
- application forms, employment history, reasons for leaving, gaps or inconsistencies, references and self-declarations from shortlisted candidates are scrutinised and any concerns are explored and resolved before appointment;
- online searches are considered for shortlisted candidates as part of due diligence; candidates are informed that such searches may be undertaken, and only information relevant to suitability to work with children is considered;
- all offers remain conditional until the school is satisfied that the required identity, right to work, DBS and barred list, prohibition, qualification, overseas and any other role-specific checks have been completed;
- required checks and dates are recorded accurately on the Single Central Record, and written assurance is obtained for agency, third-party and fee-funded trainee teacher checks where applicable;
- volunteer, governor, contractor, visitor and third-party arrangements are risk assessed and the correct level of checking and supervision is determined before the person begins the activity;
- no unchecked person is permitted to work unsupervised or undertake regulated activity where the required checks have not been completed;
- induction, probation, supervision, training, appraisal, professional conduct arrangements and the management of low-level concerns support ongoing suitability after appointment; and
- statutory referrals to the Disclosure and Barring Service and, where applicable, the Teaching Regulation Agency are made when the relevant criteria are met.

6.3 Where an individual is registered with the DBS Update Service, the Academy may carry out an online status check to verify their ongoing suitability. However, in line with statutory requirements, before carrying out an online check, the Academy **will** perform the following four mandatory verification steps:

1. **Obtain Explicit Consent:** Obtain written consent from the individual to carry out the online status check.
2. **Confirm Identity:** Verify that the physical DBS certificate matches the individual's identity (using robust identity checking guidelines).
3. **Examine the Original Physical Certificate:** Physically examine the original paper DBS certificate to ensure it is valid, genuine, and appropriate for the children's workforce.
4. **Verify the Check Level:** Ensure that the level of the check on the original certificate is appropriate to the job or volunteering role they are applying for (e.g., confirming it is an Enhanced check and includes a children's barred list check where the role constitutes regulated activity).

If the online status check reveals a change in status, or if any of the above steps cannot be satisfied, the individual must apply for a new DBS certificate before commencing work.

6.4 Regular or overnight volunteers who volunteer in any of our Academies in a role that involves teaching, training, instructing or supervising children frequently or on more than 3 days in a 30-day period or overnight are now deemed to be in regulated activity. Our Academies will apply for an enhanced DBS with barred list information for these individuals ( paragraphs 383 – 384 of KCSIE 2026)

6.5 Under no circumstances should a volunteer on whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

6.6 The Trust's Recruitment and Selection Policy can be found here: [Recruitment & Selection Policy July25.pdf](#)

## 7 Whistleblowing and Raising Concerns about Safeguarding Practice

7.1 Whistleblowing is the act of disclosing wrongdoing. The Trust's Whistleblowing Policy can be found here: [Whistleblowing Policy April26.pdf](#)

7.2 All staff and volunteers must be able to raise concerns about poor or unsafe safeguarding practice, wrongdoing or failures in the school's safeguarding arrangements without fear of victimisation or disadvantage.

7.14 Concerns must be taken seriously, recorded appropriately and addressed promptly in accordance with the school's whistleblowing arrangements.

7.15 Staff should normally raise concerns with the Headteacher. Concerns about the Headteacher should be raised with the Chair of Trustees. Where there is a conflict of interest, or the concern relates to the person who would normally receive it, staff should contact the local authority safeguarding team

7.16 A member of staff who feels unable to raise a concern internally or believes that a genuine safeguarding concern is not being addressed, may use the school's external whistleblowing route or seek independent advice from the NSPCC Whistleblowing Advice Line on 0800 028 0285. Whistleblowing does not replace the duty to act immediately where a child may be at risk of harm. In an emergency, contact the police on 999; safeguarding referrals should be made through the

appropriate local procedures.

- 7.17 All staff will be told at induction, and reminded through safeguarding updates, how to access the Whistleblowing Policy, who concerns should be reported to, the alternative route where the concern involves a senior leader, and how to escalate concerns which are not being acted upon

## 8 Children Absent from Education and Children Missing Education

- 8.1 Absence from education can be an indicator of abuse, neglect, exploitation, criminal or sexual exploitation, mental health concerns, risk of radicalisation, or other unmet need. The school will respond to unexplained, repeated and/or prolonged absence as a potential safeguarding concern and will not treat attendance and safeguarding as separate processes.

- 8.2 The school will have clear attendance and safeguarding procedures which identify who is responsible for first-day contact, follow-up, home visits or welfare checks, information sharing, escalation to the DSL, and referral to the local authority or children's social care.

- 8.3 The school will:

- monitor attendance and admissions information daily and follow up unexplained absence promptly using more than one contact method where necessary;
- consider the child's known vulnerabilities, family circumstances, social care involvement, SEND, health needs, transport arrangements, patterns of absence and any previous safeguarding concerns when deciding the level and urgency of response;
- ensure attendance staff alert the DSL or deputy without delay where absence is unexplained, repeated, prolonged, linked to a known risk, or where attempts to establish the child's welfare and whereabouts are unsuccessful;
- make reasonable enquiries, record each contact attempt, information obtained, decisions, actions and reasons for escalation or non-escalation, and keep the situation under review;
- work with parents or carers, the child, the local authority and relevant agencies to understand and address barriers to attendance, unless doing so would increase risk to the child;
- refer concerns to local authority children's social care and/or the police immediately where there is reason to believe a child is suffering or likely to suffer harm, is in immediate danger, or their whereabouts cannot be established and risk is significant;
- comply with the School Attendance (Pupil Registration) (England) Regulations 2024 and statutory guidance before adding or deleting a pupil from the admission register, including making required returns and notifications to the local authority; and
- notify and work with the local authority Children Missing Education service where a child of compulsory school age is not registered at a school and is not receiving suitable education otherwise than at school, or where the school's enquiries indicate that a pupil may become missing education.

- 8.4 A pupil who remains registered at the school is not, solely because of persistent or severe absence, a Child Missing Education. However, their absence may still present a serious safeguarding risk and must be addressed through the school's attendance and safeguarding procedures. The school must not remove a pupil from roll unless a lawful ground is met and the required enquiries and notifications have been completed.

- 8.5 These arrangements should be read alongside the school's Attendance Policy, Children Missing Education procedures and local authority processes: [Matrix Attendance Graduated Response September 2026 .pdf](#)

- 8.6 In accordance with the statutory duty introduced by the Children's Wellbeing and Schools Act,

local housing authorities in England are required to notify educational institutions when a child enrolled at the school is placed in temporary accommodation (where parental/caregiver consent is obtained, or independent consent for 16-17 year-olds).

Upon receipt of a temporary accommodation notification, the Designated Safeguarding Lead (DSL) must immediately initiate the following safeguarding and support protocols:

- Review whether the child is already known to local authority children's social care (e.g., Child in Need under Section 17, Child Protection Plan under Section 47, or receiving targeted Family Help). If so, notify the child's social worker or Lead Practitioner of the temporary housing placement immediately.
- Assess the potential impact of the temporary accommodation on the child's attendance and emotional wellbeing. Because temporary accommodation is often located outside the immediate school catchment area, the DSL and Attendance Team must immediately evaluate transport barriers to prevent the child from becoming a Child Missing Education (CME).
- Set up an immediate, sensitive check-in with the child and their family. Identify any physical or digital barriers (e.g., lack of quiet study space, internet access, or clothing) and coordinate academic and practical support (e.g., breakfast club access, school uniform replacement, or study packs).
- Progress discussions with the Local Housing Authority to ensure a coordinated response, in line with local protocols. This notification does not replace standard safeguarding referral routes; if the housing circumstances highlight that the child is at risk of significant harm or neglect, an immediate referral to local authority children's social care must be made.

## 9 Working with Families

9.1 Alongside KCSIE 2026, Matrix Academy Trust is committed to a child-centred approach that recognises the importance of working in partnership with parents, carers and wider family networks, in line with Working Together to Safeguard Children.

9.2 This approach reflects the principles set out in the Government's strategy [Stable Homes, Built on Love](#), which responded to the recommendations of the Independent Review of Children's Social Care. The strategy emphasises the importance of ensuring children grow up in safe, stable and loving relationships and, wherever possible, within their own families. It also highlights the value of providing support at the earliest opportunity and strengthening the role of family and community networks in helping children to thrive.

9.3 Where it is safe and appropriate to do so, the school will work openly and collaboratively with parents and carers to support a child's welfare and wellbeing. This may include consideration by the Designated Safeguarding Lead (DSL) or deputy DSL as to whether parents or carers should be informed when additional pastoral or wellbeing support is being provided. Parents or carers will not be informed where doing so may place a child at increased risk of harm.

9.4 The school will seek to understand the child's family circumstances, identity, culture, faith, lived experiences and any barriers that may affect access to support or services. Staff will remain professionally curious and alert to situations where children may be experiencing abuse, neglect, exploitation or other forms of harm, including circumstances where a parent, carer or other adult may not be acting in the child's best interests.

## 10 Confidentiality and Sharing Information

10.1 Trusted relationships are at the heart of working with children and their families at our Academies.

10.2 We strive to uphold good practice and work in partnership with children and families.

Information sharing is vital in identifying and tackling all forms of abuse, neglect, and exploitation, and in promoting children's welfare and educational outcomes. In line with Keeping Children Safe in Education (KCSIE) 2026, the Trust and its Academies operate under the **Statutory Information Sharing Duty**. This duty is specifically designed to give all staff and safeguarding practitioners the professional confidence to share information appropriately, proportionately, and in a timely way to safeguard children.

10.3 All staff must be proactive in sharing information as early as possible to help identify, assess, and respond to safeguarding risks. Data protection laws (including the Data Protection Act 2018, UK GDPR, and the Data (Use and Access) Act 2025) are not a barrier to sharing information to keep children safe. Fears about sharing information, or a lack of confidence, must never stand in the way of safeguarding and promoting the welfare and safety of children.

10.4 When deciding what information to share, staff should consider whether the information is relevant to current safeguarding risk, necessary for the receiving setting or agency to know, clearly presented and appropriately contextualised. Professional judgement should be used so information shared is focused and proportionate. Care must be taken not to omit information where it may be relevant to understanding or managing safeguarding risk.

10.5 Data protection laws means the Data Protection Act (DPA) 2018, UK GDPR and the Data (Use and Access) Act 2025. These laws do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare.

10.6 If staff need to share special category personal data, the safeguarding of children and individuals at risk processing condition can allow information sharing without consent where there is good reason to do so and sharing information will enhance the safeguarding of a child in a timely manner.

## 11 Recognise and Respond to Abuse, Neglect and Exploitation

11.1 All staff are aware of what abuse, neglect and exploitation are and understand the indicators which may suggest a child is suffering or likely to suffer harm.

11.2 All staff should be aware of indicators of abuse, neglect, exploitation and modern slavery, recognising that children can be at risk inside and outside school, inside and outside the home and online. Abuse, neglect, exploitation and safeguarding issues rarely occur as standalone events and multiple issues often overlap.

### 11.3 Indicators of abuse and neglect

**Abuse:** 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.

**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 or not the child is aware of what is happening. 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.

**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, for example, 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

#### 11.4 Safeguarding issues

All staff should have an awareness of safeguarding issues that often overlap and can put children at risk of harm (including but not limited to those listed below). The following behaviours and indicators can be signs that children are at risk:

- drug taking and/or alcohol misuse
- 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 nudes or semi-nudes.

**Additional information on these safeguarding issues and information on other safeguarding issues is included in Annex A.**

### **11.5 Specific updates to definitions and indicators:**

- Abuse may include harm caused by a child to other family members, often referred to as child to parent or caregiver abuse.
- Emotional abuse can include verbal abuse such as persistent criticism, belittling or name-calling.
- Sexual abuse includes assault by penetration, penetration with an object, and non-contact abuse such as involving children in production of sexual images, forcing children to look at sexual images or watch sexual activities, or grooming including online.
- Exploitation and modern slavery are forms of abuse. Children who are criminally exploited must have their vulnerabilities recognised and should be treated as victims; it is not possible for a child to consent to being exploited, abused or trafficked.
- CSE and CCE may be committed or facilitated by an organised network or gang, and a victim may identify as being part of this group; this may constitute modern slavery and require relevant child protection and modern slavery referrals.

### **11.6 Child-on-child abuse (including harassment and violence):**

We know that children can abuse other children, including online. Child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator. It is preventable and timely, evidence-based support can be key to preventing children from going on to commit abuse or violence such as:

- serious physical assault and harm, or the threat of harm with a weapon
- harmful sexual behaviour, sexual violence and sexual harassment, which may include misogyny/misandry
- consensual and non-consensual making or sharing of nudes and semi-nudes, including those generated using AI online abuse through abusive, harassing and misogynistic/misandrist messages, non-consensual making or sharing of nudes or semi-nudes, and sharing abusive images or pornography with those who do not want to receive such content

Staff in our Academies will challenge abusive behaviour, respond to concerns raised both in school and when pupils are off site and not dismiss comments as “banter”. Staff will be vigilante as such abuse can be under reported and aim to safeguard the needs of both the victim and alleged perpetrator

### **11.7 Domestic abuse and Operation Encompass**

Domestic abuse can include psychological, physical, sexual, financial or emotional abuse. Children can be victims of domestic abuse where they see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships, including teenage relationship abuse.

Operation Encompass is an information-sharing scheme between the police and education settings. KCSIE 2026 notes a statutory duty on police to notify a child’s education setting, and where relevant local authorities, where they have reasonable grounds to believe a child may be a victim of domestic abuse. The DSL is likely to be the Key Adult and may use a central safeguarding inbox to oversee

notifications. Notifications do not replace statutory safeguarding procedures or referrals.

### **11.8 Mental health**

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

Education staff are not expected to diagnose mental health problems but are well placed to observe behaviour and identify children who may be struggling. If a child is in danger, staff should call 999 or arrange for them to be taken to A&E immediately by a parent/carer or other suitable person. If urgent mental health help is needed but it is not an emergency, staff can use NHS 111 online or call 111 and select the mental health option.

### **11.9 Serious violence**

Serious violence may involve physical assault, carrying, threatening with or using weapons, often in the context of peer conflict or bullying, and can be associated with criminal exploitation. Staff should report concerns about a child carrying or using a weapon, or expressing intent to do so, to the DSL or deputy.

The DSL should assess risk to the individual pupil and others, consider wider information, and take appropriate action. Depending on the risk, this may include a safety and support plan and consideration of action to de-escalate peer conflict. Schools should be alert to higher risks for children with disrupted education, including suspensions, permanent exclusions, time in alternative provision or a history of offending.

### **11.10 Harmful sexual behaviour, sexual harassment and sexual violence**

KCSIE 2026 substantially strengthens this area. Harmful sexual behaviour can occur between children of any age and sex, online or face-to-face, and may escalate into sexual harassment or sexual violence. HSB should always be considered within a child protection context.

All incidents involving the making or sharing of nudes or semi-nudes require a safeguarding response, regardless of whether they are consensual or non-consensual. The response should be proportionate and consider age, development, circumstances, coercion, exploitation and vulnerability.

Following a report of sexual violence, the DSL or deputy should carry out an immediate risk and needs assessment. For sexual harassment, the need for a risk assessment should be considered case-by-case. Assessments should be recorded, regularly reviewed and used to inform safeguarding decisions.

For reports of rape or assault by penetration, while facts are established and agencies are consulted, the alleged perpetrator should be removed from any shared classes with the victim and the school should consider reasonable separation across premises and transport. These actions are in the best interests of all children and should not be treated as a judgement on guilt.

### **11.11 Prevent and concerns about extremism**

Our Academies are aware of their duty under section 26 of the [Counter-Terrorism and Security Act 2015](#), in the exercise of our functions, to have “*due regard to the need to prevent people from becoming terrorists or supporting terrorism*” (known as the Prevent duty).

The Prevent duty is one of our wider safeguarding obligations. Our DSLs and senior leaders are aware of the revised [Prevent duty guidance: England and Wales \(2023\)](#) for England and Wales, especially paragraphs 141-210, which focus on education and childcare. The guidance covers 3 general themes: leadership and partnership, capabilities, and reducing permissive environments.

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

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

**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.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to Children's Services or [Channel](#), the Government's programme for identifying and supporting individuals at risk of being drawn into terrorism.

The DfE also has a dedicated telephone helpline, 020 7340 7264, which all staff and governors can call to raise concerns about extremism for a pupil. In non-emergency situations DSLs can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321.

## 12. Procedures in Response to Disclosures or Concerns

### Each Academy has a Designated Safeguarding Lead (DSL).

12.1 If any staff member suspects that a child may be a victim of abuse, they immediately inform the DSL of their concerns. Abuse can be of a sexual, emotional or physical nature. It can also be the result of neglect.

12.2 In most circumstances when a child alleges abuse the Designated Safeguarding Lead will notify the parents at the earliest opportunity. However, in certain circumstances (usually in response to an allegation of physical or sexual abuse within the family) referral to Children's Services (and thereby to the Police) may be made first.

12.3 Any child may benefit from support before statutory intervention, including from universal services and community-based Early Help, or the targeted early help level of Family Help. All school and college staff should be particularly alert to the potential need for additional support for a children as outlined in 4.3 – 4.5 of this policy and discuss any concerns with the Designated Safeguarding Lead

12.4 The Designated Safeguarding Lead will log all concerns and work with the appropriate agencies e.g. Children's Services. The Academies receive advice and guidance from their local Child Safeguarding Advisors. Academies use the common referral procedures available on line as per their Local Authority.

12.5 The Designated safeguarding lead should keep written records of all concerns, discussions and decisions, including the rationale for those decisions on CPOMS. This includes instances where referrals were or were not made to another agency.

12.6 If a pupil personally confides an incident and only wishes to speak to you, you should:

- Inform them that you have a responsibility to report all incidents of abuse to the DSL and not promise confidentiality
- Reassure them they have done the right thing.
- Leave questioning to the Police / Children's Services. If you contaminate evidence with incorrect questioning you may put the child at risk.
- Be honest about what happens next. If a child has told you about an incident, it is because they want help and look to you to give help.
- Contact the Designated Safeguarding Lead, personally and immediately (in their absence, the Deputy Designated Safeguarding Lead or the Head Teacher).
- In the exceptional circumstance that none of the above members of staff are available this must not delay action; staff may seek support from other members of senior leadership
- Make detailed notes immediately (no later than one hour later) of what the child has said quoting the child's words verbatim. These detailed notes should be completed on CPOMS and if you have handwritten any notes, these should be scanned and attached to this.
- Be aware that if you are unable to speak to the Designated Safeguarding Lead (e.g. out of Academy hours), you have a **duty** to report your concerns to Children's Services as immediate referral is required where a child is suffering or likely to suffer harm.

12.7 All staff are aware that should a child disclose that they are a victim of female genital mutilation, they must follow school safeguarding procedures and personally report to the police

12.8 The member of staff should not:

- Investigate the matter independently, especially through questioning the pupil.
- Implement Child Protection procedures without first consulting the Designated Safeguarding Lead unless, and only in exceptional circumstances such as in emergency or when there is a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Services. If a referral is made, the Designated Safeguarding Lead should be informed as soon as possible.
- Discuss the disclosure with anyone unless instructed by DSL or Deputy DSL

**12.9 If a member of staff is concerned that a pupil is at risk according to any of the definitions, they should discuss the matter with the Academy's Designated Safeguarding Lead, who will:**

- Collect any other relevant information from colleagues / other agencies.
- Decide whether or not there are sufficient grounds to refer the matter to the appropriate agencies.

12.10 The Designated Safeguarding Lead (supported by other safeguarding staff), will call targeted Family Help meetings and when necessary, Multi-agency Professionals' Meetings in order to support early intervention for children and families in need. Children's Services will be consulted at every stage.

12.11 The Academy will also have regard to extra-familial harm as we are aware that children can be at risk of abuse or exploitation in situations outside their families.

12.12 Safeguarding incidents and/or behaviours can be associated with factors outside the Academy and/or can occur between children outside of these environments. All staff, but especially the DSL (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families.

12.13 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, serious youth violence, county lines, and radicalisation.

- 12.14 The Academy will send a representative to Child Protection Conferences and will forward full written reports if attendance is not possible. The Designated Safeguarding Lead receives and acts upon any updates or minutes. The Designated Safeguarding Lead will ensure participation by an appropriate member of staff in all Core Group activities forming a part of the Child Protection Plan established following a conference.
- 12.15 The Designated Safeguarding Lead will liaise with staff on matters of safety and safeguarding and act as a source of support, advice and expertise for staff. Safeguarding training will be completed as part of the new staff induction process.
- 12.16 The Designated Safeguarding Lead will ensure that children will have an 'appropriate adult' present if there is police involvement.
- 12.17 The Academy will also work with agencies to ensure the monitoring of children not in need of a child protection plan but who may be living in risky situations - through a Child in Need plan or an Early Help Assessment.
- 12.18 If after a referral the child's situation does not appear to be improving, the Designated Safeguarding Lead should press for re-consideration to ensure their concerns have been addressed and that the child's situation improves.

## 13 Online Safety and Filtering

- 13.1 We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and that technology is a significant component in many safeguarding and wellbeing issues.
- 13.2 The breadth of online safety issues is considerable and ever evolving. KCSIE 2026 continues to use the 4Cs but updates them as follows:
- Content: exposure to illegal, inappropriate or harmful content, including pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation and conspiracy theories.
  - Contact: harmful online interaction with other users or generative AI applications that simulate this, including peer pressure, commercial advertising and adults posing as children or young adults to groom or exploit them sexually, criminally, financially or otherwise.
  - Conduct: online behaviour that increases the likelihood of, or causes, harm, including making, sending and receiving explicit images, including those generated using AI, and online bullying.
  - Commerce: online gambling, inappropriate advertising, phishing and financial scams.
- 13.3 As our Academies increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material, including when they are online at home.
- 13.4 All our Academies use specialist online monitoring software to ensure that inappropriate content or sites are not accessed by pupils or staff on school devices and school networks. Please also refer to the Trust's 'Employee Code of Conduct' ([Code of Conduct July26.pdf](#)) the Trust's Online safety ([Matrix Online Safety Policy September 2026.pdf](#)) and ICT Acceptable Use Policies ([ICT Acceptable Use Policy.pdf](#))
- 13.5 The safeguarding and online training that our Academy staff receive will include an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- 13.6 As outlined in our Online safety policy, our Designated Safeguarding Leads take responsibility in this area and have a full understanding of the filtering and monitoring systems and processes

- 13.7 Matrix IT Department will ensure that our Academies are meeting the [DFE's filtering and monitoring standards](https://www.gov.uk/guidance/plan-technology-for-your-school). They will also oversee any DFE recommendations for our schools <https://www.gov.uk/guidance/plan-technology-for-your-school> . A record of these checks will be kept
- 13.8 Matrix IT Department will also take the lead on our Academies meeting the [Cyber security standards for schools and colleges.GOV.UK](https://www.gov.uk/guidance/cyber-security-for-schools). including undertaking Cyber security training for all staff, including Trustees to improve cyber resilience and being aware of developments in Generative artificial intelligence (AI) in education - [GOV.UK](https://www.gov.uk/guidance/cyber-security-for-schools)
- 13.9 The Trustee with specific responsibility for safeguarding will pay due regard to the [DFE's filtering and monitoring standards](https://www.gov.uk/guidance/plan-technology-for-your-school) and consider how our Academies are meeting these standards during their annual safeguarding audit. Ours Academies will cascade information regarding keeping children safe online regularly to parents/carers.

## 14 Managing Safeguarding Concerns or Allegations made about staff, including supply teachers, volunteers and contractors

- 14.1 All staff based within our school will be considered to be in either a position of trust or working with children.
- 14.2 This safeguarding policy applies to school activities both on and off school premises ( e.g. Duke of Edinburgh/CCF activities)
- 14.3 Any allegations of abuse by a member of staff, supply teacher, trainee teacher, volunteer, contractors and adults using or hiring the school premises should be reported **directly to the Head Teacher**, who will implement locally agreed procedures. The first priority for the Head Teacher will be to contact the Chief Executive Officer and the LA appointed Designated Officer (LADO), before any other action is taken, including informing the adult concerned.
- 14.4 KCSIE 2026 adds explicit reference to trainee teachers throughout the allegations framework. Where concerns or allegations relate to a trainee teacher placed within the school, the expectations set out for schools and colleges apply and teacher training providers are expected to follow the same procedures as supply agencies.
- 14.5 Suspension should not be automatic. Alternatives should be considered, including redeployment, supervision, alternative duties, or moving the child to a different class only where this is in the child's best interests, is not a punishment and parents have been consulted. Immediate suspension must be justified and recorded, including alternatives considered and why they were rejected.
- 14.6 In the event of the allegation being made against the Head Teacher, the Chief Executive Officer of Matrix Academy Trust (Ms Lynsey Draycott) should be informed and can be contacted on 01922 211264. The Chief Executive Officer (or in her absence the Chair of The Board of Trustees Sir Mark Aspinall) will seek advice from the Local Authority Designated Officer before any other action is taken. The Chief Executive Officer will then manage the allegation. Further guidance can be found in Keeping Children Safe in Education September 2026.
- 14.7 In the event of the allegation being made against Matrix Central Team, the Chief Executive Officer should be informed on 01922 211 264.
- 14.8 In the event of the allegation being made against a Trustee the Chair of the Trust, Sir Mark Aspinall should be contacted who will contact the LADO for advice and direction. If the allegation is about the Chair of the Trust, then the Clerk to the Trust Board will be notified. The Clerk will then identify an appropriate member of the Trust board to liaise with the LADO on the Trusts behalf.
- 14.9 Where an allegation is substantiated and a person is dismissed, resigns or ceases to provide services, the school must consider statutory duties to refer to the DBS where criteria are met,

and for teaching staff consider referral to the Teaching Regulation Agency. These duties also apply to volunteers where they were engaged in regulated activity.

- 14.10 Our Academies aim to create a culture of safeguarding in which all concerns, be they considered low level concerns or serious allegations about staff are shared responsibly, with the right person, recorded and dealt with appropriately.

### **Low Level Concerns**

- 14.11 Low level concerns (including allegations) which do not meet the harm threshold as outlined above and in Part Four of Keeping Children Safe in Education are defined as an adult acting 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.

14.12 Low-level concerns about a member of staff, supply staff, trainee teacher volunteer or any adult working on the school site must be reported to the Headteacher (or CEO if the concern is about the Headteacher) who will determine the appropriate course of action and record the details and action taken in writing. Reports about supply staff and contractors will also be reported to their employers. The Trust's Policy can be found here: [Matrix - Low Level Concerns Policy 2026 .pdf](#)

- 14.12 These will be kept securely and confidentially, in accordance with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

- 14.13 These will be reviewed for patterns of behaviour and used to inform further training within our academies

### **Use of school premises for non-school activities**

- 14.14 Where the school hires or rents out facilities to organisations or individuals, safeguarding requirements will be included in lease or hire agreements as a condition of use. Failure to comply will lead to termination of the agreement

- 14.15 If an allegation is received relating to an incident that happened when an individual or organisation was using our premises for the purposes of running activities for children or they work closely with our Academies (for example Football Academy) the Academy will follow their safeguarding policies and procedures, including informing the LADO

## **15 Record Keeping**

- 15.1 Our Academies will hold records confidentially, safely, securely and in line with our records retention schedule.

15.2 All safeguarding concerns, discussions, decisions made and the reasons for those decisions must be recorded in writing. Records should be clear, factual and distinguish between observed concerns, professional opinion and historic information.

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome
- the rationale for decisions, including where referrals were or were not made to local authority children's social care, Prevent or other agencies

15.3 The child protection file should be transferred securely and separately from the main pupil file. Where files are transferred, the exporting school should include a clear, structured summary identifying current safeguarding concerns, relevant context and ongoing support needs. Historic information should be appropriately contextualised so safeguarding information supports rather than disadvantages the child.

15.4 Where information indicates a risk to others and/or the individual child, for example previous carrying, threatening with or using a knife or weapon, the receiving school should assess risk and, accordingly, put in place a safety and support plan when the child arrives.

### **Receiving in and transferring pupil records to other education provision**

15.5 If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their safeguarding information file is forwarded as soon as possible, securely, and separately from the main pupil file.

15.6 To allow the new school/college to have support in place when the child arrives, this should be within:

- **5 days** for an in-year transfer, or
- **the first 5 days** of the start of a new term.

15.7 In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the wellbeing and safety of the child.

### **Retention, archiving and destruction of records**

15.8 For records that are not transferred to another school, for example the child leaves the country or is going to be home educated, we have:

- a clear retention policy
- secure and appropriate system to archive with restricted access
- we have a written assurance from our providers of our electronic recording systems that all records are maintained securely which includes any archived records.

15.9 Storage, retention, and destruction of our child protection files is also made clear in our data management policy

## **16 Alternative Provision (AP) Placements and pupils who are home educated**

16.1 Where any Academy within the Matrix Academy Trust places a pupil with an Alternative Provision (AP) provider, the Academy continues to be legally responsible for the safeguarding of that pupil. The Academy must satisfy itself that the placement meets the pupil's specific needs, promotes their welfare, and provides a safe learning environment.

16.2 Before any placement commences, the commissioning Academy will obtain written confirmation from the AP provider that all appropriate pre-employment safeguarding checks have been carried out on individuals working at their establishment (specifically those checks that the Academy would otherwise perform on its own staff). This includes written confirmation that the AP provider will notify the commissioning Academy immediately of any staffing or leadership changes that may impact safeguarding, allowing the Academy to verify that appropriate checks are in place for new personnel.

16.3 Alternative Provision providers are expected to adhere to the Academy's child protection policy and that includes reporting any safeguarding concerns to a Designated Safeguarding lead (DSL) at the Academy immediately.

16.3 The commissioning Academy must always know where the pupil is located during school hours. The Academy must maintain an up-to-date record of:

- The physical address of the alternative provider;
- The address of any subcontracted provision or satellite sites the pupil may attend;
- key safeguarding contact details at the provider.

16.4 Placements will be reviewed regularly and frequently, at least half-termly, to provide absolute assurance that the child is regularly attending, the placement remains safe, and it continues to meet the child's educational, physical, and emotional welfare needs.

16.5 If any safeguarding concerns arise regarding the AP placement, the Academy must immediately initiate an emergency review of the placement. The placement will be suspended or terminated immediately if necessary, and alternative educational and safeguarding arrangements will be put in place, unless or until those concerns have been satisfactorily investigated and addressed in cooperation with local safeguarding partners."

16.6 For pupils who have been removed from the school roll to be electively home educated where there is a safeguarding concern, the designated safeguarding lead will contact social services to inform them that they have been removed and ensure that a safeguarding concern is alerted to the home education team within a local authority.

## **17 Internal Communication**

17.1 All Child Safeguarding concerns/issues will be CONFIDENTIAL. Sharing of relevant information to staff will be strictly at the discretion of the Designated Safeguarding Lead following the guidance issued by HM Government July 2018 - 'Information Sharing: advice for practitioners providing safeguarding services' (DfE 2018).

17.2 Safeguarding information in relation to a student must always be reported to the Designated Safeguarding Lead even if it is obtained through an external route. For example, a member of staff learnt of a concern through a social encounter with a parent.

## **18 External Communication**

18.1 In line with 'Keeping Children Safe in Education September 2026', data protection is not a barrier to sharing information where failure to do so would result in a child being placed at risk of harm.

18.2 The Data Protection Act 2018 and GDPR do not prevent, or limit the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent. (Keeping Children Safe in Education September 2026).

18.3 All Academies follow the guidance in 'Keeping Children Safe in Education' September 2026 regarding transferring child protection files if a child leaves the academy as explained above.

## Addendum 1

# **Barr Beacon SCITT Safeguarding Policy Addendum**

## **TO BE READ BY ALL SCITT TRAINEE TEACHERS**

### **1. Introduction**

- 1.1. The protection of children from suffering or the likelihood of suffering significant harm is the responsibility of all staff and trainees, superseding any other considerations. Action should also be taken to promote the welfare of a pupil in need of additional support, even if they are not suffering harm or at immediate risk.
- 1.2. This addendum applies to SCITT trainees and **must** be read in conjunction with the Matrix Academy Trust's child protection policy.
- 1.3. All staff, trainees and everyone involved in the Barr Beacon SCITT partnership share this commitment and are therefore expected to behave in such a way that supports this commitment, regardless of location or placement.

### **2. Safeguarding responsibilities**

- 2.1. All Barr Beacon SCITT trainees will receive Level 1 safeguarding training. This is organised to take place in the first week of the course during the September induction.
- 2.2. Barr Beacon SCITT is responsible for ensuring that all trainees have been subject to appropriate preselection checks, including obtaining and considering Disclosure and Barring Service (DBS) criminal records checks and children's barred list information.
- 2.3. Barr Beacon SCITT will confirm in writing to placement schools that a non-salaried trainee's criminal record check, including a check of the children's barred list, has been completed and that the individual has been judged by the Barr Beacon SCITT to be suitable to work with children. Barr Beacon SCITT is not required to provide any information to schools in addition to this confirmation. Schools may wish to record this confirmation in their single central record.
- 2.4. During safeguarding training, trainees will receive the following:
  - 2.4.1. Matrix Academy Trust's Child Safeguarding policy and BBSCITT Addendum
  - 2.4.2. SCITT contract and code of conduct
  - 2.4.3. information about the role of the Designated Safeguarding Lead contained within the Child Safeguarding Policy
  - 2.4.4. a copy of 'Keeping Children Safe in Education Part 1' and 'Annex A' (DfE: September 2026)
- 2.5. All Barr Beacon SCITT trainees will receive online safety training delivered during the initial phase of the course during the September induction.
- 2.6. Trainees will sign the 'Barr Beacon SCITT—Policies and Training' form via MS Teams which will be kept on file. This outlines safeguarding and other additional important information which the trainees will receive at the beginning of their training placement.
- 2.7. When trainees are on placement in a school, the partner school will:
  - 2.7.1. provide the trainee with the school's Child Safeguarding policy
  - 2.7.2. provide the trainee with the school's staff behaviour policy (or code of conduct)
  - 2.7.3. provide information about the role of the Designated Safeguarding Lead and the procedure for reporting any concerns/disclosures in that school
  - 2.7.4. provide trainees with access to any Safeguarding training
- 2.8. Where trainees are visiting a school for a shorter experience, the school will:
  - 2.8.1. provide the trainee with the school's standard visitor safeguarding information

- 2.9. Trainees in partner schools will act in accordance with the safeguarding policy of the partner school at all times.

### **3. Additional advice regarding reporting a safeguarding concern or disclosure**

- 3.1. Where SCITT staff or trainees have a safeguarding concern it is normal practice that any referral would be made **immediately** through the placement school's or visit school's Designated Safeguarding Lead and in accordance with the relevant procedure outlined in the Child Safeguarding policy of the trainee's placement or visit school.
- 3.2. SCITT staff and trainees must be aware that if they are unable to speak to the Designated Safeguarding Lead (e.g. out of Academy hours), they have a duty to report their concerns to Children's Services.

### **4. Allegations about a member of staff or trainee**

- 4.1. Trainees are expected to follow the same staff behaviour policy or code of conduct as all staff within their placement schools.
- 4.1.1. If the concern is regarding a member of placement school staff or a trainee on placement in the school, all reports should be made in accordance with the placement school's Child Safeguarding policy or policy on reporting a concern about a member of staff.
- 4.1.2. If the concerns raised bring into question a trainee's conduct under Part 2 of the Teachers' Standards, the SCITT Declaration and Code of Conduct further action by the SCITT may be necessary. The Headteacher of the placement school will liaise appropriately with the SCITT Director and follow up actions may be necessary by the SCITT.
- 4.2. If the concern is regarding a SCITT trainee whilst they are not on placement e.g. during professional studies or subject studies, the concern must be reported to the Headteacher on school site by means of a face-to-face conversation before the trainee leaves the training session. The Headteacher of the school will liaise appropriately with the SCITT Director and follow up actions may be necessary by the SCITT.

### **5. Keeping yourself safe – additional information for trainees**

- 5.1. Trainees should not put themselves in a vulnerable position, for example:
- 5.1.1. Do not give pupils lifts in your car (including 6th form)
- 5.1.2. Do not use pupil toilets
- 5.1.3. Trainees should avoid being in a room alone with a pupil. If it is unavoidable keep the door open and be visible, moving to another part of the school if necessary, and if possible tell another member of staff or ensure there are other pupils there
- 5.1.4. Avoid physical contact with pupils, further information regarding reasonable force can be found in the following document:  
[https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive\\_interventions\\_including\\_use\\_of\\_reasonable\\_force\\_in\\_schools.pdf](https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf)
- 5.1.5. Be aware if a pupil becomes attention seeking or seems to want to talk with you more.
- 5.1.6. Always maintain a professional distance and boundaries and insist that pupils refer to you by your title and surname at all times. Remember that you are the adult in all situations.
- 5.1.7. Do not add pupils (including 6th form) as 'friends' or contacts on social networking or online media sites or apps such as (but not limited to) Facebook, Twitter, Instagram, Snapchat, LinkedIn and ensure that your social networking 'privacy' is on the highest setting
- 5.1.8. Do not engage in conduct outside of work or on social media which could seriously damage the reputation and standing of the placement school or SCITT, the trainee or the

reputation of other members of the school or SCITT community. Trainees must inform the SCITT Director immediately of any such situation that could bring the school or SCITT into disrepute

- 5.1.9. Exercise extreme caution when using information technology, especially when using social networking sites or apps. Any comments made on sites that are likely to bring the placement school, SCITT or pupils into disrepute will be deemed as unacceptable behaviour. Comments regarding pupils or placement school/SCITT business must not be made on social networking sites
- 5.1.10. Do not give your personal details such as address, personal e-mail address or phone number to pupils or ask for these from any pupil
- 5.1.11. Do not share your personal details for social media or gaming platforms or ask for these from any pupil
- 5.2. Please be vigilant so that all schools in our partnership can maintain a culture of safety:
  - 5.2.1. An open culture, no secrets
  - 5.2.2. Immediate reporting of concerns to your Designated Safeguarding Lead
  - 5.2.3. Take any concerns seriously – act on your ‘gut feelings’
  - 5.2.4. Do not ignore anything
  - 5.2.5. Adults should act as role models showing what is acceptable behaviour and conduct

## **DBS and Placements**

- 5.3. Where a partnership school allows a trainee to start work in regulated activity before the DBS certificate is available, express permission will have been granted by the Headteacher of the partner school. Until the DBS certificate is available, checked and deemed satisfactory, the trainee will be supervised and accompanied around the school site by school staff at all times. Please note the Headteacher has the right to not allow the placement to commence until the DBS has been seen.

## Addendum 2



## Addendum 3

### Procedures in Relation to Visitors to the Academy Site

- Visitors are required to report **directly** to the reception by the main entrance.
- Once inside the Academy, all visitors must sign the visitors' book.
- The Visitor Information Booklet must be read and signed for at reception.
- A visitor's lanyard will be issued which is to be worn at all times.
- Any unaccompanied visitors on site who are not recognised must be politely approached, questioned about their business in school and escorted **immediately** to reception.
- The Academies reserve the right to refuse entry or terminate a visit at anytime.

### Classification of Visitors

- Visitors can be classified according to their degree of access to children:

#### People working with children

- Peripatetic teachers, sports coaches, LA employees, school nurses, volunteers, Children's Services staff.
- Unless the visit is expected or the visitor is well known to the person admitting them, authority must be obtained from a member of the Leadership Team before allowing access to the Academy.
- The identity of the visitor must be confirmed.
- All such visitors will have enhanced DBS clearance.
- If the clearance is not held by us, we will require confirmation that appropriate clearance has been obtained and the visitor will wear a badge issued by the organisation holding their DBS clearance.
- Material and key messages planned by guest speakers will be vetted prior to the event and, where appropriate, a social media check will be carried out.
- School Experience Programme participants are **accompanied at all times by Academy staff**.

#### People not working with children

*Examples: builders and gardeners etc.*

- Unless the visit is expected or the visitor is well known to the person admitting them, their identity should be confirmed and the authority of a member of the Leadership Team must be obtained before allowing access to the Academy.
- They are to be **supervised while pupils are on the premises**. The amount of supervision required is dependent on the visitors' actual or potential proximity to pupils and the Academy's knowledge of them.

#### Escorted visitors

*Examples: parents/carers, prospective parents, job candidates.*

- These people **must be accompanied at all times**.
- Please note that any parent/carer that may pose a risk to pupils ( for example a registered sex offender) will **not** be allowed on school site

## Addendum 4

### **Procedures in Relation to Management and Recruitment of Staff**

Our recruitment procedure pays full regard to 'Keeping Children Safe in Education' September 2026 and our safer recruitment practice includes: scrutinising applicants; verifying identity and academic or vocational qualifications; obtaining professional and character references; checking previous employment history and ensuring that the candidate has the health and physical capacity for the job. It also includes interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS). An online search of shortlisted candidates may also be considered as part of the Trust Academies due diligence.

Additional checks are carried out on applicants who have lived or worked outside the UK to ensure any relevant events that occurred outside the UK can be considered.

Relevant staff undertake Safer Recruitment training and there is always at least one person on every interview panel who has completed Safer Recruitment training.

A central record (the Single Central Record or SCR) is maintained within each Academy of all staff, teacher trainees, agency staff, contractors and volunteers. The SCR will record whether the following checks have been carried out or certificates obtained, and the date on which each check was completed or certificate obtained:

- **Identity check** (verified against identification checking guidelines);
- **Standalone children's barred list check** (where applicable, e.g., if starting work before the DBS is available);
- **Enhanced DBS check** (with children's barred list check for those engaging in regulated activity);
- **Prohibition from teaching check** (using Check a Teacher's Record);
- **Section 128 management check** (for all individuals in management positions)
- **Further checks on individuals who have lived or worked outside the UK** (where applicable);
- **Check of professional qualifications** (where required); and
- **Check to establish the person's right to work in the United Kingdom.**

Where checks are carried out on volunteers, the details (in terms of risk assessment and level of checking) will be recorded on the single central register.

The specific vulnerability of supply staff and volunteers is recognised by the Academy and they are appropriately supported by senior staff. Provisions include issue of guidelines of our Behaviour Management Procedures and Child Safeguarding Procedures to all supply staff and volunteers whilst they are engaging with the children in the Academy.

Members of staff undergo safeguarding and child protection training at induction followed up by regular updates including annual refresher training to ensure they are fully briefed on safeguarding and child protection developments. Staff induction includes awareness sessions on the Safeguarding Policy, the Academy's Behaviour Policy and the response from schools when a child goes missing from education. In addition:

- All staff and volunteers receive Level 1 Basic Awareness Safeguarding Children and Young People training at least every 2 years, delivered by the Designated Safeguarding Lead and safeguarding staff.
- Members of staff also receive training to raise their awareness of appropriate behaviour in relation to physical contact, professional relationships and so on, in order to keep pupils safe and to keep staff safe from inappropriate allegations (see Employee Code of Conduct).
- Designated Safeguarding Lead and Deputies receive DSL specific Advanced Training (level 2 or 3 depending on authority) every 2 years.

Designated Safeguarding Lead receives regular training, at least annually, to keep up to date with any developments relevant to the role which includes:

- Management/support for the Early Help process
- Providing advice and support to other staff on child welfare and child protection matters
- Taking part in strategy discussions and inter-agency meetings
- Contributing to the assessment of children
- Liaising with the Local Authority and working with other agencies in line with '[Working Together to Safeguard Children](#)' (March 2026) and '[Keeping Children Safe in Education](#)' September 2026.

There may be times when adults in our Academy, in the course of their duty, use physical intervention to restrain children. The Head Teacher requires the adult involved in any such incident to report this to him/her **immediately** so it can be recorded appropriately. *NB: Physical intervention is appropriate in line with guidelines in section 50A of the Education Act 1996.*

Members of staff are aware of their rights, responsibilities, duties and powers relating to managing pupils' behaviour in school (see Policy for the Use of Control & Reasonable Force), during school activities offsite. They are also aware of the need to **report** issues for action by the Academy Leadership, even when these occur beyond the Academy and other than during an offsite activity - if there are safeguarding implications for the individual children involved, other children or members of the public.

*NB: These powers and those of the Head Teacher to act against a child who causes a problem even beyond the school and outside school hours are outlined in the Education & Inspections Act 2006.*

Our primary Academy will follow the DfE statutory guidance 'Disqualification under the childcare Act 2006' updated 31 August 2018. Staff at the Primary Academy should declare on appointment they are not disqualified but if their circumstances change they must inform the Head Teacher.

Staff relationships and associations in and out of the Academy (and online) may have implications for the safeguarding of students. Staff should discuss any changes to personal circumstances with the DSL and/or Head Teacher if it may impact the safeguarding of any student

## Addendum 5

### **Designated Safeguarding Leads**

**Barr Beacon School:** Mr J Crumpton

Out of Hours Emergency Contact: 0300 555 2922 or 0300 555 2836 (Walsall Council Children's Services)

**Bloxwich Academy (Primary):** Mrs S Shepherd

Out of Hours Emergency Contact: 0300 555 2922 or 0300 555 2836 (Walsall Council Children's Services)

**Bloxwich Academy (Secondary):** Mrs M Lockley

Out of Hours Emergency Contact: 0300 555 2922 or 0300 555 2836 (Walsall Council Children's Services)

**Dame Elizabeth Cadbury School:** Mrs A Palmer

Out of Hours Emergency Contact: 0121 675 4806 (CASS)

**Elmwood Special School:** Mrs B Bailey

Out of Hours Emergency Contact: 0300 555 2922 or 0300 555 2836 (Walsall Council Children's Services)

**Etone College:** Mrs R Price

Out of Hours Emergency Contact: 07926 886922 (Warwickshire County Council Emergency Duty Team)

**Pool Hayes Primary School:** Mr A Carter

Out of Hours Emergency Contact: 0300 555 2922 or 0300 555 2836 (Walsall Council Children's Services)

**Smestow Academy:** Mr N Dyke

Out of Hours Emergency Contact: 01902 555392 (Wolverhampton Council Emergency Duty Team)

**Turves Green Boys' School:** Mr S Rogers

Out of Hours Emergency Contact: 0121 675 4806 (CASS)

**Wednesfield Academy:** Mrs S Roberts

Out of Hours Emergency Contact: 01902 555392 (Wolverhampton Council Emergency Duty Team)

*On each school's website they have a personalised Safeguarding Policy detailing school specific safeguarding procedures, staff and key contact.*

## Non School Contacts

| Organisation / Role                       | Name                                         | Contact details                                                                                                                                                                                                                                                          |
|-------------------------------------------|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Local Authority Designated Officer (LADO) | Duty LADO                                    | Tel: 0121 675 1669<br>Email: <a href="mailto:ladoteam@birminghamchildrenstrust.co.uk">ladoteam@birminghamchildrenstrust.co.uk</a>                                                                                                                                        |
| Birmingham Children's Trust               | Children's Advice and Support Service (CASS) | <b>Monday to Thursday: 8:45am to 5:15pm:</b> <ul style="list-style-type: none"> <li>Friday: 8:45am to 4:15pm</li> <li>Telephone: 0121 303 1888</li> </ul> <b>CASS emergency out-of-hours:</b> <ul style="list-style-type: none"> <li>Telephone: 0121 675 4806</li> </ul> |
| Early Help                                |                                              | Early Help Support Team:<br>Telephone: 0121 303 8117 or contact your <a href="#">Early Help District teams</a>                                                                                                                                                           |
| NSPCC Helpline                            | N/A                                          | Call: <a href="tel:08088005000">0808 800 5000</a> Email <a href="mailto:help@NSPCC.org.uk">help@NSPCC.org.uk</a> .                                                                                                                                                       |
| Police                                    | N/A                                          | Emergency 999.<br>Non-emergency 101                                                                                                                                                                                                                                      |

## Addendum 6

### **Link to Useful information**

#### **Local**

- [Birmingham Safeguarding Children Partnership](#)
- [Right Help, Right Time - Birmingham Safeguarding Children Partnership](#)
- [Early Help Assessment and Our Family Plan - Birmingham Safeguarding Children Partnership](#)
- [Having those difficult conversations: The Importance of the Resolution and Escalation Protocol - Birmingham Safeguarding Children Partnership](#)
- [Birmingham Children's Trust](#)
- [Birmingham City Council - Children, Young People & Families](#)
- [BCC School Safety Plan re children who pose a risk to others](#)
- [BCC Corporate Safeguarding Policy](#)
- [No platform policy | Birmingham City Council](#)
- [Suicide postvention support package for education establishments | Birmingham City Council](#)

## **National and statutory guidance**

- [Keeping Children Safe in Education 2026](#)
- [Keeping Children Safe in Education 2026: Part One](#)
- [Working Together to Safeguard Children](#)
- [Information Sharing Advice for Safeguarding Practitioners](#)
- [Data Protection Toolkit for Schools](#)
- [Prevent Duty Guidance](#)
- [Channel Guidance](#)
- [DfE Filtering and Monitoring Standards](#)
- [Cyber Security Standards for Schools and Colleges](#)
- [Mobile Phones in Schools](#)
- [Use of Reasonable Force in Schools](#)
- [Alternative Provision Guidance](#)
- [Supporting Pupils at School with Medical Conditions](#)
- [Allergy Safety in Schools](#)
- [Operation Encompass](#)
- [UKCIS Sharing Nudes and Semi-Nudes Guidance](#)
- [Generative AI in Education](#)
- [Generative AI Product Safety Expectations](#)
- [Youth Endowment Fund Toolkit](#)
- [Children Missing Education](#)
- [Working Together to Improve School Attendance](#)
- [Staffing and employment: advice for schools \(DfE\)](#)

## Addendum 7

### Additional Advice and support

| Abuse or Safeguarding Issue    | Link to Guidance / Advice                                                                                    | Current Verified URL                                                                                                                                                                                                                                                                                    |
|--------------------------------|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Abuse</b>                   | What to do if you're worried a child is being abused                                                         | <a href="https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2">https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2</a>                                                                                       |
|                                | Domestic abuse: Various Information/Guidance                                                                 | <a href="https://www.gov.uk/guidance/domestic-abuse-how-to-get-help">https://www.gov.uk/guidance/domestic-abuse-how-to-get-help</a>                                                                                                                                                                     |
|                                | Faith based abuse: National Action Plan                                                                      | <a href="https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief">https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief</a>                                                           |
|                                | Relationship abuse: disrespect nobody                                                                        | <a href="https://www.gov.uk/government/collections/disrespect-nobody-campaign">https://www.gov.uk/government/collections/disrespect-nobody-campaign</a>                                                                                                                                                 |
|                                | CSA Centre, supporting practice in tackling child sexual abuse.                                              | <a href="https://www.csacentre.org.uk/research-resources/practice-resources/film-series/">https://www.csacentre.org.uk/research-resources/practice-resources/film-series/</a>                                                                                                                           |
|                                | NSPCC Harmful Sexual Behaviour Framework                                                                     | <a href="https://learning.nspcc.org.uk/research-resources/harmful-sexual-behaviour-hsb-framework-audit">https://learning.nspcc.org.uk/research-resources/harmful-sexual-behaviour-hsb-framework-audit</a>                                                                                               |
|                                | The Lucy Faithfull Foundation (Shore Space Hub)                                                              | <a href="https://shorespace.org.uk/">https://shorespace.org.uk/</a>                                                                                                                                                                                                                                     |
|                                | Contextual Safeguarding Network toolkit                                                                      | <a href="https://www.contextualsafeguarding.org.uk">https://www.contextualsafeguarding.org.uk</a>                                                                                                                                                                                                       |
|                                | Advice for schools and colleges on responding to incidents of non-consensual sharing of nudes and semi-nudes | <a href="https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people">https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people</a> |
| <b>Bullying</b>                | Preventing bullying including cyberbullying                                                                  | <a href="https://www.gov.uk/government/publications/preventing-and-tackling-bullying">https://www.gov.uk/government/publications/preventing-and-tackling-bullying</a>                                                                                                                                   |
| <b>Children and the courts</b> | Advice for 5-11-year olds witnesses in criminal courts                                                       | <a href="https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds">https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds</a>                                                                                                             |
|                                | Advice for 12-17 year old witnesses in criminal courts                                                       | <a href="https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds">https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds</a>                                                                                                           |

|                                                      |                                                                          |                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Children missing from education, home or care</b> | Children missing education                                               | <a href="https://www.gov.uk/government/publications/children-missing-education">https://www.gov.uk/government/publications/children-missing-education</a>                                                                                                                                 |
|                                                      | Child missing from home or care                                          | <a href="https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care">https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care</a>                                                                           |
|                                                      | Missing children and adults' strategy                                    | <a href="https://www.gov.uk/government/publications/missing-children-and-adults-strategy">https://www.gov.uk/government/publications/missing-children-and-adults-strategy</a>                                                                                                             |
| <b>Children with family members in prison</b>        | National Information Centre on Children of Offenders                     | <a href="https://www.nicco.org.uk/">https://www.nicco.org.uk/</a>                                                                                                                                                                                                                         |
| <b>Child exploitation</b>                            | County Lines: toolkit for professionals                                  | <a href="https://www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit">https://www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit</a>                                                                                   |
|                                                      | Care of unaccompanied migrant children and victims of modern day slavery | <a href="https://www.gov.uk/government/publications/care-of-unaccompanied-and-trafficked-children">https://www.gov.uk/government/publications/care-of-unaccompanied-and-trafficked-children</a>                                                                                           |
|                                                      | Safeguarding children who may have been trafficked                       | <a href="https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance">https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance</a>                                             |
|                                                      | Child exploitation disruption toolkit                                    | <a href="https://www.gov.uk/government/publications/child-exploitation-disruption-toolkit">https://www.gov.uk/government/publications/child-exploitation-disruption-toolkit</a>                                                                                                           |
|                                                      | Preventing child sexual exploitation                                     | <a href="https://www.childrenssociety.org.uk/what-we-do/our-work/preventing-child-sexual-exploitation/what-child-sexual-abuse-and-exploitation">https://www.childrenssociety.org.uk/what-we-do/our-work/preventing-child-sexual-exploitation/what-child-sexual-abuse-and-exploitation</a> |
| <b>Children with a social worker</b>                 | Role of Virtual School Heads                                             | <a href="https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children-and-previously-looked-after-children">https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children-and-previously-looked-after-children</a>           |
| <b>Drugs</b>                                         | Drugs-advice for schools                                                 | <a href="https://www.gov.uk/government/publications/drugs-advice-for-schools">https://www.gov.uk/government/publications/drugs-advice-for-schools</a>                                                                                                                                     |
|                                                      | From harm to hope: A 10-year drugs plan (Supersedes 2017 Strategy)       | <a href="https://www.gov.uk/government/publications/from-harm-to-hope-a-10-year-drugs-plan-to-cut-crime-and-save-lives">https://www.gov.uk/government/publications/from-harm-to-hope-a-10-year-drugs-plan-to-cut-crime-and-save-lives</a>                                                 |
|                                                      | Information and advice on drugs                                          | <a href="https://www.talktofrank.com/">https://www.talktofrank.com/</a>                                                                                                                                                                                                                   |
|                                                      | ADEPIS platform sharing information and resources for schools            | <a href="https://mentoruk.org.uk/adepis/">https://mentoruk.org.uk/adepis/</a>                                                                                                                                                                                                             |
| <b>"Honour Based Abuse"</b>                          | Female genital mutilation: information and resources                     | <a href="https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack">https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack</a>                                                                                                       |
|                                                      | Faith based Abuse: National Action Plan                                  | <a href="https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief">https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief</a>                                             |

|                              |                                                                        |                                                                                                                                                                                                                                               |
|------------------------------|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                              | Female genital mutilation: multi agency statutory guidance             | <a href="https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation">https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation</a>                 |
|                              | Forced marriage: guidelines (The Right to Choose)                      | <a href="https://www.gov.uk/government/publications/forced-marriage-resource-pack">https://www.gov.uk/government/publications/forced-marriage-resource-pack</a>                                                                               |
| <b>Health and Well-being</b> | Fabricated or induced illness: safeguarding children                   | <a href="https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced">https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced</a>             |
|                              | Rise Above: Free PSHE resources on health, wellbeing and resilience    | <a href="https://riseabove.org.uk/">https://riseabove.org.uk/</a>                                                                                                                                                                             |
|                              | Medical conditions: supporting pupils at school                        | <a href="https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3">https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3</a>                             |
|                              | Mental health and behaviour in schools                                 | <a href="https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2">https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2</a>                                                       |
|                              | AskTheAwkward- help talk with your children about online relationships | <a href="https://www.thinkuknow.co.uk/parents/ask-the-awkward/">https://www.thinkuknow.co.uk/parents/ask-the-awkward/</a>                                                                                                                     |
| <b>Homelessness</b>          | Homelessness code of guidance for local authorities                    | <a href="https://www.gov.uk/government/publications/homelessness-code-of-guidance-for-local-authorities">https://www.gov.uk/government/publications/homelessness-code-of-guidance-for-local-authorities</a>                                   |
| <b>Online</b>                | Sexting, Teaching Online Safety, Cybersecurity, Filtering & Monitoring | <a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a>                                                               |
| <b>Private fostering</b>     | Private fostering: local authorities statutory guidance                | <a href="https://www.gov.uk/government/publications/private-fostering-local-authority-statutory-guidance">https://www.gov.uk/government/publications/private-fostering-local-authority-statutory-guidance</a>                                 |
| <b>Police Powers</b>         | PACE Code C Statutory Document                                         | <a href="https://www.gov.uk/government/publications/pace-code-c-2019">https://www.gov.uk/government/publications/pace-code-c-2019</a>                                                                                                         |
| <b>Radicalisation</b>        | Prevent duty guidance                                                  | <a href="https://www.gov.uk/government/publications/prevent-duty-guidance">https://www.gov.uk/government/publications/prevent-duty-guidance</a>                                                                                               |
|                              | Prevent duty advice for schools and childcare providers                | <a href="https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty">https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty</a>                         |
|                              | Educate Against Hate Website                                           | <a href="https://educateagainsthate.com/">https://educateagainsthate.com/</a>                                                                                                                                                                 |
| <b>Violence</b>              | Gangs and youth violence: for schools and colleges                     | <a href="https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines">https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines</a> |

|  |                                                                      |                                                                                                                                                                                                                                             |
|--|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Tackling violence against women and girls strategy                   | <a href="https://www.gov.uk/government/publications/tackling-violence-against-women-and-girls-strategy">https://www.gov.uk/government/publications/tackling-violence-against-women-and-girls-strategy</a>                                   |
|  | Violence against women and girls: national statement of expectations | <a href="https://www.gov.uk/government/publications/violence-against-women-and-girls-national-statement-of-expectations">https://www.gov.uk/government/publications/violence-against-women-and-girls-national-statement-of-expectations</a> |
|  | Sexual violence and sexual harassment between children               | <a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a>                                                             |
|  | Serious violence strategy                                            | <a href="https://www.gov.uk/government/publications/serious-violence-strategy">https://www.gov.uk/government/publications/serious-violence-strategy</a>                                                                                     |

[https://assets.publishing.service.gov.uk/media/66320b06c084007696fca731/Info\\_sharing\\_advice\\_content\\_May\\_2024.pdf](https://assets.publishing.service.gov.uk/media/66320b06c084007696fca731/Info_sharing_advice_content_May_2024.pdf)

